

**South Texas College
2005-2008 2nd Mid-Cycle
IE Report and Update of IE Plan for Year 3
Instructional Services**

Guiding Principle **1. South Texas College will be a premier learning-centered higher education institution where student and community success are paramount.**

Strategic Outcome *1.1 Build a learning organization by cultivating a culture of evidence that demonstrates mission-focused, data-driven decision making*

Performance Indicator 1.1.1:	The Achieving the Dream assessment measures will be accomplished by successful implementation of the strategy initiatives as specified in the grant application.	Comments: Instructional Services has representation on the ATD task forces.
Action Plan: 1	Will ensure instructional representation on the various AtD Task Forces.	Status: y
Action Plan: 2	Will work with the instructional team on implementation of the recommendations.	Status: y
Performance Indicator 1.1.2:	Student placement into appropriate levels of Developmental Studies will be improved by re-evaluating the placement assessment process, instruments, and test taking preparation and implementing any recommended corrective action.	Comments: Task forces have established to review the placement assessment process and will be recommendations.
Action Plan: 1	Will ensure Instructional leadership on AtD Task Force for Assessment.	Status: y
Action Plan: 2	Will review recommendations from Task Force and provide leadership, along with Dean for Developmental Studies, for implementation of recommendations.	Status: y
Performance Indicator 1.1.7:	The decision-making process at every level of Instructional Services will be data-driven.	Comments: Instructional Services uses existing data to make decisions and utilizes the services of OIRE to access additional data.
Action Plan: 1	Will provide leadership to the Instructional Team so that a strong partnership can be established with OIRE for access to data needed for decision making.	Status: y
Action Plan: 2	Will monitor and evaluate recommendations and correlate with data available.	Status: y

Strategic Outcome *1.2 Promote college-readiness for all students*

Performance Indicator 1.2.10:	The percent of local HS graduates in selected high schools who have met the TSI College-Readiness Standard upon graduation will be increased by piloting, evaluating, modifying and expanding a program for students to complete developmental course work while still enrolled in high school.		Comments: We are continuing to evaluate this. The summer bridge program was successful and a much better approach to this area.
Action Plan: 1	Will work with the Assistant to the Vice President, the Director of High School Programs and Services, and the Dean for Developmental Studies to develop a plan that targets developmental course offerings to high school students.	Status: ip	We will continue to evaluate this option. The summer bridge program was successful and a much better approach to this area.
Action Plan: 2	Will evaluate progress and modify as necessary.	Status: y	
Action Plan: 3	No new developmental programs for high schools will be started.		Resources: This pilot program was not feasible due to current THECB rules which prohibit dual credit, and the increase by TEA of graduation requirements.
Performance Indicator 1.2.4:	The amount of time from placement into developmental studies to completion of the TSI College-Readiness Standard will be decreased by implementing the recommendations from a cross-functional taskforce assigned to this issue.		Comments: New task forces have been established to study initiatives to reduce the time from developmental to college readiness.
Action Plan: 1	Will ensure Instructional Team representation on the AtD Task Force related to Placement.	Status: y	
Action Plan: 2	Will assess recommendations.	Status: y	
Action Plan: 3	Will provide leadership for implementation.	Status: y	
Action Plan: 4	Will evaluate progress.	Status: y	
Performance Indicator 1.2.5:	Successful course completion will be improved by 10% over the previous year by continuous improvement and implementation of the Developmental Plan and other innovative initiatives.		Comments: Data will be compiled for the final report to assess the level improvement.
Action Plan: 1	Will work with Dean for Developmental Studies to assess results from implementation of the Developmental Plan.	Status: y	
Action Plan: 2	Will establish recommendations for improvement.	Status: y	
Performance Indicator 1.2.6:	Targets for student learning outcomes in developmental studies, minimum 2.0 GPA, 10% increase in course completion rates, and no reduction in performance due to taking two developmental courses rather than one will be met by regularly reviewing data related to the impact of Developmental Studies policies, and revising the policies to support student success.		Comments: Data will be compiled for the final report to assess the level improvement.
Action	Will work with Dean for Developmental Studies to develop a plan that addresses targets for student learning outcomes in developmental studies		

Plan: 1	addressing an increase in GPA with no reduction in performance due to being enrolled in two developmental courses	Status: y	
Action Plan: 2	Will review plan.	Status: y	
Action Plan: 3	Will provide leadership for implementation.	Status: y	
Action Plan: 4	Will assess results.	Status: y	
Performance Indicator 1.2.7:	The difference in student learning outcomes, grade distribution, successful course completion, retention and cumulative G.P.A. of students taking developmental courses and students not taking developmental courses will be eliminated by continuous improvement and implementation of the Developmental Plan and other innovative initiatives.		Comments: Data will be compiled for the final report to assess the level improvement.
Action Plan: 1	Will work with the Dean for Developmental Studies to implement college readiness initiatives as developed by the Task Forces from Achieving the Dream.	Status: y	
Performance Indicator 1.2.8:	Differences in student learning outcomes, grade distribution, successful course completion, retention, and cumulative G.P.A. of distance learning and traditional students will be reduced by identifying and removing barriers to distance learning success.		Comments: Grade Distribution comparisons of DE classes from 2000-2004 and 2000-2006 indicate an improvement of 7% in average Pass rate (A,B,C). Withdrawal rates also improved by 7% during the same period. Retention of students who take ONLY DE classes has improved steadily since 2001. Retention from Fall to Spring semesters is over 30%; retention from Spring to Fall semesters is over 50%. Retention has also improved for students who take BOTH DE and On-Campus classes. Fall to Spring Retention of these students is 77%; Spring to Fall retention of these students is 55%. We do not have data regarding student learning outcomes comparisons of DE students compared to On-Campus students. GPA comparison data is forthcoming.
Action Plan: 1	Will work with the Assistant to the Vice President for Instructional Services and the Director for Distance Learning to develop a plan that assesses	Status: y	The department created an orientation CD that was distributed to all V-section students to provide departmental and Student Services information. A Retention Specialist was hired to intervene with students

performance indicators.

experiencing difficulties and provide assistance as necessary. The Online Student Center was created to provide online students access to student services.

Action Plan: 2

Will evaluate plan and integrate recommended strategies into the Distance Learning Plan.

Status: y

The DE department submitted the Dist. Ed. report to the THECB, and it was approved. Most strategies from the 5 yr. plan have been accomplished.

Action Plan: 3

Results will be monitored on a yearly basis with modifications as needed for improvement.

Status: ip

We have not received results of student evaluations, and OIRE determined that we should no longer persue the F/W phone survey, so we have not completely reviewed data that affects indicators of student success. However, we have looked at grade distribution reports; grade distribution comparisons are very favorable.

Strategic Outcome

1.3 Promote shared responsibility among faculty, staff, and students to set and achieve high expectations

Performance Indicator 1.3.1:

Academic and technical program quality will be measured and improved by implementing recommendations from a faculty-led taskforce designed to promote academic rigor through the research and development of course-based student learning quality measures (i.e. course-based rubrics).

Comments: Program Learning Outcomes have been established for all programs. Results are collected and analyzed on a yearly basis.

Action Plan: 1

Will work with the College-wide Curriculum Committee on establishing a Task Force that will promote academic rigor through research and the development of course-based student learning quality measures. The change will include the development and implementation of assessment measures for student learning outcomes for each program.

Status: na

Program Student learning outcomes have been established for every program.

Action Plan: 2

Data will be collected every semester in order to identify areas for improvement and make recommended changes based upon the data in order to increase number of students successfully achieving the outcomes.

Status: ip

While program student learning outcomes have been established, data has not been submitted from every program. The Institutional Effectiveness Specialist has been sending reports of those programs who have not submitted learning outcomes data to the deans in an effort to collect the data. The College is in the process of hiring a Director for Learning Outcomes Assessment to oversee this area and provide additional support to faculty.

Action Plan: 3	Data from Spring 2005 and Fall 2005 will be analyzed and plans for improvements implemented in Spring 2006 and Fall 2007.	Status: ip	Data is still being collected from some departments. The data that has been collected has been posted on the OIRE website.
Action Plan: 4	The OVPIS will insure that the Exemplary Educational Objectives/student learning outcomes (EEO's) for the general education Core Curriculum are measured every semester.	Status: y	The Curriculum and Accreditation Officer collects the data from the EEO evaluation measures every semester. The data through the Fall 2006 semester has been collected. Requests for the Spring 2007 data will be made during the Fall 2007 semester.
Action Plan: 5	The Task Force from the Curriculum and Program Review Committee tasked with Core Curriculum evaluation, with the assistance of the OVPIS, will recommend areas for improvement based upon results collected and analyzed.	Status: y	Recommendations for improvement are made based upon the analysis of data collected. However, these recommendations are made by the department chairs rather than the Task Force, based upon the recommendation of the Taskforce. The Taskforce did develop a standardized form for reporting of results and change/improvement recommendations.
Action Plan: 6	Data from Spring 2005, Summer 2005 and Fall 2005 will be analyzed and plans for improvements implemented in Spring 2006 and Fall 2007.	Status: y	The Curriculum and Accreditation Officer collects the data from the EEO evaluation measures every semester. Data from Spring 2005, Fall 2005, Spring 2006 and Fall 2006 was collected. Requests for the Spring 2007 data will be made during the Fall 2007 semester. Recommendations for improvement are made based upon the analysis of data collected.
Action Plan: 7	Faculty delivering instruction for the BAT courses will recommend course-based student learning quality measures.	Status: y	The BAT program has course/program learning outcomes established and measures the results of these outcomes. This data has been posted on the OIRE website. SACS accepted the follow-up report in which the full data related to learning outcomes was collected and analysed with not additional follow-up required.
Performance Indicator 1.3.3:	Student Fall to Fall retention (excluding concurrent enrollment) will improve by 2% per year and the successful course completion rate by 5% through the implementation of recommendations from an instructional taskforce assigned to		Comments: Retention has been increasing at 2% per year. Data will be compiled for the final report to assess the level

	study the issue.		improvement.
Action Plan: 1	Will appoint a committee to develop and present a plan to Instructional Council that has a charge of improving the fall to fall retention and course completion.	Status: n	To date this has not been completed. Most of the established task forces will impact retention with their efforts.
Action Plan: 2	Along with Instructional Council, will review recommendations from Task Force.	Status: n	See above
Action Plan: 3	Will facilitate implementation of recommendations for the following year.	Status: n	See above
Action Plan: 4	Will continue to monitor all initiatives planned by the Deans.	Status: y	
Performance Indicator 1.3.6:	The College will continue its commitment to academic integrity and scholarship through the ongoing implementation of a comprehensive model of shared learning and accountability.		Comments: Recommendations from the Shared Accountability Task Force will be studied for implementation. Many have already been implemented.
Action Plan: 1	Will work with the Chair of the AtD Shared Accountability Task Force to finalize the recommendations that address a comprehensive model of shared learning and accountability.	Status: na	
Action Plan: 2	Will facilitate implementation of recommendations from ATD taskforce that impact instruction.	Status: ip	While many of the recommendations have been implemented, we will continue to implement the remainder.
Action Plan: 3	Will review impact of the implementation and formulate adjustments to plan as needed.	Status: y	
<i>Strategic Outcome</i>	<i>1.4 Develop quality programs designed to meet regional workforce and economic development priorities</i>		
Performance Indicator 1.4.1:	Enrollment in distance learning courses will increase by 10% each year while increasing student success measures by implementing the Distance Education Plan and other innovative initiatives.		Comments: Enrollment has increased over 10% every year.
Action Plan: 1	Will work with Assistant to the Vice President and Director of Distance Learning to integrate into the Distance Learning Plan benchmarks that include enrollment and student success increases.	Status: y	DE enrollment continues to grow; enrollment has approached targets.
Performance Indicator 1.4.4:	To help meet community workforce needs, feasibility studies will be conducted for development of four additional Bachelor level degree programs.		Comments: A second bachelor has been developed in Computer and Information Technologies. A 3rd is under development for Child and Family Development.
	Will work with Associate Dean for Bachelor		

Action Plan: 1 Programs and University Relations to finalize the Program Proposals for the additional four Bachelor level programs. Status: y

Performance Indicator 1.4.7: To build a national model of excellence, through an accreditation, credential, or award model, two degree or certificate programs will be prepared on an annual basis through collaboration by the Instructional Team in partnership with the Office of Accountability and OIRE.

Comments: This is ongoing. For example, Many of the programs were nominated for national awards among them. The Precision Manufacturing Program received the National Institute for Metal Working Skills, Inc. accreditation. Several program were recognized by the THECB as exemplary.

Action Plan: 1 Will work with the Assistant to the Vice President and the Division Deans to develop a 5 year plan focused at building academic/workforce national models of excellence. Two degree or certificate programs will be prepared on an annual basis through collabo Status: y

The Business Administration receive accreditation from ACBSP (Association of Collegiate Business Schools and Programs). The Precision Manufacturing Program also received NIMS accreditation during the 2006-2007 academic year.

Action Plan: 2 Will assist with prioritization and leadership over the implementation of the plan. Status: y

Strategic Outcome

1.5 Exceed community and SACS expectations of a Level II baccalaureate degree granting institution

Performance Indicator 1.5.1: Bachelor of Applied Technology will admit at least 40 new students through effective recruitment strategies.

Comments: The BAT has exceeded the goal of 40 new students.

Action Plan: 1 Will work with the Associate Dean for Bachelor Programs and University Relations to implement the recruitment plan as included in the documentation to the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools. Status: y

Performance Indicator 1.5.2: The SACS on-site visit for April 2006 will result in continued accreditation at Level II status with minimal recommendations by collaborative preparation throughout the college.

Comments: The SACS Site Visit occurred in April of 2006. The college was highly commended for its efforts in preparation and planning for the visit and the quality of the information submitted prior to the visit. STC received only one recommendation requiring a follow-up report. The follow-up report was submitted, reviewed by SACS, and accepted during

			the December 2006 SACS meeting with no additional follow-up required.
Action Plan: 1	Will continue to represent South Texas College as the Chief Academic Officer during the level change with the Southern Association of Colleges and Schools.	Status: y	
Action Plan: 2	Will work with the Associate Dean for Bachelor Degree Programs and University Relations and the Instructional Projects Manager to provide the necessary planning, college-wide for the visit by the SACS visiting team.	Status: na	
Performance Indicator 1.5.3:	The College will develop a Quality Enhancement Plan that benefits the College Community, addresses the mission, and is accepted by the Southern Association of Colleges and Schools.		Comments: A QEP Planning Team was established and has been meeting regularly since April of 2008. A process by which the QEP topic will be identified has been developed in order to have the topic identified by the May 2008 deadline.
Action Plan: 1	The QEP Planning team will identify the QEP topic by May 2008.	Status: ip	A QEP Planning Team was established and has been meeting regularly since April of 2008. A process by which the QEP topic will be identified has been developed in order to have the topic identified by the May 2008 deadline.

Guiding Principle

2. South Texas College will serve as the cornerstone for the economic vitality of South Texas.

Strategic Outcome *2.1 Develop quality workforce education, innovations, and economic development, designed to exceed local industry standards and expectations.*

Performance Indicator 2.1.1:	Five new degree, certificate, or marketable skill programs will be developed each year.		Comments: For Fall 2007 implementation, 4 new program options were developed: AA Field of Study in Mexican-American Studies; AA Social Sciences concentration in Anthropology; a certification in Medical Information/Transcription Specialist; and the BAT in Computer and Information Technologies. Approval of the BAT-CIT program is still pending from the THECB. The Proposed program document
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			was revised in July of 2007
			For Fall 2007 implementation, 4 new program options were developed: AA Field of Study in Mexican-American Studies; AA Social Sciences concentration in Anthropology; a certification in Medical Information/Transcription Specialist; and the BAT in Computer and Information Technologies. Approval of the BAT-CIT program is still pending from the THECB. The Proposed program document was revised in July of 2007
Action Plan: 1	Will work with the Assistant Vice President to continue to update the Proposed Program Document and will provide periodic updates to the (PDC) Planning and Development Council.	Status: y	
Action Plan: 2	Will ensure the Proposed Program Document is based on information from the Texas State Leadership Consortium for Curriculum Development, the National Council for Workforce Education, or well documented and data driven information from the region.	Status: y	
Performance Indicator 2.1.2:	Degree and Certificate granting programs will work collaboratively with Student Services and Institutional Research and Effectiveness to establish enrollment, retention, and graduation targets.		Comments: All targets have been established and are being tracked on a regular schedule.
Action Plan: 1	Will work with the Director of the Office of Institutional Research and Effectiveness, the Vice President for Student Services and Development, and the Academic Deans to establish targets for enrollment, retention, and graduation.	Status: y	
Action Plan: 2	Will appoint an academic dean to chair the task force.	Status: y	
Action Plan: 3	Will present targets to PDC for feedback and modifications.	Status: y	
Performance Indicator 2.1.5:	To allow students to complete programs without having to travel to the Pecan Campus, the Instructional Team in partnership with the Campus/Site Coordinators will expand access to complete degree or certificate programs throughout the service area.		Comments: Three Online Programs have been approved by SACS for delivery: Business Administration, Criminal Justice, and Social Services. We anticipate 2 additional programs will be offered online in Fall 2008: Pharmacy Tech and Education, both of which are on the list of programs necessary for Closing the Gaps.
Action Plan: 1	Will appoint a task force that includes the Campus/Center Coordinators to develop a 5 year plan that will include the establishing of full programs at campuses outside of the Pecan Campus.	Status: n	Instructional leaders from each division are working with the coordinators to develop full-programs at the campuses outside of Pecan.

Action Plan: 2	Will ask the Task Force to review schedules and ensure that sufficient numbers of sections are offered at the sites to allow students to have complete schedules.	Status: n	No formal task force has been established. See above.
Action Plan: 3	Track the number complete degrees or certificates that are offered throughout the service area to ensure that the number increases each year.	Status: y	
Action Plan: 4	Will support Director of Distance Education to provide degree through Distance Education and facilities	Status: y	Three Online Programs have been approved by SACS for delivery: Business Administration, Criminal Justice, and Social Services. We anticipate 2 additional programs will be offered online in Fall 2008: Pharmacy Tech and Education, both of which are on the list of programs necessary for Closing the Gaps.

Guiding Principle **3. South Texas College will foster an environment for the students and community to achieve a better quality of life.**

Strategic Outcome *3.1 Develop and promote seamless systems and processes from prospective student through successful exit to motivate and assist in timely graduation, transfer or employment*

Performance Indicator 3.1.1:	Student enrollment will meet or exceed the established growth targets for each Fall, Spring, and Summer through collaborative recruitment efforts throughout the College.		Comments: Most of the targets have been met or exceeded the target.
Action Plan: 1	Will co-chair an Enrollment Task Force with the Chief Student Services Officer. The Task Force will include representation from all areas of the College. The Task Force will use the established Enrollment Targets, review progress, and recommend strategies	Status: y	
Performance Indicator 3.1.3:	To facilitate transfer to UTPA the academic performance of STC students in subsequent courses at UTPA in Math, Science, and Social Sciences will be improved through instructional collaboration and curriculum alignment.		Comments: Articulation agreements have been signed with UTPA, TAMU-Kingsville, UT-Brownsville among many others.
Action Plan: 1	Will facilitate joint meetings between the STC Instructional Leadership and UTPA Instructional Leadership on a semester basis.	Status: y	
Action Plan: 2	In addition, will work with the Associate Dean for Bachelor Degree Programs and University Relations to, along with the Dean for Business/Math/Science and Technology and the Dean for Liberal Arts/Social Sciences, develop a plan that outlines the strategies	Status: y	
Action			

Plan: 3 Will review plan and recommend modifications. Status: y

Strategic Outcome

3.3 Strengthen the personalized, student-centered environment

Performance Indicator 3.3.2:	Greater access to the College will be made available to Hidalgo and Starr County students who are in the top 10% of their class, are college ready, and eligible for financial aid by recruiting and funding 60 Valley Scholars each year.		Comments: This performance indicator has been completed this year.
Action Plan: 1	Will work with the Assistant to the Vice President for Instructional Services and the Valley Scholars Coordinator to maintain a plan that addresses recruitment, retention, and funding streams for the Program.	Status: y	The Valley Scholars Program has accepted 41 Class Eleven Valley Scholars. Academic Excellence presentations were conducted at 28 of our service area high schools. Our Academic Excellence Advisor used the case management model to improve retention rates for the program. We also continued to hold student meetings and workshops. The funding streams have continued through grants, scholarships, private donations and our annual event, A Night with the Stars.
Action Plan: 2	Will monitor and support the initiatives.	Status: y	The Academic Excellence Staff monitors and supports the Valley Scholar initiatives.
Performance Indicator 3.3.4:	Academic excellence will be promoted through increased enrollment in the Honors Program and course offerings from academic year to academic year.		Comments: This is on-going initiative.
Action Plan: 1	Will work with the Assistant to the Vice President for Instructional Services to ensure that the STC Honors Plan is maintained and implemented.	Status: IP	Honors Program Chair is continuing to work with Department Chairs to implement block schedules at the off-site campuses. Currently, there are 14 sections this semester with 73 students enrolled.
Action Plan: 2	Recommendations will be made to continue to promote Academic Excellence throughout the college area.	Status: y	Honors Program has continued to work with partnering departments and staff to ensure Honors Program enrollment. There were 11 Honors Program graduates with 2 from the BAT Program.

Guiding Principle

4. South Texas College will nurture a culture where collaboration is valued and achievement is recognized.

*Strategic
Outcome*

4.1 Pursue improved learning and performance through teamwork and collaboration

Performance Indicator 4.1.1:	Partnership with selected local school districts will be developed by conducting a feasibility study for STC to begin an Academy for Technology.		Comments: This is an on-going project.
Action Plan: 1	Will work with the Assistant to the Vice President and the Director for High School Programs and Services to maintain the Academy Plan up to date.	Status: IP	The initial grant was not approved, but others are being pursued.
Action Plan: 2	Will evaluate the Dual Enrollment Medical and Science Academy (DEMSA) to recommend improvements and strategies.	Status: Y	
Action Plan: 3	Evaluation will continue with the performance of the graduates as they move on to a four-year institution.	Resources: The Coordinator of the Academy program will track the first students to graduate this May.	
Performance Indicator 4.1.4:	Performance on selected measures of college readiness and academic performance will be reported to the graduating high school for new first time in college students attending South Texas College.		Comments: This is on-going and mostly conducted by Dr. Reed, Jose Cruz and Wally Johnson.
Action Plan: 1	Will work with the College President and the Vice President for Information Services and Planning to deliver a Summit for the counties of Hidalgo and Starr.	Status: Y	
Action Plan: 2	Will ensure the appropriate leadership and participation of the Assistant to the Vice President and the Director of High School Programs and Services during the Summit and through follow up meetings.	Status: Y	
Action Plan: 3	Following the Summit, will work with the Instructional Leadership to develop a follow up plan to address the specific details and priorities.	Status: Y	
Action Plan: 4	This is being completed by Jose Cruz and Wally Johnson and should be changed to them.	Resources:	
Performance Indicator 4.1.5:	To aid in collaborative efforts with local school districts to improve student learning outcomes, a performance report will be developed and distributed to each school district on the following institutional performance indicators: TSI College-Readiness, enrollment in developmental courses, successful completion of courses, transfer to four year institutions and job placement upon graduation.		Comments: Same as 4.1.4
Action Plan: 1	Will work with OIRE to compile data relevant to "college readiness" that will be shared with school district contacts, counselors, principals and superintendents through the annual STC counselor meeting, private or board presentations with superintendents	Status: N	This item falls under Wally Johnson and not part of dual enrollment as mentioned on the 1st Mid-Cycle column.

Performance Indicator 4.1.6:	Strategic initiatives will be developed in collaboration with local high schools to improve the college readiness of high school graduates.	Status: y	Comments: On-going initiative, but again, this is part of 4.1.4/4.1.5, and is being emphasized through the K-16 and "Submit" conferences on college-readiness.
Action Plan: 1	Student training sessions on testing strategies, high school teachers staff development and curriculum alignment need to be established on a regular basis starting fall 2006.	Status: y	
Action Plan: 2	These need to be at the high schools and as in-service opportunities at our STC sites through a network of teacher sharing and utilization.	Status: y	
Action Plan: 3	As with the previous one, these should be attributed to Jose Cruz and Wally Johnson for any changes or additions.	Resources:	
Performance Indicator 4.1.7:	Students, faculty and staff will be empowered in and beyond the classroom or computer lab to gather information, collaborate, and communicate through the use of classroom technologies, wireless access throughout the College, and Distance Education.		Comments: Increased access to Core and program specific courses has resulted in over 10% growth in Distance Ed. enrollment every semester. The Online Student Center provides and avenue for students to have access to College offices.
Action Plan: 1	Will work with the Assistant to the Vice President and the Director of Distance Learning ensure an up-to-date plan on Distance Learning and College Wide Instructional Technology is in place.	Status: ip	Faculty training continues, and the 5 year plan for district wide distance ed. initiatives is in place. Most initiatives have been completed. Instructional Technology planning, however, is not part of the DE department's purview.
Action Plan: 2	Will provide support, evaluate results, and provide recommendations as necessary.	Status: ip	The Distance Education department provides support to faculty, staff, and students.
Performance Indicator 4.1.8:	A partnership spearheaded by Public School Relations, and in coordination with the Academic Deans, the Chief Student Services Officer, and with local communities and school districts will be created to develop two Academies: DEMSA focused on Nursing/Allied Health Professionals, primarily located in the Starr County area, and an Engineering Academy located primarily at the Pecan and Mid-Valley Campuses.		Comments: This is an on-going and very successful program. Plans are in place to open a DEMSA at the Pecan and Mid-Valley Campus by fall '08.
Action Plan: 1	Will work with the Assistant to the Vice President and the Director for High School Programs and Services to maintain the Academy Plan up to date.	Status: Y	
Action Plan: 2	Will evaluate the Dual Enrollment Medical and Science Academy (DEMSA) to recommend improvements and strategies.	Status: Y	

Action Plan: 3	Will provide support for the creation of the Engineering Academies.	Status: IP	This is and should be a continuous activity that helps the over all success of the Academy Progeram.
Action Plan: 4	The Director of High School Programs and Services, working with the Coordinator of the Dual Enrollment Academy program and the VP for Instruction, will look at establishing a DEMSA academy at Pecan and/or Mid-Valley campus by fall 2008. In addition, STC will continue to support Early College Initiatives by other school districts.	Resources:	The Coordinator of the program will survey high schools and students before proceeding. Wally Johnson and the Dir. of HS Programs/Services will assist Progreso ISD in establishing an Associate degree schedule.
Performance Indicator 4.1.9:	Student learning opportunities will be increased by establishing Learning Communities throughout the college district through a partnership between the Instructional Team and the Staff of the Chief Student Services Officer.		Comments: The original plan has been revisited and modified but we still are promoting Learning Communities and Linked Courses.
Action Plan: 1	Will work with the Assistant to the Vice President and the Coordinator of Learning Communities to maintain the strategic plan for Learning Communities at the College.	Status: ip	There is a plan in place to promote Learning Communities and offer linked courses.
Action Plan: 2	Will provide support and make recommendations as necessary.	Status: Y	Budget and resources have been available for Learning Communities.
Action Plan: 3	Will promote the plan with the College Planning and Development Council.	Status: ip	Team made a presentation to the Instructional Council.

Strategic Outcome

4.2 Value one another

Performance Indicator 4.2.1:	The Instructional Services Division will value one another by demonstrating appreciation and promoting morale for faculty and staff on the basis of performance, contribution, and service.		Comments: See comments below.
Action Plan: 1	Will work with the Assistant to the Vice President and the Campus/Center Coordinators in holding semester meetings at the various campuses/centers with desired outcomes of being proactive and accessible.	Status: Y	The VP Staff Meetings take place at the various campuses. Faculty and staff from all campuses are invited to attend.
Action Plan: 2	The meetings will include the Instructional team and members from the host Campus/Center.	Status: Y	The Campus Coordinators invite and include members from the host campuses. Faculty from the host campus provide presentations and campus tour.
Action Plan: 3	Will continue to promote the Employee Recognition Ceremony and the Instructional Jaguar Awards.	Status: Y	The OVPIS is actively involved in the ERC and recognizes individuals who have demonstrated leadership throughout the year.
			The PIO has been working with

Action Plan: 4	Recognition of the Instructional team will continue on the Staying Connected publication.	Status: y	the Instructional Team to include articles related to initiatives from the faculty, staff, and administration.
Performance Indicator 4.2.2:	An increasing percentage of faculty and staff will attend the Employee Recognition Ceremonies and will report greater levels of satisfaction with the College due to receiving a recognition award celebrating their accomplishments.		Comments: Instructional Services encourages faculty and staff attendance at the ERC.
Action Plan: 1	Will serve on the Employee Recognition Task Force and will ensure appropriate Instructional representation on such.	Status: y	
Action Plan: 2	Will continue to work with the Instructional Leadership on the selection of the Instructional Jaguar Awards.	Status: y	
Performance Indicator 4.2.3:	STC faculty and staff will foster a harmonious work environment and organizational culture by demonstrating and encouraging mutual appreciative respect, collaboration and collegiality.		Comments: See comments below.
Action Plan: 1	Will work with the Assistant to the Vice President and the Campus/Center Coordinators in holding semester meetings at the various campuses/centers with desired outcomes of being proactive and accessible. The meetings will include the Instructional team	Status: y	The VP Staff Meetings take place at the various campuses. Faculty and staff from all campuses are invited to attend
Action Plan: 2	Will continue to promote the Employee Recognition Ceremony and the Instructional Jaguar Awards.	Status: y	Instructional Team supports and promotes the annual ERC event.
Action Plan: 3	Recognition of the Instructional team will continue on the Staying Connected publication.	Status: y	The Instructional Team continues to partner with PIO to promote initiatives related to instruction.
<i>Strategic Outcome</i>	<i>4.3 Encourage and provide up-to-date professional development and skill enablement for faculty and staff</i>		
Performance Indicator 4.3.1:	Faculty and staff priorities and needs for professional development will be met by developing and implementing a personal professional development plan with their supervisor and aligning College provided professional development with those plans.		Comments: Division Deans and Chairs facilitate this process. IS promotes professional development for its immediate staff.
Action Plan: 1	Will work with the Assistant to the Vice President and the Coordinator for Professional Development to assess priorities and needs for professional development, through the use of the Committees.	Status: y	
Action Plan: 2	Will implement college-wide professional development events each academic semester.	Status: y	CWPD Days were held February 9, 2007 and September 21, 2007. The themes were Building Bridges

Action Plan: 3	Will provide ongoing professional development workshops in response to faculty and staff priorities and needs for professional development.	Status: y	and The Journey to Quality Enhancement respectively.
			In addition to the topics listed on the previous report, the Office of Professional Development has created the South Texas Leadership Academies for Chairs and for Staff to address the leadership skills for each group. We have added the New Faculty Academy, the Adjunct Faculty Academy and the Ambassador's Cross - Training Academy, Customer Service Training and Grant Manager's Training.
Action Plan: 4	Will provide at least one college-wide faculty professional development each academic semester.	Status: y	The Office of Professional Development provided two Faculty Professional Development Days: January 12 and August 24, 2007. Topics addressed included: Banner Training, Evaluations Procedures, Academic Dishonesty, Student Clubs, Technology Training, Stress Management, DisAbility Services, Problem Based Learning, Grant Writing, Web Enhancing, Student Success Center, Learning Communities, Professional Development Overview, Active Learning, Social Security and Identity Theft, FERPA and Financial Aid Awareness, and Advising Training, Photoshop Training, Microsoft Office 2007, teambuilding, among many others.
Action Plan: 5	Will provide a minimum of one Leadership Academy and one Teachers for Learning Academy each academic year.	Status: y	The Office of Professional Development has hosted 4 South Texas Leadership Academies for Academic Year 2006-2007. The two-day academy in November was targeted for faculty and focused on topics like, emotional intelligence, critical thinking, working with millennial students, mind mapping, motivating students, etc. We also hosted a 2-day STLA in April for 35 faculty focusing on Problem Based Learning. We had a one day STLA for 200 Staff in June that offered sessions on communications skills,

			technology skills, leadership skills, problem solving, etc. We hosted a 2-day STLA for Chairs on the Island in July to discuss the Learning College Paradigm, leadership skills, mentoring, scheduling etc.
Action Plan: 6	4.3.1 ***Revised Performance Indicator*** Faculty and staff priorities and needs for Professional Development will be identified and met by conducting regular needs assessments and by aligning college-provided professional development activities with th	Resources: 4.3.1 ***New*** New Staff Position: Project Developer Additional Operating, Travel and Auxiliary Funds.	
Performance Indicator 4.3.5:	The Instructional Team in partnership with Professional Development and the Office of Human Resources will increase the percentage of faculty with terminal degrees and masters degrees by developing individual Professional Development Plans with faculty members.		Comments: Instructional Services supports the professional development activities of faculty and staff.
Action Plan: 1	Will work with the Assistant to the Vice President and the Coordinator for Professional Development, along with the Division Deans and Director of Human Resources to strategically identify faculty that can complete additional higher education degrees.	Status: y	Faculty are encouraged to include their educational goals on the performance evaluations.
Action Plan: 2	Will evaluate the current Professional Development Plan and will provide recommendations to address this initiative.	Status: y	The Office of Professional Development is reevaluating its Professional Development Plan and is in the process of increasing its commitment to helping faculty and staff to pursue higher education.
Performance Indicator 4.3.6:	The Professional Development Office will collaborate with the Texas Higher Education Coordinating Board and the Texas State Leadership Consortium for Professional Development to offer two Leadership Academies for program/department chairs, and one Teaching for Learning Academy each academic year.		Comments: See comments below
Action Plan: 1	Will work with the Assistant to the Vice President for Instructional Services, who serves on the Steering Committee for the Texas State Leadership Consortium for Professional Development, and the Coordinator for Professional Development to facilitate a mi	Status: y	The Office of Professional Development has hosted 4 South Texas Leadership Academies for Academic Year 2006-2007. The two-day academy in November was targeted for faculty and focused on topics like, emotional intelligence, critical thinking, working with millennial students, mind mapping, motivating students, etc. We also hosted a 2-day STLA in April for 35 faculty focusing on Problem Based Learning. We had a one day STLA for 200 Staff in June

that offered sessions on communications skills, technology skills, leadership skills, problem solving, etc. We hosted a 2-day STLA for Chairs on the Island in July to discuss the Learning College Paradigm, leadership skills, mentoring, scheduling etc.

Strategic Outcome

4.4 Continuously improve faculty and staff satisfaction with the work environment

Performance Indicator 4.4.2:	Employee work quality and employee-supervisor relationships will be nurtured by promoting continuous constructive feedback, both formal and informal.	Comments: The OVPIS maintains an open door policy regarding employee-supervisor relationships and encourages feedback, both and informal during scheduled meetings as well as during informal settings.
Action Plan: 1	Will continue to promote a model of shared governance through ongoing meetings with Instructional Council, Faculty Senate, and Council of Chairs.	Status: y
Action Plan: 2	Will ensure appropriate representation of the various segments of the College on Committees, Task Forces, and Teams.	Status: y
Action Plan: 3	Will collaborate with other Executive Officers in establishing additional communication lines between the instructional team and the other Vice President areas.	Status: y
Performance Indicator 4.4.3:	The Instructional Services Division will continue its commitment to provide a quality work environment for faculty and staff by encouraging and implementing collaboratively developed recommendations for continuous improvement.	Comments: Instructional Services holds regular meetings as listed below and participates in many other task forces of other divisions in an effort to maintain open lines of communications between all areas of the College.
Action Plan: 1	Will continue to promote a model of shared governance through ongoing meetings with Instructional Council, Faculty Senate, and Council of Chairs.	Status: y
Action Plan: 2	Will ensure appropriate representation of the various segments of the College on Committees, Task Forces, and Teams.	Status: y
Action Plan: 3	Will collaborate with other Executive Officers in establishing additional communication lines between the instructional team and the other Vice President areas.	Status: y

Performance Indicator 4.4.4:	Campus climate will be improved through using the findings from faculty/staff surveys to modify improvement planning for the next biennium.	Status: n	Comments: OVPIS reviews the results from the HERI faculty survey, which is administered once every 3 years. It is next scheduled in the AY 2008. No staff survey has been administered recently.
Action Plan: 1	Will work with the Vice President for Information Services and Planning, the Director of OIRE, and the Division Deans to receive the findings from the Campus Climate Surveys.	Status: n	Campus Climate has not been administered recently.
Action Plan: 2	Will work with the Instructional Team to implement strategies focused at improvement of the campus climate and culture.	Status: y	
Action Plan: 3	Will continue to work with the Division Deans, the Faculty Senate and the Council of Chairs to have faculty participate in the surveys and to be a part of the recommended strategies for improvement.	Status: y	Faculty are encourage to participate in the HERI faculty survey and the faculty portion of the CCSSE.