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ABSTRACT

Focusing on the measurements and traits used to assess program effectiveness at Wisconsin's Northcentral Technical College (NTC), this document reviews the college's value-focused effectiveness indicators and provides data on outcomes as of 1994-95. Following NTC's mission statement, the program assessment criteria developed at the college are described, indicating that they include both measurements, obtained from commonly used college or state data, and traits, or information related to employer satisfaction and program supply and demand. Measurements, traits, and related benchmarks are then described for the following indicators: customer satisfaction, including student satisfaction rate, the student satisfaction rate with information provided by program leavers, and employer satisfaction; economic impact, including graduate salary comparisons, placement rates, placement rates including leavers, future demand, community economic return, and outcomes after 5 years; and efficient use of resources, measured by course utilization, student accessibility, retention/graduation rates, faculty utilization, and high demand among students. Following a sample "report card" of 1992-93 to 1994-95 outcomes for NTC's dental hygiene program, outcomes by program are presented for the same period for the following measures: student satisfaction rate, graduate salary comparison, placement in jobs related to students' program of study, community economic return, course utilization, retention/graduation rate, and faculty utilization. Overheads related to the development of the indicators are attached. (HAA)

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# DESIGNING AND IMPLEMENTING VALUE FOCUSED EFFECTIVENESS INDICATORS

**PRESENTED TO CCCD SUMMER INSTITUTE**

JUNE 23,1997 -TEMPE ARIZONA

**PRESENTED BY NORTHCENTRAL TECHNICAL COLLEGE**

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PROGRAM ASSESSMENT CRITERIA SUMMARY

**Mission Statement:** Northcentral Technical College provides quality education, training, and services of high value to individuals, businesses, industries, and organizations--building a competitive work force in a changing global society.

The Program Assessment Criteria includes both measurements and traits. Sources for measurements are from commonly used (and audited) college or state data, such as six-month follow-up, staff accounting, client reporting system, course files, etc. Traits are measurable but not necessarily from readily available and audited sources. Trait information is provided from program faculty and describes such things as employer satisfaction and the supply and demand for the program.

**I. Customer Satisfaction can be assessed by:**

**1. MEASUREMENT: "Student Satisfaction Rate"**

*As reported in the 6-month follow-up for respondents who reported very satisfied or satisfied with their program. The data is presented for the prior three years and as a three-year average.*

*BENCHMARK: Three-year average greater than 95%.*

**2. MEASUREMENT: "Student Satisfaction Rate including Leavers"**

*A similar report will be developed for program leavers to be implemented fall semester 1996 for fall and spring 1995-96 leavers.*

*BENCHMARK: To be determined.*

**3. TRAIT: "Employer Satisfaction"**

*Exemplary programs are regularly involved with related business and industry to obtain feedback on employer satisfaction of programs.*

*BENCHMARK: Program can produce evidence of above.*

*Provide evidence that the program faculty is regularly involved with business and industry to obtain feedback on employer satisfaction with the program and program graduates. This could include work with advisory committees but broader exposure is desirable.*

## II. Economic Impact can be assessed by:

1. **MEASUREMENT: "Graduate Salary Comparison"**

*NTC graduate hourly average salaries compared to those reported in WTCS 6-month graduate follow-up expressed as a percentage. The three prior years are reported and a three-year average.*

*BENCHMARK: 100% of state average*

2. **MEASUREMENT: "Placement"**

*The percent of placement into related employment by program as reported in the NTC 6-month follow-up survey. The data is presented for the prior three years and as a three-year average.*

*BENCHMARK: 90%*

3. **MEASUREMENT: "Placement with Leavers"**

*The percent of placement into related employment including information provided by leavers by program. The data is presented for the prior three years and as a three-year average.*

*BENCHMARK: To be determined.*

4. **TRAIT: "Future Demand"**

*An exemplary program finds ways to assess labor market needs, supply and demand, future trends and political implications.*

*BENCHMARK: Program can produce evidence of above*

A. *Provide data on labor market needs*

*Source: DILHR - State and regional (with central District assistance)*

B. *Provide supply data*

*Source: WTCS, client reporting system, graduates and enrollments  
(with central District assistance)*

*Source: Other training sources (include high schools, if appropriate)*

C. *Provide data on future employment trends*

*Source: DILHR job trends (with central District assistance)*

*Source: Professional publications*

*Source: Other*

D. *Describe the current political and economic environment as it may relate to major program modification or discontinuance*

*E. Provide out-of-district enrollments*

*Source: WTCS report*

NOTE: The above information could be used by the program and advisory committee for program improvement and budget requests.

5. *MEASUREMENT: "Community Economic Return"*

*As based on the annual salary of employed related graduates divided by direct instructional cost.*

*Annual salary is determined by information from the 6-month follow-up survey (job-outs to be added later). Annual salary is computed by prorating hours worked for all respondents.*

*Direct instructional costs include salaries and benefits of full, part-time and call staff for all program courses. Course costs are based on staff accounting information and are prorated by program students enrolled. This does include elective courses taken by program students. It does not include other costs directly attached to an instructional area, capital equipment or general overhead.*

$$\frac{\text{Employed-related Graduates} \times \text{Annual Salary}}{\text{Direct Instructional Cost}} = \text{Community Economic Return}$$

*BENCHMARK: Variable by program type (TBD)*

6. *TRAIT: "5 Year Follow-up"*

*An Exemplary Program tracks graduates beyond the 6 month follow-up and uses graduate information to improve the program.*

*BENCHMARK: The program can provide evidence of tracking graduates past the 6-month follow-up.*

*Provide information on your program students success in the labor market beyond the 6 month follow-up. Include salary and job advancement and retention information.*

*Source: 5 year follow-up and other data. Note: The college is exploring the possibility to annually survey our graduates for three years after graduation.*

### III. Efficient Use of Resources assessed by:

1. **MEASUREMENT: "Course Utilization"**

*As a percent of occupational specific courses by calculating actual hours of instruction (AHI) and dividing by the capacity hours of instruction (CHI).*

*AHI = actual headcount as reported to the state X total course hours as defined by course section*

*CHI = capacity as defined by the course section X total course hours as defined by the course section*

**BENCHMARK:** 65% utilization

2. **TRAIT: "Student Accessibility"**

*An exemplary program identifies and responds to student accessibility needs in educationally sound ways that are in sync with the market served, utilizing cost effective solutions.*

**BENCHMARK:** Annually complete Program Accessibility Matrix

3. **MEASUREMENT: "Retention/Graduation Rate"**

*(%) Based on the number of students who started a program in a given year compared to successful student outcome. Successful outcomes include graduations, still in program, job-outs (in the future). Time duration covers students officially in a program (not pre-program students) allowing one and one half (1.5) the time for normal program completion. Short term (Ex: a 6-week Nursing Assistant) completion is within a year. Long-term will be considered the same as two-year programs.*

**BENCHMARK:** Retention rate greater than 70%.

4. **MEASUREMENT: "Faculty Utilization"**

*Based on actual hours of instruction (AHI) per FTE faculty for all program courses (not electives). The data is presented for the prior three years and as a three-year average.*

*AHI = actual headcount as reported to the state multiplied by the total course hours as defined by course section*

*FTE Faculty = staff accounting instructor loads prorated by the number of program students in the course section*

**BENCHMARK:** Three-year average greater than 12,000 hours

5. **TRAIT: "High Student Demand"**

*An exemplary program has a high student demand as evidenced by a full program.*

*BENCHMARK: Program is full at start-up*

*A. Describe the student demand for your program over the last three years*

*Source: NTC admissions reports*

*B. Describe your student market in terms of student demographics, age, enrollment status, location, prior education, entry-level competencies, etc.*

*Source: Client Reporting System*

*C. If you have a non-homogeneous group, describe your student market segments by group. NOTE: This information will be helpful to develop a marketing plan, if necessary.*



# STUDENT SATISFACTION RATE

1	<b>TOTALS</b>				
2					
3		<b>I.1 Satisfaction</b>			
4		<b>1992-199</b>	<b>1993-199</b>	<b>1994-199</b>	<b>Average</b>
5	<b>Accounting</b>	100.00%	95.40%	97.80%	97.73%
6	<b>Marketing</b>	85.70%	96.40%	94.70%	92.27%
7	<b>Legal Secretary</b>	100.00%	94.70%	94.70%	96.47%
8	<b>Medical Secretary</b>	100.00%	100.00%	100.00%	100.00%
9	<b>Admin. Assistant</b>	95.00%	100.00%	100.00%	98.33%
10	<b>CIS Programmer</b>	95.20%	85.00%	88.80%	89.67%
11	<b>Small Busi Mgt.</b>	100.00%	100.00%	100.00%	100.00%
12	<b>Insurance Services</b>	100.00%	100.00%	100.00%	100.00%
13	<b>Supervisory Mgt.</b>	100.00%	100.00%	100.00%	100.00%
14	<b>Printing/Publishing</b>		92.30%	90.00%	91.15%
15	<b>Police Science</b>	93.70%	90.00%	94.10%	92.60%
16	<b>Dental Hygiene</b>	93.70%	100.00%	95.40%	96.37%
17	<b>Nursing AD</b>	80.70%	90.00%	100.00%	90.23%
18	<b>Radiography</b>	100.00%	100.00%	87.50%	95.83%
19	<b>Edu Interpreter Tec</b>	93.30%	100.00%	91.60%	94.97%
20	<b>Electronics</b>	100.00%	100.00%	100.00%	100.00%
21	<b>Mechanical Design</b>	100.00%	100.00%	100.00%	100.00%
22	<b>Arch-Res Design</b>	90.40%	100.00%	90.90%	93.77%
23	<b>Electromechanical</b>	100.00%	100.00%	95.60%	98.53%
24	<b>Laser Tecnology</b>	100.00%	100.00%	100.00%	100.00%
25	<b>Industrial Engineer</b>	100.00%	100.00%	100.00%	100.00%
26	<b>Farm Business</b>		87.50%	100.00%	93.75%
27	<b>Police Recruit</b>	100.00%	97.30%	91.60%	96.30%
28	<b>Nursing Assistant</b>	95.80%	99.10%	89.60%	94.83%
29	<b>EMT</b>	100.00%	100.00%	91.80%	97.27%
30	<b>IPS</b>	100.00%	100.00%	100.00%	100.00%
31	<b>Inventory Control</b>	100.00%	50.00%	91.60%	80.53%
32	<b>Auto Body/Paint</b>	100.00%	100.00%		100.00%
33	<b>Mechanical/Comput</b>	100.00%	100.00%	100.00%	100.00%
34	<b>Welding</b>	92.80%	100.00%	94.40%	95.73%
35	<b>Surgical Tech.</b>	100.00%	85.70%	100.00%	95.23%
36	<b>Agri Power &amp; Equip.</b>	100.00%	100.00%	66.60%	88.87%
37	<b>Automotive Tech.</b>	100.00%	90.00%	100.00%	96.67%
38	<b>Machine Tooling</b>	50.00%	90.90%	100.00%	80.30%
39					
40					
41	<b>TOTALS/AVGS</b>	<b>95.82%</b>	<b>95.42%</b>	<b>95.35%</b>	<b>95.51%</b>
42					
43	<b>Measurement Goal</b>				
44	<b>I.1 Satisfaction (95%)</b>				
45					



# RELATED PLACEMENT

	Graduates Only		1992-1993		1993-1994		1994-1995		Average		
	Available	Employ Rel	Rate	Rate	Rate	Rate	Rate	Rate	Employ Rel	Rate	
Accounting	31	24	77.42%	41	28	68.29%	42	39	114	91	79.62%
Marketing	12	9	75.00%	26	20	76.92%	17	16	55	45	81.82%
Legal Secretary	4	2	50.00%	17	15	88.24%	9	8	30	25	83.33%
Medical Secretary	11	10	90.91%	20	18	90.00%	13	10	44	38	86.36%
Admin. Assistant	19	15	78.95%	12	10	83.33%	10	9	41	34	82.93%
CIS Programmer	19	11	57.89%	20	13	65.00%	10	7	49	31	63.27%
Small Busl Mgt.	13	12	92.31%	2	2	100.00%	7	4	22	18	81.82%
Insurance Services	3	2	66.67%	9	6	66.67%	7	4	19	12	63.16%
Supervisory Mgt.	1	1	100.00%	2	2	100.00%	2	2	5	5	100.00%
Printing/Publishing	7	5	71.43%	13	13	100.00%	10	7	30	25	83.33%
Police Science	12	11	91.67%	10	7	70.00%	16	7	38	25	65.79%
Dental Hygiene	16	15	93.75%	21	20	95.24%	20	16	57	51	89.47%
Nursing AD	54	49	90.74%	60	55	91.67%	34	32	148	136	91.89%
Radiography	12	12	100.00%	11	11	100.00%	8	8	31	31	100.00%
Edu Interpreter Tech	15	12	80.00%	15	14	93.33%	13	12	43	38	88.37%
Electronics	8	5	62.50%	6	6	100.00%	7	5	21	16	76.19%
Mechanical Design	5	1	20.00%	4	2	50.00%	6	5	15	8	53.33%
Arch-Res Design	20	16	80.00%	18	17	94.44%	20	16	58	49	84.48%
Electromechanical	15	13	86.67%	14	14	100.00%	21	16	50	43	86.00%
Laser Technology	6	5	83.33%	9	3	33.33%	3	3	18	11	61.11%
Industrial Engineer	1	0	0.00%	4	4	100.00%	3	2	8	6	75.00%
Farm Business	0	0	ERR	8	8	100.00%	12	11	20	19	95.00%
Police Recruit	31	22	70.97%	36	26	72.22%	10	8	77	56	72.73%
Nursing Assistant	96	68	70.83%	106	85	80.19%	77	59	279	212	75.99%
EMT	50	36	72.00%	48	31	64.58%	31	11	129	78	60.47%
IPS	35	27	77.14%	52	33	63.46%	33	21	120	81	67.50%
Inventory Control	7	5	71.43%	1	0	0.00%	12	11	20	16	80.00%
Auto Body/Paint	2	2	100.00%	0	0	ERR	8	7	10	9	90.00%
Mechanical/Comput	5	2	40.00%	2	2	100.00%	3	2	10	6	60.00%
Welding	4	4	100.00%	17	15	88.24%	18	15	39	34	87.18%
Surgical Tech.	7	7	100.00%	6	5	83.33%	6	5	19	17	89.47%
Agri Power & Equip.	3	3	100.00%	5	4	80.00%	3	3	11	10	90.91%
Automotive Tech.	4	4	100.00%	10	8	80.00%	8	7	22	19	86.36%
Machine Tooling	13	11	84.62%	11	11	100.00%	8	8	32	30	93.75%
<b>TOTALS/AVGS</b>	<b>541</b>	<b>421</b>	<b>77.82%</b>	<b>636</b>	<b>508</b>	<b>79.87%</b>	<b>507</b>	<b>398</b>	<b>1684</b>	<b>1325</b>	<b>78.68%</b>
<b>II.2 Placement (90%)</b>											

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# COMMUNITY ECONOMIC RETURN

II.B Economic Return	1992-1993				1993-1994				1994-1995				Return Ratio		
	Graduates in Field	Monthly Income	Generated Annually	Program Cost	Return Ratio	Graduates in Field	Monthly Income	Generated Annually	Program Cost	Return Ratio	Graduates in Field	Monthly Income		Generated Annually	Program Cost
33	24	\$1,268	\$370,944	\$360,944	1.077705	45	\$1,594	\$535,684	\$534,114	1.512462	39	\$1,579	\$736,972	\$394,626	1.872588
34	21	\$1,107	\$118,458	\$239,500	0.46919	34	\$1,897	\$455,280	\$254,248	1.790707	18	\$1,544	\$296,448	\$250,883	1.181619
35	6	\$0	\$0	\$231,269	0	19	\$1,198	\$215,280	\$124,041	1.735555	27	\$1,305	\$134,591	\$121,784	1.05162
36	2	\$1,287	\$52,040	\$121,711	1.249189	21	\$1,264	\$273,024	\$120,429	2.287085	10	\$1,187	\$140,040	\$121,365	1.53975
37	10	\$1,197	\$215,460	\$119,994	1.79559	18	\$1,484	\$199,960	\$122,277	1.308177	14	\$1,492	\$161,138	\$111,288	1.447919
38	20	\$1,825	\$214,500	\$252,038	0.851069	21	\$1,874	\$282,984	\$231,191	1.224027	10	\$2,183	\$183,372	\$147,470	0.740987
39	12	\$1,462	\$35,088	\$51,070	0.68798	4	\$0	\$175,183	\$0	0	4	\$1,559	\$226,270	\$226,270	0
40	8	\$1,462	\$35,088	\$51,070	0.68798	10	\$1,219	\$89,928	\$48,179	1.666539	9	\$1,559	\$74,832	\$22,809	3.28081
41	1	\$0	\$0	\$29,857	0	3	\$0	\$36,628	\$0	0	2	\$0	\$0	\$63,966	0
42	1	\$1,143	\$72,760	\$125,877	0.577725	13	\$1,485	\$231,680	\$249,696	0.927768	11	\$1,499	\$125,916	\$261,474	0.481562
43	5	\$1,548	\$204,338	\$168,980	1.209232	13	\$1,379	\$115,836	\$169,641	0.68283	26	\$1,646	\$138,284	\$185,172	0.746879
44	11	\$2,848	\$12,840	\$287,817	1.781132	23	\$2,904	\$696,960	\$289,403	2.408268	27	\$2,085	\$400,320	\$262,090	1.527414
45	18	\$2,383	\$1,401,204	\$763,960	1.834133	63	\$2,458	\$1,622,280	\$35,862	2.204588	53	\$2,165	\$831,360	\$690,904	1.203293
46	49	\$1,871	\$269,424	\$171,265	1.573141	13	\$1,681	\$215,652	\$178,997	1.372381	8	\$1,925	\$181,800	\$194,838	0.94848
47	13	\$1,657	\$238,608	\$189,632	1.258269	18	\$1,872	\$314,496	\$206,047	1.526331	14	\$1,648	\$237,024	\$227,950	1.039807
48	12	\$1,643	\$98,580	\$131,953	0.750268	9	\$1,685	\$121,320	\$120,385	1.007767	8	\$1,778	\$106,680	\$123,111	0.866535
49	1	\$1,424	\$273,408	\$315,859	0.865574	4	\$1,758	\$42,192	\$151,843	0.278232	5	\$1,694	\$101,640	\$153,346	0.662815
50	27	\$1,847	\$288,132	\$184,043	1.758442	22	\$1,829	\$373,116	\$324,535	1.149694	16	\$1,964	\$157,888	\$358,940	0.997069
51	19	\$1,783	\$106,980	\$169,019	0.632847	14	\$1,868	\$317,184	\$178,742	1.774535	23	\$1,939	\$377,288	\$249,978	1.489283
52	6	\$0	\$0	\$19,689	0	3	\$1,571	\$56,556	\$141,083	0.40087	3	\$1,974	\$71,064	\$134,615	0.527908
53	0	\$0	\$0	\$354,376	0	4	\$3,502	\$168,098	\$23,007	7.306298	1	\$2,526	\$63,024	\$29,130	2.163543
54	0	\$0	\$0	\$33,359	12.17159	10	\$0	\$0	\$21,718	0	19	\$1,600	\$231,600	\$351,038	0.67685
55	44	\$1,538	\$408,032	\$62,144	14.3257	47	\$1,839	\$573,768	\$35,007	16.39009	11	\$1,600	\$231,600	\$351,038	0.67685
56	202	\$1,091	\$890,256	\$62,144	14.3257	28	\$1,208	\$1,250,120	\$91,505	13.44332	30	\$1,527	\$146,592	\$42,581	3.74428
57	36	\$1,568	\$673,378	\$45,705	14.82081	85	\$2,014	\$749,208	\$36,927	20.28889	108	\$1,112	\$787,296	\$89,608	11.31075
58	49	\$1,101	\$358,724	\$242,100	1.473457	68	\$1,224	\$484,704	\$269,870	1.787937	60	\$1,145	\$288,540	\$293,667	0.962541
59	27	\$1,283	\$75,780	\$69,262	0.387399	33	\$1,224	\$484,704	\$269,870	1.787937	44	\$1,390	\$183,480	\$93,784	1.956202
60	5	\$1,118	\$28,632	\$78,273	0	0	\$0	\$0	\$77,585	0	11	\$1,111	\$93,324	\$71,155	1.311659
61	2	\$2,775	\$133,200	\$128,009	1.040552	2	\$1,277	\$30,848	\$74,473	0.411532	7	\$1,111	\$93,324	\$71,155	1.311659
62	8	\$1,542	\$129,528	\$114,072	1.135489	23	\$2,090	\$378,200	\$157,756	2.384695	5	\$1,678	\$302,040	\$171,863	1.757446
63	10	\$1,132	\$40,752	\$89,928	0.453157	15	\$1,837	\$98,220	\$119,984	0.818541	19	\$1,564	\$93,840	\$140,507	0.667867
64	4	\$1,028	\$49,344	\$171,953	0.286962	4	\$1,308	\$62,784	\$91,168	0.773316	11	\$1,153	\$41,508	\$78,850	0.526417
65	6	\$1,312	\$173,184	\$190,778	0.907787	8	\$1,311	\$125,858	\$171,918	0.732078	3	\$1,353	\$173,652	\$172,352	0.659265
66	11	\$1,642	\$7,789,623	\$6,748,621	1.366637	12	\$1,752	\$231,264	\$184,708	1.404085	8	\$1,917	\$184,032	\$172,283	1.06832
67	421	\$1,642	\$7,789,623	\$6,748,621	1.366637	808	\$1,751	\$10,851,768	\$8,859,710	1.607207	388	\$1,647	\$7,828,128	\$8,185,858	1.285468







## DESIGNING AND IMPLEMENTING VALUE FOCUSED EFFECTIVENESS INDICATORS

JUNE 23, 1997 / TEMPE, AZ  
BECKY RAJEK, ARVES JONES,  
DAN McCOLLUM, TOM GOLTZ  
NORTHCENTRAL TECHNICAL  
COLLEGE, WAUSAU, WISCONSIN

## WHY VALUE FOCUS?

- TAXPAYER MOOD
  - ▶ PRISONS
  - ▶ WELFARE REFORM
  - ▶ LOW TAXES
  - ▶ ACCOUNTABILITY
- QUALITY AT A REASONABLE COST
- BETTER, FASTER, LOW COST PROVIDER
- EDUCATION IS A MATURE INDUSTRY

## WHY VALUE FOCUS? (page 2)

- ▶ CARVER POLICY GOVERNANCE MODEL
  - WHAT SERVICE
  - TO WHOM
  - AT WHAT COST
- ▶ STATE MANDATES FOR COST CONTROL
- ▶ CUSTOMER FOCUS
- ▶ NTC MISSION
- ▶ NCA - DOING WHAT WE SAY WE ARE DOING

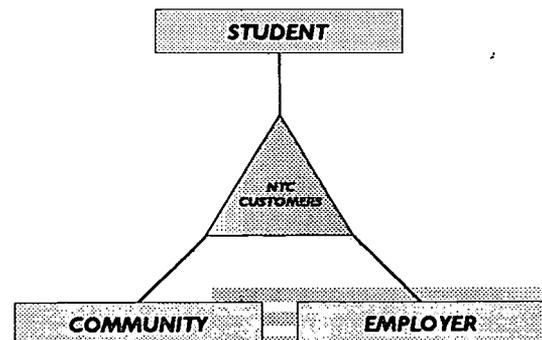
## NTC MISSION

Northcentral Technical College provides **quality** education, training, and services of **high value** to individuals, business and industry, and organizations, **building a competitive work force** in a changing global society.

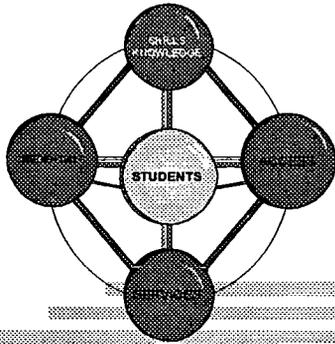
## NTC VISION

NTC is the college of choice, anticipating and exceeding customers' expectations with excellence

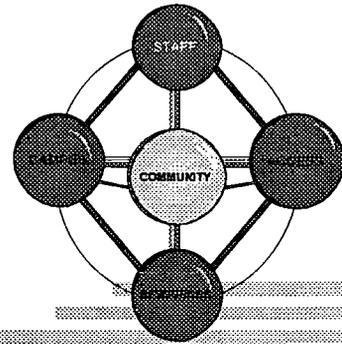
## WHO ARE THEY?



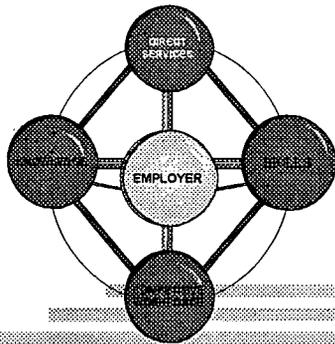
### WHAT DO THEY BUY?



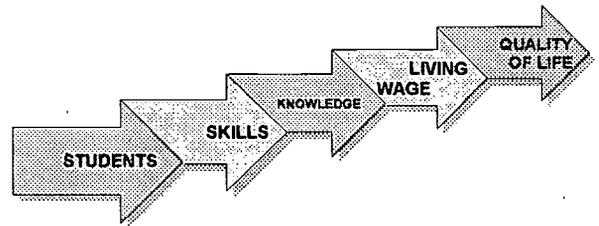
### WHAT DO THEY BUY?



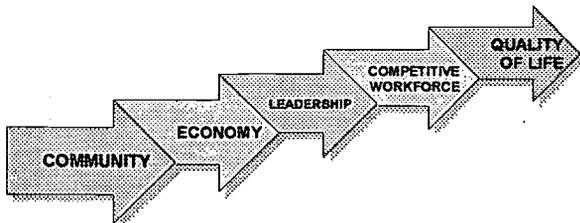
### WHAT DO THEY BUY?



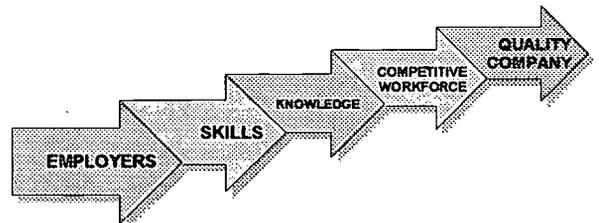
### HOW DO THE STUDENTS BENEFIT?



### HOW DOES THE COMMUNITY BENEFIT ?



### HOW DO THE EMPLOYERS BENEFIT?



## **GUIDELINES FOR DEVELOPMENT OF PROGRAM EFFECTIVENESS INDICATORS**

- MUST BE OF HIGH QUALITY
- MUST BE OF HIGH VALUE
- MUST BUILD A COMPETITIVE WORKFORCE
- CUSTOMER DRIVEN
- MUST BE ADAPTABLE
- MEASURABLE AND MANAGEABLE

## **PURPOSE AND OBJECTIVES**

- DEVELOP CLEAR, MEASURABLE STANDARDS
- ELIMINATE THE "RANKING" OF PROGRAMS
- PROVIDE CLEAR DIRECTION TO FACULTY AND STAFF
- EMPOWER FACULTY TO PROACTIVELY WORK TO IMPROVE THEIR PROGRAMS

## **DEVELOPMENT**

- STRONG FACULTY INVOLVEMENT
- BOARD GOAL

## **MEASURES**

- STUDENT SATISFACTION RATE
- STUDENT SATISFACTION RATE INCLUDING "LEAVERS"
- GRADUATE SALARY COMPARISON
- RELATED PLACEMENT
- RELATED PLACEMENT WITH "LEAVERS"
- COMMUNITY ECONOMIC RETURN
- COURSE UTILIZATION
- RETENTION/GRADUATION RATE
- FACULTY UTILIZATION

## **TRAITS**

- EMPLOYER SATISFACTION
- FUTURE DEMAND
- 5 YEAR FOLLOW-UP
- STUDENT ACCESSIBILITY
- HIGH STUDENT DEMAND

## **IMPLEMENTATION**

- MEASURES DISTRIBUTED
- TRAINING PROVIDED
- FLEXIBLE FEEDBACK

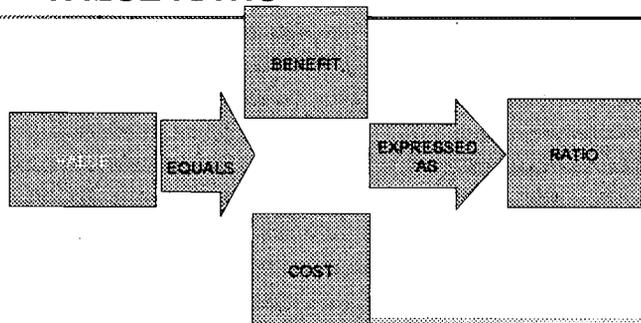
## USES

- PROGRAM SCREENING
- IDENTIFY PROGRAMS NEEDING IMPROVEMENT
- BUILD FACULTY UNDERSTANDING OF COST AND BENEFIT
- BECAME BASE TO IMPROVE PROGRAM MIX

## VALUE FOCUS

- VALUE IS THE ESTIMATE OF WORTH EXPRESSED IN MONEY
- VALUE equals BENEFIT divided by COST
- VALUE IS CUSTOMER FOCUSED
- VALUE IS CUSTOMER DEFINED

## VALUE RATIO



## NTC VALUE FORMULA - COMMUNITY ECONOMIC RETURN

- VALUE EQUALS THE TOTAL SALARY OF EMPLOYED RELATED GRADUATES DIVIDED BY THE DIRECT INSTRUCTIONAL COST

## THE POWER OF THE VALUE RATIO

- SELECT THE BENEFIT THAT IS IMPORTANT TO THE CUSTOMER AND THE MISSION OF THE COLLEGE
- POSITIVELY COMBINES SEVERAL TRADITIONAL INDICATORS
- THE HIGHER THE RATIO THE MORE POSITIVE THE BENEFIT TO THE CUSTOMER
- EXCELLENT TOOL TO IMPROVE PROGRAM MIX

## THE POWER OF VALUE

- ALLOWS STAFF TO SELECT THE MOST IMPORTANT AREAS TO IMPROVE
  - ▶ REDUCE COST
  - ▶ INCREASE RECRUITMENT
  - ▶ INCREASE RETENTION
  - ▶ IMPROVE WORTH OF GRADUATES
  - ▶ ETC.

## THE POWER OF VALUE

- USES MEASURABLE DATA BUT FOCUSES ON THE FUTURE
  - ▶ ANTICIPATE THE NEEDS OF THE CUSTOMER
  - ▶ EXCEED THE NEEDS OF THE CUSTOMER
  - ▶ LOW COST PROVIDER
  - ▶ JUST IN TIME DELIVERY
  - ▶ ENCOURAGES PARTNERSHIPS
- FLEXIBLE

## EXAMPLES OF PROGRAM IMPROVEMENT

- RESULTS EXCEEDED EXPECTATIONS
  - ▶ EITP CASE STUDY
  - ▶ INFORMATION PROCESSING SPECIALIST REDESIGNS CURRICULUM
  - ▶ AUTOMOTIVE TECHNICIAN PROGRAM EXPLORING NEW PARTNERSHIPS

## OUTCOMES

- EACH PROGRAM RECEIVED CONSTRUCTIVE FEEDBACK
- NINE PROGRAMS IDENTIFIED
- STATE MODEL
- EMPOWERMENT HAPPENS

## OPPORTUNITIES FOR CHANGE

- PROCESS NEEDS TO RECOGNIZE PROGRAMS THAT WORK WITH SPECIAL POPULATIONS
- PROCESS DOES NOT ADEQUATELY RECOGNIZE WORK IN PROGRESS
- MEASUREMENTS OF CUSTOMER SATISFACTION NEED TO BE STRENGTHENED
- PROGRAMS NEED TO BE PROVIDED WITH ADDITIONAL ACCESS TO ENVIRONMENTAL SCANNING AND LABOR FORCE DATA



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