

Questions to think about while reviewing performance agreements

5/18/07

Questions about each goal:

1. Is the institutional goal directly related to the regents' system goal?
2. Is the goal expressed in terms of performance instead of process?

Questions about each indicator:

1. Does the indicator measure process outcomes or performance outcomes? An example of a process outcome would be "implement an assessment plan." An example of a performance outcome would be "student performance as measured by xyz."
2. Is the indicator a direct measure that is closely related to the goal?
3. How many students/faculty/staff will be directly impacted by the indicator (if applicable)?
4. How great is the risk that the institution will NOT make directional improvement? Do the targets represent a reasonable degree of stretch? Is directional improvement dependent upon actions of other organizations?
5. Is the indicator a "data element"? In other words, does the statement in the "indicator" column refer to the exact data collected? Is one and only one type of data presented in the indicator column? For example, "offer one new program per year" is not a data element; "number of students enrolled in new programs" is a data element.
6. Are values clearly presented for the 3-year performance history?
7. Is the same data element used for the indicator, performance history, and target columns? (If the indicator is "number of staff **using** x" the baseline should NOT be "number of staff **trained** to use x.") This will become very important when evaluating the performance report.
8. Do the different indicators under a goal represent independent outcomes as opposed to essentially the same outcome (for example, pass rates as one indicator and failure rates as a second indicator)?

Questions about the narrative:

1. Is the necessary information provided to understand how the data will be collected and to appreciate the significance of the data?

2. Is the necessary information provided to understand how much stretch is involved in reaching the targets?
3. Is the information in the narrative consistent with the information in the summary table?

Questions about the entire performance agreement:

1. Has the institution proposed goals supporting three regents' system goals, with one goal being goal B (learner outcomes) and two goals selected from goals A (efficiency/effectiveness/seamlessness), C (workforce development), and D (participation/access)?
2. Has the institution proposed no more than six goals with no more than five indicators per goal?
3. Has the institution's performance agreement been relatively consistent over the years? In other words, have targets, indicators, or goals been changed for no apparent reason?
4. Are some goals much stronger than others? The required goal (currently the learner outcomes goal) is expected to be one of the strongest goals of the performance agreement.
5. To what extent does the performance agreement impact overall institutional operations? In other words, what is the "scope" of the performance agreement?
6. Does the performance agreement move Kansas in a direction that is important for the state?
7. Would the performance agreement be convincing to a legislator or layperson?