MCC has a variety of means for selecting, managing, and distributing data and performance information. The primary means of gathering performance information for instructional programs are the program review and assessment processes. Non-instructional programs and services use a modified version of the program review process. As illustrated in Tables 7.1 and 7.2, both instructional and non-instructional programs request ad hoc research from the Office of Institutional Research, and both types of programs can be the subject of a Continuous Improvement Action Team.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cycle</th>
<th>How Selected</th>
<th>How Managed</th>
<th>How Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Review</td>
<td>5 years</td>
<td>ICCB recommendations and MCC Program Review Committee</td>
<td>Program Review Committee and Office of Institutional Research</td>
<td>Workbooks distributed electronically to department chairs</td>
</tr>
<tr>
<td>Assessment</td>
<td>Semester or annual</td>
<td>Department faculty</td>
<td>Assessment Team and department</td>
<td>Presented to Assessment Team, entered in TracDat system</td>
</tr>
<tr>
<td>Student evaluations of instructors</td>
<td>Semester</td>
<td>By contract</td>
<td>Deans and department chairs</td>
<td>Results given to deans or department chairs, who then communicate with faculty as needed</td>
</tr>
<tr>
<td>Continuous Improvement Action Projects</td>
<td>Semester or annual</td>
<td>Steering Committee</td>
<td>Action Teams, Team Leaders, Team Sponsors</td>
<td>Shared with Steering Committee, posted on InsideMCC</td>
</tr>
<tr>
<td>Ad hoc research requests</td>
<td>Varies</td>
<td>Discussion between program and Office of Institutional Research</td>
<td>OIR and the requestor</td>
<td>Results sent electronically to requestor and other parties as appropriate</td>
</tr>
</tbody>
</table>

7P1 How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?
### Table 7.2 Data for non-instructional programs and services

<table>
<thead>
<tr>
<th>Description</th>
<th>Cycle</th>
<th>How Selected</th>
<th>How Managed</th>
<th>How Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Review</td>
<td>5 years</td>
<td>ICCB recommendations and MCC Program Review Committee; data is largely</td>
<td>Program Review Committee and Office of Institutional Research</td>
<td>Data/results distributed electronically to department manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td>customized to needs of individual area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement Action Projects</td>
<td>Semester or annual</td>
<td>Steering Committee</td>
<td>Action Teams, Team Leaders, Team Sponsors</td>
<td>Shared with Steering Committee, posted on InsideMCC</td>
</tr>
<tr>
<td>Other department-specific data (e.g.,</td>
<td>Varies</td>
<td>Departmental need</td>
<td>Department manager and designates</td>
<td>Varies</td>
</tr>
<tr>
<td>number of applications received in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Services)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ad hoc research requests</td>
<td>Varies</td>
<td>Discussion between program and Office of Institutional Research (OIR)</td>
<td>OIR and the requestor</td>
<td>Results sent electronically to requestor and other parties as appropriate</td>
</tr>
</tbody>
</table>

### 7P2 How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

A key component of MCC’s institutional planning and improvement efforts are Continuous Improvement Action Projects. Ideas for potential new Action Projects are brought to the attention of the Steering Committee by individual employees or groups of employees. When an idea is congruent with one or more of the 10 AQIP Principles and eight AQIP Categories, and is in alignment with the College’s mission, goals, and Strategic Plan, the Steering Committee approves it as an Action Project. An Action Team is created; the leader of the team is often, but not always, the employee who brought the issue to the Steering Committee’s attention. Each team is also assigned a sponsor from the Steering Committee. The role of the sponsor is to assist the team leader in organizing the team, gathering, interpreting, and organizing data, and presenting progress reports to the Steering Committee. The data gathered by the teams are shared with the Steering Committee and with other relevant groups on campus, and then posted on InsideMCC to be accessible to all employees.

This fiscal year is also MCC’s first year participating in the National Community College Benchmarking Project (NCCBP). The NCCBP gathers information regarding student performance and goal attainment, course retention and success rates, market penetration, cost per credit hour, and other important performance metrics. In 2009, 210 community colleges from across the nation participated in the NCCBP. MCC has just received performance results and the College is beginning initial discussions about the best way to share the findings and involve faculty, staff, and administration in the process.
7P3 How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Data collection needs are often determined by reporting requirement, either external (e.g., ICCB) or internal (e.g., CAPC). Interpretation of changes in reporting requirements is done by data stewards. Data is stored in the administrative computing system to the extent that the system allows (storage space, variable format, etc.), and local SQL databases are used to expand upon storage and reporting capacity. Data is stored predominantly in the main system, with local databases used when necessary. Access to data is governed by security forms which are used to manage access to sensitive information. In order to access data, users need permission granted by the appropriate data steward (e.g., the Director of Enrollment Services controls access to student academic records).

7P4 How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

As noted above (7P2), the College is in the early stages of interpreting and communicating results from the National Community College Benchmarking Project. In addition, in Spring 2010 the College will be administering the Community College Survey of Student Engagement (CCSSE) for the third time. In the past, CCSSE results were shared electronically and in meetings with special focus on ensuring that the results were shared with faculty, since faculty in the classrooms are the main drivers of student engagement.

Other performance metrics include:

- Student Right to Know (SRK) results, which are posted on MCC’s external website and also shared with Student Affairs personnel;

- Results of CAAP (critical thinking) testing, which are shared with the Assessment Team and Academic Affairs personnel;

- Unit cost analysis, which is part of the standard data provided in the program review workbooks.

7P5 How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Two of the performance metrics noted in 7P4, the NCCBP and CCSSE, allow MCC to compare its results to participating community colleges nationwide. Other metrics, such as SRK reporting, allow the College to compare its performance against other Illinois community colleges or a selected peer group within Illinois community colleges. In general, MCC prefers to have external benchmarks for performance metrics as well as MCC historical data. This allows the College to identify change in performance over time as well as how MCC may compare externally at a given point in time.

When selecting comparative data within the higher education community, MCC most often uses all Illinois community colleges (or all participating Illinois community colleges, when relevant) as a comparison group. To date, MCC has not made extensive use of comparative data from outside of the higher education community.

7P6 How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

Two of the performance metrics noted in 7P4, the NCCBP and CCSSE, allow MCC to compare its results to participating community colleges nationwide. Other metrics, such as SRK reporting, allow the College to compare its performance against other Illinois community colleges or a selected peer group within Illinois community colleges. In general, MCC prefers to have external benchmarks for performance metrics as well as MCC historical data. This allows the College to identify change in performance over time as well as how MCC may compare externally at a given point in time.

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7P7 How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The timeliness, accuracy, and reliability of information systems is governed by two levels of safeguards: internally, the administrative computing system has checks built in to prevent out-of-range values from being entered into the system; externally, ICCB runs error reports on data that MCC submits to ICCB. The data must be cleaned and verified before it will be accepted by ICCB. To ensure the security of information systems, MCC requires “strong” passwords and requires that these passwords be changed every 12 weeks. In addition, access to sensitive information is controlled by data stewards as noted in 7P3.
**7R1** What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

At this point, the College’s measure of the performance and effectiveness of its system for information and knowledge management is the ability to submit all required reports to the Illinois Community College Board (ICCB) in a timely and accurate fashion.

**7R2** What is the evidence that your system for Measuring Effectiveness meets your organization’s needs in accomplishing its mission and goals?

On an annual basis, the College submits all required reports to ICCB in a timely and accurate fashion. These include:

- Fall Course Enrollment Data
- Fall Course Resource Data
- Fall Uniform Financial Reporting
- Spring Course Enrollment Data
- Occupational Student Follow-up Study
- Summer Course Enrollment Data
- Annual Nonreimbursable Community Education Enrollment
- Non-credit Annual Enrollment Data
- Spring Uniform Financial Reporting
- Annual Student Enrollment and Completion Data
- Square Footage and Acreage Information
- Annual Student Identification Submission
- Unit Cost Study Data
- Facility Inventory Data
- Annual Students with Disabilities
- Fall Student Data - Credit
- Faculty, Staff, and Salary Data
- Summer Graduate Reporting for IPEDS

**7R3** How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The College does not yet have comparative data with regard to processes for Measuring Effectiveness. The College recognizes this as an opportunity for improvement.

**7I1** What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

MCC currently is working on an Action Project to implement a new ERP system, which will represent a significant improvement in terms of the accuracy and timeliness, accuracy, security, and reliability of information.

The College is also exploring ways in which to make new and better uses of existing data. For example, this is MCC’s first year participating in the National Community College Benchmarking Project (NCCBP). Most of the data needed by the NCCBP is already collected by the College for other purposes. The NCCBP results, by comparing MCC to other colleges nationwide, will inform discussions regarding how the College can better support student success.

This year will be MCC’s third time administering the Community College Survey of Student Engagement (CCSSE). The College has had challenges making effective use of CCSSE results in the past, but has already started discussions regarding a new approach to the data that should make the results more useful. MCC is also experimenting with new ways to present information (e.g., filtered and dynamic spreadsheets rather than static data tables) in ways that should make the information more accessible and useful to those who need it to make decisions.