OAKLAND COMMUNITY COLLEGE
INDICATORS OF CRITICAL SUCCESS

Background

Oakland Community College employs *Critical Success Factors* to monitor institutional performance across all spectrums of the College. *Critical Success Factors* represent broad categories of College activity in which College faculty and staff have determined success is essential if the institution is to attain its Vision. In order to gauge the College's performance in each of the *Critical Success Factor* areas, indices have been established which represent diverse aspects of each *Success Factor*. These indices are in turn comprised of 153 indicators. Indicators are specific measures that assess various components of each index.

Information that pertains directly to any one indicator is obtained from both performance–based and perception-based sources. Data representing indicators are analyzed from numerous perspectives (e.g. College-wide, Campus, Discipline Cluster, Discipline, or specific Curriculum) where appropriate. The issue here is to ensure that the appropriate data is being reported to the appropriate audience. Furthermore, some indicators are assessed from various sources (multiple measures), thereby, enhancing the validity of the information.

Monitoring each indicator involves extracting existing information from computerized sources as well as designing and implementing new data collection systems in order to obtain the necessary data. These data collection systems involve design, implementation and maintenance of student, staff, employer and community surveys (perception based), in addition to, modifying and in some cases implementing new data collection procedures internally (at point of admission, registration, withdrawal etc.).

Indicators Of Critical Success Matrix

In order to conceptualize the magnitude (complexity) of assessing each indicator, a matrix is used which specifies each indicator within its respective index. Furthermore, the matrix depicts (for each indicator) the sources of data that measures the indicator, the current status of measuring and reporting the indicator, and the various perspectives in which the indicator can be reported within the institution. The matrix contains shaded and unshaded areas. Unshaded areas represent indicators that are currently or will ~~begin to~~ be measured over the next eighteen (18) months (January 1993-June 1994), while shaded areas designate indicators that will ~~begin to~~ be measured after June 1994. Following is a more detailed description of the matrix.

Source

The source column identifies where data is derived from in order to measure the indicator. A list of each source and a brief description is provided below:

ACS (Activities Classification Structure): Annual state report submitted by all public two year colleges that summarizes enrollments and financial data at the course level.

ADM (Admissions Application Survey): The Admissions Application is currently being revised in order to better assess student academic and career goals, learning expectations, and academic needs. This data will serve as a base line for future research. Implementation of the new application is scheduled for July 1993. (Attachment A)

ASSET (ACT ASSET Test): Administered to entering students in order to assess their college preparedness in reading, writing, and mathematics.

BLS (Bureau of Labor Statistics): Statistical data on employment levels and benefits.

BOC (Bureau of Census): Demographic and occupational data pertaining to Oakland County, Southeast Michigan and the State.

CSS (Continuing Student Survey): The CSS is an annual survey of a sample of students enrolled in the Winter term who have been at OCC for more than four (4) terms. The survey assesses student satisfaction with academic and support services, educational progress, and the content of their course work. The survey will be implemented for the first time during the Winter 1993 term. (Attachment B)

CUFS (College and University Financial System): The College's computerized accounting system.

EMP (Employer Surveys): During the process of assessing new proposed programs and reviewing existing programs, a minimum of sixty (60) employers are surveyed in order to obtain information pertaining to employment outlook, training and retraining needs, work and technical skills needed, and employment benefits. (Attachment C)

FAS (Financial Aid System): The College's computerized student financial aid system.

FMA (Faculty Master Agreement): Faculty union contract.

FTS (First-Time Student Survey): The FTS is an annual survey administered every fall term to a sample of first-time OCC students. The survey focuses on student satisfaction with academic and support services, educational progress, and the content of their course work. (Attachment D)

GES (Graduate Exit Survey): The GES is an on-going survey that is completed by all students who apply for graduation. The survey is physically attached to the Degree Diploma Application. Focus is on student satisfaction with academic and support services, skill attainment, and objectives after graduation. (Attachment E)

GFS (Graduate Follow-Up Survey): Nine months after graduation (April, June, August, December), graduates are interviewed in order to gain information on their experiences (employment and educational) since graduating from OCC. In addition, the survey focuses on satisfaction with regard to the training and services they received while at OCC. (Attachment F)

HRS (Human Resources System): The College's computerized human resources system.

HSPEN (High School Penetration Report): Annual report depicting the number of county high school graduates and the percent who enroll at OCC.

IDEA (Adjunct Faculty Evaluation): Adjunct faculty evaluation system which incorporates student evaluations of adjunct faculty.

IPEDS (Integrated Post-Secondary Education Database System): State and Federal enrollment reports.

ISS (OCC Instructional Staff Survey): Annual fall survey of all full-time OCC teaching faculty that assesses the teaching environment. (Attachment G)

MACRO (Michigan Association of College Registrars & Admissions Officers): Annual state-wide transfer migration report.

MDE (Michigan Department of Education): Reports available through the state Department of Education.

MESC (Michigan Employment Security Commission): Employment and occupational benefits information.

NRS (Non-Returning Student Survey): Annual survey administered each winter term to a sample of former OCC students who have not re-enrolled at OCC over the past twelve (12) months. Focus is on reasons for not returning to OCC (transfer, goal attainment, dissatisfaction etc.). (Attachment H)

POP (Public Opinion Poll): Bi-annual survey of county residents which focuses on the public image of the College. (Attachment I)

RET (Retention Study): Student tracking data base which is based on a cohort of all first-time entering students (fall term). The data base captures information at the beginning and end of each term in order to determine enrollment patterns, academic progress, and calculation of an accurate retention rate. In addition, the data base contains information necessary in order to respond to Perkins Standards and Measures as well as the Student Right-To-Know legislation.

SIS (Student Information System): The College's computerized student information system.

STF (OCC Staff Survey): Annual fall survey of all full-time OCC non-teaching staff that assesses the work environment. (Attachment J)

SWS (Student Withdraw Survey): Every student who formally withdraws from a course completes the SWS which ascertains reasons why the student is withdrawing. (Attachment K)

TRS (Transfer Study): This project tracks former OCC students who have transferred to other colleges and universities in Michigan. The implementation of the project is currently on hold pending the cooperation of several two and four year institutions.

Status

Codes appearing in the status column identify whether or not data currently exists that measures the indicator, and in cases where it does not currently exist, when data is expected to be collected. These codes include:

1 Data is currently being collected.
2 Data will begin to be collected between January 1993 and June 1994.
3 Data will begin to be collected after July 1, 1994.

Level

Codes appearing in the level column represent the level at which any one indicator will be reported within the College (e.g. College-wide, Campus, Discipline Cluster, Discipline, CUFS Organization, or specific Curriculum). The concern here is that the appropriate information is reported to the appropriate audience, thereby, ensuring validity to the assessment process. In large part the ability to report data at more micro levels depends on the nature of the data and the extent to which it is meaningful to report the information given the number of respondents (students, staff etc.) in the sample. Codes appearing in this level column include:

C College-Wide
P Campus
D Discipline Cluster
O CUFS Organization
U Curriculum

Summary

The use of *Critical Success Factors* is intended to provide longitudinal information necessary to facilitate the assessment process. It is through the identification of trends that improvement can be measured. The Indicators of Critical Success Matrix is a dynamic document that changes as data collection systems are designed and implemented. In addition the matrix changes as specific indicators are refined in order to enhance the assessment process.

I. STUDENT OUTCOMES:

1. *Student Satisfaction Index as ♠a composite of:*		SOURCE	STATUS	LEVEL
1.1	Student's annual rating of: if they were to start over again, their propensity to choose OCC.	CSS GES NRS GFS	2 1 2 2	C P
1.2	Percent of their instructors who they rate as making special efforts to be available for individual help.	FTS CSS GFS	1 2 2	C P
1.3	Percent of all their courses they would describe as worthwhile.	FTS CSS GES NRS GFS	1 2 1 2 2	C P O
1.4	Percent of students' describing OCC as an exciting place to be.	FTS CSS GES	1 2 1	C P
1.5	Retention rate.	RET	2	C P O

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2.	***Graduate Satisfaction Index as a composite of:***	**SOURCE**	**STATUS**	**LEVEL**
2.1	Percent of graduates very satisfied with their OCC educational experience.	GFS	1	C P O
2.2	Percent of graduates very satisfied with support services.	GES GFS	1 1	C P O
2.3	Graduation rate (% of the intake cohort who have graduated).	SIS	2	C P O
2.4	Percent of graduates who; if they were to start over again, would choose OCC and the same program.	GFS	2	C P O
2.5	Percent of graduates who expect to return to OCC for upgrading.	GFS	1	C P O
2.6	Percent of these intended up-graders who do return to OCC within three (3) years of graduation.	SIS GFS	2 1	C P O

3.	***Student Feedback Index* as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
3.1	Percent of graduates responding to OCC follow-up survey.	GFS	1	C P O
3.2	Percent of course enrollers who could have completed an IDEA evaluation and did.	SIS IDEA	1 1	C P O

4.	***Student Demand Index* as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
4.1	Re-enrollment rate (% of all students retained from semester to semester).	RET	1	C P O
4.2	Application rate (% of recent High School graduates who applied).	SIS HSPEN	1 1	C P
4.3	Catchment rate (% of recent High School graduates who registered).	SIS HSPEN	1 1	C P

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4.4	Number of first-time registrants.	RET	1	C P
4.5	First-timers as a % of total registrants.	SIS	1	C P
4.6	Percent of first-timers rating OCC as their first choice institution.	ADM	2	C P
4.7	Rapidity-of-section-fill rate (% of all offered sections filled by "X" day in the registration process).	SIS	1	C P O
4.8	SCH from first-time students as % of total SCH.	SIS	1	C P O
4.9	Average number of OCC credits completed per OCC "leaver."	SIS	1	C P O

Source: OCC, Office of Institutional Planning & Analysis (revised: 1-15-93)

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5.	***First Impressions Index*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
5.1	First-time students ratings of their first impressions of OCC (including their evaluations of OCC services they received in applying and registering).	FTS	1	C P

6.	***Course Evaluation Index*** **as a composite of (IDEA data on):**	**SOURCE**	**STATUS**	**LEVEL**
6.1	Percent who would like to take another course from this instructor.	IDEA	1	C P O
6.2	"Methods" evaluations (with the exception of items on "involving students") *see IDEA summary report.*	IDEA	1	C P O

7.	***Overall Student Satisfaction Index*** **as a composite of all of the above:**	**SOURCE**	**STATUS**	**LEVEL**
7.1	*Note: the opportunity here, and for other indicators, to elicit specific purposes comparisons, such as the impact of faculty overload sections on satisfaction indices.*	FTS CSS GES GFS HRS	1 1 1 1 1	C P O

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8.	***Transfer Index* composed of % of graduates who enrolled, within twelve months:**	**SOURCE**	**STATUS**	**LEVEL**
8.1	At an in-state college.	GFS TRS MACRAO	1 3 1	C
8.2	At an in or out-of state college.	GFS TRS	1 3	C
8.3	At either type of college having originally intended to transfer to a college.	ADM GFS TRS	2 1 3	C
8.4	At either type of college, but limited to those whose OCC grades made them eligible for admission to - which institutions *(using, here, the normal cut-off college GPA, not one which may have risen in recent years in response to enrollment quotas).*	GFS TRS SIS	1 3 3	C
8.5	OCC share of total college transfer admissions; by same institution(s).	MDE	3	C
8.6	Percent increase/decrease, for OCC "leaving cohort", in numbers who, by comparison with their original OCC admission status, retained/attained university eligibility while at OCC.	SIS	3	C P O
8.7	University degree completion rates.	TRS	3	C
8.8	Graduate ratings of their preparedness for transfer.	GFS	1	C P O
8.9	OCC "leavers" gains/losses in GPA by university faculty, in their first year at university (OCC GPA compared to university GPA).	SIS TRS	1 3	C

9.	***Graduate Placement Index* as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
9.1	Percent of job seekers who have had a definitely or somewhat training-related job sometime in the nine months following graduation.	GFS	1	C P O

Source: OCC, Office of Institutional Planning & Analysis (revised: 1-15-93)

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9.2	Percent of graduates who are still in a training related job nine months after graduation.	GFS	1	C P O
9.3	Percent of "placed" graduates very satisfied with the relevance of their educational experience.	GFS	1	C P O
9.4	Average length of job search period of those employed full-time in training-related jobs.	GFS	1	C P O
9.5	Average salaries in training-related jobs *(Note: Methodological limitations need to be overcome in order for use of these last two indicators).*	GFS BLS MESC	1 3 3	C P O

...and compare both of these indices to their probabilities of successful outcomes via...

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10. ***Transfer Probability Index*** **comprised of:**		**SOURCE**	**STATUS**	**LEVEL**
10.1	Trends in university admissions of college transfers.	MACRAO TRS	1 3	C
10.2	State-wide "likely-to-transfers" (competition for the available spaces) as inferred from state-level college enrollments in transfer studies.	MACRAO	1	C
10.3	Number of student credit hours OCC graduates earned in OCC courses which are recognized for transfer credit by the main university(s) which OCC students transfer to.	SIS TRS	3 3	C
10.4	OCC leaving cohort academic ability (inferred from OCC ASSET test scores when first admitted).	ASSET SIS	1 3	C P O
10.5	Relative OCC leaving cohort academic ability (inferred by comparing OCC ASSET scores with those from other state colleges...here, again, from when first admitted).	ASSET TRS	1 3	C P

(Note: Statistical testing of the data revealed no significant correlations of ASSET test scores and graduates' propensities to transfer. This implies that either; transfer rates are unaffected by academic ability; or the effects of academic ability on transfer are other than the ones tested. Initial conclusion is the latter. For example: they may be correlated with the propensity of an intake cohort to survive their OCC studies. Further testing is required before the need to include academic ability in this "probabilistic" index can be confirmed.)

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11. ***Placement Probability Index*** **comprised of:**		**SOURCE**	**STATUS**	**LEVEL**
11.1	Trends in unemployment rates in main geographic areas into which OCC graduates are normally placed (specifically by age, gender and broad program area).	MESC GFS	3 1	C P O
11.2	Trends in OCC ASSET test scores.	ASSET	1	C P O
11.3	Trends in OCC shares of occupational outputs (inferred by comparing OCC SCH's in occupational programs to state-level volumes in main geographic regions into which OCC graduates are normally placed).	SIS GFS MESC	1 1 3	C P O

(Note: Statistical testing of the data revealed no significant correlations of ASSET test scores and placement rates nor rates of skill use on the job. Further discussion and hypothesis testing is required before the need to include academic ability in this "probabilistic" index can be confirmed.)

12. *Index of Emphases on General Education Skills Development* as a composite of:	SOURCE	STATUS	LEVEL
12.1 Students' annual ratings of the cognitive emphases of their courses (total number of written assignments, exams).	ADM CSS	2 2	C P
12.2 Number of these from which the student received detailed feedback from their instructor(s).	FTS CSS	1 2	C P
12.3 Percent of their courses in which substantial reading was required (as rated by the students).	FTS CSS	1 2	C P
12.4 Percent of their courses in which substantial writing was required.	FTS CSS	1 2	C P
12.5 Percent of their courses which had a substantial amount of in-class discussion of the course material.	FTS CSS	1 2	C P
12.6 Total student credit hours scheduled into computer labs.	SIS	1	C P O
12.7 Average hours of scheduled office hours/instructor.	FMA	1	C P O
12.8 Average class sizes/discipline and percent above/below per institution (weighted for differences in disciplinary mix).	SIS	1	C P O
12.9 Percent of all OCC students whose academic abilities OCC could assess prior to admission (percent with High School transcripts and/or ASSET test scores).	SIS	1	C P O
12.10 Percent of all faculty rating as important in their course(s) "developing skill in expressing oneself" orally or in writing (from IDEA data).	IDEA	1	C P O
12.11 Percent of students reporting that their course(s) required more reading and other assignments than most of their other courses (from IDEA data, and dependent on how normalized the current distribution of responses is).	IDEA	1	C P O
12.12 Percent of OCC students whose course loads in past 12 months included an English course.	SIS	1	C P O
12.13 Percent of OCC students whose course loads in past 12 months included a Math course.	SIS	1	C P O
12.14 Percent of OCC students whose course loads in past 12 months included a computing course.	SIS	1	C P O

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13a. ***Skill Gains Index*** **comprised of:**	**SOURCE**	**STATUS**	**LEVEL**
13a.1 Standardized test scores of academic ability taken at admission compared to standardized test scores at end of first semester, compared to standardized test scores at end of fourth 'consecutive' semester (i.e. enrolled in Sept, Jan, Sept, Jan...or Sept, Jan, May, Sept)	ASSET ?	1 3	C P O
13a.2 Percent of the intake cohort surviving these enrollment patterns and therefore testable...and tested.	SIS ?	1 3	C P O

OR

13b. ***Index of Self-Reported Skill Gains*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
13b.1 Students' self-reported rates of skills gains in reading, writing, computational, computer, teamwork, and oral communications.	ADM FTS CSS GES	2 1 2 1	C P
13b.2 Controlled for their entry ASSET scores and/or high school grade point averages.	ADM FTS CSS GES ASSET	2 1 2 1 1	C P O
13b.3 And controlled for the number of credits and semesters completed at OCC when the skill gains were reported.	ADM FTS CSS GES SIS	2 1 2 1 1	C P O

14. ***Index of Student Goal Clarification and Attainment*** **as a composite of:**		**SOURCE**	**STATUS**	**LEVEL**
14.1	Percent of students reporting gains in the clarity of their educational goals.	ADM FTS CSS	2 1 2	C P
14.2	Relation of these gains to the length of time and number of credits attempted at OCC, students' original stated educational goals, and the students' original confidence in the clarity of their educational goals.	ADM FTS CSS SIS	2 1 2 1	C P
14.3	Percent of graduates reporting, nine months after graduation, that hey have achieved their short term educational goal(s).	GFS	2	C P O

15. *Index of Student Involvement in Learning* as a composite of:	SOURCE	STATUS	LEVEL
15.1 Question 35 from the IDEA course evaluation (student ratings of how hard they worked in their courses).	FTS CSS IDEA	1 2 1	C P O
15.2 Number of library borrowings/student credit hour.	IPEDS ACS	1 1	C P O
15.3 Average number of OCC credits attempted per student per semester and percent of these completed.	SIS	1	C P O
15.4 Meetings with their instructors during office hours.	FTS CSS	1 2	C P
15.5 Had instructors who made special efforts to be available for individual help.	FTS CSS GES SWS	1 2 11	Col Cmp
15.6 Had valuable out-of-class assignments.	FTS CSS	1 2	C P
15.7 Found interesting things to do on campus.	FTS CSS GES	1 2 1	C P
15.8 Did things with a group of student outside of class times.	FTS CSS GES	1 2 1	C P
15.9 Used the campus facilities to read, study or do research.	FTS CSS GES	1 2 1	C P
15.10 Felt intellectually stimulated by the material covered in class	FTS CSS	1 2	C P
15.11 Put a lot of effort into their course work.	FTS CSS	1 2	C P
15.12 Got valuable feedback on their course work from their instructors.	FTS CSS	1 2	C P
15.13 Used tutorial services.	FTS CSS GES	1 2 1	C P

(Note: It is recommended that comparisons between this raw index and an equivalent version weighted by the credits attempted by the respondents be used. This weighted version would display the same index, but cast in the context of total volumes of instruction (as opposed to total number of students taught by OCC.)

II. RESOURCE VIABILITY:

16.	***Index of Affordability for Students*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
16.1	OCC student aid index (calculated from Pell Grant data) and percent of OCC students included in that index.	FAS	1	C P O
16.2	Inflation adjusted total student fee (tuition, materials, etc.) by student load.	SIS BLS FAS	1 3 1	C P O
16.3	Inflation adjusted total student aid available, via OCC, per student by student load.	SIS BLS FAS	1 3 1	C P O
16.4	Inflation adjusted total student aid awarded, via OCC, per student by student load.	SIS BLS FAS	1 3 1	C P O
16.5	Estimates of price elasticity derived from: comparisons of these data to the socio-economic demography of OCC student population, and an index of the price vs. quality factors affecting students' choices to select OCC over other institutions.	CSS SIS POP	2 1 1	C P

17.	***Index of Gross Unit Operating Costs*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
17.1	Inflation.	BLS	3	C
17.2	Gross costs per student contact or credit hour (operating funds only).	ACS	1	C P O
17.3	Percent OCC varies from Michigan college system average gross costs per student contact or credit hour (also, operating funds only).	ACS	1	C
17.4	OCC average faculty workload (SCH/FTE instructor).	SIS HRS	1 1	C P O
17.5	Number of student credit hours delivered via faculty overloads.	HRS	1	C P O
17.6	Average cost saving/SCH from faculty workload overloads.	CUFS HRS	1 1	C P O
17.7	Total overall discounting of OCC gross costs/SCH attributable to faculty overload.	CUFS	1	C P O
17.8	Percent OCC varies from Michigan college system average faculty workload.	ACS	1	C P
17.9	OCC average faculty salary cost/FTE instructor.	CUFS	1	C P O
17.10	Percent OCC varies from Michigan college system average faculty salary cost/FTE instructor.	ACS	1	C
17.11	Estimates of faculty age and position-on-scale impacts on OCC/state comparisons and trends in those comparisons.	HRS MDE	1 3	C P

18.	***Index of Cost Flexibility*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
18.1	OCC ratio of fixed variable operating costs and comparisons of these to Michigan system averages.	ACS	1	C P
18.2	OCC mix of operating and non-operating revenues.	CUFS	1	C P O
18.3	Percents of non-operating revenues deployed in achieving functional objectives of the strategic plan.	CUFS	1	C P O

(Note: This data is to be organized and presented in ways which facilitates two views of OCC's costs and revenues...one which views things "strategically" (by functional objective) and one which views things "operationally" (by operating department). This will facilitate achievement of strategic planning objectives via adjustments in operating appropriations.)

19.	***Index of OCC Space Entitlements*** **as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
19.1	An index of OCC's intensity of space use (weekly student contact hours per net assignable square feet) compared to OCC space standards (calculated based on WICHE standards for same).		3	C P O
19.2	An index of OCC's crowdedness of space (net assignable square feet per student station in classrooms and also in labs) compared to OCC space standards (again, derived from WICHE standards).		3	C P O
19.3	And an index comparing OCC's mix of instructional and support space mixes to WICHE standards for same.		3	C P O
19.4	Inferring from comparisons of these OCC space inventory data to OCC space standards OCC's NASF entitlements.		3	C P O

(Note: The standards of the Western Interstate Commission on Higher Education (WICHE) are recommended, on the assumption that state standards either do not exist or do exist and largely resemble WICHE's. This needs to be confirmed as part of the work to develop and implement the space standards to which OCC will plan.)

20. ***Index of OCC Plan Implementation*, which displays:**		**SOURCE**	**STATUS**	**LEVEL**
20.1	The percent variance between budgeted and actual incremental changes, by function (relying on functions which most closely approximate the objectives enunciated in the OCC Strategic Plan) and cost center.	CUFS	1	C P O
20.2	The actual incremental changes in expenditures for these same functions.	CUFS	1	C P O
20.3	Percent variance between planned and actual incremental changes in variable (as opposed to fixed) expenditures, by function and cost center.	CUFS	1	C P O

III. COMMUNITY INTEGRATION:

21. *Index of OCC's Reputation in the Community* as a composite of:	SOURCE	STATUS	LEVEL
21.1 Percent of OCC regional population who have attended OCC.	POP	1	C P
21.2 OCC share of post-secondary participation rate of OCC regional population.	POP	1	C P
21.3 Percent of OCC regional population who have a family member or friend who has attended OCC.	POP	1	C P
21.4 Percent of OCC regional population who would support an increase in millage to finance further improvements in OCC programs and services.	POP	1	C P
21.5 Percent of OCC regional population who perceive OCC as a 'quality institution'.	POP	1	C P
21.6 Percent intending to take some further education in the next year.	POP	1	C P
21.7 Percent of those rating OCC as their first choice for that further education.	POP	1	C P
21.8 Percent of all OCC students who are first vs. second generation post-secondary attendees.	ADM	2	C P
21.9 Percent of all OCC students who are first vs. second generation OCC attendees.	ADM	2	C P
21.10 Percent of alumni who have made donations to the OCC Foundation, by graduating class.	OCC Foundation	1	C P O
21.11 Total fund raising income (other than interest income on existing funds).	CUFS	1	C P O
21.12 Percent of total OCC academic courses with credits transferrable to -institution(s).	SIS	3	C P O

(Note: Determination of this last rate will require establishment of main institutions OCC students will be destined for...and to examine credit transferability vis-a-vis those identified institutions.)

22. ***Index of the Match Between OCC and Its Community*** **as a composite of:**		**SOURCE**	**STATUS**	**LEVEL**
22.1	Demography of student population compared to demography of OCC region.	SIS BOC	1 1	C P O
22.2	Demography of OCC employees compared to demography of available labor force.	HRS BOC	1 1	C P O

23. ***Index of OCC's Presence in the Community,*** **and vice versa, as a composite of:**		**SOURCE**	**STATUS**	**LEVEL**
23.1	Number of employers serving as members of OCC program advisory committees.		3	C P O
23.2	Percent of these who attended a program advisory committee meeting in the past twelve months.		3	C P O
23.3	Number of OCC employees serving on outside committees or boards which have a connection to their work at OCC.	ISS STF	1 1	C P O

24. ***Index of Employer Satisfaction*** **as a composite of:**		**SOURCE**	**STATUS**	**LEVEL**
24.1	Number of individual employers serving on OCC Program Advisory Committees.		3	C P O
24.2	Percent of program advisory committee members reporting, each year, that OCC made special efforts to elicit and act on their advise for program improvements.		3	C P O
24.3	Percent of program advisory committee members rating their OCC program as an "exemplary program".		3	C P O

IV. CONTINUOUS RENEWAL AND IMPROVEMENT:

25.	***Employee Renewal and Improvement Index* as a composite of:**	**SOURCE**	**STATUS**	**LEVEL**
25.1	Expenditures/FTE employee, by function, on employee professional development.	CUFS	1	C P O
25.2	Gains/losses in course evaluation ratings attributable to turnover in faculty (comparisons of total first-time instructor ratings, term, and percents of highly rated first-timers retained into their second, third, etc. teaching terms, and course ratings of instructors not retained due to retirements, etc.).	HRS IDEA	1 1	C P O
25.3	Total release time/FTE employee (limited to faculty, administrators, and management staff) for re-training leaves, sabbaticals, and other extended professional development leaves. Add to this, data which describe aspects of employee commitment to OCC: retention of existing employees (turnover rates), and the influence of employee decisions to leave OCC (as opposed to retirements, etc.) on those retention rates.	HRS	1	C P O
25.4	Numbers of support staff working day equivalents lost due to sickness.	HRS	1	C P O
25.5	Percent of total support staff sick leave days which were lost on days adjoining weekends.	HRS	1	C P O

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26. ***Index of Curricula Renewal*** **as a composite of:**		**SOURCE**	**STATUS**	**LEVEL**
26.1	Number of OCC courses and programs operated for the first time sometime in the past 12 months.	ACS	1	C P O
26.2	Number of courses and programs canceled sometime in the past 12 months.	ACS	1	C P O
26.3	Total of both of these as a percent of total OCC course offerings.	ACS	1	C P O
26.4	Total number of library acquisitions/FTE student.	IPEDS	1	C P O
26.5	Total specific purpose revenues for curricula development projects.	CUFS	1	C P O

Source: OCC, Office of Institutional Planning & Analysis (revised: 1-15-93)

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27. ***Index of Equipment Investment*** **(both operating capital and debenture capital) expressed as a composite of:**

		SOURCE	STATUS	LEVEL
27.1	Percent of total OCC student credit hours delivered via shops and laboratory student station.	SIS	1	C P O
27.2	Total student credit hours delivered via scheduled time at laboratory/shop student stations.	SIS	1	C P O
27.3	Total investments in equipment, inflation adjusted.	CUFS	1	C P O
27.4	Equipment investments as percent of total operating expenditures.	CUFS	1	C P O
27.5	Equipment investments per student credit hour (overall total).	CUFS SIS	1 1	C P O
27.6	Equipment investments per laboratory/shop student station.	CUFS	1	C P O
27.7	Equipment investments per student credit hour in laboratory student stations.	CUFS	1	C P O

V. CONTINUAL MONITORING:

(Note: Possible indicators.)	SOURCE	STATUS	LEVEL
A quarterly report to the OCC Board which summarizes each of the above indices in Institutional Effectiveness.	Board Minutes	2	C
A quarterly report to the Chancellors's Council which includes the summary for the Board, and backs it with: the specific indicators used in constructing each of the indices; comparisons of the indices across functional and operating areas.	Chancellor's Council Minutes	2	C
Routine production of program review versions of the Chancellors's Council report which display the same indices and specific indicators for individual programs, comparing to OCC averages... to connect the CSF's, and their indicators, to the program evaluation and planning processes now in place.	Held Meetings	2	C P O
Annual production of budget preparatory materials which enable modelling of adjustments in operating budgets and their predicted impacts on trends in OCC's institutional effectiveness indicators... to connect the CSF's, and their indicators, to the budgeting processes now in place.	Memo to top Admin.	2	C P O
Production, each term, of selected indicators needed to monitor, evaluate, and intercede in course schedules in ways which improve institutional effectiveness on scheduling-related factors...to connect appropriate CSF's, and their indicators, to the Dean's schedule planning processes now in place.	Memo to Deans	2	C P O
Production, each term for each instructor, of selected indicators they need to monitor, evaluate, and intercede in their course contents and teaching methods in ways which improve the effectiveness of their courses...which would connect appropriate CSF's, and their indicators, to instructors' current efforts at planning their courses.	Memo to Faculty	2	C P O
Annual production of institutional research reports which test and report the predictability of various outcomes (as a feeder to the budgetary modelling proposed above).	Report	2	C P O