Project Team 4 – MnSCU AQIP Institutions Shared Data Project
Continuous Quality Improvement Nerds ("Sequin")

Team Members:

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Project Summary:

The team was tasked to identify shared data sets that could be used or are used for purposes of responding to the measures and results questions of the AQIP Systems Portfolio; and recommend resources appropriate to MnSCU AQIP schools. The team focused on data sets that might be useful to institutions new to AQIP.

Team members had varying levels of experience with AQIP and used the first month to individually orient themselves to the AQIP categories and to learn more about the concerns that prompted the project itself. In September, the team met, identified a project plan and developed a project timeline to effectively stay on task.

The team reviewed Systems Portfolios crafted by 10 MnSCU schools to populate a survey that was administered to the 21 institutions that participate in the MnQIP group. The survey results helped the team to identify the data sets currently used by MnSCU schools in the crafting of their Systems Portfolio and used the results from that review to develop recommendations.

Executive Summary:

The attached Results of Survey provides a more detailed compilation of results and observations. In summary:

- The team identified that institutions use a variety of MnSCU reports and data sets to respond to AQIP category questions.
- The MnSCU data are supplemented with results from CCSSE, Noel Levitz PSOL, Noel Levitz SSI, NSSE and SENSE and home grown survey data.
- Institutions mentioned that at times, the MnSCU data used was not always responsive to the AQIP category question.

- Use of MnSCU data made comparison and benchmarking with non-MnSCU schools difficult.
- Institutions reported that they are currently using the nationally normed survey data for institution based improvement and planning and not necessarily for comparative and benchmarking purposes.
- The MnSCU data used most often appeared to align closely with the Chancellor's goals suggesting that the Chancellor has an opportunity influence data collection

The team's final report includes shared data that could be used by institutions planning for and crafting their first systems portfolio. The team concluded that new tools may be needed to develop data for comparative and benchmarking purposes.

Leadership Lessons Learned (in no particular order):

1. Brainstorming was an effective tool.
2. Team members communicated differently and had different DISC styles (our team had all 4 of the DISC styles represented) and having a shared understanding of those differences helped the team respond appropriately.
3. We stormed, normed and regrouped.
4. A team of leaders can be challenging – being a team member takes work.
5. Team members may need to adapt (suppress) their DISC tendencies, taking on different skill sets, to supplement needed skill sets in the team.
6. Keep an open mind and not make hasty judgments about people.
7. Team members need to manage expectations.
8. Team members recognized that we all balance multiple demands but overall we recognized our responsibilities to the team and actively participated in all aspects of the project.

Category One: Helping Students Learn

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- Other resources may include the Kansas Study, Instructional Cost Study
- The tools reported are used somewhat often to very often by 95% of responders
- 42% reported that the measures were very helpful; another 42% found them somewhat helpful in improving the institutions processes and systems
- Institutions are using locally developed surveys and questionnaires
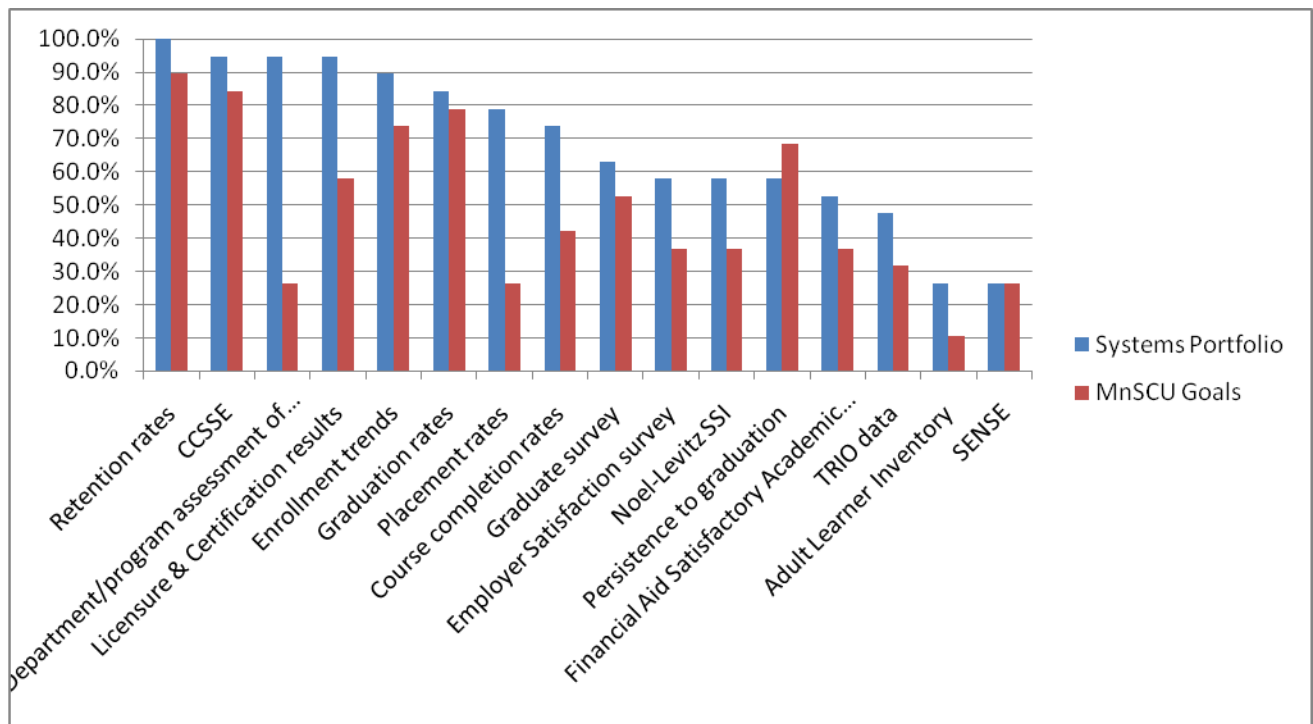

Table 1. Tools and measures used to address Category 1 of the systems portfolio and alignment with MnSCU goals.

Observations:
- There does not appear to be a common method of reporting institutionally designed results for comparison and analysis
- The data sets do not help the institution identify whether students have attained their education attainment goals (beyond graduation rates and retention)

Category Two: Accomplishing Other Distinctive Objectives

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- Institutions have varying Other Distinctive Objectives and measures are specific to the institution's other objectives
- Other resources may include community involvement surveys, donor satisfaction surveys, and economic impact data
- 11.8% reported that they included certain measures in their portfolio just to answer the question and not because they used the data in the college's decision making processes
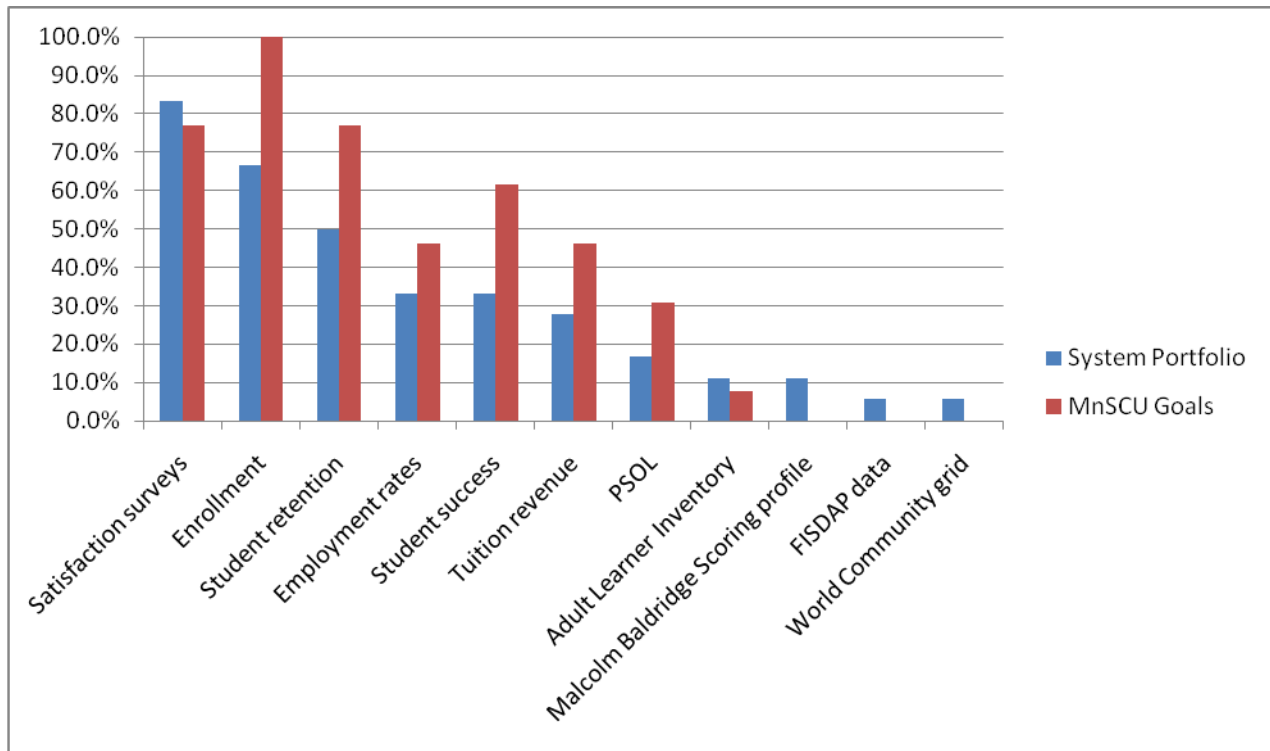

Table 2. Tools and measures used to address Category 2 of the systems portfolio and alignment with MnSCU goals.

Observations:

- Institutions struggle to craft responses to the questions in this category because of the unique aspects of each institution
- It is difficult to identify measures that allow for comparison with other institutions (2R3)
- Institutions would like to identify measures for use in aligning co-curricular goals with other learning goals and objectives

Category Three: Understanding Students' and Other Stakeholder Needs

Key findings:
- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- 50% of responders indicated that they used the measures and results reported very often in decision making
- 46.7% found the measures and data sets to be very helpful in improving their processes and systems; 46.7% found them to be somewhat helpful
- Other resources include SENSE, employer satisfaction surveys and localized satisfaction surveys
- One responder suggested that it might follow the lead of Valencia College, defining specific market segments and defining specific measures that assess how well each of those segments was being served throughout their experience with/at the college
- 14% reported not using the data for improving its processes and systems relative to Understanding Students' and other Stakeholders' needs
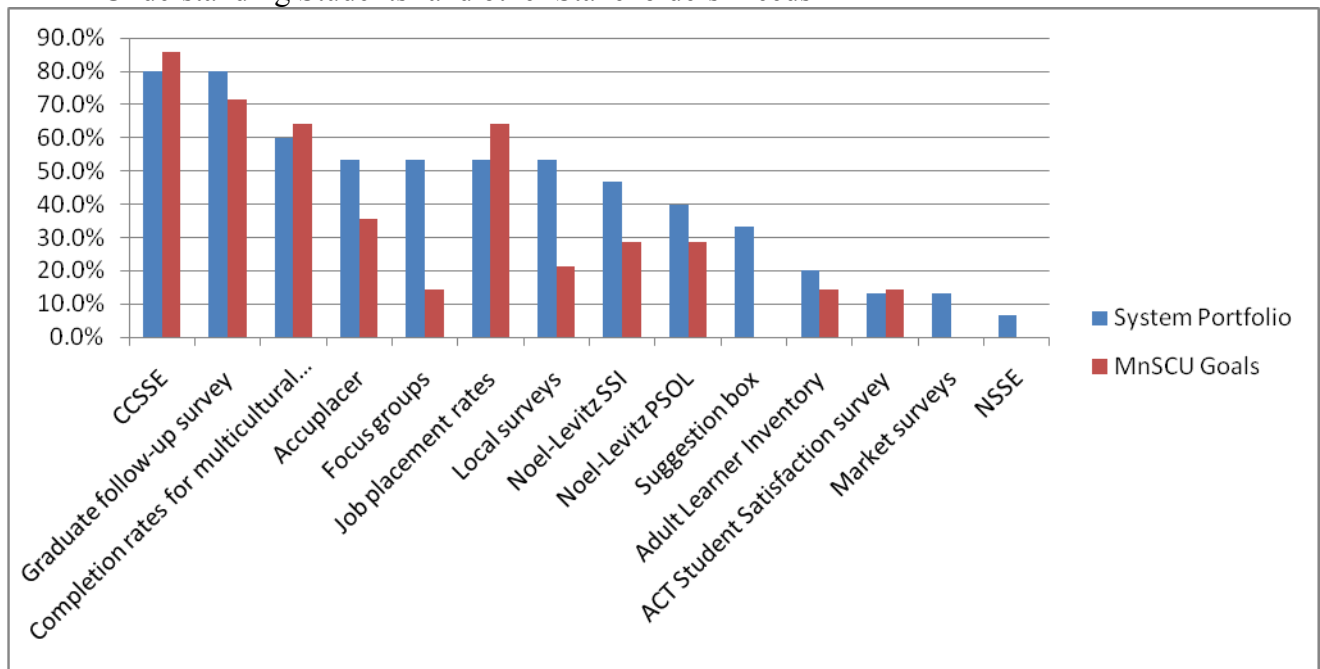

Table 3. Tools and measures used to address Category 3 of the systems portfolio and alignment with MnSCU goals.

Observations:
- Data sets reported generally measure satisfaction of internal stakeholders and measures to evaluate external stakeholders are not widely available (difficulty finding an appropriate tool and having the resources to implement it)
- The data sets reported don't provide responses that provide measures for use in assessing external stakeholder satisfaction (3R5) and for comparative purposes (3R6)

Category Four: Valuing People

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- Other than employee surveys, there does not appear to be a large number of widely used tools
- Other resources might include employee engagement and campus climate surveys, and nationally normed (rather than in house) employee satisfaction surveys
- 75% of those responding found the measures reported to be somewhat helpful in improving the institutions' processes and systems
- The measures reported are largely defined and developed at the institution level
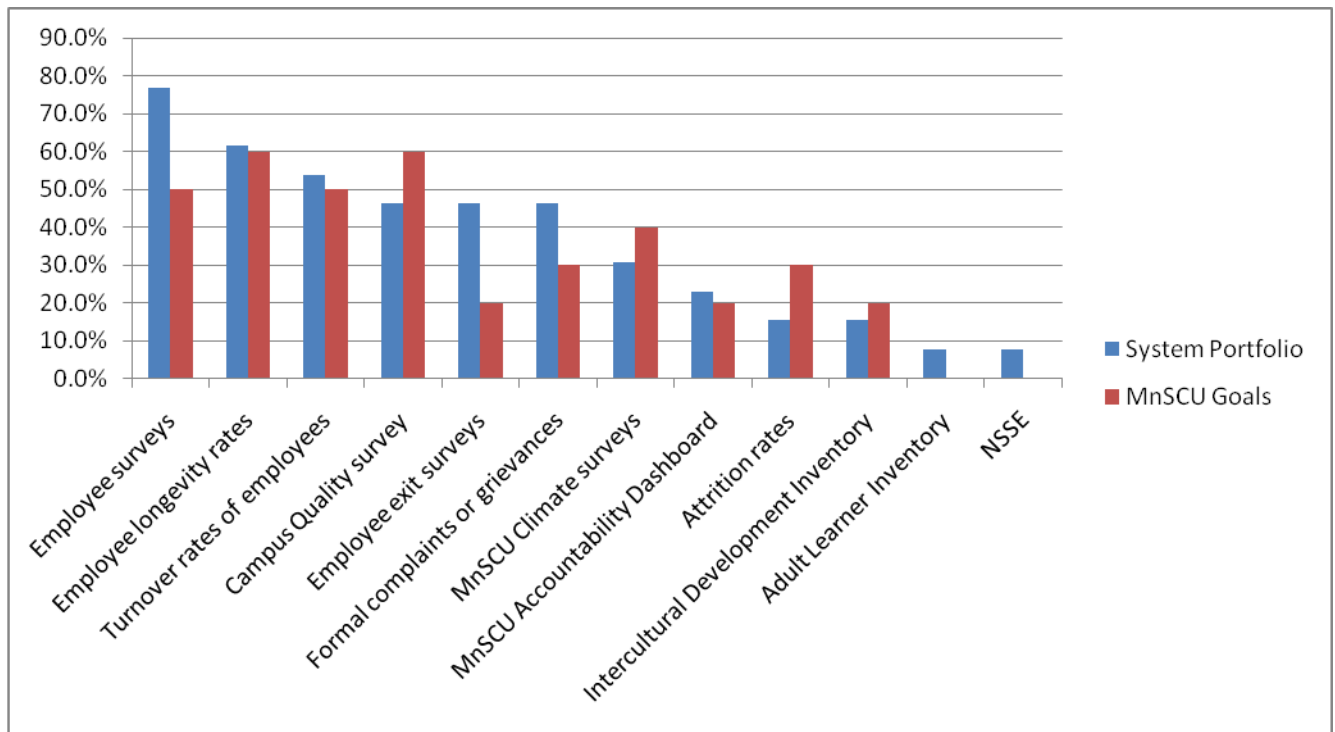

Table 4. Tools and measures used to address Category 4 of the systems portfolio and alignment with MnSCU goals.

Observations:

- Institutions would like to more regularly survey to better understand and respond to employee needs relative to Valuing People
- The measures reported are mostly developed in house and results not generally aggregated or maintained in a central data base for comparative purposes
- Process improvement may be limited by the unionized environment

Category Five: Leading and Communicating

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- The tool mentioned most often by responders was the number of student complaints and employee grievances (53.8%)
- 30.8% of responders indicated that they rarely used the measures reported for decision making purposes
- 23.1% indicated that they had not improved their processes and systems of Leading and Communication as a result of the data gathered
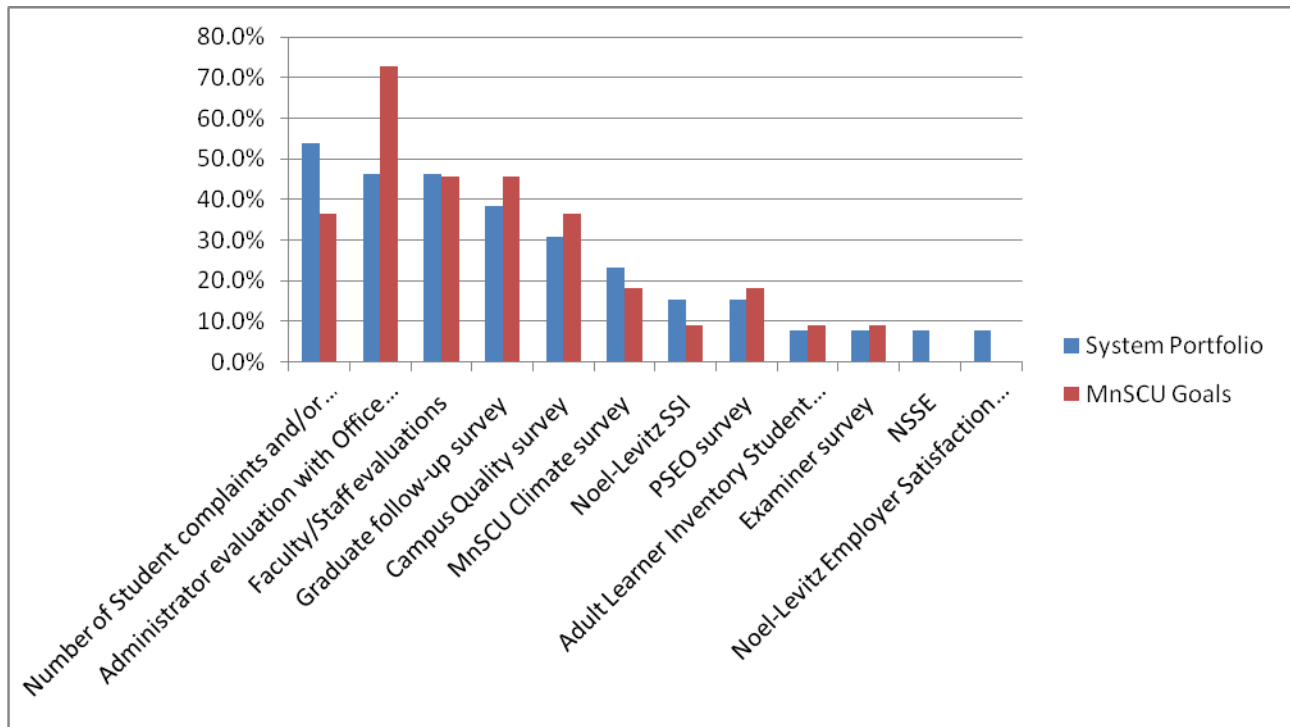

Table 5. Tools and measures used to address Category 5 of the systems portfolio and alignment with MnSCU goals.

Observations:

- Institutions would like to more regularly survey to better understand and respond to employee needs relative to Leading and Communicating
- The measures reported are mostly developed in house and results not generally aggregated or maintained in a central data base; institutions are interested in a nationally normed survey
- The single most often reported tool for helping the institution align with the Chancellor's goals was the OOC's administrator evaluation.

Category Six: Supporting Institutional Operations

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- The majority of responders list CCSSE as a tool for Supporting Institutional Operations
- 37% indicated that they rarely or never used these measures in the college's decision making processes.
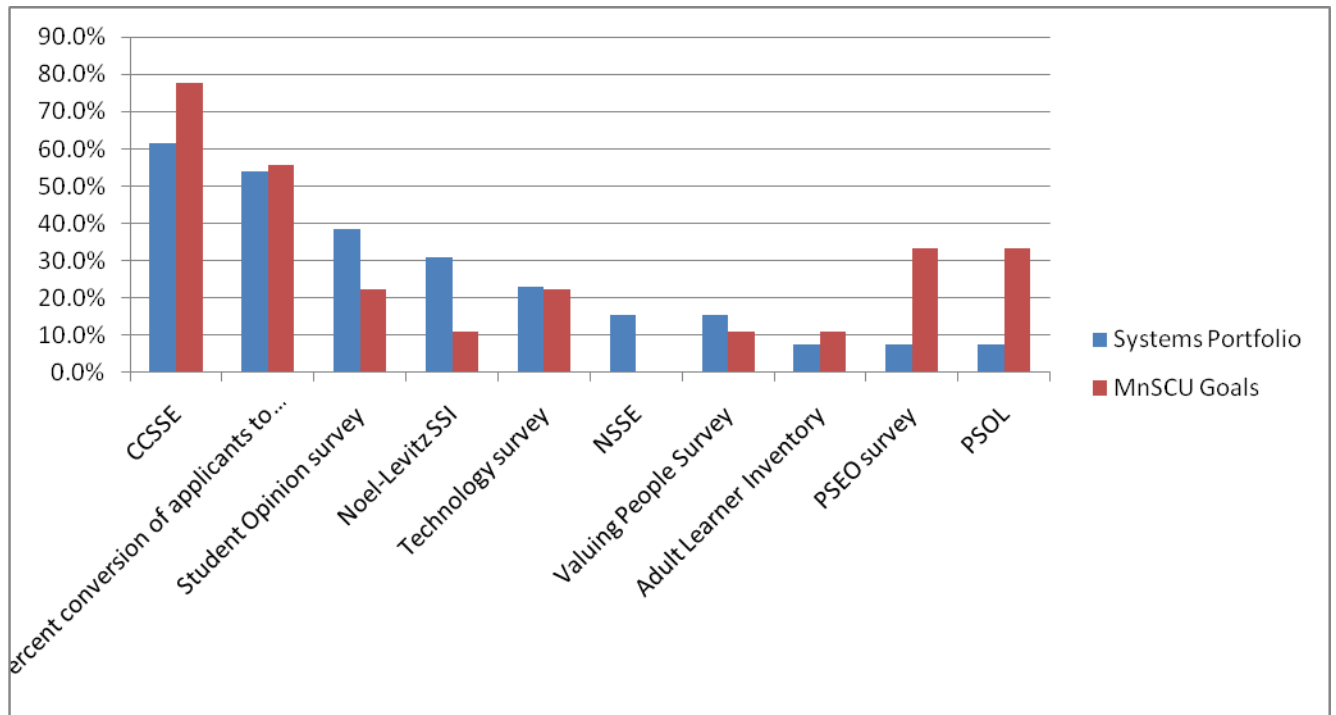

Table 6. Tools and measures used to address Category 6 of the systems portfolio and alignment with MnSCU goals.

Observations:

- The data sets reported don't provide responses that provide measures for use in evaluating administrative support service processes (6R3) and the manner in which the organization support areas improve their processes (6R4)
- The measures reported are mostly developed in house and results not generally aggregated or maintained in a central data base; institutions are interested in a nationally normed survey
- Other than CCSSE and enrollment data, there does not appear to be a large number of widely used tools and quantitative measures available and/or used by institutions

Category Seven: Measuring Effectiveness

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- Other tools may include the BOT accountability dashboard
- 76.9% reported using the instructional cost study as the tool they use for Measuring Effectiveness, followed closely by FYE Headcount
- 90% reported using retention rates and the instructional cost study for maintaining alignment with the Chancellor's goals
- 75% reported that the data they used was somewhat helpful in improving the institution's processes and systems
- One responder remarked that the data sets listed were not related to measuring the systems and processes for measuring effectiveness
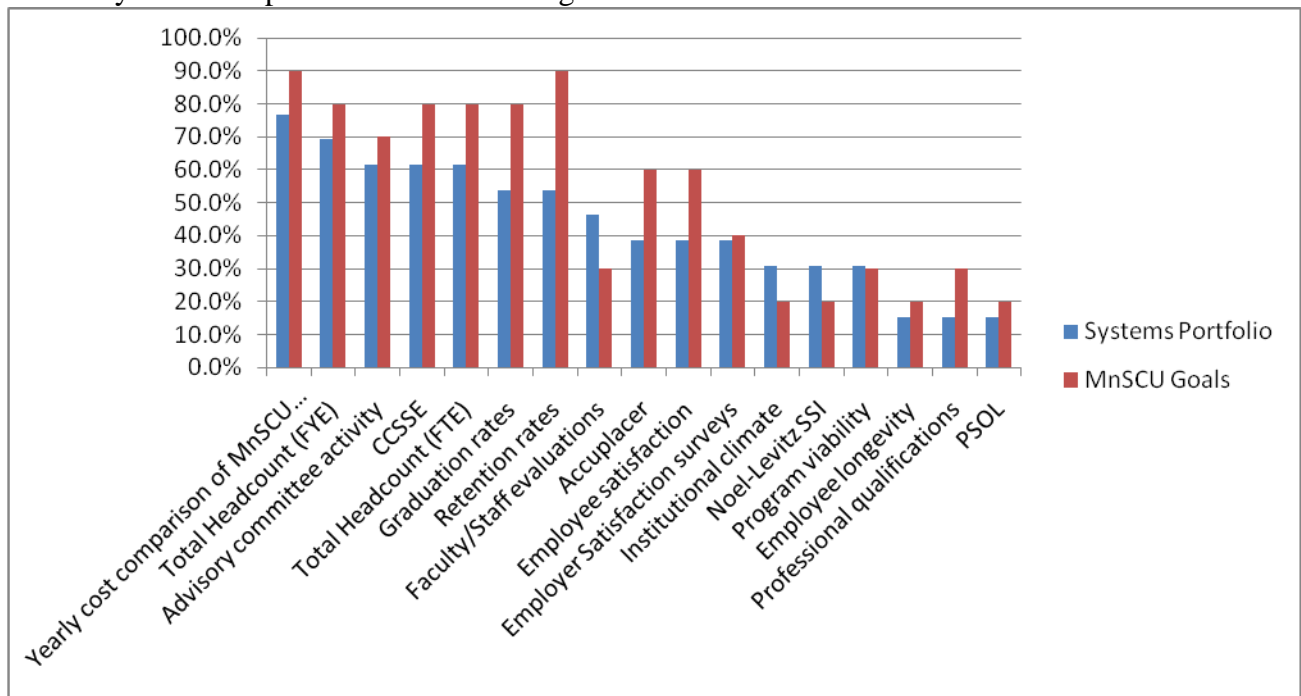

Table 7. Tools and measures used to address Category 7 of the systems portfolio and alignment with MnSCU goals.

Observations:

- The measures reported don't provide responses that provide measures for use in assessing the effectiveness of the college's information and knowledge management (7R1), its systems for measuring effectiveness in accomplishing the institution's mission and goals (7R2) and for comparative purposes (7R3) even though they reported that the information was useful

- The system office reporting structure appears to drive the use of data in this category

Category Eight: Planning Continuous Improvement

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
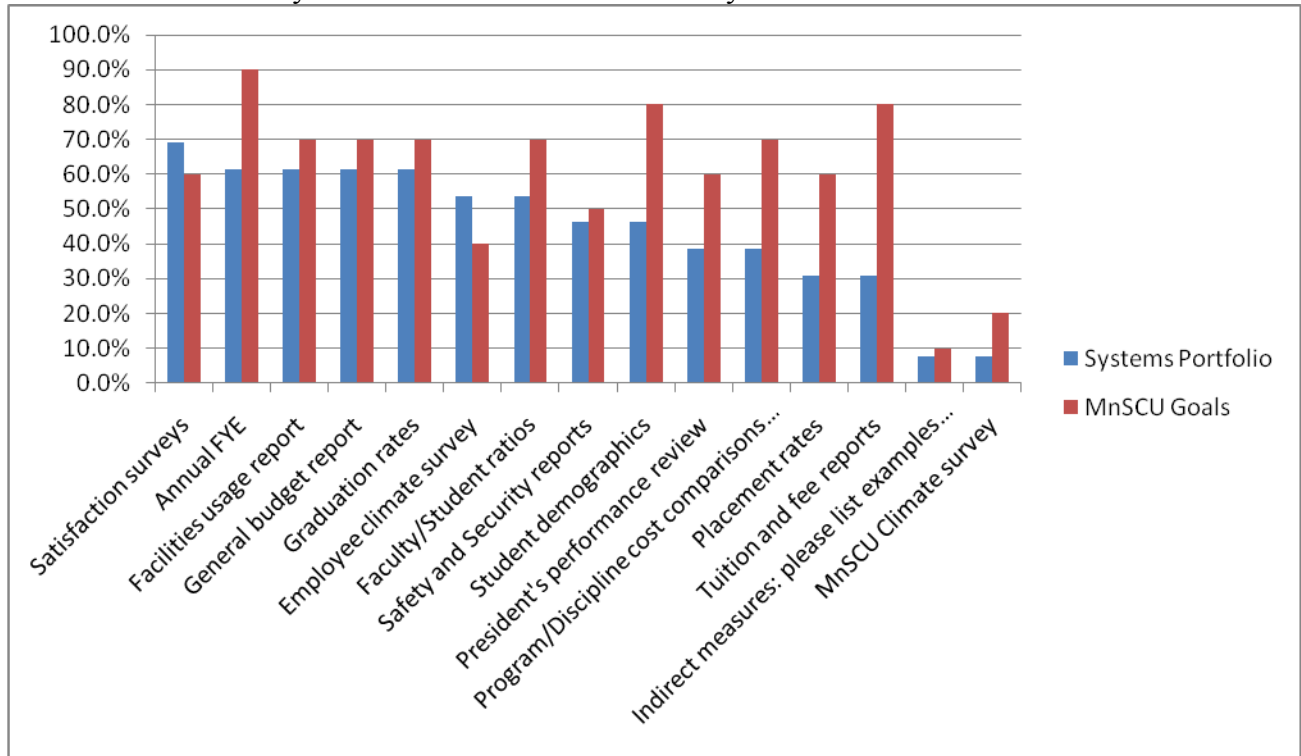- Other tools may include the BOT's accountability dashboards

Table 8. Tools and measures used to address Category 8 of the systems portfolio and alignment with MnSCU goals.

Observations:

- The measures listed are specific to MnSCU institutions and may not provide a basis for benchmarking with non-MnSCU colleges
- None of the responders identified nationally normed surveys for use in this category
- The measures reported don't provide responses that provide measures for use in assessing the effectiveness of the college's planning processes and systems (8R1), accomplishing strategic action plans (8R2), goal setting (8R3) and for comparative purposes (8R4) even though they reported that the information was helpful but less than in Category Seven
- The system office reporting structure appears to drive the use of data in this category

Category Nine: Building Collaborative Relationships

Key findings:

- See charts for tools used most often and how often they are used to align institutional goals with MnSCU goals
- Other tools may include key performance indicators relative to industry partners, PSEO partners, high schools, alumni and donors
- One responder commented that the best measures of partnerships should be the outcomes of those partnerships and not partner satisfaction. For example, if an institution partners with a high school to improve transition rates to college, then the success of the partnership is measured by an increase in the number of students going on to higher education
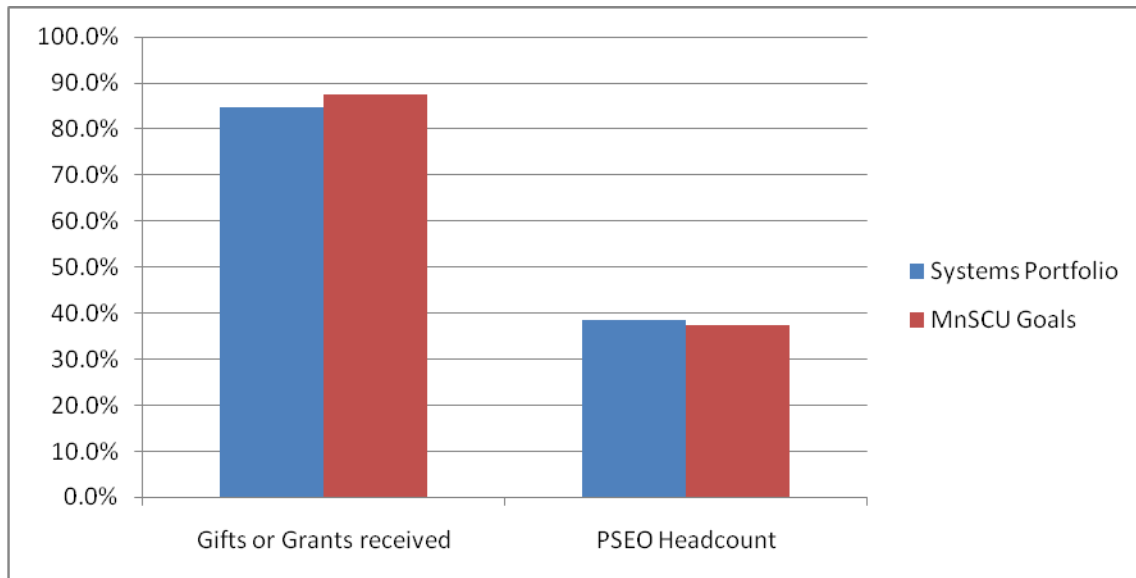
Table 9. Tools and measures used to address Category 9 of the systems portfolio and alignment with MnSCU goals.

Observations:

- There are only a limited number of measures and tools reported for this category and no one seems to be using nationally normed surveys for measuring collaborative relationships
- Data is available, such as number of 2+2 partnerships and business partners, but there does not appear to be standardized measures to determine the effectiveness of these relationships

Overall:

Institutions crave standardized (for MnSCU schools) and/or nationally normed tools and measures that could provide baseline and benchmarking data for use in quality improvement efforts, but there is not a clear consensus on what tools should be used.

Category Two, Category Six, Category Nine – institutions struggling to find measures that can be used to benchmark and drive improvement efforts

Category Seven and Category Eight – data collection and use is largely driven by MnSCU reporting and other measures and tools are not being used in these categories

MNSCU DATA MANAGEMENT REPORTS

The following reports are provided for college personnel on the MnSCU Management Report web site.

Academic
- Class Size by Level, Type, Subject, CIP, Enrollment
- Awards Granted
- Subject Loads

Admissions
- Prospects Summary
- Prospects Majors
- Applications
- Admissions

Custom Training
- CE/CT Courses
- Enrollment
- Financial Summary
- Client Summary
- Student Survey
- Non-fire Revenue
- Leveraged Income

Distance Learning
- Enrollment by Media Code (Sum, Fall Spr)
- Distance Learning-FYE, Hdct, Cred
- Distance Learning-Gender,Race,Age
- Sections and Courses
- Registered Credit Comparisons-Fall

Enrollment
- Student FYE
- FYE by Campus
- Hours by Campus
- FYE by Reg Method
- FYE by Tuition Type
- FYE to Headcount Ratio

Facilities
- Assigned Sq. Ft. by Building
- Assigned Sq. Ft. by Type
- Fall Course Times
- Spring Course Times

Finance
- Projected Fund Balances
- Current Funds Revenue
- Current Funds Expenditures

- Current Funds by Exp. Object
- Allocated Funds Revenue
- Allocated Funds Expenditure

Human Resources
- Employees All Funds
- Faculty All Funds
- Employees General Fund
- Faculty General Fund
- Employee Ratios

Students
- Students by FT/PT
- Students by Major
- Students by Ethnic
- Students by Age
- Students by Gender
- Students by Adm Stat
- Students by Credit Load