

Actual Outcomes & Implications

Office of Instruction

The Office of Instruction will provide quality instructional support services.

Intended Outcome:

1 Student Success

Performance Indicator:

1A Success after transfer.

Performance Standard:

Academic performance of students upon transfer to UTPA will be comparable to other undergraduate students.

Actual Outcome:

THIS IS A PARTIAL REPORT. POSITION OF ASSOCIATE DEAN WAS ELIMINATED.

Implication for Next Year:

Performance Indicator:

1B Participation in concurrent enrollment.

Performance Standard:

Increase headcount in concurrent enrollment 5% from 2001-2002 to 2002-2003 academic year.

Actual Outcome:

14% raise in enrollment 1,942 to 2,222.

Implication for Next Year:

Continue with 5%.

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Performance Indicator:

1C Participation in Contract Training

Performance Standard:

Increase the number of high school classes participating in concurrent enrollment/contract training courses from 2002-2003 by 2%.

Actual Outcome:

Due to TEA rules there was a decrease of concurrent enrollment courses in CAT classes. However, contract training numbers were steady from the previous year.

Implication for Next Year:

Due to the change in the law (HB415) this figure will increase by at least 10% for 2003-2004 and even higher for 2004-2005.

Performance Indicator:

1E Retention

Performance Standard:

Have semester course schedule reflect published degree plans.

Actual Outcome:

Implication for Next Year:

Performance Indicator:

1F Common Assessment Program

Performance Standard:

Identify and create a spread sheet of what the various programs are using for Common Assessments.

Actual Outcome:

Implication for Next Year:

Intended Outcome:

2 Access & Equity

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Performance Indicator:

2A Access to New Instructional Programs

Performance Standard:

Five new degrees, fields of study, and/or certificate programs will be developed for Fall 2003

Actual Outcome:

One (1) Field of Study, three (3) AAS Specializations, and two (2) Continuing Education Certificates were approved for Fall 2003 implementation.

Implication for Next Year:

The number of new degrees, fields of study, certificates, or specializations target for development by the Office of Instruction will be taken directly from the 2003-2008 "Programs to be Considered for Development" list that has been created and is maintained by the Planning and Development Council.

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Performance Indicator:

2B Strategic Enrollment Management

Performance Standard:

- 1) Decrease by 3% in the number of cancelled core classes from Fall 2001 to Fall 2002 and Spring 2002 to Spring 2003.
- 2) Decrease by 3% in the number of cancelled core classes at nights, weekends at all sites from Fall 2000 to Fall 2001 and Spring 2002 to Spring 2003.
- 3) Have 75% utilization rate of assigned classroom space for fall and spring academic semesters.

Actual Outcome:

1) There was a decrease of over 3% in cancelled Core Classes between Fall of 2001 and Fall 2002. This occurred despite there being 140 more sections offered in Fall 2002 than there were in Fall 2001. The decrease did not hold when Spring 2002 was compared to Spring 2003 though. There were an additional 205 sections scheduled in Spring 2003 than there were in Spring 2002.

2) Between Fall of 2001 and Fall of 2002 there was a decrease of over 3% in canceled Core classes during the Evening throughout all sites. The decrease went from a high of 20.8% of Core classes scheduled to 17.1% of Core classes scheduled during that period of time.

There was a slight increase when Spring of 2002 was compared to Spring of 2003. The percentage of Core classes in the evenings that were cancelled went from 18.2% in Spring of 2002 to 18.6% in Spring of 2003. The total number of Evening Core classes went from 214 in Spring 2002 to 226 in Spring 2003.

The decrease in Fall 2001 to Fall 2002 in Core classes scheduled on the weekend was above 3%. The decrease went from 37.5% in Fall 2001 to 32.3% in Fall 2002. There were 64 Core weekend classes scheduled in Fall 2001 and 62 Core weekend classes scheduled in Fall 2002.

When Spring 2002 was compared to Spring 2003 there was over 3% decrease in the number of cancelled Core classes. Spring 2002 had a 24.1% cancellation rate with a total of 54 Core classes scheduled. Spring 2003 had 20.8% cancellation rate with a total of 48 Core classes being scheduled.

3) As there was no semester in the above four semesters during which there more than 18.6% (Fall 2001) of Core classes cancelled the 75% classroom utilization rate was achieved.

Implication for Next Year:

Staffing as well as effective scheduling is the key to getting more Evening and weekend Core classes taught throughout the College's service district. Staffing is the province of the Deans. The Office of Instruction will continue to work with the Chairs and Deans on creating more student centered and catalog driven course schedules.

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Performance Indicator:

2C Feasibility study for beginning charter School for Technology

Performance Standard:

Feasibility study conducted.

Actual Outcome:

Recommendation on high school on Pecan/STCC Campus submitted to Dr. Reed for consideration.

Implication for Next Year:

Continue to monitor.

Performance Indicator:

2D Scheduling at Downtown Center

Performance Standard:

80% of the students enrolled at the Downtown Center indicate they are satisfied with their schedule at this site.

Actual Outcome:**Implication for Next Year:**

Performance Indicator:

2E Counseling/Advising Services at Downtown Center.

Performance Standard:

80% of students enrolled at the Downtown Center will indicate they are satisfied with the Counseling/Advising Services at this site.

Actual Outcome:**Implication for Next Year:**

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Performance Indicator:

2F Student Information Center at Downtown Center

Performance Standard:

80% of students enrolled at the Downtown Center will indicate they are satisfied with the Student Information Center at his site.

Actual Outcome:

Implication for Next Year:

Intended Outcome:

3 Community Service

Performance Indicator:

3A Communication with Faculty

Performance Standard:

1) Faculty evaluations will be received by faculty 2 weeks after the beginning of the Fall 2002 and Spring 2003 semesters.

Actual Outcome:

Fall 2002 faculty evaluations were distributed back to the divisions on a week earlier.

Implication for Next Year:

Will continue meeting deadlines.

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Performance Indicator:

3B Communication with Faculty

Performance Standard:

At least 75% of the respondents will indicate that the 2002-2003 Handbook met their needs.

Actual Outcome:

In the past, a survey asking if the Faculty Handbook met the faculty's needs was distributed along with the hard copies of the Handbook. For 2002-03, hard copies of the Faculty Handbook were no longer distributed, but faculty received directions on how to access the Handbook on line. Because the faculty did not have a chance to review the Handbook when they receive the notification, we were no longer able to distribute the survey with the notification.

Implication for Next Year:

If we continue to measure this outcome, a new method of distributing the survey will need to be devised.

Performance Indicator:

3C Improved Professional Development for Faculty/Staff

Performance Standard:

1) 85% of employees will rate the Professional Development activities as helpful as measured by the activity evaluation at the August, October 2002 and January, February 2003 Professional Development Days.

Actual Outcome:

97% of those who responded to the survey agreed that Professional Development was very helpful to helpful .

Implication for Next Year:

Maintain 85% of employee satisfaction for Professional Development.

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Performance Indicator:

3D Improved Professional Development for Faculty/Staff.

Performance Standard:

2) Offer 8 specialized training sessions with outside presenter and 16 with inside presenter.

Actual Outcome:

Offered 8 specialized training sessions with outside presenters and more than 16 specialized training sessions with inside presenters.

Implication for Next Year:

Will offer 8 specialized training sessions with an outside presenter and at least 16 specialized training sessions with inside trainers.

Performance Indicator:

3E Student Mentoring

Performance Standard:

Offer two mentoring workshops for full-time faculty and staff during the 2002-2003 year.

Actual Outcome:

Implication for Next Year:

Performance Indicator:

3F Improved Adjunct Faculty Services

Performance Standard:

95% of adjunct faculty respondents indicate they are satisfied with the support they receive from the Office of Instruction during the 2002-2003 year.

Actual Outcome:

95% of adjunct faculty that responded to the survey found the overall adjunct faculty orientation as very helpful to helpful.

Implication for Next Year:

95% of adjunct faculty that will respond to the survey will find the overall adjunct faculty orientation as very helpful to helpful.

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Performance Indicator:

3G New Faculty Oriented to College District.

Performance Standard:

New faculty will respond with 80% or higher satisfaction rate in terms of tour of district and full day orientation.

Actual Outcome:

81% of adjunct faculty who responded to the survey found the overall new faculty orientation and service area tour as very helpful to helpful.

Implication for Next Year:

Maintain 80% satisfaction rate in terms of tour of district and full day orientation.

Intended Outcome:

5 Compliance

Performance Indicator:

5A Quality Curriculum

Performance Standard:

1) Maintain 100% approval rate for revisions submitted to Texas Higher Education Coordinating Board (THECB).

Actual Outcome:

Revisions to 14 programs were submitted to the Texas Higher Education Coordinating Board during the 2002-2003 academic year. 100% of those revisions were approved as submitted.

Implication for Next Year:

The 100% approval rating of revisions will be maintained by the Office of Instruction. For the 2003-2004 academic year. This office will continue to offer personalized technical support to the instructional departments as they consider revisions to their programs.

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Performance Indicator:**5B Program Review****Performance Standard:**

Take fourteen programs from the five Divisions through the Program Review Process.

Actual Outcome:

10 Programs from the 4 Instructional Divisions were taken through the Program Review Process during the 2002-2003 academic year.

Implication for Next Year:

Due to the workload of the Curriculum and Program Review Committee and the number of experienced reviewers available, 10 programs per year has been determined to be a more feasible number. A program Review calendar has been created for the next three years that slates 10 program per year for development. This calendar will be voted on at the September meeting of the Curriculum and Program Review Committee.

Performance Indicator:**5C Quality Curriculum****Performance Standard:**

Have the Core Course Master Syllabi reflect the intellectual competencies and perspectives according to the Core Evaluation Committee's recommendations.

Actual Outcome:

All master syllabi for Core Curriculum courses were to be revised to include outcomes reinforcing the Intellectual Competencies and Perspectives. Although the revised Master Syllabi were due to the Office of Instruction by July 1, to date the Office of Instruction has received 42 of 73 or only 56% of the syllabi for courses in the Core.

Implication for Next Year:

We will follow up until we have received Master Syllabi for all courses in the Core Curriculum. Dr. John York will be reviewing the revised master syllabi to make certain that the Intellectual Competencies and Perspectives are reinforced throughout all master syllabi for Core courses.
