

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Developmental Education)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Southwest Texas Junior College	2-year community college in Southwest Texas	<ol style="list-style-type: none"> 1. Quality of College (Faculty qualifications) 2. Access to college and services (assess and equity of women and minorities) 	<ol style="list-style-type: none"> 1. Compliance with SACS criteria 2. CBMOO1 & CBMOOA: their student data system?) 	1. 78% of faculty have a masters degree or higher.
Austin Community College	2-year community college	<ol style="list-style-type: none"> 1. Fall to spring retention rates 2. Program completion rates 3. Course completion rates 4. Developmental to credit migration rates 	<ol style="list-style-type: none"> 1. THECB annual data profile report. 2. THECB and internally generated reports. 3. Internally generated reports. 4. Cohort of students and student course grades 	
Texas Higher Education Coordinating Board/ The Effectiveness of Developmental Education at Texas Public Institutions of Higher Education	Certificate, Two-Year Degree, or Baccalaureate degree programs	1. College completion rate by Test Score Bands (to compare rate of graduation by test score)		1. Students with higher scores (non-developmental) had higher college completion rates.

AIK *Air member*
AASIE *Seattle*
EPSCOPE

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Developmental Education Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Portland Community College	Community College	<ol style="list-style-type: none"> 1. Students successfully complete Adult Basic Skills courses (percentage who completed or progressed at a satisfactory level) 2. Students move successfully from Developmental Ed classes to enrollment in next-level mathematics courses 3. Students move successfully from Developmental Ed classes to enrollment in next-level writing courses and succeed 4. Students move successfully from Developmental Ed classes to enrollment in advanced level of writing courses 	<ol style="list-style-type: none"> 1. Annual Adult Education Reports 2. School data 	
Gudon, Sirkka, PhD. "Effect of Individualized Instruction and Pretesting on Student Performance in Basic Mathematics." Michagan Community College Journal. Vol. 1, no. 1 (Spring 1995). Pp. 79-87.	2 yr (Schoolcraft)	<ol style="list-style-type: none"> 1. pre-test 2. grades in class (self paced or lecture) 3. post test 	Data from respective institution	Those with self pace had positive experience, but did not necessarily decrease anxiety.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

<p>Jur, Barbara. "Developmental Course Work and Student Success." Michigan Community College Journal. Vol 4, no. 2 (Fall 1998). Pp. 59-64.</p>	<p>2 yr (Macomb Community College)</p>	<ol style="list-style-type: none"> 1. credit hours 2. GPA 3. # of Dev Ed courses taken 4. persistence between students who did & did not take dev ed courses (persistence measured by enrolled after 3.5 years) 5. cum GPA & # of dev ed courses taken 6. types of courses taken & GPA of these courses 7. 	<p>College records for Dev Ed students</p>	<ol style="list-style-type: none"> 1. students who continued to take classes earned higher GPAs 2. students who took dev ed courses were more likely to receive a degree than students who did not take dev ed courses 3. students who took dev ed courses also completed hours of coursework than those who did not take dev ed courses. 4. Students who completed more dev ed courses has a higher cumulative GPA 5. Students who take dev ed courses have a higher GPA than those who did not.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Workforce Development)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Southwest Texas Junior College	2-year community college in Southwest Texas	<ol style="list-style-type: none"> 1. Quality of Program (Placement of graduates, # of graduates) 2. Workforce development efforts (a. numbers served: technical course enrollment & CEU course enrollments. b. System to measure effectiveness of workforce development efforts in place and used). 	<ol style="list-style-type: none"> 1. Automated follow-up system, CBMOO9: their data system?). 2. CVBMOO4, CBM00C, College Records. 	<ol style="list-style-type: none"> 1. 85% of program graduates are placed within one year of graduation, 137 graduates from selected programs. 2. 4, 431 Technical Course enrollments, 1,469 CEU course enrollments.
Austin Community College	2-year community college in Austin Texas	<ol style="list-style-type: none"> 1. Completion of educational goals by workforce education students. 2. Employment of Graduates from workforce programs in jobs related to their fields of study. 	<ol style="list-style-type: none"> 1. Longitudinal analysis of student intent data and program/ course completion data. 2. Annual survey of graduates within one year of graduation and THECB data if available. 	
Virginia Community College System	2-year community colleges	<ol style="list-style-type: none"> 1. Customized training 2. Non-credit seminars/ workshops 3. Alternative delivery training 4. Apprenticeships 	<ol style="list-style-type: none"> 1. Reports are prepared by SCHEV Research (no other specific sources were cited). 	Community colleges help meet the workforce needs of Virginia by providing more than 70,000 students with non-credit courses.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Workforce Development Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
<p>“Strategy Planning Synergy” by Linda T. Shapiro and William J. Nunez. <u>Planning for Higher Education</u> v. 30 no. 1 (Fall 2001) p. 27-34.</p>	<p>The specific case example is the University of Louisville in Louisville, Kentucky.</p>	<p>Eighty-one (81) performance indicators were established under five strategic themes:</p> <ol style="list-style-type: none"> 1. Educational Experience; 2. Research, Creative and Scholarly Activities; 3. Accessibility, Diversity, Equity, and Communication; 4. Partnerships and Collaborative Programs; and 5. Institutional Effectiveness of Programs and Services. 	<p>Scorecard created by the University Planning Advisory Committee (UPAC) at the University of Louisville.</p>	<p>Scorecards are an effective tool in implementing and measuring strategic plans in higher education.</p>
<p>“Evaluation as Empowerment: Using Evaluation Strategies to Improve Retention of Regularly Admitted Students of Color” by Francesca G. Giordano. <u>New Directions for Student Services</u> No. 74 (Summer 1996) p. 69-77.</p>	<p>Intended for University Campuses</p>	<p>Retention Rates of Students of Color</p>	<ol style="list-style-type: none"> 1. Program Assessment Data; 2. Student Assessment Data; 3. Formative Evaluation Reports; 4. Summative Evaluation Reports; 5. Focus Groups; and 6. Intragroup and Intergroup Comparisons. 	<p>Programs can be empowered, evaluated and assessed as a strategy to retain students of color.</p>

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Workforce Development Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
<p>"Assessing Programmatic Needs" by Diane L. Cooper and Sue A. Saunders. <u>New Directions for Student Services</u> no. 90 (summer 2000) p. 5-20.</p>	<p>Intended for College and University Programs</p>	<p>Suggests assessing programs on two levels:</p> <ol style="list-style-type: none"> 1. Individual or Group Level (i.e. skills, knowledge, attitudes, etc.); and 2. Environmental Level (i.e. culture, stakeholders, structure, politics, etc.) 	<p>Suggests both quantitative and qualitative data collection including:</p> <ol style="list-style-type: none"> 1. Focus Groups; 2. Interviews; 3. Disciplinary Records; 4. Incident Reports; 5. Surveys; and 6. Needs Assessments. 	<p>This article outlines the following:</p> <ol style="list-style-type: none"> 1. Program assessment skills needed by student affairs administrators; 2. Assessing the environment; 3. Assessing student needs; 4. Communicating and using results.
<p>"Tracking a Subtle Storm: Assessment Policies in Higher Education" by The National Center for Postsecondary Improvement. <u>Change</u> March/April 1998.</p>	<p>Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan for the National Center for Postsecondary Improvement (NCPI)</p>	<p>Assessment policies that explore one or more of the following:</p> <ol style="list-style-type: none"> 1. Accountability; 2. Quality Assurance; 3. Regulatory Reforms; and/or 4. Reforming Policies. 	<ol style="list-style-type: none"> 1. Policy documents from each state; and 2. Interviews with a selected sample of state higher education officers. 	<p>As the movement toward establishing assessment policies in higher education continues to rise, educational institutions tend to utilize different assessment methods dependent on various factors unique to each state.</p>
<p>"Regents College Outcomes Assessment Framework: A Model for the Assessment of General Education Outcomes for the Adult Distance Learner" by The Adult Higher Education Alliance. 1998.</p>	<p>Regents College in New York</p>	<p>College Outcomes Measures Programs (COMP) Indices are as follows:</p> <ol style="list-style-type: none"> 1. Communicating; 2. Solving Problems; 3. Clarifying Values; 4. Functioning Within Social Institutions; 5. Using Science and Technology; and 6. Using the Arts. 	<p>Results from the COMP test that was administered to academic advisors and a random sample of college seniors.</p>	<p>The development of COMP test has assisted the college in measuring students' learning and program evaluation.</p>

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Workforce Development Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
<p>“Chapter 4: Assessing Outcomes” by Measurement and Research Services at Texas A&M University.</p>	<p>Texas A&M University</p>	<p>Indicators of student learning include the following:</p> <ol style="list-style-type: none"> 1. Knowledge; 2. Understanding; 3. Application; 4. Thinking Skills; 3. General Skills; 4. Attitudes; 5. Interests; 6. Appreciation; and 7. Adjustment Learning Outcomes. 	<p>Ways to assess department outcomes include the following:</p> <ol style="list-style-type: none"> 1. Formative Evaluations (i.e. capstone courses, Classroom Assessment Techniques, surveys) 2. Summative Evaluations (i.e. surveys, Comprehensive tests) 	<p>This article offers a variety of measurable outcomes to assist departments in assessing student learning.</p>
<p>“Using Technology in Assessment and Evaluation” by Gary R. Hanson. <u>New Directions for Student Services</u> no. 78 (Summer 1197) p. 31-44.</p>	<p>The Computation Center at the University of Texas at Austin</p>	<p>Indicators of conducting a good assessment or evaluation include the following:</p> <ol style="list-style-type: none"> 1. Asking good questions; 2. Observing and listening; 3. Interpreting information; and 4. Moving others to action. 	<p>Technological sources include the following:</p> <ol style="list-style-type: none"> 1. World Wide Web forms; 2. Databases; 3. Web form surveys; 3. Email; 4. Statistical software; 5. Touch-tone telephones; 6. Interactive videos; 	<p>This article explains how technology can assist in the evaluation process and explores future trends in technology.</p>

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Workforce Development Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
ERIC Clearinghouse for Community Colleges /Aug 2000 /excerpt from "Core Indicators of Effectiveness for Community Colleges" Ewell, Hudgins, McClenney	Community Colleges	<ol style="list-style-type: none"> 1. State employment, licensure and certification information 2. Follow-up questionnaires mailed to former students asking about employment 3. Cross-sectional surveys of a sample of local employers. 	ERIC Digest/ Electronic Journal	Workforce development is one of the common indicators used by community colleges, and these are recommended data sources for workforce development.
Andrews, Jacqueline "What Do Employers Want? Community College Research into Employer Needs" <u>Michigan Community College Journal</u> . Vol 4, no 1 (Spring 1998). Pp. 79-92.	2-yr community college (Washtenaw Community College)	Employers' perception of skills attained <u>Student obtains these skills:</u> <ul style="list-style-type: none"> ▪ Creative thinking ▪ Makes decisions under pressure ▪ Leads others ▪ Listens effectively ▪ Work with min supervision ▪ Plan projects ▪ Work under pressure ▪ Speak effectively ▪ Multitask oriented ▪ Understand written info ▪ Write effectively 	Sample: Satisfaction Survey of Employers in the region employed WCC students	Schools must clarify the need or wants of the employer. While no employer stated that they wanted someone who could multi-task for instance – the survey pointed out this desire.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Occupational/Technical)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Virginia Community College System	2-year community colleges	Technical Graduate Outcomes (% of occupational/technical graduates who are either employed or pursuing further study within 6-12 months of graduation)	1. Reports are prepared by SCHEV Research (no other specific sources were cited).	74.2% for 1998-99
IE Literature (Transfer)				
Austin Community College	2-year community college in Austin Texas	<ol style="list-style-type: none"> 1. Transfer rate 2. Transfer intent fulfillment 3. Success at transfer institution 	<ol style="list-style-type: none"> 1. THECB Community College Transfer Rate Study 2. Longitudinal Analysis of Student Intent Data from Student Applications. 3. Analysis of Transfer Data from Transfer Institutions 	
Virginia Community College System	2-year community colleges	1. Transfer Graduate Outcomes (% of VCCS transfer students who are in good standing – 2.0 GPA or higher -- after 1 year of instruction at Virginia's 4-year public institutions)	1. Reports are prepared by SCHEV Research (no other specific sources were cited).	Transfer graduate outcomes equal 74.9% for 1998-99

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Transfer Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Johnson County Community College	2-year community college	<ol style="list-style-type: none"> 1. Destinations of JCCC transfer students 2. Transfer Mission of JCCC (% who indicated their primary objective had been preparation for transfer) 3. Former Students Perceptions of JCCC 4. Student Characteristics that Improved at JCCC 5. Satisfaction with JCCC Experiences 6. Academic preparation 	Mail survey to former students that had been enrolled at JCCC – JCCC Office of Institutional Research	Most transferred to institutions in Kansas and Missouri. Most had attended JCCC to prepare for transfer. Students indicated that they had grown in a variety of areas while at JCCC (communications skills, knowledge of arts & sciences, self-confidence & tolerance, etc), satisfied with experiences and would recommend JCCC.
ERIC Clearinghouse for Community Colleges /Aug 2000 /excerpt from “Core Indicators of Effectiveness for Community Colleges” Ewell, Hudgins, McClenney	Community Colleges	<ol style="list-style-type: none"> 1. Student record data obtained from four-year institutions. State-level data, transfer of transcript information, and periodic reporting by four-year institutions are also useful. 	ERIC Digest/ Electronic Journal	Transfer Preparation is one of the common indicators used by community colleges, and these are recommended data sources for transfer information.

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Transfer Continued)				
Portland Community College	Community College	<ol style="list-style-type: none"> 1. Students move successfully from PCC to another educational institution (a. # PCC students transferring to Oregon University System; b. percent of PCC students enrolled at Oregon University System institutions; c. Grades awarded by Oregon University System; d. GPAs of PCC transfer students vs. other university students) 2. Services are in place to facilitate transfer from PCC to other institutions (a. student participation in co-admit programs with OUS schools; b. articulation agreements with other postsecondary institutions; 3. Students are satisfied with their preparation for further study at other postsecondary institutions (a. Percent of former PCC students who report adequate or superior preparation for additional study; b. Transfer program (major) related to PCC program) 	<ol style="list-style-type: none"> 1. OUS Match Reporting (Oregon Department of Community Colleges and Workforce Development) 2. School data 3. Follow-up surveys 	

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

<p>Cejda, Brent D. "Faculty Collaboration and Competency – Based Curriculum Agreements: Meaningful Links in Transfer Education" <u>Michigan Community College Journal</u>. Vol 4, no.1 (Spring 1998). Pp. 69-78</p>	<p>2 yr transferring into 4-yr</p>	<ol style="list-style-type: none"> 1. Community College Cummulative GPA 2. First semester @ 4-yr GPA 3. Degree attained or not from 4-yr institution 4. Graduation rates of different sample groups 	<p>Two samples:</p> <ol style="list-style-type: none"> 1. (collaboration among faculty) Students who transferred from a community college that developed a curric guide 2. (non-collaboration among faculty) Students who transferred from community college without a curric guide. 	<ul style="list-style-type: none"> ▪ Collaborative: students showed a light increase in GPA (.03) ▪ Non-collaborative: students showed a mean GPA decline of .27. ▪ Majority (59%) of collaboration transfers experienced unchanged or increased GPAs ▪ 73% non-collaboration transfers experienced GPA declines.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Journals)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Larry Conelli/ Baseline Performance Reports for Institutions/Oregon University System (Eric Digest)	4-year University	<ol style="list-style-type: none"> 1. Degree completion rates 2. Graduate abilities at degree completion 3. Customer satisfaction 4. New students 5. Student quality and diversity 6. Graduate success 7. Cost effectiveness 8. Educational quality 9. Outcomes of education. 	Office of Academic Affairs, Oregon University System	The six-year graduation rate for entering freshmen had improved at five institutions, remained stable at one, and declined slightly at another.
Scott, Robert A. / Indicators of Institutional Vitality/Indiana University System	4-year University	<ol style="list-style-type: none"> 1. Applications for admission per space available 2. Transfers in/out 	Eric Clearinghouse	
Alfred, Richard; Ewell, Peter; Hudgins, James; McClenney, Kay/ Core Indicators of Effectiveness for Community Colleges	2-year Community College	<ol style="list-style-type: none"> 1. Student goal attainment 2. Degree completion 3. Job placement 4. Certificate completion rates 5. Transfer rates 6. 	The American Association of Community Colleges, Washington, DC	Changes have been proposed in assessing organizational performance, and offers suggestions for responding to externally imposed measures.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Journals Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Lashway, Larry/ Educational Indicators 8/2000 (Eric Digest: 2001- 08-00)	2-year Community College/ 4-year University	<ol style="list-style-type: none"> 1. Statistical data that casts light on conditions and performance of schools. 2. Measuring the central role played by indicators in today's accountability systems by focusing attention on results, especially the school's standard-driven assessments. 	ERIC Clearinghouse on Educational Management Eugene OR.	<ol style="list-style-type: none"> 3. Although indicators hold out the promise of improved decision-making, they can easily lead schools astray, and one danger is to collect data discriminatively. 4. Raw numbers never speak for themselves and require careful interpretation. 5. Over-reliance on data may have unintended, but perverse effects, particularly when those data are high-stakes test scores.

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Journals Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Cohen, Arthur M. / Indicators of Institutional Effectiveness 6/1994 (Eric Digest)	2-year Community College	1. Five major missions when establishing indicators are transfer; career preparation; basic skills; continuing education; and community service and access.	ERIC Clearinghouse for Community Colleges Los Angeles CA.	
Cameron, Kim S. "Domains of Organizational Effectiveness in Colleges and Universities," The Academy of Management Journal" (March 1981).	4-year colleges and universities	Called "dimensions" they include student: <ol style="list-style-type: none"> 1. Educational satisfaction 2. Academic development 3. Career develop. 4. Personal develop. 5. Faculty/administrat or satisfaction 6. Professional devel. & quality of faculty 7. System openness & community interaction 8. Organizational health 	Sources vary by institution	There are four approaches typically used to define organizational effectiveness: <ol style="list-style-type: none"> 1. Goal model 2. System resource model 3. Process model 4. Ecological model or Participant Satisfaction model

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Journals Continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
O'Neil, Harold F., Bensimon, Estala Mara, Diamond, Michael, Moore, Michael. "Designing and Implementing an Academic Scorecard." <u>Change</u> , November, December 1999.	4-year institution (University of S. California)	Rules of selecting indicators: 1) Reflect school values; 2) simple; 3) meaningful, 4) easy to represent visually; 5) facilitate organizational learning; 6) support comparison with other universities [benchmarking]; 7) permit analysis over 4 years.	National standards, U.S. News and World Report ranking of Quality of Academic Programs, among others	Used Kaplan and Norton's Balanced Scorecard to create an Academic Scorecard. Renamed some of four original perspectives to be academic-oriented (i.e., Financial perspective to Academic Management Perspective). Their choice of goals and measures was guided by university current priorities.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Community Service)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
ERIC Clearinghouse for Community Colleges /Aug 2000 /excerpt from "Core Indicators of Effectiveness for Community Colleges" Ewell, Hudgins, McClenney	Community Colleges	<ol style="list-style-type: none"> 1. Community impact surveys of sample of local residents asking about contact with the college and overall impressions and satisfaction. 2. Needs assessments focusing on distinct constituencies in the service area. Assessments may be done via mail surveys, telephone interviews, or focus group meetings. 	ERIC Digest/ Electronic Journal	Community Outreach is one of the common indicators used by community colleges, and these are recommended data sources for community outreach information.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Other)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Southwest Texas Junior College	2-year community college in Southwest Texas	<ol style="list-style-type: none"> 1. Access to college and services (access and equity of women and minorities) 2. Persistence, Remediation, & Graduation (completion rates, retention rates) 3. Student outcomes (course completion, graduation, placement rates, pursuit of additional education) 	<ol style="list-style-type: none"> 1. CBMOO1 & CBMOOA: their student data system?) 2. school data 3. school data 	59% female: 22% white 1% African-American 76% Hispanic 1% Asian/Pacific Islander
McLennan Community College	2-year community college in Texas	<ol style="list-style-type: none"> 1. Access to college and services (access and equity of women and minorities) 2. Persistence, Remediation and Graduation. 3. Retention Rates 4. Student Outcomes (Course completion and placement rates) 	<ol style="list-style-type: none"> 1. School data 2. FTIC Cohort 3. School data 4. IR database 	

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Austin Community College	2-year community college in Austin Texas	<ol style="list-style-type: none"> 1. Adult Education (Completion Rates, advancement to secondary schools) 2. Continuing education 3. Retention (Fall-to-Spring Retention Rates, Fall-to-Fall Retention Rates, Completion Rates) 4. Student Services (Enrollment, Applicants, Financial Aid, Loan Default Rate) 	<ol style="list-style-type: none"> 1. state-reported data 2. Survey of students 3. THECB Annual Data Profile Report, student database, THECB Student Migration Report 4. THECB demographic data, data from the Federal Pell Grant Program, Department of Education's Default Management Division's Annual Report 	
Virginia Community College System	2-year community colleges	1. Credit Hour-to-Degree Efficiency (Avg. number of hours required to complete an Associates degree)	1. Reports are prepared by SCHEV Research (no other specific sources were cited).	Although many students come to the VCCS without well-defined academic goals, few students take more than 2 or 3 classes beyond those required for graduation.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

<p>Clemson University Office of Institutional Effectiveness and Assessment</p>	<p>4-year undergraduate and graduate</p>	<p><i>Quantitative Indicators</i></p> <ol style="list-style-type: none"> 1. Application and enrollment trends 2. Retention and completion rates 3. Student achievement in general education 4. Student achievement in the major 5. Certification and licensing test scores 6. Grade distributions by faculty, department, college, and university 7. Job placement rates 8. Performance in graduate/professional education (OCC would use performance in bachelor programs instead?) 9. External recognition of achievements of students and graduates 10. Summary of student evaluation of courses 11. Faculty awards and recognition <p><i>Qualitative Indicators</i></p> <ol style="list-style-type: none"> 12. Student perceptions of their development toward educational goals 13. Student, alumni, and employer opinions of program quality 14. External reviews and audits of academic programs 		
--------------------------------------------------------------------------------------------	----------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Clemson University Office of Institutional Effectiveness and Assessment continued	4-year undergraduate and graduate	<p><i>Qualitative Indicators cont.</i></p> <p>15. Student opinions of orientation, advising, classroom teaching, laboratories, field/internships, and student research</p> <p>16. Faculty surveys</p> <p><i>Cost Indicators</i></p> <p>17. Student credit hours</p> <p>18. Instructional Expenditure/ student credit hour</p> <p>19. Research expenditure/ FTE tenure-tenure track faculty</p> <p>20. Program Funding per FTE Faculty (enrollment, credit hour)</p> <p><i>Comparative Data</i></p> <p>21. Comparative data from peer institutions</p> <p>22. Comparative data from national data sources (US Dept of Education, NRC, NSF)</p> <p>23. The Delaware Study (a study comparing expenditures across select colleges & universities – see below)</p>		

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Michael F. Middaugh/ A Consortial Approach to Assessing Instructional Expenditures (The Delaware Study) / University of Delaware	Public University - Undergraduate and graduate	A cost-related study in which 250 colleges and universities have participated, and includes information sharing. Indicators include: <ul style="list-style-type: none"> • Student Credit hours per FTE faculty • Class sections taught per FTE faculty • Total student credit hours taught per FTE faculty • Direct instructional expense per student credit hour taught • External research/ service funding per FTE tenured and tenure track faculty 		Several schools participate in the study and use the Delaware Study for benchmarking purposes
College of William and Mary	Public university – undergraduate and graduate	<ul style="list-style-type: none"> • Student to faculty ratio • Professional school acceptance rates of baccalaureate recipients (perhaps OCC could use acceptance rates of assoc graduates into bachelor degree programs?) 		

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
George Mason University	University with undergraduate & graduate programs	<ul style="list-style-type: none"> • Total number degrees conferred annually • Total number of students enrolled • Student Engagement in Educational Outcomes <ul style="list-style-type: none"> ○ Level of academic challenged ○ Active and collaborative learning ○ Student interactions with faculty members ○ Enriching educational experiences ○ Supportive campus environment • Increased student diversity <ul style="list-style-type: none"> ○ Percentage of "minority" students 		

**Oakland Community College
 Research On Institutional Effectiveness Measures
 July 2002**

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
Old Dominion University	Metropolitan regional university with undergraduate & graduate programs	<ul style="list-style-type: none"> • Degrees awarded divided by FTE students • Number of Workforce Development clients served annually • Distance Education offerings (Number of programs offered) • Percent of Degree Seeking Distance Education Students Retained • Geographic Dispersion of Distance Education Degrees Conferred • Percent of Graduating Seniors Who Had an Internship 		

**Oakland Community College
Research On Institutional Effectiveness Measures
July 2002**

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
ERIC Clearinghouse for Community Colleges /Aug 2000 /excerpt from "Core Indicators of Effectiveness for Community Colleges" Ewell, Hudgins, McClenney	Community Colleges	<ol style="list-style-type: none"> 1. Student Academic Progress 2. Assessment of General Education 	<ol style="list-style-type: none"> 1. (a) An updated student database that tracks students in each entering cohort. Course and program enrollment, grades, and degrees and certificates awarded should be tracked. (b) Longitudinal surveys of student population to determine student goals and achievement. 2. (a) Faculty-designed instruments modeled after national assessments (e.g., the National Assessment of Education Progress adult literacy scales). (b) Capstone experiences that require students to assimilate, prioritize, and interpret the significance of a variety of materials related to their programs of study. 	These are some of the common indicators used by community colleges, and these are recommended data sources for information.

Oakland Community College
Research On Institutional Effectiveness Measures
July 2002

IE Literature (Other continued)				
Author/work/College	Type of Institution	Indicator(s) of Effectiveness	Data Source	Major Findings
The University Of Alabama At Birmingham	4-year University with Undergraduate and Graduate Programs	<ol style="list-style-type: none"> 1. Enrollment Overall 2. African-American Student Population 3. Undergraduate Full-time/ Part-time Population 4. Degrees Awarded 5. Retention and Graduation Rates 6. State Appropriations: Growth/Percentage of E&G Revenues 7. Distribution of Expenditures 8. Research Expenditures 9. Faculty Salaries 	<ol style="list-style-type: none"> 1. UAB trends 2. Comparison with a selected group of peers 	These factors were chosen because they have either been selected specifically as target areas within the institution or are areas that have received attention through time and/or resources devoted to them.