Category 8 – Planning Continuous Improvement

CATEGORY 8 INTRODUCTION

Processes for Planning Continuous Improvement at Madison College exhibit two maturity levels. Several processes are moving toward the Integrated maturity rating, including using defined long and short-term performance projections for continuous improvement planning processes, capturing the voice of the customer prior to establishing new processes and after project completion to measure satisfaction, and establishing cross-functional work teams to analyze feedback and data.

The College has successfully implemented improvement projects, including a streamlined Unit Planning Process for improved alignment with strategic planning, budgeting and AQIP questions for assessment, and the completion of the Facilities Master Plan.

Future initiatives will focus on assessing and incorporating risk planning into continuous improvement processes and improving the measurement and review processes used in planning.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution's key goals and strategies include 8P1, 8P2, 8P3, 8P4, 8P5, 8P7, 8P8. These processes address selecting short- and long-term strategies; developing key action plans; coordinating planning and action plans across levels; defining objectives, measures and performance targets for strategies and action plans; linking strategies and action plans with consideration of current resources and future needs; assessing and addressing risk; and developing employees to address changes from organizational strategies and action plans.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 8P6, which addresses key planning processes.

8P1: Key planning processes

Figure 8.1 shows the vision for the College planning structure and illustrates the integration of the various planning processes used by the College. The most formal planning system runs down the right side of the graphic, while New Initiatives and People and Processes are more informal planning structures.

Figure 8.1 - Madison College Planning Structure
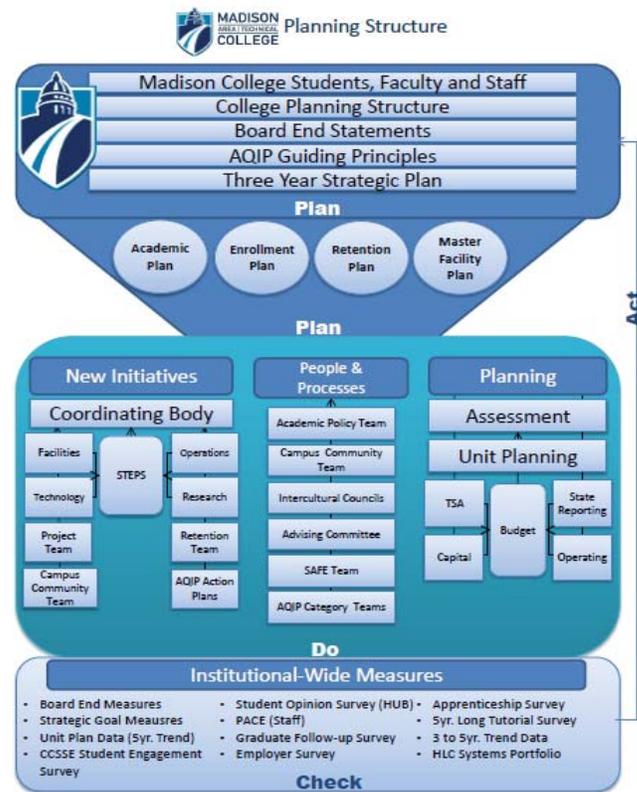
Several revisions have improved the alignment between and effectiveness of different planning processes. The College employs a Plan-Do-Check-Act (P-D-C-A) methodology for many planning processes. The strategic planning process can be more fully explained by looking more closely at each section.

Plan: The planning process is designed to incorporate the AQIP guiding principles; input from Madison College students, faculty and

staff; and feedback from the continuous improvement loop as shown in the diagram. The College Board annually reviews data from the various institution-wide measures and prepares Board End Statements. Senior leadership also annually reviews and updates the 3-year Strategic Plan, the main driver for college activities. This plan, the most visible document in the College, is publicly available online and serves as the foundation for balancing the strategic and operational goals from the Academic Plan, Enrollment Plan, Retention Plan, and Facilities Master Plan.

Do: The next level of planning at the College can be divided into three sections: New Initiatives, People and Processes, and Planning. First, the New Initiatives section represents much of the innovation related to business processes at the College. Student Transformation Through Effective Practices and Systems (STEPS) functions as a coordinating body for many of these innovations and is tasked with organization and resource management of the College's business process improvement initiatives, as well as ensuring that these initiatives are aligned with the strategic plans. People and Processes includes many of the standing college-wide committees and longer-term projects. Each committee and team ensures that their efforts are aligned with the 3-Year Strategic Plan. Finally, the Planning section of the diagram illustrates the more formal Unit Planning Process, which is also built on a P-D-C-A model. This allows for both global and unit-level planning for continuous improvement. The structure and software interface of the Unit Planning Process, implemented in 2011, encourages alignment at all levels of the organization. Once unit plans are completed, the results are used to drive capital and expense budgeting, resource allocation, state reporting, and other higher level processes. Finally, the hands-on nature of the Unit Planning Process gives all participating employees ownership of their efforts to ensure college success.

Check: This level lists the ongoing measures of how effectively the College meets the stated goals. The Board monitors the Key Performance Indicators in the Board End Measures at least five times between September and January each year. The units of the College also use data for the Unit Planning Process. Both the Board and senior leadership use survey data providing student, faculty, staff, and stakeholder input to inform the ongoing review of Board End Statements and the 3-Year Strategic Plan.

Act: The continuous improvement loop is responsible for numerous college improvements, large and small, formal and informal. Two major successes, the Unit Planning Process and STEPS, will be discussed in later sections.

8P2: Selecting short- and long-term strategies

The long-term vision and outcomes developed by the District Board are the result of periodic conversations that collect the needs of various stakeholders. The Board, acting on behalf of District residents, then determines the priorities and writes the Board End Statements. The Board End Statements are reviewed annually, but change infrequently, thus providing a long-term, relatively stable foundation for focused planning at the College.

The Executive Team creates a set of strategic goals to move Madison College toward achieving the Board End Statements. The Executive Team reviews environmental scan information, enrollment and other trend data, and student and employer satisfaction. After identifying challenges and seeking input from leaders across the College, the Executive Team develops long-term achievable outcomes that form the basis for the 3-Year Strategic Plan and define the College's highest priority work, while also laying the groundwork for accountability to stakeholders. The goals and outcomes are reviewed on an annual basis and updated as needed. The strategies used to achieve these goals are also reviewed and updated annually, and inform the creation of the operational and capital budgets.

The Executive Team also initiates the creation of long-term plans, such as, the Academic Plan, Enrollment Management Plan, Facilities Master Plan, and Retention Plan. These plans also influence the creation of the achievable outcomes used for the 3-Year Strategic Plan.

Other college-wide planning strategies flow out from and align with the Board End Measures and 3-Year Strategic Plan. The typical planning horizon for lower level plans is one year. All unit plans, for example, focus on a one-year horizon, though there is also a visioning component which examines a three-year window.

While some plans stay more or less consistent from year to year, other plans require major updates in response to external events (e.g., the Facilities Master Plan responding annually to developments in the current growth initiative). In addition, much of the project work at the College, including most of the new business process initiatives coordinated by STEPS, have schedules that are primarily independent of other planning timelines. Other college-wide project teams are staffed by cross-functional groups whose focus is a particular issue (e.g., equity, technology, etc.). These projects are linked to the 3-Year Strategic Plan and results are communicated to the Executive Team and individual departmental units to achieve alignment with the plans at various levels.

8P3: Developing key action plans to support organizational strategies

The College develops most key action plans to support its strategies in three distinct ways: formally through the Unit Planning Process, informally with cross-functional committees and teams, and through project management practices. All are informed by and aligned with the Board End Measures and 3-Year Strategic Plan.

Formally through the Unit Planning Process

The new assessment-based Unit Planning Process asks all programs and departments to plan for the next three fiscal years. This collaborative process consists of a unit self-evaluation, examination of data trends, and creation of measurable outcomes and activities that align with the 3-year Strategic Plan. Unit plans guide work throughout the year and encourage collaboration and communication across units. Unit plans and corresponding budgets are completed each year for implementation the following July. All prior

year unit plans remain available through the Unit Planning Tool. Academic work units in Learner Success and Learner Development complete unit plans by October 31st each year, while all other service unit plans are due November 30th.

The Unit Planning Process consists of the following process steps:

• Envision the desired future, considering stakeholder needs, opportunities and challenges
• Assess the present situation, including data analysis, goal-setting, and gap identification
• Create outcomes and measures, linking each to a 3-Year Strategic Plan goal
• Create action plan
• Complete annual progress review
• Share updated plan for stakeholder review

Deans and unit leaders use completed unit plans to evaluate financial requirements and the manpower necessary to accomplish unit goals. In addition, key elements are extracted to a database used to facilitate communication and assistance between units and to support the budget planning process.

Informally through committees and teams

Many of the College's committees and work teams, whether permanent or temporary, develop informal plans that support college strategy. For example, the AQIP Category Teams have goals, due dates, responsibilities and authority that function alongside of normal college planning processes. Senior leadership oversight of committees and teams is the main method to assure alignment with larger college goals.

Informally through project management

Project-based work, primarily to close gaps or create improvements identified as necessary through strategic planning, begins with project charters developed by senior leadership that are used to define action plans. Examples include many facility, capital and technology, and continuous improvement projects. Project charters include the project goal, timeline, team members and other resources required.

8P4: Coordinating and aligning planning processes, organizational strategies, and action plans across organizational levels

The Board End Statements are the long-term goals of the College and the Executive Team creates the 3-year Strategic Plan. The 3-year Strategic Plan guides each unit in creating a vision and unit plan with outcomes and activities, with each outcome explicitly aligned with at least one of the three strategic priorities. Units request funds to implement the activities within their plans. Instructional programs create plans that are available for review prior to the development of plans by service units.

The Executive Team prioritizes operational funding requests based on strategic goals and unit plans. All funding requests must be linked to an outcome in the unit's plan. A database collects key elements of all unit plans in order to share information and ensure alignment, thereby promoting collaboration between the core business units, instructional programs, and service units.

Since the last AQIP Systems Portfolio, the College completed an AQIP Action Project designed to strengthen alignment of planning processes and action plans across the organization's various levels. Prior to the project, the College had:

- Multiple disconnected and redundant assessment and planning activities and processes
- No linkage to the budget process
- No connection to AQIP

The main goal of the project was to create one overall unit planning process that addressed these concerns, reducing workload by creating a more streamlined system that aligned with AQIP and the 3-Year Strategic Plan.

The new Unit Planning Process reduced eleven steps to five (See before and after, Figures 8.2

and 8.3 on page 104), and the following benefits have been realized to date:

- Planning activities are focused
- Planning activities drive budget requests
- Automatic linkages with state-mandated improvement plan
- Planning activities are more streamlined (2418 hours saved annually)
- One tool is used for all units
- Assessment is now based on AQIP

The next steps in this process include:

- Survey users
- Provide assessment report to AQIP teams
- Gather data on professional development and service to college activities
- Incorporate the state mandated processes to assess outcomes
- Begin planning for the next cycle

8P5: Defining objectives, selecting measures, and setting performance targets for organizational strategies and action plans

The Board monitors college-wide performance by using the Board End Measures, an internally-designed scorecard.

A team of administrators, faculty and Board members selected the Key Performance Indicators that make up the Board End Measures, which were then approved by the entire Board of Trustees. Measures typically have a performance target, and some measures have targets provided by state or federal agencies. All scorecard measures and many college measures are benchmarked against comparative institutions selected based on their similarity to Madison College in terms of demographics, size, programs offered, public/private status, etc.
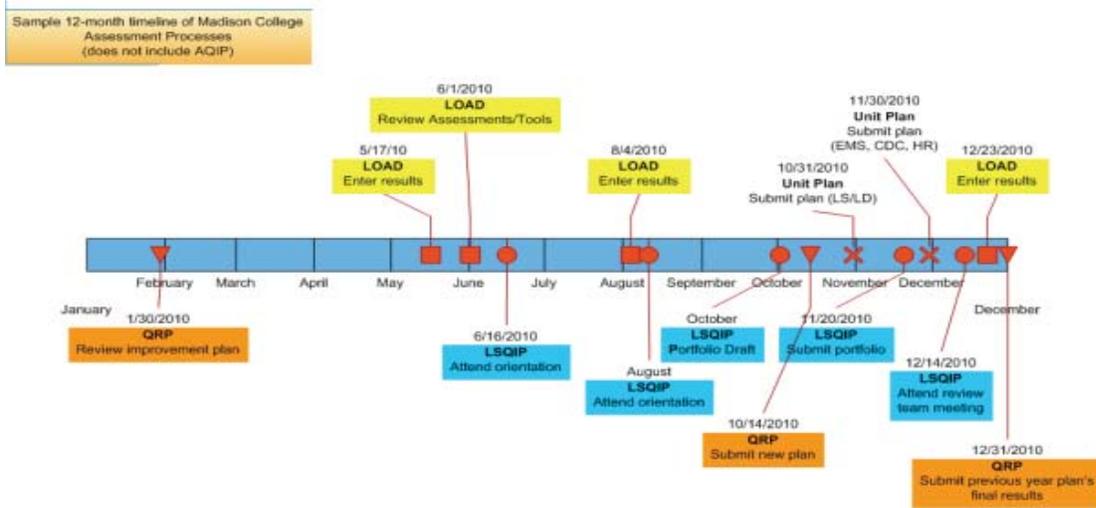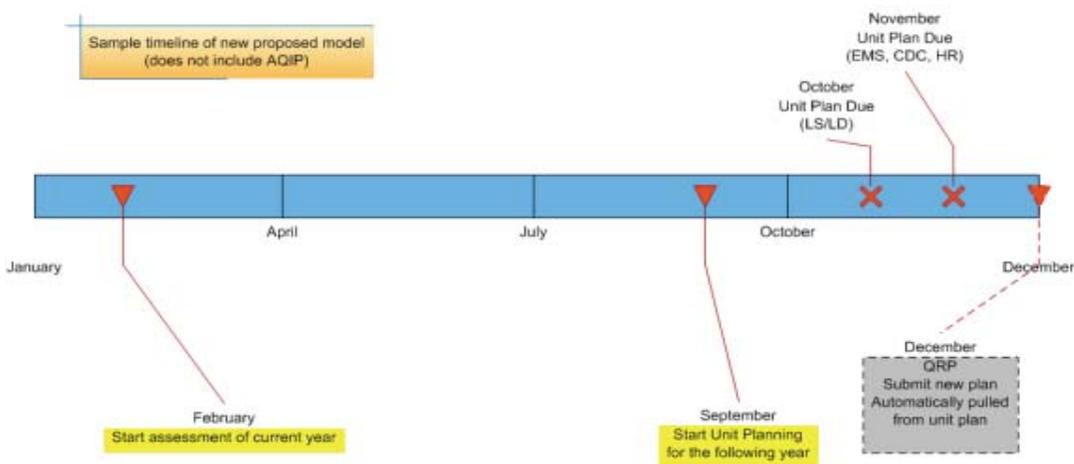
Figure 8.2 - Former Processes

Figure 8.3 - Current Process

The main comparison group for Madison College remains the other fifteen Wisconsin technical colleges, but the College also uses the benchmarking groups listed below.

- Integrated Postsecondary Education Data System (IPEDS)
- Wisconsin Technical College System Client Reporting System
- Quality Review Process Database System
- Purchased databases of information; such as those available through Economic Modeling Specialist, Inc. (EMSI)
- National Community College Benchmark Project (NCCBP)
- Consortium for Student Retention Data Exchange (CSRDE)
- Noel Levitz
- Community College Survey of Student Engagement (CCSSE)

The 3-Year Strategic Plan measures are determined and assessed by the Executive Team. Since the strategic plan needs to become operationalized, the measures may or may not be similar to those found in the Board End Measures. Targets for the 3-Year Strategic Plan measures are determined in a manner similar to those for the Board End Measures. Each target is determined by outcomes and corresponding measures and comparisons are made where possible.

Units determine measures based on unit plan outcomes. Every instructional program receives a common set of data that is useful for planning and improvement. A sample of the data supplied to the instructional programs that may be used to create measures and performance targets includes:

- Five-year occupational growth projections and market-share data for the Madison College District and State of Wisconsin
- Five-year trend data relating to age, enrollment, retention, minority participation, graduation, placement, satisfaction, student FTE, gender, part-time/full-time attendance, full-time salary, core course success (C or better) and core course excellence (B or better)
- State agency-supplied trend data for items like non-traditional gender enrollment, course completion, special population course completion, second and third year retention, and third and fifth year graduation
- Board End Measure data

Service units do not have a common data set at the present time. However, many service units use industry standards to identify needed data as well as unit plan measures. For example, the Information Technology unit collects Mean Time To Repair and Mean Time Between Failures data, while Food Services collects customer counts, revenue data, and customer and menu trends, and the Facilities-Engineering unit gathers data on Indoor Environmental Quality.

8P6: Linking strategy selection and action plans while considering current resources and future needs

(CC-5A) Madison College uses the 3-Year Strategic Plan as the basis for linking strategy selection and action plans. The Unit Plans are the main action plans within the College and are aligned with the goals in the 3-Year Strategic Plan.

Resource identification and requests begin at the unit level through the Unit Planning Process. Within the Unit Planning Process, each unit specifically identifies operational and capital funding requests, staffing needs, and technology needs along with other support needed to

achieve outcomes. All units are encouraged to reallocate existing funds before requesting new funds.

Both capital and operational requests follow the same funding process. All unit funding requests are collected and prioritized within a department. Departmental requests are then collected and forwarded to the appropriate vice-president, who then prioritizes the requests within the division. The Executive Team creates a final prioritization list including every budget request, and then allocates the available operational and capital funds based on the 3-Year Strategic Plan and other long-term plans, along with other pertinent considerations, such as state funding levels and district-wide economic projections. The long-term college plans also consider future needs. Therefore, using these plans as part of the selection/linking process ensures consideration of future needs. While determining resource allocation, the Executive Team may also use project charters, contractual or legal obligations, accreditation requirements, mandates from outside agencies, Madison College collective bargaining agreements, and health or safety concerns.

Figure 8.4 provides a graphic representation of how the resource allocation process aligns with the strategic objectives of the College.

Figure 8.4 - Resource Planning Alignment
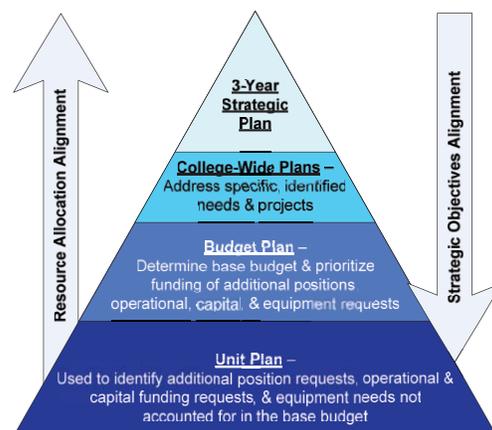
8P7: Assessing and addressing risk

The College primarily addresses risk management in planning processes using three methods, depending on the level of planning and the type of initiative.

At the Board and strategic planning levels, S.W.O.T. analysis is performed, as-needed, and the results are incorporated into the planning process. Risks are identified and addressed informally as the Board End Measures and Strategic Plan are created.

At the unit level, the Unit Planning Tool provides a robust methodology for each unit to address risk associated with plans. Once the unit planning process is complete, and before the plan is submitted for review and approval, the plan owner is moved to the "Challenges" section and may address risks that affect the ability to accomplish the goals of the unit plan. The plan owner can identify risks unique to the specific plan and/or choose from preloaded risk categories. At the next level, the complete plan, including the risk management section, is reviewed by the unit's manager, who can consolidate similar risks across the plans in that area.

At the project level, determining risks, constraints and assumptions is a formalized part of the project charter. The College employs, and all project managers have access to, a four-phase issue resolution plan document, which defines in detail a four-phase model for the identification, documentation, resolution and communication of risks associated with each project.

8P8: Developing employee capabilities to address changes demanded by organizational strategies and action plans

For college-wide training and learning, the Center for Excellence in Teaching and Learning (CETL) assesses, develops and delivers training to full-time and part-time instructors and PSRP employees. CETL responded to 3-Year Strategic Plan goal 1B: increase the number of flexible learning options, by creating two unique versions of the teaching methods certification class to address online and accelerated pedagogy. CETL often provides this type of responsive training for numerous initiatives and changes in the College.

In addition to CETL training, the College has a wide variety of training and assessment opportunities to prepare employees to respond to changing institutional strategies and actions. There are four Convocations held during the academic year, and all employees can participate in informational and training sessions that address new institutional strategies. For example, the new Unit Planning Process was introduced through Convocation sessions, which are now offered annually as ongoing support. Staff development and certification courses that help employees increase their knowledge and skills are held throughout the year at events such as the monthly Supervisory Training session, Summer PSRP Retreat and Tech Academy.

When a project charter creates a new or innovative process that requires employee training, the charter team is tasked with ensuring that training occurs. An example is the STEPS project which transitioned the College to the new PeopleSoft 8 software. The STEPS charter team developed a training calendar and ensured training was offered at times and places allowing maximum availability to affected individuals.

Particular units and individuals might also be tapped to provide training related to strategic goals specific to their expertise. For example, advising is a specific goal in the 3-Year Strategic Plan and Retention Plan, and was identified as an area for improvement in the Noel Levitz survey. The Associate Dean of Student Development, charged with implementing various initiatives within the Retention Plan, is working to increase student access to advisors and student-faculty interaction as retention strategies. As a result, the advising unit is working closely with faculty to formalize faculty advising throughout the College and provide a comprehensive training for instructors interested in advising.

8R1: Measures of effectiveness for planning processes and systems

The College collects numerous measures of the results of planning processes and systems. The College directly measures the effectiveness of

the Unit Planning Process by surveying users about efficiency, effectiveness, and usability. At the same time, measures for the Board End Measures and the 3-Year Strategic Plan are used to evaluate the end results of planning processes.

These measures can be seen in Tables 8.1 and 8.2.

Table 8.1 - Board End Measures

Board End Statement	Outcome Category	Measures
All students achieve the learning necessary to be successful in their educational and career goals.	Course Success	Course Success: All Degree Credit Students Annual Degree Credit Student Headcount
	Graduation	Percent Graduated in Three Years – Full-time Percent Graduated in Three Years – Part-time First-time Entering Cohort
	Overall Student Success	Degree Credit Student Success – Three-Year Percent Graduated or Transferred in Three Years – First-time, Full-time Percent Graduated or Transferred in Three Years – First-time, Part-time Next-Term (Fall to Spring) Persistence – All Students Fall to Fall Retention – All Students
	Community College Survey of Student Engagement	Madison College CCSSE Benchmarks – All Students Madison College CCSSE Benchmarks – FT Students Madison College – PT Students
Madison College prepares students for gainful employment and continuing education.	Placement	Employment: All Programs Employment: Two-Year Programs Employment: One-Year and < One-Year Programs Percent Employed Six Months After Graduation
	Employee Satisfaction with Contract Training	Trainee Satisfaction with Contract Training Employer Satisfaction with Contracted Training
	Continuing Education Enrollment	Annual Continuing Education Enrollment: Unduplicated Total Annual Continuing Education Enrollment: Vocational Adult (Aid-able) and Community Service (Non Aid-able) Continuing Education Sections Run Revenue Generating Adult Continuing Education Courses Revenue Generated From Adult Continuing Education Courses
Madison College provides skilled workers that meet employer needs and the community's changing needs.	Ratio of Graduates to New and Replacement Jobs	Ratio of Madison College Graduates to Job Demand Madison College District Job Openings Madison College Graduates
	Employer Satisfaction with Madison College Graduates	Madison College Employer Satisfaction with Graduates Wisconsin Technical College System Employer Satisfaction with Graduates
Madison College provides open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities	Equity Scorecard – Access	Fall Semester – Entering Degree Credit Cohort: Racial/Ethnic Minority Percent Fall Semester – All Students: Racial/Ethnic Minority Percent Credit Student to Population Ratio – Racial/Ethnic Minorities
	FTE Headcount and Percent of District Served	Annual FTE and Student Enrollment Percent of District Served – Over Age 17 Market Penetration Rate – Credit Student Market Penetration Rate – Non-Credit Student
	Student Satisfaction	SSI Overall Satisfaction Mean
	Employee Satisfaction	Overall PACE Results
Madison College proactively provides support and resources to the enhancement of collaborative community efforts to the extent resources will allow	K-12 Partnerships	K-12 Partnerships with Public School Districts Dual Credit Enrollment
	Post-Secondary Partnerships	Madison College Students Enrolling Subsequently in Four-Year Colleges
	Public Perception	DaneTrak Survey Ratings By Location 2012 Madison College Employee Community Participation Survey – Leadership Positions

Table 8.2 – 3-Year Strategic Plan Measures

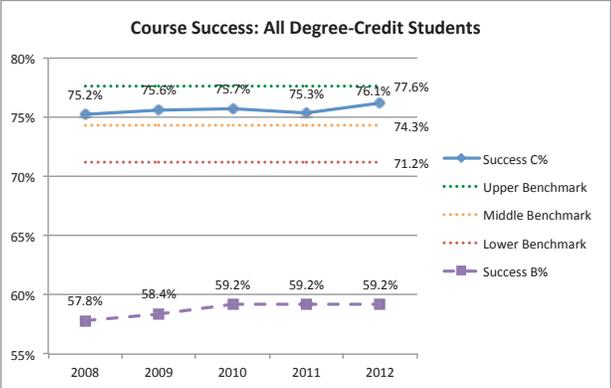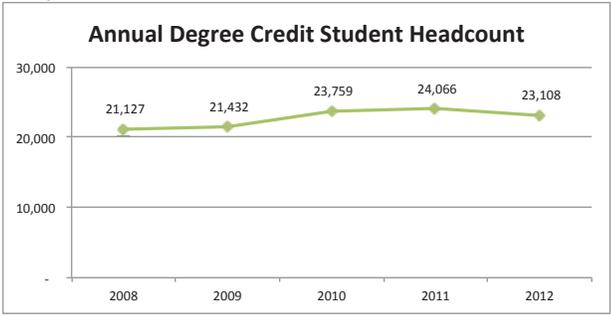| Strategic Goal	Specific Task	Measures
Meet the access, learning and workforce needs of our students, employers, and community.	Increase the number of flexible learning options – evening and weekend courses, programs, and online and hybrid courses in core programs.	• Annual Course Sections offered by Method of Instruction • Annual Course Sections offered by Time-of-Day/Online status
	Organize to provide flexibility for schools to meet market and community demands.	• Simultaneous Enrollment of Degree Credit Students at other Colleges • Percent Graduated in Three Years – PT • First-time Entering Cohort
	Create or improve processes that will expand course-taking options and increase student success.	• Market Penetration – student population divided by population of the district • % Minority Credit Students • Minority Student/Population Ratio • High School Direct Enrollment Rate • Success Rates By Method of Instruction
Retain students to completion.	Improve student outcomes for all student groups, including shorter-term student persistence, success in gatekeeper courses and graduation levels.	• Student Success Rate – NCCBP Benchmark Form 7 • Next-Term Persistence – NCCBP Benchmark Form 4 • Fall-Fall Retention – NCCBP Benchmark Form 4 • Fall-Fall Retention, Minority Students • Six-Year Graduation Rate • 3-Year (150%) Graduation Rate – NCCBP Benchmark Form 4 • Gatekeeper Course Success Rate

While presenting individual results of each Board End Measure and 3-Year Strategic Plan measure is obviously limited by space, the tables above are intended to show the range and depth of the measures the College uses for these processes.

8R2: Performance results for accomplishing organizational strategies and action plans

For each Board End Measure, the College reports results to the Board in the format shown on page 109 in Figure 8.5. Each Board End Measure report includes a measure definition, actual results of the measure, and comments on results.

Reports also include benchmark definitions and benchmark ratings whenever possible.

Figure 8.5 - Sample Board End Measure Report

Board End #1, Outcome 1 – Course Success	Results

Measure Definition: Percentage of all courses attempted by degree credit students per year receiving a grade of "C" or better. Included in this measure are the following degree types: Occupational Associate, Liberal Arts Transfer, Less-Than-One-Year, One-Year and Two-Year Technical Diploma and Apprenticeship.

Comments:

This chart shows the most recent 5-year trend in both course success (% C or higher) and a higher level of success (% B or higher). The course success rate for all degree credit students has fluctuated within a range of .9 percentage points since 2008. From 2011 to 2012 this measure increased to its highest level in the five-year period.

Annual degree credit enrollment increased from 2008 to 2012 by 9.4%, nearly 2,000 students, but was below the peak seen in 2011.

<u>Benchmark</u>: National Community College Benchmark Project (NCCBP) -Form 7 Credit Course Success.

Upper Benchmark: 77.6%

Middle Benchmark: 74.3%

Lower Benchmark: 71.2%

Measure:

Course Success: All Degree-Credit Students

Additional Information:

Annual Degree Credit Student Headcount

<u>Source</u>:
Madison College Data warehouse Course Success Cube.

Basis for Rating:
*The yellow-green rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above. The 2012 76.1% success percentage is in the **63rd percentile** placing it in the yellow-green range.*

A complete list of results of the College's Board End Measures can be found at:
http://madisoncollege.edu/in/madison-college-data.

Method of Instruction	2008	2009	2010	2011	2012
Online Course	208	250	690	767	868
Short Term	1	279	266	295	330
Hybrid	3	133	246	323	314
Telepresence			78	195	214
Accelerated	71	76	84	85	92
Computer Delivered/Not Online	72	29	15	13	12
Interactive Television	144	137	85	28	4
E-Tech	220	350			
Telecourse	2	1	1		
All methods Except In Person	**721**	**1,255**	**1,465**	**1,706**	**1,834**
In Person	4,465	4,269	4,608	4,645	4,451
Grand Total	**5,186**	**5,524**	**6,073**	**6,351**	**6,285**

Table 8.3 - Number of Alternative Delivery Sections by Method of Instruction

The College also measures results of the 3-Year Strategic Plan. Below is a sample of results from the first strategic goal and related sub-goals:

Goal 1: *Meet the access, learning, and workforce needs of our students and community.*

1.1 *Update the Academic Plan*

Result: For this type of goal, the results are measured by progress. The Academic Plan is currently being updated and is on target for roll-out in Fall 2013.

1.2 *Increase the number of flexible learning options - evening and weekend courses, programs, and on-line and hybrid courses in core programs.*

Result: This type of goal is often measured through relevant trend data. Table 8.3 at the top of the page shows five-year trend data on course offerings by method of instruction. The numbers show dramatic increases in flexible offerings over this time period. It should be noted that E-Tech, a statewide WTCS online collaboration, was discontinued in 2010, and Interactive Television offerings were replaced by Telepresence courses.

8R3: **Projections or performance targets for strategies and action plans**

The Retention Plan provides a key example of setting performance targets for strategic goals over the next 1-3 years. Based on survey results, benchmarking, and retention, the Retention Plan sets a concrete goal of increasing student retention from 55.8% in 2011 to 64% in 2014.

Other strategic goals set performance through benchmarking, as seen in responses to question 8R4. For example, the NCCBP upper benchmark serves as the performance target for course success, the first measure for Board End Statement 1. The College currently achieves 76.1% success, while the NCCBP upper benchmark sets a target of 77.6%. Many strategic goals and Board End Measures use benchmarks to set targets for performance for the next 1-3 years.

8R4: **Comparison of performance results for processes for Planning Continuous Improvement**

The College is now a participating member of the National Community College Benchmark Project (NCCBP) and began receiving comparative data beginning in mid-2009. Whenever possible, the College compares planning Continuous Improvement performance results using NCCBP benchmarks, as seen in Table 8.4 on page 111.

Table 8.4 - Board End Measure Benchmark Explanations and Ratings

	Basis for Benchmark Rating	**Measure**	**Percentile - Benchmark Group**
Board End Statement 1	*The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.*	Course Success – All Degree Credit Students	63
		Percent Graduated in Three Years – Full-time	73
		Percent Graduated in Three Years – Part-time	94
		Percent Graduated or Transferred in Three Years – First-time, Full-time	63
		Percent Graduated or Transferred in Three Years – First-time, Part-time	89
		Next-Term (Fall to Spring) Persistence – All Students	72
		Fall to Fall Retention – All Students	65
	The rating is based on The CCSSE National Norm for the five benchmark categories: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The College translates the results into a percentile rating.	Madison College CCSSE Benchmarks – FT Students	77.5
		Madison College – PT Students	12.5
Board End Statement 4	*The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.*	Credit Student to Population Ratio – Racial/Ethnic Minorities	49
		Market Penetration – Credit Student, Three-Year Trend	47
		Market Penetration – Non-credit Student, Three-Year Trend	70
	This rating is based on a comparison to national Noel Levitz SSI results. Green rating is indicative of all results exceeding national norms.	SSI Overall Satisfaction Mean	
	This rating is based on results from the PACE survey, which measures satisfaction of Madison College employees compared to a national norm in 4 domain areas. Satisfaction has increased since the last PACE administration, but remains below national norm.	Overall PACE Results	
Strategic Goal 1	*The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.*	Market Penetration – Credit Student, Four-Year Trend	49
		Market Penetration – Non Credit Student, Four-Year Trend	77
		Percent Minority Credit Students, Four-Year Trend	35
		Credit Student to Population Ratio – Racial/Ethnic Minorities, Four-Year Trend	37
Strategic Goal 2	*The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.*	Course Success Rate, Four-Year Trend	57
		Next-Term Persistence, Four-Year Trend	54
		Fall to Fall Retention, Four-Year Trend	91
		First Time, Full-Time, Fall Three-Year Graduation Rate, Four-Year Trend	76
		First Time, Part-Time, Fall Three-Year Graduation Rate, Four-Year Trend	94

8R5: **Evidence that the College's system for Planning Continuous Improvement is effective; measuring and evaluating planning processes**

Madison College has three different methods to determine continuous improvement effectiveness: Unit Planning Surveys, benchmarking against other institutions, and indirect measures of results from the Board End Statements and 3-Year Strategic Plan.

Surveys about the recently redesigned Unit Planning Process provided evidence of effectiveness and suggestions for improvements. Results from the most recent Unit Planning Process survey are provided in Table 8.5. In addition, responses to the survey's open-ended question helped initiate the following improvements to the Unit Planning Process:

- Allowing multiple financial requests per activity
- Aligning each activity's financial requests with the corresponding budget year
- Allowing activities to be reprioritized by dragging/dropping

- Offering a print option for all pages of the plan (both current and historic plans)
- Requiring the assessment to be reviewed/modified/completed before prioritizing can begin

In addition to directly measuring the effectiveness of the Unit Planning Process, the College increasingly benchmarks performance results to gauge the effectiveness of continuous improvement processes. Aligning strategic measures and Key Performance Indicators with other two-year colleges across the nation through National Community College Benchmark Project (NCCBP) participation provides evidence of success and information on areas for improvement.

Finally, the data associated with Board End Statements and strategic goals provides another indirect evaluation of the effectiveness of continuous improvement at the College.

Table 8.5 - 2012-13 Unit Planning Process Survey Results

	QUESTION (Scored from 1-strongly agree to 5-strongly disagree)	AVG. SCORE
The New Process:	aligns and integrates all planning and assessment processes into one overall process.	2.27
	streamlines the principles of planning and assessment into the College's decision making and funding request processes.	2.37
	eliminates the redundancies we had in our previous assessment and planning processes (QRP, LSQIP and LOAD).	2.06
	helps narrow the focus of our Unit Plan by limiting the number of outcomes to three.	2.13
IRE:	was responsive to my calls and emails.	1.84
	provided the necessary training on the new tool.	1.80
	was knowledgeable about the unit planning tool.	1.66
	was knowledgeable about the unit planning process.	1.80
Overall:	the process was communicated well to college unit planners.	1.98
	the new unit plan tool is user friendly.	2.53
	the comment feature allows an effective means of communication.	2.46
	the new unit plan process meets our assessment and planning needs.	2.65

8I1: Recent improvements in Planning Continuous Improvement

Examples of recent improvements include:

1. Benchmarking: Madison College joined the National Community College Benchmark Project (NCCBP), which provides data for benchmarks.
2. Unit Planning Process: This process was revised in 2011 to streamline planning and continuous improvement into a structure and software interface allowing all levels of the organization to align seamlessly. Once completed, unit plans results drive capital and expense budgeting, resource allocation, and State Reporting. The process also encourages employee ownership of continuous improvement efforts.
3. Student Transformation through Effective Practice and Systems (STEPS): This initiative incorporated formal continuous improvement elements to successfully implement several projects. Examples include the current implementation of a customer relations management system and a system for creating and storing scanned electronic records.
4. Establishment of the Learner Success Operations and an Operations Director position to improve student administration processes.
5. Referendum: The College planned and successfully passed a $133.7 million referendum with help from employees and stakeholders across the College and community. Risk analysis was done throughout the process. The process began with a need for student space and developed into a multi-phase, multi-facility improvement plan.

The College continues to develop more formal and aligned processes for planning continuous improvement. The ongoing long-term planning process, the revised Unit Planning Process and increased data-usage and benchmarking create a comprehensive foundation for systematic planning.

8I2: Selecting processes to improve and setting performance targets for Planning Continuous Improvement

The Board End Statements, long-term plans, 3-Year Strategic Plan, and Unit Planning Process create a planning infrastructure that helps select specific processes to improve and sets performance targets. By integrating goal-setting and examining opportunities for improvement at each level of planning, the College is working to create a systematic culture of continuous improvement.

The development of a culture of continuous improvement and data-driven decision-making also helps select improvements and set targets for performance. The College utilizes the AQIP process as a key mechanism for continuous improvement. For example, the last AQIP Systems Portfolio produced an action project focused on benchmarking, which is now firmly integrated in the College's planning processes.

The College also administers the Personal Assessment of the College Environment (PACE) survey every three years in order to gather employee feedback. From this feedback, process improvement projects are selected and implemented, driving internal change. An example is the feedback that more regular communication was needed, preferably in an electronic format. The College created Madison College Matters, a weekly, electronic newsletter sent to all staff. Similarly, the projects identified by the STEPs initiative have set targets for continuous improvement.

In addition, the Executive Team annually reviews current plans and outcomes to prioritize goals based on whether an outcome or plan:

- Furthers the College's achievement in its mission, vision and values.
- Addresses the Board's priority issues.
- Supports business, industry and the community.
- Affects projected expenditures or revenue.
- Affects the College's relationship with state agencies and elected officials.