**San Bernardino Community College District**
**District Operations Program Review and Planning**
**Effectiveness Measurement Guidelines and Examples**

I.  General Guidelines
    A.  Although the immediate reason for undertaking program review is the Accrediting Commission's recommendations, bear in mind that the fundamental purpose is to improve all our operations through a systematic and collaborative self-assessment process.
    B.  At least one measure in each operation should gauge effectiveness in responding to the needs of the Colleges.
    C.  At least one measure in each operation should gauge progress on a well-defined outcome.
    D.  Applicable staff members should be involved in the development of effectiveness measurements, since they know their operations best, and any needed improvements are likely to be their responsibility.
    E.  Trend data is virtually always useful, so use measurement results from corresponding previous periods when they are available.
    F.  It is best to focus on a relatively small number of essential effectiveness measures.
    G.  It is best to include both quantitative and qualitative measures in the program review.
    H.  It is best to include a criterion level signifying adequate effectiveness with each measure.
    I.  Survey Guidelines
        1.  Include the opportunity for open-ended responses in every survey. Explanations of "Other" responses, fill-in-the-blank alternative responses to multiple-choice questions, "Comments" sections at the end, and many other options meet this need, which is especially important in the first administration of a given survey.
        2.  It is best to ask for some identifying information about the respondent (e.g., position, role in relation to service, typical use of service, expertise level) to permit richer and more accurate interpretation of the results.
        3.  Decide up front whether surveys are to be anonymous, confidential, or neither; convey that information to respondents; and adhere strictly to the assurances you have given.
        4.  Dual scales can be built into most survey items; for example, the respondent can rate both the importance and quality of each of a set of services.
II. Outcome Types and Examples of Measures by Measurement Category
    A.  Direct measurement
        1.  Impact and access
            a.  Number and proportion of clients served or program participants in a specified period
            b.  Number and proportion of well-defined, regular tasks (e.g., purchase orders, grant applications) successfully completed during a specified period
        2.  Integrity, completeness, accuracy, adherence to standards
            a.  Results of external audit
            b.  Periodic accuracy check of random sample of transactions
            c.  Representativeness of hiring committee members, pools, and interviewees

d. Proportion of interactions in a specified period that adhered to service level agreements
3. Efficiency
    a. Mean turnaround time of purchasing transactions
    b. Mean number of calendar or business days from posting to hire
    c. Mean resolution time for reported problems
B. Customer/client perspectives: Surveys (see also *Survey Item Examples*), focus groups, interviews
    1. Customer/client perception of, knowledge of, and satisfaction with services
        a. DETS User Survey: How satisfied are you with each of the following technical services you have received over the past six months?

| Completely | Mostly | Somewhat | A little | Not at all | Didn't use |
|---|---|---|---|---|---|

        i. Helpdesk services
        ii. Classroom support services
        iii. Instructional design support
        iv. Etc.
        b. HR Hiring Committee Survey: Please rate the quality of each of the following aspects of Human Resources services during this hiring process:

| Very good | Good | Fair | Poor | Very poor |
|---|---|---|---|---|

        i. Helpfulness of HR staff
        ii. Timeliness of posting process
        iii. Availability of candidate files for review
        iv. Setup of interview process
        v. Etc.
        c. If you could improve one thing about X service, what would you change, and why?
    2. Customer experience
        a. DETS User Survey: Within the last three months, how often have you encountered a significant technology problem that required you to stop work for more than a minute with each of the following resources?

| Never | Once | Twice | 3-4 times | More than 4 times | Did not use |
|---|---|---|---|---|---|

        i. Your own office computer
        ii. Your primary printer
        iii. Your primary copy machine
        iv. Etc.
        b. Purchasing User Focus Group or Interview Questions
            i. Please describe briefly the last purchasing transaction you processed.
            ii. What went well?
            iii. What did not go well?
            iv. How would you improve the purchasing process to eliminate the problem(s) you encountered?
        c. Please mark the point on the scale that corresponds to your most recent experience with X service:

| 1 <br> This service *helped* me in doing what I needed to do. | 2 | 3 <br> This service *neither helped nor hindered* me in doing what I needed to do. | 4 | 5 <br> This service *hindered* me in doing what I needed to do. |
|---|---|---|---|---|

        d. Please mark the phrase that best describes your response to each statement:

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|

      i. I can depend on the X service staff members to answer the phone when I call.
     ii. X service staff members respond quickly to email requests.
    iii. The advice I receive from X service is reliable.
    iv. The information I receive from X service is accurate and consistent.
     v. Staff members in X service follow through when they say they are going to do something.
    vi. X service processes [transactions][contracts][help requests] quickly.
   vii. [EduReports] provides me with all the [financial] information I need to [perform my job duties][plan my budget properly].
  viii. I understand the procedures for X.

3. Customer suggestions and needs
   a. Please [list][mark] the topics in which you need training.
   b. What specific information tools would help you become more effective in your job, and why?

C. Staff self-reflection
1. Which of the following groups does your department serve frequently?  Please mark all that apply.
   a. Students or prospective students
   b. Faculty
   c. Classified staff
   d. Managers
   e. Part-time employees (not student employees)
   f. Student employees
   g. SBVC and CHC
   h. KVCR
   i. EDCT
   j. Other District offices
   k. Vendors
   l. Other businesses
   m. Alumni
   n. Visitors
   o. General public
   p. Etc.
2. Please mark the phrase that best describes your response to each statement:

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|

   a. My department provides an important service to our clients.
   b. I provide an important service to our clients.
   c. We are efficient in providing services to [our clients][each of the following client types].
   d. I feel comfortable discussing job-related issues with my supervisor.
   e. Innovative ideas are welcome in my department.
   f. I have received the training necessary to do my job effectively.
   g. Etc.