



IE Handbook

2001 - 02

Institutional Effectiveness Team

South Texas Community College

McAllen TX

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Overview of IE at STCC

BASIC UNDERSTANDINGS FOR INSTITUTIONAL EFFECTIVENESS (IE) AT SOUTH TEXAS COMMUNITY COLLEGE

1. IE is outcome- and process-oriented, in support of STCC's mission. We seek continuous quality improvement (CQI) in both outcomes and processes and we use outcomes as gauges for the success of our processes.
2. Because IE is mission-driven and reflects requirements of external agencies, it can be seen as top-down. IE is also bottom-up. Determining what it means to be effective, planning IE, and executing and assessing IE Plans are tasks carried out by the faculty, staff and administrators who do the work of STCC.
3. IE is everyone's business and everyone's responsibility. Everyone who is employed by STCC is accountable for IE at STCC.
4. IE happens or doesn't happen every day. It is many small activities cumulated over time to yield desired results.
5. IE never ends. It is an ongoing process of attempting to continuously improve everything we do, evaluating how well our attempts to make improvements worked out, and using that information to plan further improvement in both the way we go about our work and the outcomes of our activities. This is the spirit of CQI.

CQI = CONTINUOUS QUALITY IMPROVEMENT

As practiced at STCC, we pursue CQI for both:

- " the College as a whole, and
- " each individual department or office

STCC practices CQI in both:

- " Processes, and
- " Outcomes

By Continuous Quality Improvement we assume:

- " CQI is an ongoing process that continues to seek improvement in the quality of both outcomes and processes in all parts of the College.
- " There will always be room for improvement in our outcomes and/or processes.
- " Few, if any, processes or outcomes will be perfect .
- " Few, if any, processes or outcomes that are perfected will stay perfect forever.
- " Departments or offices have resources at any particular time to address only some of the areas they may wish to improve; therefore, selectivity in identifying those most needed and/or those for which resources are available is inevitable.
- " Many improvements are incremental and/or require more time or resources than may be available in a single academic year; therefore, some projects will be carried out in planned stages over a period of years.
- " New information and feedback from analysis of results may lead to revision of plans.

STCC's search for Institutional Effectiveness through CQI is based on the College's Mission and supporting statements. These are the basic guides to what the College is intended to accomplish through the work of its individual offices, departments, and employees. (See Appendix A, p. 32, for Mission, Vision, Values, Goals and Purpose and Commitment Statements.)

IE IS TOP-DOWN AND BOTTOM-UP

IE is top down . . . or guided by the mission, vision, purpose and commitment of the College. It is also bottom-up.

Institutional Mission Statement*

Vice President Mission Statement

Division Mission Statement

Program/Dept.-Level Mission Statement

Program/Dept.-Level IE Plan

Note that the arrows (above) are two-headed, indicating 2-way flow. The top-down flow reflects the influence of mission statements on the planning of next-lower levels of the institution. However, also note the bottom-up influence of the IE Plan on the process. Planning specifically what to work on during an academic year, what the standard for success is to be, how the plan is to be implemented, what data is to be collected and how and when, and analysis and reporting of results as well as their use in planning continued improvement are bottom-up.

The same process including the top-down and bottom-up aspects is true of non-instructional offices and departments, too.

The bottom-up and top-down approach used at STCC is an important part of our IE process. It ensures that every department and office keeps in mind the important outcomes for the College and the people it serves, yet allows each work group to employ its own particular professional expertise in planning its work in support of the College as a whole while engaging in CQI in its own outcomes and processes. Review of work group IE Plans at higher levels helps ensure congruence with the College's mission, vision, values, and goals, as well as with available resources. This forms a workable system of checks and balances in the IE process.

WHY DO WE WORRY ABOUT INSTITUTIONAL EFFECTIVENESS?

Most importantly: It s the right thing to do.

- " We all want to do the best job we can and make our program and STCC very good
- " We re responsible for providing access to quality educational opportunities and improving the quality of life for the people of Hidalgo and Starr Counties.
- " The people of Starr and Hidalgo Counties, the State of Texas, and the United States have entrusted us with both resources and their hopes for the future and we should be able to assure them that we are honoring their trust.
- " Our program review and other internal evaluations use the IE information.

We re required to.

- " STCC must report on its institutional effectiveness to a wide variety of stakeholders.
- " STCC s state and federal funding is potentially contingent, in part, on how well we manage IE.

WHO IS INTERESTED IN OUR INSTITUTIONAL EFFECTIVENESS?

- " Faculty, staff and administrators of the College
- " Students seeking opportunity through education
- " People of Starr and Hidalgo Counties
- " Employers
- " Receiving institutions of our out-transferring students
- " Local governments, organizations, and news media
- " Texas State Legislature
- " Texas Higher Education Coordinating Board
- " Legislative Budget Board
- " Texas State Auditor s Office
- " U.S. federal government agencies
- " Commission on Colleges, SACS, and other accrediting agencies

WHOSE RESPONSIBILITY IS IE AT STCC?

Yours. . .

Mine. . .

Everyone s!

Our Responsibilities for Making IE a Success

How We Do IE at STCC

STCC S IE PROCESS

Our IE Process reflects STCC s commitment to continuous quality improvement (CQI) in both outcomes and in processes. We use the IE Process annually to

- " Plan what we intend to accomplish as a result of our work (IE Plan: Intended Outcomes)
- " Identify means of assessing whether we accomplished what we intended to (IE Plan: Performance Indicators)
- " Select standards that establish the criteria for successful accomplishment (IE Plan: Performance Standards)
- " Identify the data source which will be used to provide documentation as to how well the Performance Standards have been met
- " Establish a responsibility and a timeline for a set of activities to be taken to accomplish our Intended Outcomes (IE Plan: Activities; Mid-Year IE Implementation Review)
- " Identify the resources needed to support those actions (IE Plan: Resources Needed)
- " Identify and notify other individuals or departments/programs/offices whose support we ll need to carry out our IE Plans (IE Plan: Supporting Units)
- " Collect data about Intended Outcomes, analyze and report it (Annual IE Report)
- " Use findings for planning and implementing further improvement (CQI Report and IE Plan)

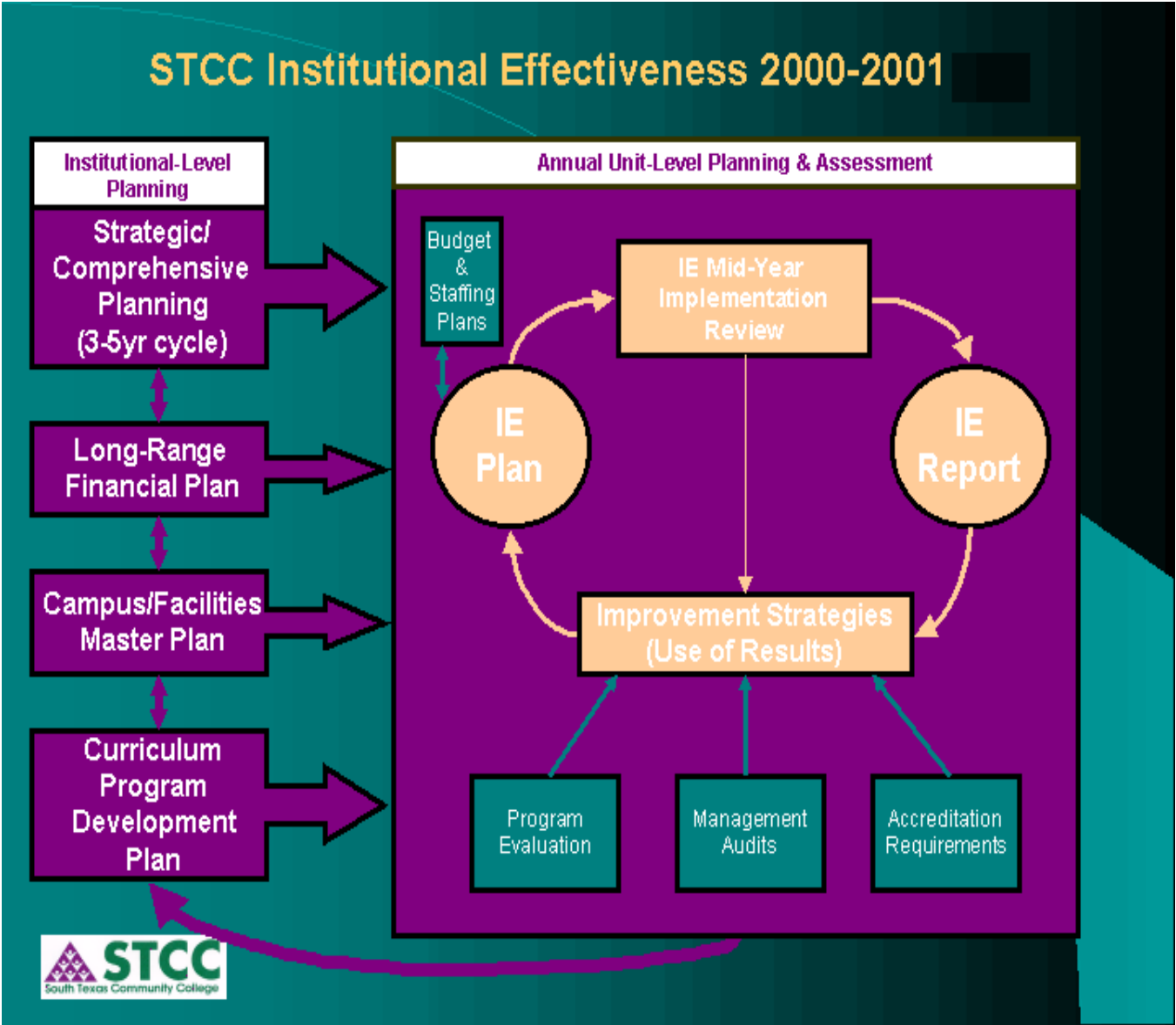
The IE Process is linked with other planning and evaluation processes at STCC. These include, but may not be limited to:

- " Institutional, divisional and office or program Mission Statements
- " Strategic Plans
- " Institutional Performance Indicators
- " Requirements of the Texas Higher Education Coordinating Board (THECB)
- " Requirements of institutional and programmatic accrediting agencies
- " Budget, staffing, curriculum and program development, technology, and facilities and campus plans
- " Analysis of results from prior year s IE Plan
- " Other sources of insight into areas of strength, areas under development, and areas needing improvement

INTEGRATION OF PLANNING, BUDGETING & ASSESSMENT

The annual budgeting, planning and IE cycles are integrated (see Annual Budget and Planning Calendar online at the home page of the Vice President for Financial and Administrative Services, the Annual Information Technology Planning Calendar at the home page of the Vice President for Information and Technology Services or the Annual IE Calendar at OIRE s home page or in Appendix D.)

The graphic below is an outline of the annual integrated budgeting, planning and assessment cycle at STCC. While it doesn't reference every specific planning, evaluation, review and improvement activity at STCC by name, it includes all the general categories of such work and suggests their integrated nature.

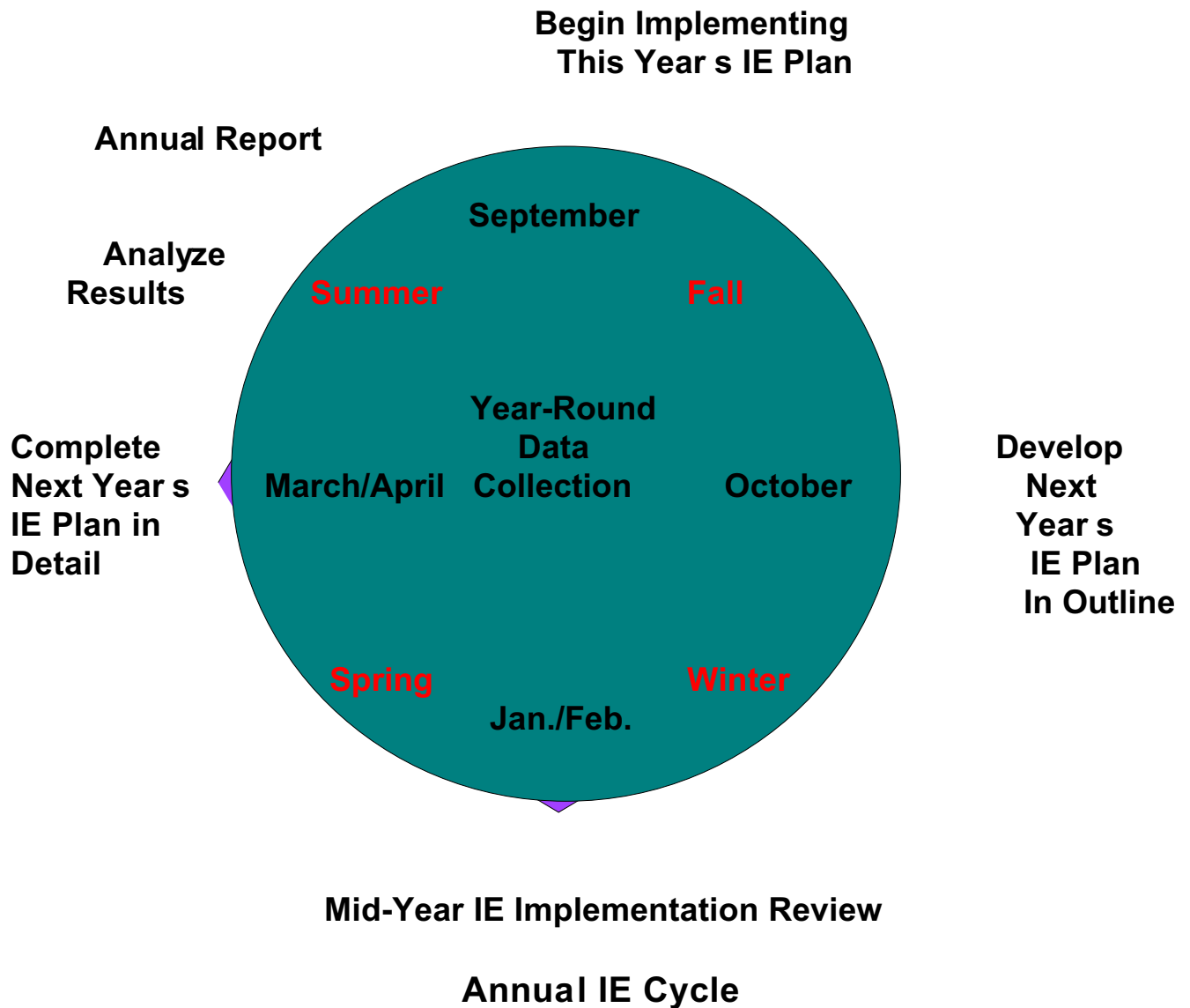


This set of interrelationships and interlocking planning, evaluative and reporting processes has evolved over several years. It represents the College's efforts toward being effective and efficient in its work, as well as complying with all regulatory and accreditation requirements.

THE GENERAL ANNUAL IE CALENDAR

Summer Complete IE Reports for current academic/fiscal year
 Refine details of IE Plan for upcoming year
Fall Begin implementing current year s IE Plan, collecting and analyzing data,
 reporting as portions of Plan are completed
 Prepare broad outline of next year s IE Plan, in conjunction with staffing and
 budget planning for next year
Spring Complete Mid-Year IE Implementation Review
 Complete IE Plan for next year
 Continue implementation of this year s plan, data collection & analysis, and
 reporting of results as they become available
 Specific due dates vary slightly each year. Consult the OIRE home page for specific annual
 dates. Appendix D contains those for the current academic year.

The graphic below illustrates the annual timeline of the IE Process as practiced at STCC.



CONTINUOUS IMPROVEMENT IN PLANS AND PROCESSES

Much of the discussion about IE at STCC focuses on IE Plans, the IE planning cycle, and Intended Outcomes. We do this because of a need for some set of measurable or observable results we can use to gauge our success and identify areas of strength and areas in need of improvement. This is good as far as it goes.

You may recall that, on pp. 2 and 3 we said we do IE to improve **both** outcomes and processes. There is a reason for that:

Outcomes, by definition, have been completed. We can measure or observe them and report whether our intentions were met. However, once something has become an outcome, it cannot be changed. So, what's the point of going through all this work to check on something that is cooked and cannot be changed?

Outcomes are the signals for how well our planning and implementation processes are working. Processes can be changed to make improvements in future outcomes. If outcomes are moving in positive directions (however we choose to define positive in each case), then we have reason to believe that our processes are working well and we can continue to improve outcomes through further improvement of processes in the general direction we have been working. However, if outcomes aren't moving in the direction we want or meeting the minimal standards we have established, then since outcomes are linked with processes we need to re-examine and improve our processes.

So, even though the IE Plans appear to focus on Intended Outcomes, the point of IE is to get people to identify important things to accomplish, decide the level of success at which they believe it's important to accomplish those things, establish a plan of action (process) for doing so, determine a systematic data collection process to see if the plan is working, and develop feedback about how well the plan has worked to guide further improvement. The IE Plan, Mid-Year Implementation Review, Annual Report, CQI Report and successive IE Plan serve to document, guide and formalize those processes.

THOUGHT:

Any time we are trying to affect learning or changes in behavior in human beings through education, we find there are a number of things that may affect outcomes, but are not under our control. This will always be the case. Through our work in IE, we plan to make the processes that we do control have the most positive effect on desired outcomes.

PARTS OF THE IE PLAN

Intended Outcome	<p>Global statement of intention. Two particular Intended Outcomes <i>Student Success</i> and <i>Access and Equity</i> are mandatory for every IE Plan. Every part of the College is expected to demonstrate that it supports student success, and access and equity at STCC.</p> <p>As appropriate to their work, departments, programs and offices are encouraged to include Intended Outcomes of <i>Community Service, Research, Fiscal Responsibility</i> and/or <i>Compliance</i>. Others may also be developed and used; however, it is likely that most other proposed Intended Outcomes would fall under one of these five.</p>
Performance Indicator	<p>Something measurable or observable that must occur for us to believe that the Intended Outcome has been accomplished. For example, we might agree that student <i>learning</i> is a key indicator of Student Success in college, even though we cannot readily measure the actual mental process of learning in the brain. Each Intended Outcome probably should have at least two or three Performance Indicators.</p>
Performance Standard	<p>The Performance Standard is the measurable or observable criterion for each Performance Indicator. Examples of measurable Performance Standards for <i>learning</i> might include a mean test score or grade, licensure rate, the percentage of a group of students who could successfully demonstrate a given proportion of possible competencies (e.g., 90/90), the proportion of students successfully completing a particular course who demonstrated learning, retention and application by successfully completing a subsequent course or series of courses. Examples of observable Performance Standards for <i>learning</i> might be actions, behaviors, skills or attitudes that can be observed and/or assessed.</p>
Data Sources	<p>Where information to be collected and analyzed to determine if the Performance Standard has been met may be found.</p>
Supporting Units	<p>The other programs, departments or offices whose assistance will be required in activities, collection of information, analysis, reporting, etc., in accomplishing the Intended Outcome and reporting on the Performance Standard.</p>
Activities	<p>What members of the department, program or office developing the IE Plan will have to do during the Fall, Spring, and Summer semesters to make each Intended Outcome and associated Performance Indicators happen and ensure that the data are collected in order to be able to report on the Performance Standard.</p>
Resources Needed	<p>Money, personnel, release time, space or other resources required to carry out the Activities.</p>

WRITING THE ANNUAL IE PLAN

If you can answer these questions, you can write the Annual IE Plan:

- " What should we focus on doing well or better this year? (**Intended Outcomes**)
- " What would indicate to us this year that our Intended Outcomes were occurring? (**Performance Indicators**)
- " What results will have to occur for us to know how well we've accomplished what we intended in each of our Performance Indicators? (**Performance Standards**)
- " Where can we find the data necessary to answer how well we've done and who will collect it? (**Data Sources**)
- " Will we need any other unit's help to make our plan happen? Which other unit(s)? Will they be able to help us when we need it? Have we asked them? (**Support Units**)
- " What's our timeline for making these things happen? (**Term**)
- " What do we have to do to make these things happen? (Unit-level **Activities**)
- " What resources (such as money, time, staffing, space, equipment, etc.) will we need to make these things happen? (**Resources Required**)

DEVELOPING INTENDED OUTCOMES

The most important *Intended Outcomes* in a community college like STCC are fairly well agreed upon all across the institution. Review of all the IE Plans submitted over the years reveals that they are overtly stated or implied in virtually every IE Plan ever developed here. They are:

Student Success
Access and Equity

Student Success may be demonstrated as academic success or personal growth and development. These, of course, are the principal reasons for a college's existence.

Access and Equity refers to the ability of individuals or groups to have equitable access to the learning opportunities and services of STCC. STCC has committed itself to serving the people of Hidalgo and Starr Counties as fully and equitably as possible. In addition, other internal and external stakeholders have need for access and equity in interactions with STCC.

These two Intended Outcomes – Student Success and Access and Equity – must be in every IE Plan.

There are four other important *Intended Outcomes* that are reflected in many IE Plans. They are:

Community Service
Fiscal Responsibility
Compliance
Research

Community Service may be thought of as pertaining to the *internal community* (STCC's students, faculty, staff, or any other identifiable subgroup within STCC) or the *external community* (anyone in Starr and Hidalgo Counties, or any identifiable subgroup within the population.)

While everyone at STCC is expected to be responsible in using the College's resources, for some departments and offices (e.g., Business and Purchasing Offices, General Services, Office of VP - FAS, President's Office, among others) *Fiscal Responsibility* is an important Intended Outcome of their work and should be addressed in the Annual IE Plan.

Compliance, too, involves everyone to some extent. However, compliance with legal, regulatory, or accreditation issues – to name a few examples of compliance areas – are especially important to some offices or programs. Institutional and programmatic accreditation, discrimination and opportunity, employment law, requirements for official publications, and reporting requirements to regulatory agencies are examples of areas where *compliance* may be an important Intended Outcome for some and reflected in IE Plans.

Research is not a major area of emphasis in community college education, as a rule. However, there are some programs and offices that find faculty, student, or staff engagement

with research important to their work. In those areas, *Research* may be an important Intended Outcome.

There may be other Intended Outcomes not included in these five that are important to particular programs or offices. If so, feel free to include them in the IE Plan. However, you may first want to discuss them with your IE Team representatives, Brenda Cole or Gail Dantzker to determine whether you have really discovered new and uncharted Intended Outcomes.

DEVELOPING PERFORMANCE INDICATORS

Performance Indicators are statements of something observable or measurable that indicate whether an Intended Outcome has occurred, or not.

When we identify **Performance Indicators**, it's a good idea to identify more than 1 Performance Indicator for each Intended Outcome, if at all possible. Three Performance Indicators for each Intended Outcome is probably a good number in most instances.

Why?

Measurement in education is not an exact science. It is very difficult to set up situations in education where only one thing has an effect on outcomes and to eliminate any other factor that might possibly be involved.

So, what's an educator to do?

One possibility is to evaluate the Intended Outcome in different ways or from different perspectives. If we use different perspectives and different sources of data in trying to answer the question, "Is it working the way we want it to?" we can see whether the Performance Indicators are in agreement as to whether an Intended Outcome has occurred and how well.

For example?

If we have an Intended Outcome with only 1 Performance Indicator, then we only know what that one Performance Indicator has to tell us. What if it's wrong? What if it is a weak measure of what we want to know? How would we tell if it was misleading us?

But, if we have more than one Performance Indicator—each relying on different data—then we can be a little better informed. If they all tend to agree or move in the same direction, then we can feel a little more comfortable about the accuracy of our conclusions.

TIP:

When developing **Performance Indicators and Performance Standards**, it is a good idea to consider how long it will be before data about specific results will be available and select both ***long-term and short-term indicators*** whenever possible. Both can be important.

Short-term indicators can provide nearly immediate feedback about how things are going. This may be especially important if you are trying something new or developing something through incremental steps and want to know if it's working as expected.

Long-term indicators provide a more holistic view of outcomes, but it may be years before data about outcomes are available.

Examples of Long-Term Performance Indicators	Length of Time Required for Data Development	Examples of Short-Term Performance Indicators	Length of Time Required for Data Development
Number of graduates	At least 1 ½ times expected program length	Number of students successfully completing a course	1 semester
Employer satisfaction	At least 1 ½ times expected program length + 12 to 18 months following graduation	Pre- to post-test gains as a measure of learning	1 semester
Transfer success	Probably 1 ½ times expected program length + 2 semesters	Grade in Course A is a good predictor of grade in Course B	1 semester to 2 years (depends on how tightly linked curriculum is)
Number of years required to graduate	Probably 1 ½+ times expected program length	Cohort progress from term-to-term	1 semester
Complete STCC compliance with ADA requirements	Ongoing	Pecan Campus complies with ADA requirements	1 fiscal year
Every employee has high-technology access	Ongoing, but several years at minimum	All fulltime employees have access to e-mail	1 semester to 1 year

DEVELOPING PERFORMANCE STANDARDS

Once you have identified an Intended Outcome and decided what will serve as a Performance Indicator for that outcome, it is necessary to establish some level of accomplishment for which you are aiming. This is the **Performance Standard**.

In education, we are very familiar with Performance Standards for students. Examples that we use all the time are the letter grading scale A through F or Pass/Fail. We also use several numerical grading scales. For example, F = 0.0 through A = 4.0. A perfect score on an exam is 100%. Some people use grading scales where A = 90+, B = 80- 89, etc. What these common Performance Standards do is to establish some standard for what is good enough and what is not, or to provide a way to array outcomes along a scale ranging from totally unacceptable to excellent.

Sometimes we have academic Performance Standards that come from external sources. TASP pass scores and the minimum scores on certification exams required for licensure are examples of externally imposed Performance Standards that we are all familiar with.

Performance Standards should establish a pass/fail point for the Intended Outcomes in our IE Plan. They can be whatever is meaningful to a particular program or office **except** when there are already Standards that apply. Examples of mandatory Performance Standards for some programs might include THECB requirements, licensure standards, requirements of institutions accepting transfer students or local employers, or pre-existing institutional standards (for example, retention rates.)

Many people prefer to use Performance Indicators with Performance Standards that measure the Intended Outcome differently from both **quantitative** and **qualitative** perspectives. This is an excellent practice and is encouraged in the IE process at STCC.

Examples of Quantitative Performance Standards	Examples of Qualitative Performance Standards
90% of students master 90% of course competencies	Students' artistic products will be evaluated as meaningful by visiting judge
Random checks of data entry will reveal less than 3% error for any operator	Observation of data entry operators will indicate that each is free of environmental distractions during data entry periods
Students attending 85% of SI sessions will pass the course with a C or better	Observation of SI sessions indicate participatory behavior and enthusiasm
All campuses will be 100% ADA compliant by the end of the fiscal year	Documentary evidence will indicate that reports generated were used in planning improvement
Gap scores on CQS scales decrease from last year to this year	Comments on CQS indicate no new issues emerging
85% of classified staff indicate they feel they are recognized and valued by faculty and technical staff	Observation of classified staff, faculty and technical staff commingling in seating and activities at professional development day activity

IMPLEMENTING THE IE PLAN

What do we have to do to make our Intended Outcomes occur as planned?

These things:

- " Execute our plan
 - . . .as planned
 - . . .by whom planned
 - . . .when planned

- " Implementation may take
 - . . .an entire year, or more
 - . . .a much shorter period

- " Do some interim data collection to see if what we re doing seems to be working as expected.
 - . . .if it is, keep up the good work!
 - . . .if not, can we identify the problem and fix it before we spend a whole year doing something that s not working?

TIP:

For multi-year approaches, break down the process and set Performance Indicators and Standards for each year so that implementation is incremental.)

One of the nice things about CQI as a process is that everything doesn't have to happen *at once*. Continuous Quality Improvement expects that things will evolve toward better and better outcomes over time.

COLLECTING DATA

- " How will we know if our plan is working?
We have to collect evidence, also known as data. .
- " **Baseline Data** What are conditions before the plan is implemented? We can't tell if we've changed anything if we don't know where we start from.
- " **During Implementation** Is it working the way we thought it would? Are there any unanticipated effects of implementing our plan? Is there something we should change *before* we spend an entire year working on it this way?
- " **After Implementation** What are conditions now? Have we made a difference?

TIPS:

See p. 30 for ideas about data sources that will be available to you.

What else do you need?

Who will have the data you need or can help you collect it?

Can you do the analysis, or will you need some assistance?

Is the data you need readily collected? Consider whether the extra work of data collection and analysis is in proportion to the information you can expect to get from it.

Qualitative data can be a good source of information, but usually is labor intensive to obtain.

HINT: If not absolutely certain about where specific data is collected and analyzed, or who at STCC is the source of particular information, contact OIRE staff.

ANALYSIS & RESULTS

After data is collected, it must be analyzed and the results examined to answer the following questions:

- " Did it make a difference?
- " How much difference from before?
- " Did we get where we wanted to go?
- " Is there still room for improvement?
- " What could we do to make this better?
- " What should we put into our next IE Plan, based on what we now know?

These are the questions that must be answered on the Annual IE Report.

They also should lead to considerations of what should or needs to be addressed in the next IE Plan or modifications needed in next year s Plan, based on the results of your work in IE this year.

THOUGHT:

An elderly gentleman of our acquaintance always says, Do the best you know how with what you ve got to work with. . .and if that doesn t work out, try something else. That s pretty good advice for CQI in higher education: aim for doing the very best you can with the resources available to you. If you don t get the Outcomes you intended and the resources available aren t going to change, then consider changing how you plan to go about doing what needs to be done.

THE MID-YEAR IE IMPLEMENTATION REVIEW

Like the IE Plan and the Annual IE Report, the Mid-Year IE Implementation Review is an online document residing in a database managed by OIRE. You should be able to access it from any computer at STCC that is connected to the College's internal computer network, if you are authorized with a password.

The Mid-Year IE Implementation Review is to be completed after the end of the Fall Semester and serves as a quick review of each office's or program's progress in carrying out its planned activities and implementing the annual IE Plan. It helps re-focus the members of the program or office on the work to be done after the December-January holidays period and reminds them of what they have planned to accomplish during the year. It also allows members of the IE Team to do a quick check on progress and offer assistance as needed.

The Review itself is just that: a review of progress in carrying out planned IE activities. It is intended to serve as a reminder and as a way of identifying and providing help to offices and programs that might be falling behind in implementation of their IE Plan.

The Mid-Year IE Implementation Review is **not** a report of results and analyses are not required. It is essentially a Yes/No checklist, with explanation only required for No responses. Most people find it takes between 10 and 30 minutes to complete and submit it electronically.

COMPLETING THE ANNUAL IE REPORT

Like the IE Plan and Mid-Year IE Implementation Review, the Annual IE Report is completed online and saved in a database housed in OIRE. The Report is a summarizing of results of the year's work and a brief but thoughtful discussion of the results and their implications for further improvements.

When you select the IE Report database, you will see the Intended Outcomes, Performance Indicators, and Performance Standards of your current year IE Plan. If information is provided by OIRE about the results for each Performance Indicator, there will also be an active link to those results that can be activated by clicking on it.

The Actual Results and a discussion of the Implications of those results for planned improvements are each program's or office's responsibility to complete. As a rule, the director, chair or other manager does this, in consultation with the balance of the work group.

While the Annual Report must be completed each year by late summer, it will probably be simpler and less stressful to update it periodically rather than wait and try to do a year's work at one time. The Annual Report files will be available to authorized users almost all year around for updating and reporting as portions of the year's IE work are completed.

TIP:

It's a lot easier to do the Annual IE Report if you enter results and implications in it as they are completed throughout the year.

If you have difficulty in accessing the Annual IE Report database, contact Brenda Cole in OIRE.

THEN WHAT COMES NEXT?

USE FINDINGS

in

FURTHER PLANNING

for

CONTINUOUS QUALITY IMPROVEMENT !

CLOSING THE LOOP

The annual IE cycle repeats itself. The results of one year s work in IE indicate what the next year s IE Plan should focus on for CQI. This is closing the loop.

What considerations are involved in closing the loop ?

- " Incremental development means that outcomes from one year set the stage for developments in following years, on the order of
This is the result, so next year we will. . .
- " Some things intended may not have been fully accomplished and next year s IE Plan will have to pick them up at whatever point they re at and move forward from there.
- " Some expectations for performance may have been exceeded or completed more rapidly than anticipated. If so, the next IE Plan should take that into consideration.
- " New knowledge or priorities may suggest that some parts of Plans be set aside or de-emphasized and others developed instead
- " Achievement of Intended Outcomes with high Performance Measures may suggest that intentions are largely met and, barring unforeseen changes in circumstances, need only be revisited every few years as a check on their continued high levels.

THOUGHT:

We may never be *perfect* but we certainly can become *better*.

Resources for IE Planning, Implementation, Analysis & Reporting

WHAT DO YOU MEAN WHEN YOU TALK THAT IE TALK? A BRIEF GLOSSARY

The terms used at STCC in talking about Institutional Effectiveness (IE) don't have special meanings beyond their common definitions. The following are some of the most commonly used and their meanings in this context.

Continuous = Connected, extended, or prolonged without a break; unbroken; uninterrupted.
2 Repeating, as a performance. . .

Quality = 2. The characteristics of anything regarded as determining its value, place, worth, rank, position, etc., or the condition of a thing as so determined. . .when unqualified, peculiar excellence. . .4 Degree of excellence; relative goodness; grade. . . (But also consider 1 That which makes a being or thing such as it is; a distinguishing element or characteristic. . .5 Capability of producing specific effects. 6 Particular character or part; capacity; function)

Improvement = The act or process of improving; betterment; amelioration. 2. Something that is better than (something previous). . .3 A beneficial change or addition; an advance. . .

Effectiveness = Producing, or adapted to produce, an effect. . .

Effect (n.) = 1. A result or product of some cause or agency; a consequence. 2. Practical efficiency. . .4. Practical operation; execution. . . (v.) 1. To bring about; produce as a result; cause. 2. To achieve; accomplish. . .*Effect, execute, consummate, and realize* all signify to embody in fact what was before in thought.

Mission = The business or service on which one is sent. . .that which one is or feels destined to accomplish; the destined or chosen end of one's efforts. . .

Intended = Made the object of design or intent; designed. . .

Outcome = The consequence or visible result. . .

Implement = To carry into effect; fulfill; accomplish. . .

Data = Facts or figures from which conclusions can be drawn. . .

Analyze = To examine minutely or critically. . .

Assess = To take stock of; to evaluate. . .

Process = A means of effecting a result

Plan = An arrangement of means or steps for the attainment of some outcome; A scheme or method for doing, achieving. . .

Resource = . . .aid or support. . .means or property; a supply that can be drawn on. . .

Report = to make or give an account of, especially formally.

Interim = For or during an intermediate period of time

Performance = . . .execution, completion, action, achievement. . .

Indicator = Any contrivance or apparatus. . .which makes a mark, record, or sign to indicate the condition or position of something. . .

Measure = A standard for measurement. . .Any quantity regarded as a unit and standard or comparison with other quantities. . .

Standard = Any established measure of extent, quantity, quality, or value. Any type, model, or example for comparison; a criterion of excellence. . .

Review = To make an inspection of, especially formally. . .Critical study or examination

Quoted material from Funk & Wagnall's new international dictionary of the English language (1995). Chicago IL: J.G. Ferguson Publishing Co.

Acronyms You May Find Useful

IE = Institutional Effectiveness

IR = Institutional Research

OIRE = Office of Institutional Research and Effectiveness

CQI = Continuous Quality Improvement

THECB = Texas Higher Education Coordinating Board

SACS = Southern Association of Colleges and Schools

CBM = various mandatory reports to THECB, some each semester, some each year, and some each biennium

IPEDS = various mandatory reports to the U.S. government, semester, annual and other periods

THE IE TEAM

The Institutional Effectiveness Team was established by the President of the College to:

1. Support the Planning and Development Council's implementation of the Strategic Plan
2. Ensure development and implementation of Institutional Effectiveness Plans
3. Facilitate the continuous improvement process through data collection and review, and thereby,
4. Comply with the institutional effectiveness and accountability guidelines of the accrediting and governing agencies and improve the overall effectiveness of the College through improved processes and better outcomes.

Membership

The IE Team is a broadly representative body for the employees of STCC as a whole, and by functional area of the College. Its membership is composed of a voting member and an alternate from each of the Instructional Divisions, Adult and Continuing Education; the President's Office staff; and the staffs of each Vice-President. Both voting and alternate members are expected to attend and participate in the IE Team's meetings and activities and to serve as a liaison and resource to the areas which they represent.

Ex officio members of the IE Team include the Director of Institutional Research and Effectiveness, the Institutional Effectiveness Specialist in OIRE, the Director of the Office of Accountability, and the Accreditation Liaison.

If you work in this area of the College:	Your IE Team Representative(s) are:	Phone #	e-mail address
President's Office	Huincar Peña	688-2391	hpena@stcc.cc.tx.us
VP Information & Technology Services	Jacques D'Emal	618-8330	jdemal@stcc.cc.tx.us
	Armandina Sesin	618-8330	sesin@stcc.cc.tx.us
	Teresa Sanchez	688-2390	tsanchez@stcc.cc.tx.us
	Tony Del Angel	928-3447	tdangel@stcc.cc.tx.us
VP Finance & Administrative Services	Alma Church	664-4616	achurch@stcc.cc.tx.us
	Zelda Lopez	928-5057	zlopez@stcc.cc.tx.us
VP Institutional Advancement	Nereyda Garcia	688-2301	ngarcia@stcc.cc.tx.us
	Minna Hernandez	688-2302	zmannah@stcc.cc.tx.us
VP Student Services & Development	Patrick Murray	688-2116	patrick@stcc.cc.tx.us
	William Serrata	688-6495	wserrata@stcc.cc.tx.us
Business, Math & Science Division	Brad Altemeyer	688-2196	bradleya@stcc.cc.tx.us
	Dr. Robert Stinson	688-2024	stinson@stcc.cc.tx.us
Developmental Studies Division	Dr. Jane DeLaGarza	688-2061	janed@stcc.cc.tx.us
	Mary Sinsabaugh	688-2060	sinsaba@stcc.cc.tx.us
Liberal Arts and Social Sciences Division	Dr. Baltazar Cisneros	688-2161	cisneros@stcc.cc.tx.us
	Dr. Margaretha Bischoff	683-2622	etybuh@stcc.cc.tx.us
	Kelly Peterson	447-6656	peterson@stcc.cc.tx.us
	Robert Cantu	928-3495	rpcantu@stcc.cc.tx.us

If you work in this area of the College:	Your IE Team Representative(s) are:	Phone #	e-mail address
Nursing and Allied Health Division	Rebecca Silva	683-3185	rsilva@stcc.cc.tx.us
	vacant		
Technology Division	Adan Gutierrez	683-2711	adang@stcc.cc.tx.us
	Rudy Molina	992-6180	rmolina@stcc.cc.tx.us
Ex officio liaisons to the IE Team			
Associate Dean of Instruction Office	Jean Swartz	668-6469	jswartz@stcc.cc.tx.us
	Ali Esmaeili	928-5093	esmaeili@stcc.cc.tx.us
	Dr. John York	683-2522	jyork@stcc.cc.tx.us
Presidents Office, Accountability	Luzelma Canales	688-2306	luzelma@stcc.cc.tx.us
Office of Institutional Research & Effectiveness	Brenda Cole	688-2326	bcole@stcc.cc.tx.us
	Dr. Gail Dantzker	688-2308	gdantz@stcc.cc.tx.us

STCC S ONLINE IE MATERIALS

The Office of Institutional Research and Effectiveness maintains a collection of IE Plans, Reports, training materials, and other supplementary material on its website at <http://stcc.cc.tx.us/~research>. Materials and updates are added as frequently as feasible and you will be notified of them .via STCC s general list serve

These pages include actual and sample IE Plans, complete with a wide variety of possible Performance Indicators and Performance Standards for instructional, student support, and other units of the College. These are arranged around the Intended Outcomes: Student Success, Access and Equity, Community Service, Fiscal Responsibility, Research, and Compliance. There are a few things to keep in mind about using these:

- " While every IE Plan should address, at minimum, the Intended Outcomes **Student Success** and **Access and Equity**, the specific ways in which these are developed in various examples may not apply to every office or department at STCC.
- " Every IE Plan should address, at minimum, the Intended Outcomes **Student Success** and **Access and Equity**. However, there may be other Intended Outcomes than the six listed here that seem important to a specific office, department or program. Those may be added to individual IE Plans as appropriate.
- " The Performance Indicators, Performance Standards, Data Sources, Activities and Resources Needed statements in the online IE Plan samples are intended to be illustrative or to serve as prompts for Plan development and writing.

No IE Plan should use all of them.

The samples address short-term, medium-term, and long-term indicators and measures for Intended Outcomes. Plan developers are encouraged to choose Performance Indicators and Standards from each time period.

The samples are intended to provide a wide-ranging perspective and may not be evenly developed or applicable to every situation as written. Plan developers and writers should modify them as needed to develop measurements that best fit their Intended Outcomes and circumstances.

Also available online at <http://stcc.cc.tx.us/~research> are most of the routine, standardized reports OIRE generates each year to provide decision support and reporting information. These reports are designed to answer most needs for data support to IE planning and reporting. IE Plan writers and developers are encouraged to refer to them during the planning and writing processes to develop IE Performance Indicators and Standards that are readily supported by OIRE s existing data collection, analysis and reporting processes. Among the reports available online are

- " The Student Flow Model
- " The Community Education Profile
- " ACT Student Opinion Survey
- " Graduate Satisfaction Survey Report
- " Employer Satisfaction Survey Report
- " Exiting Student Report

" STCC Report Card

" Factbook

Links are available to State data reports. These include

" Annual Data Profile

" Student Migration Report

" College Profile and Program Profiles

" Automated Student and Adult Learner Follow-Up System (ASALFS)

" Students Pursuing Additional Education

" Annual Statistical Report

" Community and Technical College Statewide Factbook

" PREP On-Line

Specialized data collection to support IE Planning and Reporting can be arranged with support units (e.g., OIRE) or may be done by each program or office for their own IE Plan. **Reliance on readily available, standardized and routines reports is highly encouraged.**

Appendix A:

**STCC s Vision, Mission, Values, Goals
and
Purpose and Commitment Statements**

Appendix A: STCC s Vision, Mission, Values, Goals and Purpose and Commitment Statements

STCC s Vision

A better quality of life for our communities

STCC Mission Statement

South Texas Community College (STCC) is a comprehensive public community college established to address the diverse educational and training needs of the people of Hidalgo and Starr Counties by empowering a pluralistic society of learners with the knowledge and skills necessary to enhance the quality of their lives and to promote the development of their communities.

STCC s Values

Quality
Integrity
Community

STCC s Institutional Goals

Excellence
Student Success
Regional Prosperity
Community Service
District-wide Access

STCC s Purpose and Commitment Statements

South Texas Community College seeks to achieve its institutional purpose by offering a variety of educational programs, services, and opportunities designed to:

- " Develop a Prepared Workforce by offering technical and vocational programs for those seeking direct career preparation and credentials suitable for employment in today s businesses and industries
- " Provide Quality Academic Education by offering freshman and sophomore college courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution
- " Encourage Life-Long Learning by offering continuing education courses to those interested in changing careers, upgrading their skills, or seeking personal enrichment
- " Facilitate Student Success by providing individualized academic advisement, personal counseling, career guidance, and other support services and, also, by offering developmental and compensatory programs that assist those needing basic skills review and reinforcement

In pursuit of its institutional purpose, South Texas Community College is committed to:

- " Maintaining an Accessible and Effective Learning Environment by encouraging and facilitating enrollment, by employing the best of traditional and innovative educational delivery systems, and by providing facilities and resources conducive to successful

- teaching/learning endeavors
- " Fostering Leadership for Its Communities by providing individuals with curricular and extracurricular opportunities to develop leadership qualities and exercise leadership skills
 - " Capitalizing on the Unique Strengths of a Multi-Cultural Environment by recognizing and taking advantage fo the special capabilities, insights, and opportunities that exist in a region of international interaction
 - " Promoting Regional Economic Growth and Prosperity by initiating and maintaining alliances with business and industry, educational institutions, government agencies, and community organizations, and by providing customized training in partnership and regional interests
 - " Partnering with Business and Industry to provide close linkages in order to facilitate achievement of desired outcomes and to help secure resources
 - " Creating a Supportive Collegial Work Environment which rewards excellence, provides opportunities for professional and personal growth, and encourages meaningful involvement in the decision-making process

**Appendix B:
Other Sources of Information and Assistance**

Appendix B: Other Sources of Information and Assistance

<http://www.theccb.state.tx.us/divisions/ctc/ie/ie.htm>

The State-Level Institutional Effectiveness Process is a comprehensive approach to planning and evaluation for verifying the effectiveness of Texas' community and technical colleges in achieving their local and statutory missions. It provides for the systematic use of evaluation results to continuously improve institutional performance and programs.

A number of state-level and comparative reports of community college outcomes are available through this site. Some go down to the program level.

<http://www.theccb.state.tx.us/divisions/ctc/ip/default2.htm>

Chapter 10: Institutional Effectiveness for Public Community/Junior College Districts and Technical Colleges

This chapter includes general provisions and definitions.

Chapter 5: Program Development

This chapter includes rules on distance learning (Subchapter H), the Texas Academic Skills Program (TASP) (Subchapter P), core curriculum and transfer issues (Subchapter S).

Chapter 9: Public Junior Colleges

This chapter includes general provisions, definitions, rules for transferable academic courses, certificate and associate degree programs, workforce continuing education courses, contractual agreements, partnerships between secondary schools and public two-year associate degree-granting institutions, and distance education.

Chapter 21: Student Services

This chapter includes general provisions, residency rules, tuition and refund policy rules, student loan and repayment programs, Texas College Work-Study Program, incentive grants and matching fund programs, and other student service programs.

Chapter 22: Grant and Scholarship Programs

This chapter includes general provisions, the Tuition Equalization Grant Program, the State Student Incentive Grant Program, the Texas public Grant Programs, the Texas New Horizons Scholarship Program, the Texas Tuition Assistance Grant Program, the Texas Education Opportunity Grant Program, and other student grant and scholarship programs.

<http://www.theccb.state.tx.us/divisions/ctc/we/we.htm>

The following items are available on-line through Workforce Education. Some of these links include PDF documents. To view them, you will need to have the Adobe Acrobat Reader installed on your computer.

Carl D. Perkins State Plan

Perkins Performance Measures (PDF)

Carl D. Perkins Vocational and Technical Education Act of 1998

Perkins Contact List (PDF)
Community and Technical Colleges Division Staff

<http://www.thecb.state.tx.us/divisions/ctc/status/>

Strategic Plan for Texas Public Community Colleges, 1999-2003 (Submitted June 1998)

State of Texas: Vision

State of Texas: Mission

State of Texas: Philosophy

State of Texas: Priority Goal for Higher Education

State of Texas: State-Level Benchmarks for Higher Education

Community Colleges: Mission

Community Colleges: Philosophy

Assessment of External Factors

Scope and Function of Community Colleges

Changing Demographics

The Changing Texas Economy: Needs for the Future

The State's Fiscal Climate: Impact on Community Colleges

Texas' Skills Development Fund

Texas and Workforce Development

The Status of Federal Legislation and Its Potential Impact on Community Colleges

Changes in Technology

The Virtual College of Texas

The Texas Telecommunications Infrastructure Fund

Guiding Principles for Texas Public Higher Education

Assessment of Internal Factors

Enrollment

Projected Enrollment

Increases and Parity

Enrollment for Minority Students

Instructional Programs

Student Services

Information Systems and Technology

Administrative Functions

Resources

Performance Measures

District Performance Goals

<http://www.thecb.state.tx.us/divisions/GRPI/inst/inst.cfm?IType=PC>

Contact and basic information for all Texas community colleges.

Appendix C:
Sample IE Plans and Annual Report

Appendix C: Sample IE Plans and Annual Report

The following pages contain examples of partial IE Plans and Annual Reports. They are intended to be only a general guide to the parts of those documents and should not be taken as being complete or perfect. The appearance of the documents should be expected to evolve, especially as the online reporting currently being piloted becomes more polished in later versions of the software development.

The Plan, Mid-Year IE Implementation Review and Annual IE Report templates available online reside in OIRE on a computerized database, accessible by authorized password from any internally networked personal computer at STCC. Those are being piloted during Spring, Summer and Fall 2001 and it is expected that all IE Plans and reports will be done online. Because the current templates and reports are a pilot project, some evolution can still be expected as OIRE makes them easier to work with.

Please bear with us as we develop the online process and use the following only as the partial and imperfect examples they are. **Your feedback on the online process will be appreciated as we evaluate and improve it.**

Sample IE Plan Sections

Department:	Sample Instructional Dept.
Outcome: 1	Student Success
Performance Indicator: A	Students will successfully master the skills and knowledge described in the master syllabus for each course offered
Performance Standard	When contents of the master syllabus and common assessment measure are constant, the proportion of students passing the common assessment measure will increase by no less than 2% in the Fall Semester and 5% in the Spring Semester.
Fall Activity Plan	1. "Mentor" faculty will be identified on the basis of their students' success. 2. New faculty will be led through the master syllabi by mentor faculty, with emphasis on specific skills and knowledge required, examples of methods of teaching each, and means of collecting evidence that desired learning has occurred. 3. Each new faculty member's course syllabi will be reviewed for congruence with master syllabi. 4. Assessment measures developed by new faculty will be reviewed by mentors for consistency with intentions expressed in performance indicator and standard. 5. Department will sponsor a series of workshops, seminars, or "brown bags" for discussion of skills and knowledge required of students, means for fostering intended learning and use of learning, and means for assessing learning. 6. Faculty will request that the 2 most successful learners in each section allow their notebooks to be photocopied for review and analysis.
Resources Required to Support Fall Activity Plan	1-Day retreat for dept. faculty \$1,000 Professional resources (methods books & articles, assessment resources, etc.) \$500 Secured room for their storage and review/reading by faculty of the dept. Professional Development Day speaker & seminar \$5000 (shared w/ other depts.)
Spring Activity Plan	1. Steps 2, 3 & 4 from Fall Activities will be repeated with new faculty 2. Faculty whose students did not do as well as expected in Fall Term will receive more extensive mentoring and monitoring from other members of the dept.. 3. Fall course evaluations will be reviewed and observations of areas needing improvement noted for action. 4. Focus groups will be conducted both with notably successful students and those who were notably unsuccessful during the Fall term to identify what contributed to success or failure.
Resources Required to Support Spring Activity Plan	1 senior member of the dept. will be released from one course to facilitate development of new members of the department adjunct for one course \$2500 Food & beverages, small gifts for focus groups \$200
Summer Activity Plan	Contact new faculty for upcoming fall terms with master syllabi, copies of successful course syllabi, textbook, and common assessment sample so they can begin familiarization and preparation well in advance
Resources Required to Support Summer Activity Plan	Approx \$100 per new faculty member to for materials and postage
Data Sources: (Most recent available unless otherwise noted)	SIS & departmental records
Support Units	OIRE

Performance Indicator: B	Successful completion of each course in a sequence of courses, or in the prerequisite(s) for courses, is a good predictor of success in the next course in the course sequence
Performance Standard	A grade of C or better will serve as a predictor of success in the next course in specified course sequences, where success is defined as "80% or more of students earning a grade of C or better in Course A will earn a grade of C or better in Course B"
Fall Activity Plan	<ol style="list-style-type: none"> 1. Identify course sequences and/or prereqs and successor courses to track. 2. Request OIRE to prepare reports on course-to-course success. 3. Identify course-to-course strengths and weaknesses, involve faculty in discussion of why these occur and how they might be addressed, and begin to address them, focusing first on those most important and those that can be readily addressed. 4. Disseminate the information and the plan(s) to address problem areas and implement.
Resources Required to Support Fall Activity Plan	Faculty availability at "common hour" for discussion and planning
Spring Activity Plan	Continue tracking and reporting, consideration of improvements needed, and dissemination of information
Resources Required to Support Spring Activity Plan	Faculty availability at "common hour" for discussion and planning
Summer Activity Plan	Review findings of reports from OIRE and areas of progress/lack of progress. Plan for further improvement during the next academic year.
Resources Required to Support Summer Activity Plan	IE Reports from OIRE for 2 long terms
Supporting Units:	OIRE
Data Sources: (Most recent available unless otherwise noted)	SIS, departmental records,

Performance Indicator: C	Skills and knowledge mastered in our courses transfer successfully outside our department
Performance Standard	<ol style="list-style-type: none"> 1. A course grade of C or better will serve as a predictor in the major area course(s) specified, where success is defined as "80% or more of students earning a grade of C or better in Course A will earn a grade of C or better in Course B" 2. Faculty teaching Course B in the major area will not report having to reteach skills or knowledge mastered in Course A, as indicated by a course grade of C or better in Course A. 3. Faculty teaching courses taken as part of the general ed core will not report having to reteach skills or knowledge mastered in Course A, as indicated by a course grade of C or better in Course A.
Fall Activity Plan	<ol style="list-style-type: none"> 1. Identify major area courses using skills and knowledge from our courses. May involve review of master syllabi, meetings with other departments, etc. 2. Ask faculty in other departments to identify areas in which they have to teach/reteach knowledge and skills that should have been mastered in our course(s). 3. Elicit information from students' on-campus employers and/or student activity sponsors/advisors. 4. Develop and implement plan to address areas where learning and/or transfer does not occur as well as intended.
Resources Required to Support Fall Activity Plan	None anticipated, unless study reveals need for new teaching/learning materials to facilitate transfer of learning.
Spring Activity Plan	Continue fall activities, with input of findings following Fall Semester
Resources Required to Support Spring Activity Plan	None anticipated, unless study reveals need for new teaching/learning materials to facilitate transfer of learning.
Summer Activity Plan	Review findings from 2 long terms and consider means of revamping syllabi and/or teaching/learning experiences to enhance acquisition and transfer of skills and knowledge.
Resources Required to Support Summer Activity Plan	Conference on cognition in adults and related workshops for 2 faculty members who will bring the information back to the rest of the department \$2400
Data Sources: (Most recent available unless otherwise noted)	SIS, HRS, FRS, departmental records, reports, focus groups and/or surveys of other units
Supporting Units:	OIRE and other units as identified in the course of the project

Performance Indicator:	D	Success in transferring to another institution
Performance Standard		Students who complete the transfer portion of the [major/general ed core] in our program with a grade of C or better in each course will earn a grade of C or better in the sequential course(s) upon transfer
Fall Activity Plan		<ol style="list-style-type: none"> 1. Receive Transfer Success Report from OIRE and review with all faculty in dept. 2. Clarify differences, if any, between expected success and actual. 3. If the sequential and foregoing courses aren't the best match, identify those that are and notify OIRE. 4. Compare syllabi, means for student assessment, teaching/learning methods or environment between STCC and receiving institution(s) and modify dept's as necessary to better prepare students for transfer 5. Conduct "transfer seminars" for students intending to transfer
Resources Required to Support Fall Activity Plan		None anticipated, except for occasional scheduling of auditorium for transfer seminars
Spring Activity Plan		<ol style="list-style-type: none"> 1. Continue Fall activities 2. Fine-tune match between STCC and receiving institution(s) 3. Contact students who have recently transferred and use their insight to fine-tune transfer seminars
Resources Required to Support Spring Activity Plan		None anticipated, except for occasional scheduling of auditorium for transfer seminars
Summer Activity Plan		Continue Spring activities and develop plan for further improvement
Resources Required to Support Summer Activity Plan		None anticipated, except for occasional scheduling of auditorium for transfer seminars
Data Sources: (Most recent available unless otherwise noted)		SIS, Lone Star, depts in receiving institutions, transfer students
Supporting Units:		OIRE, receiving institutions, former students

Sample IE Report Sections

Department:	Sample Instructional Dept.			
Outcome: 1	Student Success			
	Performance Indicator A	Performance Standard	Outcome	Implications for Next Year's Plan
	Students will successfully master the skills and knowledge described in the master syllabus for each course offered	When contents of the master syllabus and common assessment measure are constant, the proportion of students passing the common assessment measure will increase by no less than 2% in the Fall Semester and 5% in the Spring Semester.	<p>We achieved the 2% increase in the Fall Semester and new faculty report being very pleased with the mentoring program in focus groups conducted after the semester. Mentors, too, reported they found the experience rewarding, both in the close relationships they formed with new faculty and in what they expressed as renewed enthusiasm for teaching due to their mentoring experiences. They said they felt called upon to do their very best because they were being role models.</p> <p>In the Spring, we only achieved a 3.5% increase even though we proceeded just as in Fall and both new and mentoring faculty again reported the experience as being rewarding. Analysis of the results of the common assessment showed that students who did not pass the course in the Fall term and were retaking it in the Spring were nearly twice as likely to fail the common assessment as</p>	<p>We had not anticipated the effect of students retaking the course on the Spring outcomes. Nor had we anticipated that retaking the course with the same instructor would have such a negative impact on students. This suggests to us that students' failure to pass the common assessment may be related to teaching/learning style interactions, at least to some degree. We may do the following:</p> <p style="padding-left: 40px;">5% increase in the Spring may be too high and 2% in the Fall too low; next year we plan to reverse these figures.</p> <p>We plan to conduct learning styles inventories with our students on the first day of classes. These will be matched with teaching/learning style inventories we are conducting with faculty during professional development. When severe mismatches occur, we plan to advise students to drop and add for a better match. We also plan to conduct teaching seminars for faculty that</p>

			<p>those who were taking the course for the first time and those who re-took the course with the same instructor were three more times more likely to fail.</p> <p>Unanticipated outcomes of this project were greater levels of satisfaction with teaching among both new and mentoring faculty, and an unusually high retention rate of new faculty to the second year of employment.</p>	<p>address teaching students with various learning preferences and methods of using multi-modality instruction.</p> <p>We also plan to continue the mentoring program. It clearly improved morale, collegiality, and made a marked difference in our ability to retain new faculty.</p>
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<p>Performance Indicator: B</p>	<p>Successful completion of each course in a sequence of courses, or in the prerequisite(s) for courses, is a good predictor of success in the next course in the course sequence</p>	<p>A grade of C or better will serve as a predictor of success in the next course in specified course sequences, where success is defined as "80% or more of students earning a grade of C or better in Course A will earn a grade of C or better in Course B"</p>	<p>The standard was met among students completing Course A in the Fall and Course B in the Spring. However, we found that among students who waited more than one semester between taking Course A and Course B, grade in Course A was a good predictor of grade in Course B for only 60% of students.</p> <p>The standard was not met for students completing Course C and Course D. There was a correlation of only .19 between a grade</p>	<p>Implications for next year's plan: Instructors will advise students to take Course B in the semester following Course A. Information will be disseminated to advisors and to students about the disadvantage of allowing time between Course A and Course B. A special 2-day freshen-up seminar will be conducted for students who have allowed some time to lapse after taking Course A. Continuing Ed will sponsor the session, taught by regular faculty, at a minimal tuition.</p> <p>We are currently at a loss to explain this lack of correlation between students' success in Course C and in Course D. The Department met</p>
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			<p>of C or better in Course C and in Course D.</p>	<p>and had a number of discussions about this disturbing result and examined a great deal of data to attempt to evaluate the reasons for it. We have the following working hypotheses, which we plan to test during the upcoming year:</p> <p>Only 2 instructors taught both courses. It may be that, despite common syllabi, having different instructors impacts students negatively. Over 80% of students in the two courses had a different instructor for Course D than they had in Course C. We plan to sequence sections of the two courses with the same instructors at the same days and times between Fall and Spring and encourage students to take the second course with the same instructor this year to see if that makes a difference.</p> <p>The content of the two courses may not be as closely sequenced and linked as we thought. We have formed a committee to examine syllabi and the textbooks being used. Each instructor teaching the two courses this year will be provided master syllabi with indicators of</p>
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				<p>about where they should be in the course at two-week intervals and exactly what should have been covered by the end of the semester. They will be asked to note where they actually were and discussions will be held after the semester as to how much material can actually be covered adequately. If it turns out that Course C and D try to cover too much material, than we may split them into 3 sequenced courses.</p>
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Appendix D

2001-02 IE Calendar
(in Support of Budget and Planning)

Specific Dates for STCC IE Activities, August 2001 through 2002:

Mark Your Calendar!

NOTE: This IE calendar is synchronized with STCC's annual Budgeting and Technology Planning cycles to integrate planning and resources for CQI at STCC.

August 15, 2001	Annual Report on 2000-01 IE Plan	DUE
August 28, 2001	New Faculty IE Training	
September 4, 2001	Begin Implementation of 2001-02 IE Plan	
September XX, 2001	Other New Employee IE training	
October 15, 2001	2002-03 IE Plan in Draft to support annual Budget development	DUE
January 6, 2002	Mid-Year IE Implementation Review Begins	
January 6 - 10	New Employee IE Training	
January 31, 2002	Mid-Year IE Implementation Review Report	DUE
March 27, 2002	Complete, detailed 2002-03 IE Plans	DUE
April through June:	If Summer term data are not important to gauging success of IE Plan, Complete Annual IE Report of Actual Outcomes, Develop Implications for Next Years Plan, and make any modifications needed in next year's IE Plan	
August 14, 2002	Annual Report on 2001-02 IE Plan	DUE

IE Team Calendar, August 2001 through 2002:

August 28, 2001	New Faculty IE Training
September, 2001 (tbd)	Other New Employee IE training
September 4 through October 1, 2002	Review Annual CQI Reports
October 15 through November 20, 2001	Review Draft 2002-02 IE Plans and Provide Feedback
January 6 - 10	New Employee IE Training
February 5 through 28, 2002	Review Mid-Year IE Implementation Reviews and Provide Assistance as Needed
April 1 through 30, 2002	Review 2002-03 IE Plans and Provide Feedback

IE Team Meetings: Regularly-scheduled IE Team meetings have been held the first Wednesday of every month at 4 p.m.. This schedule is subject to change if the membership selects another meeting day and time. Subcommittees and work groups may meet at other times as needed. Meeting times, dates, and locations will be circulated to the campus community.

IE Team meetings are open to all members of the STCC community who wish to attend, observe or express themselves to the committee as a whole.



Specific Dates for STCC IE Activities, August 2001 through 2002:

Mark Your Calendar!

- August 15, 2001 Annual Report on 2000-01 IE Plan **DUE**
- August 28, 2001 New Faculty IE Training
- September 4, 2001 **BEGIN** Implementation of 2001-02 IE Plan
- October 9, 2001 Other New Employee IE training
- October 31, 2001 2002-03 IE Plan in Draft to support annual Budget development **DUE**
- January 6, 2002 Mid-Year IE Implementation Review **BEGINS**
- January 6 - 10 New Employee IE Training
- January 31, 2002 Mid-Year IE Implementation Review Report **DUE**
- March 27, 2002 Complete, detailed 2002-03 IE Plans **DUE**
- April through June, 2002: If Summer term data are not important to gauging success of IE Plan,
 - (1) **complete** Annual IE Report of Actual Outcomes,
 - (2) **develop** Implications for 2002-03 IE Plan, and
 - (3) **make any modifications** in 02-03 Plan needed to reflect Implications.
- August 14, 2002 **LAST DAY** Annual Report on 2001-02 IE Plan **DUE**

Statement of Equal Opportunity: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.

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