



*Institutional Effectiveness
Handbook*

Welcome

Welcome to the Institutional Effectiveness (IE) Handbook. As the name suggests, initiatives and duties of the Institutional Effectiveness and Research Office (IE&R) address issues related to college strategic planning, as well as assessment and other research and evaluation efforts.

This handbook will take users through the established processes at TSTC Harlingen that the college uses to effectively engage the entire college community in ongoing, integrated, and institution-wide research-based planning and evaluation processes that assess all college departments and services to promote continuing improvement and to demonstrate that TSTC Harlingen is effectively accomplishing its mission.

The IE&R staff, as well as TSTC Harlingen administrators, believes in the strength of collaboration and the value of teamwork as we support the advancement of college excellence and quality program and service enhancement.

This department facilitates college-wide initiatives that support faculty, staff and administration in ensuring an atmosphere of engagement for students who attend. Rather than serve one department or division, IE&R serves the entire college community. We believe that communication to facilitate positive change is an essential component of college excellence and the department works toward improving communication among members of the college community.

Thank you for using TSTC Harlingen's IE handbook. We encourage your feedback and suggestions regarding this handbook. Please feel free to contact our office at any time if you have questions or comments.

Institutional Effectiveness & Research Office

I. INTRODUCTION

TSTC Harlingen views institutional effectiveness (IE) as a tangible measure of the institution's performance and impact on the community which it serves. The measures used to determine effectiveness are varied based upon the number of individual activities and initiatives implemented throughout the college's academic and support units. By setting high expectations and standards for institutional performance, the college continually measures its performance against not only its expectations, but the extent to which the college's mission is being fulfilled.

Institutional effectiveness at TSTC Harlingen is not viewed as just the means by which to satisfy the expectations of federal, state, local and system regulations required of the institution. The TSTC Harlingen IE process is the embodiment of the college's commitment to the continuous quality improvement of all aspects associated with meeting its purpose and commitment to its constituents. The college implements activities and initiatives to improve educational programs and services that are responsive to students' needs to continue to improved educational quality, and the improvement of the overall organizational effectiveness and capabilities of the college. The commitment to integrated quality improvement is ongoing at TSTC Harlingen.

TSTC Harlingen has grown and matured significantly in its pursuit to fulfill its mission. Originally a small "trade school" when it was first established in 1969, today, TSTC Harlingen is a thriving college with an enrollment that serves over 6,200 college students annually and serves approximately 10,000 students through non-credit offerings. The college supports 33 technical programs and has grown from its four original buildings, 39 on 167.8 acres. The expansion of offerings, facilities and the number of students served occurred in response to the needs of students and the local community. However, the college approaches growth, improvement, and enhancement while maintaining a constant eye towards excellence.

TSTC Harlingen has embraced and promoted advancement and growth throughout its existence by applying a comprehensive strategic approach that provides a framework for determining the college's direction, priorities, and methods for adapting to change without ever sacrificing the quality of our programs, services, or activities. TSTC Harlingen supports a culture among its students and employees that excellence is expected, but that excellence can only succeed when there is continuous self-analysis and directed improvement of identified weaknesses.

TSTC Harlingen has been assigned a very specific purpose in higher education for the state. As part of the only state-supported technical education system in Texas, the role and purpose of the college is very clear to all who work to carry out this responsibility. Using the guiding principles in the *TSTC Purpose Statement* and *TSTC Harlingen's Expanded Statement of Purpose*, the college combines all assessment and evaluation information, compare this with its purpose, and determines the most appropriate priorities and activities for the college based on this evaluation, therefore promoting IE as part of routine operations.

II. WHAT IS IE?

Institutional Effectiveness is the term used to describe the process of quality improvement followed by TSTC Harlingen. "Quality Improvement, Total Quality Management, and Quality Assurance" are terms given to the processes many businesses undertake to produce increased

efficiency and employee and customer satisfaction. Though the outcomes in an educational setting differ from those in the business world, efficiency and achievement of stated outcomes and objectives remain the foundation for an organization's improvement.

At TSTC Harlingen, the office of Institutional Effectiveness and Research (IE&R) is charged with overseeing the functions of institutional effectiveness for the college. Staff leads college administrators, divisions, and units in the continual planning that is driven by real data and outcomes thus forming the foundation for informed decision-making. IE&R guides units to plan for the future based on research and data collected from various evaluations and assessments conducted across the college and among several groups of students or other college constituents.

The Institutional Research function of the IE&R department is a continuous process that incorporates a series of routine reports, evaluations and assessment results with internal data that tracks student achievement and provides evidence of trends. The actual use of research and data is to provide a basis for making informed decisions and developing plans aimed at improvement of operations and activities.

Philosophy and Rationale

In addition to all mandates from external agencies and organizations that hold public education accountable for accomplishment of its mission, at the heart of true institutional effectiveness is the question of whether and to what extent colleges are producing more competent students. In the case of TSTC Harlingen, it is the extent to which the college is producing more competent, better skilled workers to meet the needs of Texas business and industry. It is only through a structured framework of planning and evaluation that a college such as TSTC can remain relevant, participative, and responsive to changing internal and external factors.

The IE framework established at TSTC Harlingen is integrated and comprehensive, affecting all levels of the institution. It is not only the quest for quality that is a part of the institution's culture, but the need to be accountable to the taxpayers of the State of Texas, the students who learn at the college, the federal government whose monies enable close to 85% of TSTC students to attend college, and the employers for whom the college prepares students. Federal, state, and local agencies hold TSTC Harlingen to performance standards expected by their respective agencies or organizations. TSTC has integrated external performance measures with its own internally developed standards of excellence to measure its own unique expectations.

Therefore, TSTC Harlingen not only believes in the value of continuous improvement, but integrates external performance measures with its own, often more ambitious, expectations of quality. Demonstration of the achievement of its mission is only the minimum expectation held by TSTC Harlingen; the college remains in pursuit of excellence, and continually raises the bar on its own expectations.

The History of IE at TSTC Harlingen

The Office of IE&R was established in the early 1990's after considerable changes were made to requirements for continued reaffirmation by the Southern Association of Colleges and Schools' (SACS) Commission on Colleges (COC). The new *Criteria for Accreditation* raised the level of uniformity it expected of all institutions of higher education under its regional jurisdiction. With

institutional effectiveness becoming the central focus of the *Criteria*, TSTC Harlingen administration responded by establishing an office, staff, and providing the necessary resources to carry out all new reporting requirements of effective planning, supported by research and evidence, to set institutional priorities for planning and budgeting for continued reaffirmation.

Currently, the college is focusing on the continued development and refinement of learning outcomes assessment plans for all instructional and student affairs units and developing a series of electronic databases for faster and more efficient access to more information and data.

III. THE OFFICE OF INSTITUTIONAL EFFECTIVENESS AND RESEARCH:

The IE&R office is guided by the following mission specific to the operations of TSTC Harlingen:

Mission Statement for IE&R

The Office of Institutional Effectiveness and Research (IE&R) supports the mission of the college by providing coordination and technical expertise and by maintaining a broad-based comprehensive system of planning and assessment. The department supports students' success through the measurement and evaluation of the college's mission, goal and objectives, and through an effective and comprehensive assessment of students, programs, and services. The results of these planning and evaluation initiatives are used to improve quality of both educational programs and support services, in accordance with the college's legislated mandate. Institutional research supports institutional effectiveness by providing information necessary to complete the cycle of planning, evaluation, and improvement.

Responsibilities/Procedures of IE&R

1. The Director of IE&R reports directly to the President. He or she is a member of the President's Council and has administrative responsibility for all functions of institutional effectiveness and research.
2. The Director of Institutional Effectiveness and Research coordinates the implementation of institutional effectiveness and conducts institutional research for TSTC Harlingen. Coordination of data gathering, analysis, and reporting are coordinated through the IE&R office. Additionally, the IE&R office receives sufficient fiscal and physical resources and has access to all information necessary for the performance of its duties.
3. Three distinct IE committees of the IE&R office provide recommendations to the Director of IE&R respective to their charge. These recommendations may include positions resulting from institutional research and evaluation of programs, services, and activities; issues for inclusion in strategic planning; and, institutional performance based on established indicators of achievement.
4. The IE&R office compiles the various planning, evaluation, and improvement activities of institutional effectiveness into a series of reports including the *Institutional Effectiveness Plan* which includes the *Strategic*, *Operational* and *Unit Action Plans*

(UAPs), the *Institutional Effectiveness Report Card*, and reports and ensures use of the results of the various studies conducted, including the *Learning Outcome Assessment Plan and Report of Results*.

5. The IE&R office conducts institutional research and publishes reports to include: the on-line *Fact Book*, climate studies, cohort tracking, *Leaver Surveys*, Entering Student surveys, Graduate Exit surveys and other studies necessary to properly inform decision-makers, or as required by the college.

IV. OVERSIGHT OF IE PROCESSES

The Institutional Effectiveness Committees

Three distinct IE standing committees, representative of all college operations, work to oversee the activities and responsibilities of institutional effectiveness and ensure that the college's IE plan is followed, proper research and data is collected, and regular analysis of performance outcomes is performed. The three IE committees include:

1. Strategic Planning Committee—charged with oversight of monitoring all official college plans (*Strategic Plan, Master Plan, and all local Operational and Unit Action Plans*). The committee ensures that planning follows established cycles and recommends issues to be included in subsequent *Strategic and Operational Plans*;
2. Measures and Standards Committee—charged with monitoring of applicable performance indicators. The committee reviews outcomes from all Indicators of Success (IS) and all other federal and state mandates and performance measures to determine the extent to which the college is fulfilling its stated mission/purpose. Weaknesses and unmet performance measures are identified and recommendations are submitted to the President's Council. The President's Council acts upon the recommendations by developing improvement plans for all identified weaknesses and including them in appropriate college plans for implementation and allocation of resources.
3. Institutional Research Committee—charged with oversight of all institutional research and assessment activities. The committee guides, reviews, and approves all studies conducted by the IE&R office. The committee also reviews all reports of results from the data and studies compiled and identify weaknesses in operations, service, programs, or assessment outcomes and submit recommendations to the President's Council regarding areas of concern requiring attention.

Each IE committee is comprised of between eight and twelve members representing all divisions of the college. Members of both IE and other college standing committees serve a two-year term, with one-third of the membership rotating off the committee each year.

The Director of IE&R is a non-voting, ex-officio member of each of the IE committees. The Director presents and reports recommendations from each of the three IE committees to the President's Council for determination of how to address all submitted recommendations and concerns.

The Role of the IE committees

The Strategic Planning Committee monitors and evaluates adherence and effectiveness of all internal mechanisms established for the attainment of institutional effectiveness through planning. All major and minor plans created by TSTC Harlingen are tracked to ensure timely adherence to the plans, discuss weaknesses identified in the implementation process, and ensure inclusion of issues brought forth by the Institutional Research or Measures and Standards committees that require attention and inclusion in subsequent institutional plans. The primary plans monitored and evaluated by the Strategic Planning committee include:

- *TSTC Harlingen Master Plan*
- *TSTC Strategic Plan*
- *TSTC Harlingen Operational plans*
- *TSTC Harlingen Unit Action Plans (UAPs)*

The Measures and Standards committee oversees the overall measurement of institutional effectiveness, evaluates progress toward the attainment of goals, objectives, strategies, and develops and revises performance measures and standards, as well as data sources, for the *TSTC Indicators of Success (IS)* and the *IE Report Card*. When overall institutional performance is not as expected, the committee submits recommendations to the President's Council to alert them of concerns and communicates them with the Strategic Planning committee to ensure that unmet performance measures and standards are addressed in the subsequent cycle of strategic, operational and unit action planning to ensure that necessary resources and administrative support are made available so that improvement and achievement of each measure and standard is considered.

The Institutional Research Committee (IR) oversees all institutional research and evaluations for the institution. They ensure that relevant research and studies are in place to support IE operations and provide ample data and information for leaders to make informed decisions. The committee reviews data from all studies, including the results of program and service-specific functions. When data and information uncover weaknesses or areas of less than expected satisfaction from constituents, the committee submits recommendations to the President's Council alerting them of significant findings. The committee also communicates with the Strategic Planning and Measures and Standards committee of their findings for their consideration and inclusion into subsequent improvement plans or long-term monitoring of areas of concern by the Measures and Standards committee.

Often Ad hoc committees are established by the President or other administrator to study and make recommendations to the IE committees and/or the President's Council on issues of relevance to the planning, assessment and evaluation, budgeting, improvement efforts of the college.

College Standing Committees

College standing committees are charged with oversight of particular college operations, services, and activities which also contribute to the IE process as an embedded function of each committee. Standing committees perform many of the same functions as the three official IE committees, but with relation to the area they monitor. Standing committees are responsible for

ensuring appropriate plans are in place to guide the function they oversee, review performance measures for the function, and review all applicable information and data with relation to the function. When areas of weakness are identified within a standing committee, committee officers submit recommendations to the administrator to whom the standing committee reports. Administrators bring these recommendations to the President's Council for consideration and communicate with the appropriate IE committee about areas of concern. The IE committees monitor the inclusion of recommendations into the appropriate plans so that improvement plans can be developed and resources secured.

Role of Committee Recommendations in the IE Process

The majority of initiatives for institutional improvement originate with one of the IE committees, or a standing TSTC committee as described above. The work and review of the IE and all TSTC standing committees is essential to the organized structure for institutional effectiveness. Committee recommendations are used to fuel strategic planning and operational planning, where the majority of improvement activities are documented and integrated into either institution-wide or unit-specific planning. Recommendations may also focus on SACS-related matters and the status of internal mechanisms established for the attainment of institutional effectiveness.

Committees hear and consider various recommendations resulting from their work and findings. The committee votes on these recommendations and formulates reports and/or proposals for submission to the Director of IE&R. Vice Presidents or other members of the President's Council receive recommendations from standing committees who formulate reports and/or proposals for submission to the administrator responsible for the operations of the committee.

The President's Council reviews the proposals of the IE committees or standing committees for consideration and action. The President's Council may elect to take immediate action on the recommendation/proposal, or may determine it appropriate to include and consider the recommendation/proposal for inclusion in the subsequent cycle of strategic and operational planning when budgets are more closely tied to the implementation of improvement plans. The President's Council may also determine that the recommendation/proposal requires revision or is not an institutional priority at the time.

The Director of IE&R notifies the IE committee (administrators notify their standing committee) of the action taken by the President's Council and appropriate follow-up and documentation is made by the IE&R office.

V. TSTC HARLINGEN PURPOSE: THE FOUNDATION FOR INSTITUTIONAL EFFECTIVENESS

TSTC Harlingen Guided by Two Mission Statements

The *Statement of Institutional Purpose* was defined by the State Legislature for the Texas State Technical College System in Senate Bill 1222 of the 72nd session. Later, after a comprehensive state study of significant issues and roles relating to higher education throughout the state's higher education arena, the legislature redefined the institutional purpose of the TSTC System as set forth in Vernon's Texas Code Annotated Education Code Section 135.01.

During the 1985 decennial reaffirmation review by the Southern Association of Colleges and Schools (SACS), the Commission on Colleges (COC) recommended that TSTC Harlingen develop a mission statement specific to the role and purpose of TSTC Harlingen, distinct and apart from the legislated mission that guides the entire System. As a result, the *Expanded Statement of Purpose* was developed.

TSTC recognizes that any effective and accountable institution develops an appropriate statement of institutional purpose and demonstrates accomplishment of the ideals stated within that purpose. The two statements of institutional purpose provide guidance for administrative decisions regarding the overall direction of the institution; provide direction for planning, operating and evaluation each of the college's departments and programs; and establishes general guidelines for the process of assessing and improving institutional effectiveness.

The Director of IE&R is charged with the responsibility of following the guidelines prescribed in policy 1.77, "Institutional Role and Mission/Purpose and Expanded Statement of Purpose," which outlines the timeline for the cycle of review of the *Expanded Statement of Purpose* and the process for the necessary revisions recommended through the review process. This same policy stipulates the requirements that the TSTC Board of Regents has in periodically reviewing and approving the *Expanded Statement of Purpose*.

Appropriateness of Purpose Statement

SACS requires institutions to justify the appropriateness of their mission to higher education. For TSTC Harlingen, the statutory purpose is appropriate to higher education, as the first sentence of the statutory purpose specifically states that the TSTC System, "is a co-educational two-year institution of higher education." The Texas Legislature, who appointed the Texas Higher Education Coordinating Board (THECB) as the custodians and regulators of all public higher education in the state, expects TSTC Harlingen to comply with all applicable state requirements, expected outcomes and benchmarks, and maintain the integrity of its legislated role. The achievement of *Institutional Effectiveness Measures and Standards* established by the THECB presumes that TSTC Harlingen operates in accordance with all state standards for higher education. TSTC's ability to transfer general academic courses via the established THECB *General Academic Course Manual (ACGM)*, and the standardization of technical/ vocational courses to the THECB *Workforce Education Course Manual's (WECM)* common course numbering system, which streamlines course outcomes and objectives, demonstrates that the institution is operating in the capacity of and recognized as, an institution of higher education. The THECB reviews the college's compliance with all IE Measures and Standards formally on a four to five year cycle, and reports these format reviews to the legislature through the Legislative Budget Board (LBB).

Teaching and Learning and the TSTC Purpose

Teaching and learning are at the core of both TSTC Harlingen's statutory *Purpose Statement* and its *Expanded Statement of Purpose*. In fact, the statutory purpose specifically defines the realm of the institution's focus by emphasizing "occupationally oriented programs with supporting academic coursework, emphasizing highly specialized advanced and emerging technical and vocational areas for certificates or associate's degrees...through excellence in instruction."

Furthermore, collaboration with other entities provides the institution the opportunity to “facilitate and deliver an articulated and responsive technical education system.”

The *Expanded Statement of Purpose* for TSTC Harlingen brings even more into focus the college’s primary mission of teaching and learning. It specifically states that, “programs are designed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future through educational and personal growth, practical skills development, general academic courses, and career preparation.” Graduates are prepared for “independent and life-long learning (that) is achieved through intensive teaching formats that stress hands-on laboratory experiences, productive work ethics, information technologies integrated with instructional delivery, advanced methods of electronic teaching and learning, cooperative education, and other student success initiatives.” Finally, teaching and learning is again supported in the *Expanded Statement of Purpose* as stated in its last paragraph which notes that faculty are “dedicated to quality teaching and dynamic classroom learning experiences that integrate theory and application...(and are) committed to providing the educational tools that enable students to improve their quality of life and achieve their potential.”

Research and the TSTC Purpose

Research for TSTC Harlingen and the TSTC System generally, is distinct from the traditional research conducted by faculty at research universities for the purpose of enhancing their field of study. Rather, research at TSTC is defined as the identification of the current and emerging needs of the Texas workforce as stated in the statutory purpose: “The system’s economic development efforts to improve the competitiveness of Texas business and industry include exemplary centers of excellence in technical program clusters on the system’s campuses and support of educational research commercialization initiatives.” Grants to support students, learning, and infrastructure are a secondary facet of TSTC Harlingen’s “research” function.

Public Service and the TSTC Purpose

Likewise, public service as defined by TSTC is the combined efforts of the college to encourage economic development and provide access to education and training needed to enable students to reach their potential. The statutory purpose notes that the TSTC System, “shall contribute to the educational and economic development of the State of Texas...(and) through close collaboration with business, industry, governmental agencies and communities, including public and private secondary and postsecondary educational institutions...(to) facilitate and deliver an articulated and responsive technical education system.” As noted in the first paragraph of the *Expanded Statement of Purpose*, the college further provides public service by “offering affordable educational opportunities,...access to higher education through open admissions,...as well as basic skills studies that equip students to succeed in college courses.” Access to higher education, where possible facilitated through institutional collaboration, that is the primary service that enables the institution to have profound impacts on the lives and future successes of its students.

Review of Purpose Statement

TSTC Harlingen conducted an intensive review of the *Expanded Statement of Purpose* beginning in FY 2000 in accordance with Policy 1.77, “Institutional Role and Mission/Purpose and

Expanded Statement of Purpose.” Reviews are scheduled every five years and are initiated by the Institutional Effectiveness Strategic Planning Committee.

Final revisions to the *Expanded Statement of Purpose* are approved by both the IE Strategic Planning Committee and the President’s Council. The *Expanded Statement of Purpose* is considered and approved by the TSTC Board of Regents. After it is approved, the *Expanded Statement of Purpose* is printed in the most current edition of the TSTC Harlingen catalog, student handbook, and posted to the TSTC Harlingen website.

Because constituents reported that the *Expanded Statement* was too long to communicate briefly, the Strategic Planning Committee and the President’s Council selected the abbreviated purpose that follows, as the fundamental mission of the institution which is now being printed and promoted on college materials and other mediums:

“TSTC Harlingen is a two-year higher education institution emphasizing courses of study in technical education for which there is a demand within the State of Texas.”

Procedure for Review

TSTC Harlingen reviews the college-specific *Expanded Statement of Purpose* and provides the structure for its periodic study and revision. The legislated Statement of Institutional Purpose was developed to guide the TSTC System in its entirety and specify the distinct state-wide role of the System to promote technical education and meet the workforce needs of the Texas. The legislated purpose statement cannot be amended without the consent of the state legislature.

Revision of the *Expanded Statement of Institutional Purpose* is initiated by the IE Strategic Planning Committee and conducted at least once every five years, more frequently when required by changing conditions (see Policy # 1.77).

The Strategic Planning committee, in coordination of the Director of IE&R follows all procedures outlined in Policy 1.77, *Institutional Role and Mission/Purpose* and *Expanded Statement of Purpose*, and ensures that sufficient time has been allotted to the review of the *Expanded Statement of Purpose* by all constituents. When a revised *Expanded Statement of Purpose* is finally approved by the TSTC Board of Regents, all IE committees receive the newly approved statement and review the document to determine whether or not changes are necessary to the existing IE plan.

VI. MEASURING IE: TSTC HARLINGEN INDICATORS OF SUCCESS (IS)

When TSTC Harlingen first developed its integrated IE process, the measures and standards committee charged with the oversight and development of the college’s institutional effectiveness process determined that the College needed to identify the fundamental elements that would demonstrate institutional quality. This committee identified seven critical success factors, called TSTC Harlingen *Indicators of Success*, that were determined to represent the key things that must be met or achieved in order for TSTC Harlingen to flourish and achieve its goals. The IS basically serves as the fundamental performance indicators for the college-at-large.

The seven Indicators of Success (IS) answer the question, “How effective is our institution in providing ongoing programs and services that encourage student success and support our mission?” The indicators listed below with their corresponding definition are the factors that TSTC Harlingen determined to be the best demonstration of excellence and effectiveness in accomplishing its mission.

1. *Student and Employee Satisfaction*: The extent to which students and staff are satisfied with the environment in which they learn and work;
2. *Educational Achievement*: The degree to which students achieve educational goals and meet educational standards;
3. *Graduate Placement/Performance*: The rate of graduate placement and the degree of employer satisfaction with graduate performance;
4. *Enrollment Management*: Access to a wide variety of programs that meet or exceed student, employer, and community expectations;
5. *Institutional Improvement*: Using the results of the planning and evaluation cycles to improve the educational and support processes of the college;
6. *Institutional Support and Resource Management*: Successful acquisition, efficient management, equitable distribution, and responsible use of internal/external resources; and
7. *Economic Development*: Responsiveness to workforce requirements and community needs.

By focusing the planning and evaluation activities of the college into this small group of important factors, it gives a relatively straightforward picture of how the college-at-large is doing. The college uses these indicators as a benchmark and can measure the results of any changes made in the future against that benchmark. The indicators serve as a baseline against which to measure performance.

The IS are each supported by performance standards that are drawn from standards the college is bound to by state or other external controls, as well as internal standards developed to determine internal goals and expectations the college sets. Performance standards may change as regulations and mandates change, and internal benchmarks may also be adjusted to continue to raise the bar on expected outcomes and performance.

The seven indicators are reviewed every five years in conjunction with the review of the *Expanded Statement of Purpose* for changes that reflect revisions made to the *Statement*. This process also ensures that all measures and benchmarks used to gauge college performance are current. An *Institutional Effectiveness Report Card* is published to measure program and institutional achievement of the institution’s purpose for the previous biennium.

Additionally, department and college planning is tied to the achievement of all IS performance standards through this process, thus providing direction in TSTC Harlingen's attempt to “close

the loop” on identified college weaknesses. All measures used to support the accomplishment of each IS are expected to be met or exceeded. When one of these measures is not met at the institutional or department level, the improvement plan developed to comply with established measures and outcomes is integrated into the established budgeting, assessment and planning cycles. The areas identified as not meeting established measures and standards from all IS then become part of a unit’s or division’s goals in the *Strategic Plan, Operational Plan, and Unit Action Plan* (UAP) cycle for the subsequent biennium, and continues to be part of the plan until established measures are finally met or exceeded, therefore ensuring achievement of the TSTC Harlingen purpose.

VII. TSTC REPORT CARD ON INSTITUTIONAL EFFECTIVENESS

TSTC, working through the IE committees, reviews and evaluates outcomes for the seven Indicators of Success used to measure the institution’s achievement of its stated mission/purpose. The IE&R office supports the process by collecting data, analyzing data, and reporting the findings to the IE Measures and Standards committee. The Measures and Standards committee studies the outcomes of all performance measures used to support the IS in the biennial TSTC *Institutional Effectiveness Report Card*. The committee forwards the document, with appropriate recommendations that address concerns to the President’s Council.

The *Institutional Effectiveness Report Card* serves to focus the various planning and evaluation activities of the college onto a relatively select group of IS. In doing so, it provides a means to achieve a relatively straightforward picture of the college’s overall performance and the extent to which TSTC Harlingen is achieving its stated mission/purpose.

The *IE Report Card* provides information on a number of factors essential to the success of the college.

VIII. INSTITUTION-WIDE COORDINATED PLANNING

Strategic Planning

Using the metaphor that TSTC Harlingen’s strategic planning process is like a compass, strategic plans guide and articulate the visions and expectations regarding the general direction at which the college hopes to arrive. By uniting the expected role of TSTC Harlingen through its *Purpose Statement(s)* and the college’s vision of how it should develop while maintaining excellence and effectiveness, the *TSTC Harlingen Strategic Plan* provides the general direction the institution will follow in the immediate future.

As prescribed in policy 1.86, “Institutional Effectiveness and Research,” the *Strategic Plan* is either completely revised, or updated, every even-numbered year prior to a legislative session where funding for higher education is allocated on a biennial period. In past years, the Legislative Budget Board (LBB) required all state agencies to submit an “*Agency Strategic Plan*” during this time period. The last *TSTC System Agency Strategic Plan* submitted to the LBB was created to guide the TSTC System through FY 2005. In 2000, the LBB eliminated its mandate, no longer requiring state agencies to submit strategic plans.

Strategic planning integrates institution-wide, research-based planning with a variety of other institutional priorities to include:

- External mandates (including THECB requirements, sponsored program and funded grant goals and objectives, SACS *Principles*, etc);
- The internal vision of leaders and constituents about the destination they hope to arrive by the end of the timeframe covered in the *Strategic Plan*;
- Environmental changes and technical advances that impact college operations;
- Weaknesses identified as “unmet outcomes” in the *TSTC IE Report Card* or other program, services or activities assessment; and,
- Goals and objectives of plans that support and directly feed into the *TSTC Harlingen Strategic Plan*.

Taken together, the issues listed above form the linking pins and set the tone and direction of the *TSTC Harlingen Strategic Plan*. Items included in the *Strategic Plan* are viewed as priority items and issues that the college will address during the timeframe specified by the plan.

Operational Planning

Operational Planning takes place at the administrative level after the redevelopment of the *TSTC Harlingen Strategic Plan* prior to a legislative biennium. Operational planning is essential to carry out the priorities described in the *Strategic Plan* to the level of implementation, identification of resources, and evaluation of the activity. Operational planning is where budgeting begins in the IE process.

Essentially, the *Operational Plan* is the “roadmap,” versus the “compass” in strategic planning, that moves the college directly to the destination it hopes to arrive within the next two fiscal bienniums. The *Operational Plan* extracts the specific visions, goals, objectives, and activities from the *TSTC Harlingen Strategic Plan* and includes more local and unit-specific or division-specific needs for large-budget items and any health or safety issues discovered through the cycle of assessment and evaluation. *The Operational Plan* is designed to provide the details of how TSTC Harlingen will attain the expected outcomes outlined in the *TSTC Harlingen Strategic Plan*. The *Operational Plan* is set to be completely redeveloped following the creation of a new *TSTC Harlingen Strategic Plan*.

The “Institutional Effectiveness and Research” policy, # 1.86 that describes in detail the process for development and revision of the *Operational Plan* and outlines some of the methods used to carry out the plan’s objective.

- Responsibility for each *Operational Plan* objective is assigned to a President’s Council administrator;
- Each administrator is responsible for developing a specific plan of action for each objective within the *Operational Plan* that assigns personnel and resources, sets measurable outcomes, and determines the units needed to contribute toward the accomplishment of each objective; and,
- Together, the President’s Council forecasts institutional funding from the Texas legislature for the upcoming biennium and subsequent biennium and sets timelines for

accomplishment of objectives based on when money is anticipated available to fund the priorities set forth in the *Operational Plan* within the four-year timeline.

Furthermore, it is through the operational planning process that administration determines what units will develop *Unit Action Plan (UAPs)* that will ensure and support the accomplishment of each *Operational Plan* objective.

The primary processes of IE pertaining to Strategic and Operational planning are coordinated at the President's Council level, with administrators shaping the direction and priorities of the institution. The Vice Presidents and other administrators and key personnel develop these plans to form the linking-pins which hold the different elements of the organization together and mobilize the institution to work toward achievement of institutional goals, objectives, and visions.

Administrators are responsible for documenting and tracking their assigned objectives and developing strategies and activities to ensure accomplishment of each objective within the prescribed timelines. By incorporating recommendations and areas of improvement identified through research and assessment/evaluation, the *Operational Plan* integrates strategic planning with needs at all level of the organization, including attention to recommendations submitted by IE or standing committees at the "grass-roots" level of the college.

The Vice Presidents also tend to incorporate various divisional initiatives into the *Operational Plan* to create a sense of purpose for each division within the overall plans and to establish an appropriate framework for the incorporation of legal requirements and budgetary matters into the institutional priorities identified in the *Operational Plan*. This provides a formal mechanism for linking statutory requirements and regulations, legislative appropriations requests, and annual budgets to each divisional or institutional priority for the subsequent biennium.

The VPs and other assigned administrators have the responsibility of ensuring that data for evaluation and assessment of their *Operational Plan* objectives/ outcomes are adequately maintained and tracked. He or she coordinates assessment and evaluation procedures with the IER office to ensure data that will support achievement of each measurable objective and expected outcome is collected and produced. The administrator responsible for each assigned objectives is responsible for preparation of a biennial report regarding the progress and/or achievement of each assigned objective. The report is presented to the President, the VPs, other members of the President's Council and other invited college leaders at a meeting called specifically for review and update of the *Operational Plan*. The reports serve to determine the progress of the attainment of each *Operational Plan* objective, allow for inclusion of new objectives into the plan, and address barriers that arise that prevent achievement of each objective. At the conclusion of each review or redevelopment meeting for the *Operational Plan*, the President's Council determines possible revisions to the official *Plan* for the coming biennium.

The *Operational Plan* usually consists of several objectives and initiatives undertaken by TSTC Harlingen that are grouped under the major goal categories of the *Strategic Plan*. The *Operational Plan* generally consists of approximately twenty to fifty specific objectives that support the TSTC Harlingen *Strategic Plan*, includes external mandates, institution-wide improvement initiatives, goals and objectives from ancillary plans and funded external projects.

When the *Operational Plan* is reviewed, the President and the President's Council may impose one of the following courses of action for each of the *Operational Plan* objectives under review:

- *Continue Status Quo of the Objective*: The objective continues in its original version and continues through the subsequent biennium (generally for objectives that require longer than a biennium to complete or which are not earmarked for funding until the second half of the plan);
- *Revision of Objectives/Outcomes*: This revision may reflect the satisfactory achievement of particular objectives and a shift in focus for the coming biennium;
- *Revision of Standards Targeted for Achievement*: Standards set for particular objectives or outcomes that are deemed to be conservative or too ambitious may be adjusted; and,
- *Revision of Operational and Functional Procedures*: A revision of operational practices and/or managerial expectations may be implemented to ensure that barriers to achievement of priority objectives are eliminated.

Unit Action Plans (UAPs)

Unit Action Plans are routinely developed and reviewed as an essential facet of the IE planning and budgeting process of the college. Their primary purpose is to advance the progress of individual units toward the strategic goals established in the strategic planning process and to advance them in ways determined by the administration in operational planning. Once each biennium, each budgeted unit supervisor presents a report of the outcomes from their previous UAPs, summarizes key findings of the assessment and evaluation process specific to their area, presents budget scenarios based on priority needs and unit visions, and then presents its annual and biennial goals and priorities for the upcoming IE cycle. It is during planning at the unit level that all programs, services, and activities make informed decisions about the priorities for the upcoming biennium based on evaluations and assessment of their operations. Identified weaknesses are expected to be addressed in UAPs as the official mechanism used to document unit improvements and needs. It is here that units demonstrate use of assessment and evaluation results from internal program review (PAIT), learning outcomes assessment results, new external mandates, unmet performance standards, and any requirements imposed by program-specific accreditation.

Integrating Budgets and IE

Budgeting is an essential element of both the *Operational Plan* and the *UAPs*. Budget presentations for each unit that occur with the presentation of UAPs ensures that administration is aware of funding needed at each level of the institution to determine identified priorities from plans, assessment and evaluation results, and new mandates. By utilizing this process, administrators ensure that all strategic, operational, and unit priorities have funds earmarked for immediate issues and activities, thus providing the foundation for attainment of all plans.

Best Practices for Goal Development

Selection of Goals

Unit Action Plans are designed to do two things: 1) to support the institution, its mission and vision, and/or 2) to promote continual improvement within each TSTC department based on identified weaknesses. Supervisors are asked by administrators to include unit goals that demonstrate and document the department's role in the fulfillment of a larger institutional or college-wide goal from either Strategic and/or Operational Plans.

1. *Using Data and Assessment to Select Issues for Improvement:* Several sources of data and information are available that demonstrate various measures of performance by the college, provide student feedback and progress, assess student learning and development, measure institutional standards, and measure internal efficiency.

Unit Supervisors:

- Review and analyze sources of information that have been collected in the past two years and identify areas that provide information specific to each department;
 - Extract from all information sources the top few issues that seem to emerge and where unit or departmental efforts can have a real impact;
 - Prioritize all issues identified, eliminate all issues that are not specific enough to the department or that cannot be affected through any action or initiative undertaken on the institution's part. For all issues remaining, prioritization occurs based on whether or not there are currently enough resources to address the issue and the degree to which to the issue impacts student success.
2. *Compliance Requirements:* The Texas Higher Education Coordinating Board (THECB), SACS, System and TSTC Harlingen policies and procedures, and federal, regional or other oversight agencies often require several things from a public institution. If a unit does not fulfill a certain requirement that an external agency or organization expects this requirement is written into a UAP goal. This may include areas of non-compliance for standards contained in internal department reviews.

Other Considerations for Goal Development: If no information from Vice Presidents or Division Directors that a unit must develop a goal to support an *Operational* or *Strategic Plan* goal or objective, unit supervisors may also consider other issues on which to base goals. Included in this category are committee recommendations and professional growth of departmental staff. If an advisory committee, a TSTC Harlingen standing committee, or other recognized group submits a recommendation or suggestion for departmental improvement, and the responsible Vice President is in agreement with the committee's finding, a goal is created that responds to the issue raised by the committee.

Additionally, if individual developments of departmental activities are critical to improving performance or efficiency; a supervisor may use this as basis for a goal or suggestion. Programs may plan new offerings or exit points within their curriculum/degree plans and request the purchase of items that advisory committees have deemed essential to the whole education of the student in his or her technology. Before a goal is approved, it must demonstrate that it (1) supports one of the seven IS; and, (2) identifies the source of data or information used to "close the loop" on performance.

Stating Goals

Stating goal statements correctly is one of the biggest challenges of UAP creation. Each UAP goal requires that many details be planned upfront prior to creating strategies.

- Goal Statement
- Expected Outcomes
- Expected Measurement
- Funding

Goals should be stated in very general terms as **what will happen** by the end of the UAP cycle. When a goal is stated the college tends to encourage supervisors to “**increase,**” “**decrease,**” “**enhance,**” or “**strengthen**” something. Doing this makes it much easier to state an outcome and measurement for each goal.

Determining Expected Outcomes

The expected outcome is also stated in general terms. The UAP software application requires supervisors to assign a measure for each goal statement, and state it as an affirmative fact and the consequence of what is intended to happen.

Measuring Goals

Measurable outcomes of goals have a numerical, quantitative rating where possible. If original goal statement “increases” or “decreases” something, measurable outcomes define how much change or improvement is expected. It is also important to identify where each supervisor will extract that number, piece of data or statistics to demonstrate of achievement of the desired outcome. The measurable outcome contains the data that will be used to demonstrate that something occurred as a result of implementation of a goal and when data sources are kept continuous, provides direct evidence of “closing the loop” when improvement is demonstrated.

Funding for Goals

Many of the goals created in the Operational or Unit Action Plans require no money in order to achieve expected outcomes. If a goal requires only routine expenditures, such as the printing of a publication or mailing of something new, no special funding will be requested by the supervisor to ensure fulfillment of each goal. If goals will require significant expenditures from either the department’s operating budget or will require money above and beyond what is normally allocated to the unit, this consideration is made subsequent to the biennial UAP/budget presentations during the creation of the Annual Operating Budget which occurs in the summer odd-numbered years after units present their needs.

Developing Strategies

Once an entire goal is planned, the strategies for that goal must be specified. The UAP software application requires each supervisor to submit a minimum of one strategy and maximum of 10 strategies per goal statement. Strategy development is very basic: supervisors list in descending

chronological order all of the steps to be taken in order to ensure that the overall goal is achieved.

Strategy fields in the UAP software application require the user to enter a strategy statement and expected completion date for each strategy. Strategies are specific.

Submitting and Presenting UAPs

Supervisors load all UAPs for their department onto the UAP software application no later than the date of their presentation. Once the previous UAP cycle is closed out and the plan for the next cycle is completed

At the UAP presentation, supervisors briefly discuss the achievement, accomplishment or problems they had with each of their goals in the previous cycle and the action taken with each previous goals (closed out, promoted completed). They then present each of the goals for the upcoming biennium with examples of their four level budget scenarios. Supervisors discuss why they selected the goals and the basis for it, what the expected outcome is and any funding issues that may prevent the unit from fully meeting expected outcomes for that goal.

Goal Implementation

The basis of Unit Action Plans is continual improvement and evaluation of new and existing efforts. As accreditation requirements evolve from operational standards to more outcome oriented standards, Unit Action Plan objectives also evolve. New student learning outcome assessment data, cohort tracking data, and constituent responses on numerous evaluations allow for a more effective method of documenting improvement plans based on data and informed decision-making. This allows units and the institution overall to “close the loop” by integrating planning, budgeting, evaluation and assessment thus promoting true institutional effectiveness and more focused quality enhancement.

TSTC Harlingen Assessment, Planning, and Improvement Cycle



IX. ASSESSMENT, EVALUATION, AND RESEARCH

Institutional Effectiveness addresses the broad issue of college-wide planning, evaluation, budgeting and improvement; yet it must also focus on the effectiveness of the educational program and all services and activities of the college by defining expected educational results, as well as student learning and development outcomes, and describing how these results will be ascertained.

The Division of Student Learning utilizes the measures established by the Texas Higher Education Coordinating Board (THECB) as guidelines and benchmarks for achievement in each program offering. The division utilizes three distinct THECB documents containing standards for all workforce educational programs in the state of Texas. These documents/reports include: *THECB Institutional Effectiveness Measures and Standards*, *Carl Perkins District-level and Program-level Measures*, and the *Legislative Budget Board (LBB) Measures and Standards*. The established outcomes and benchmarks from the THECB are expected to be achieved by all programs. Required measures include:

- Minimum program enrollment;
- Linkages and external agreements with other schools and colleges;
- Completion rates of graduates;
- Graduate Placement Rates;
- Employer Satisfaction;
- Persistence Rates;
- Access and Achievement of Special Populations;
- Student Attainment with respect to student grades;
- Number of contact hours completed at the end of the term; and,
- Licensure Pass Rates.

All measures and expected outcomes are reviewed on regular basis through the *Program Assessment and Improvement Team (PAIT)* peer review process and are documented and reviewed as a part of the reports for *Student Learning Outcomes Assessment Plan Results*. Measures that are not met are developed into improvement plans that are included into the following cycle of Unit Action Plans (UAPs).

In addition to the expected educational outcomes and measures from the THECB, each technical program also has established *Student Learning Outcomes Assessment Plans* designed to demonstrate that graduates meet all expected learning outcomes for their program of study. The assessment plans differ from program to program, and work parallel to grades by informing faculty of weaknesses in instructional delivery that require attention, and encourage faculty improvement of their course delivery. In addition to assessment plans for each technical program, General Education competencies are established and assessment plans in place to determine the extent to which students are achieving the level of competency expected from the general education experience.

As noted above, TSTC Harlingen requires ongoing assessment and evaluation of the programs and services of its budgeted units. The program, department, or operational unit responsible for providing a program or service is responsible for the quality of that program or service, and thus for its assessment. However, the IER office structures the evaluation of several aspects of the

educational environment through college-wide research and studies that supplement the assessment of student learning occurring at the program level.

First and foremost, the *Indicators of Success* outcomes form the basis of all research and studies conducted at TSTC Harlingen. The IE&R office follows the established IE&R Planning and Reporting Cycle outlined for reporting, studies, planning activities, and assessment activities. Assessment and evaluation is generally divided into two separate areas: (1) assessment and evaluation of student learning and development, and (2) surveys and other constituent studies that provide feedback to decision-makers. Both complement each other to provide a clear picture of the college's performance.

Assessment and Evaluation

TSTC Harlingen has always identified expected outcomes for educational programs and administrative and educational support services using the measurable outcomes found the college's Indicators of Success (IS). Using the performance standards that support each IS, the college has measured its success in achieving the outcomes through the report contained in the *TSTC Harlingen Institutional Effectiveness Report Card*. When the college falls short of meeting a performance standard, improvement plans are created and integrated into the *TSTC Harlingen Strategic Plan*, the *TSTC Harlingen Operational Plan*, and individual *Unit Action Plans*. However, very few of the measures originally contained in the IS were directed at measuring student learning outcomes. Using internal reviews (PAIT), committee recommendations, survey results, and other mechanisms to identify areas for improvement, TSTC is well-established in assessment of the outcomes of programs, services, and activities.

Assessment plans for all educational programs and administrative and educational support services are divided into five categories:

- 1. Technical programs/ skills outcomes assessment** for all AAS and Certificate of Completion programs of study, Continuing Education, and Contract Training programs and courses, address the specific skills and outcomes expected from graduates of each program or completers of each non-credit course. These skill and knowledge outcomes must be demonstrated by students. The assessment plan objectives and expected outcomes, the methods of assessment, and scoring rubrics for each may be viewed in
- 2. General Education outcomes assessment** is slightly more centralized in that all general education faculty assess student achievement of overall general education competencies in their courses while the final outcome, technology application, is assessed in the basic computer course required of all students graduating from TSTC Harlingen. See the General Education Assessment Plan model for the definitions of each general education competency, as well as the standards and specific courses used to assess each intended outcome.
- 3. The Student Development Assessment Plans** are being designed to complement other methods of assessing and evaluating the effectiveness of the college's student development activities. Furthermore, embedded in the TSTC IS are performance measures specific to student development outside of the formal classroom. These measures will include:

IS No. 1: Student and Employee Satisfaction

- Ratings for student satisfaction will meet or exceed national benchmarks on the *Noel-Levitz SSI*.

IS No. 5: Institutional Improvement

- 100% of college supervisory units have approved, written objectives via biennial *Unit Action Plans*;
 - 90% of all Student Development supervisory units assess student learning/development and produce results once per biennium; and,
 - 75% of TSTC graduates meet all established Student Affairs outcomes as stated on each student development department's assessment plan.
- 4. Instructional Support** works together to enhance the direct relationships between faculty and students. Instructional support units generally rely on feedback from constituents regarding their performance in supporting the learning environment at TSTC.
 - 5. Operations Assessment plans** base their evaluation on results of feedback from those constituents they support including students, employees, vendors, employers, etc. Constituents are given the opportunity to evaluate each operational area at least once per biennium. All data received from these evaluations is analyzed and other relevant data and information is reviewed, with results used to develop improvement plans and activities to “close the loop” for continuous quality improvement. These improvement plans are integrated into subsequent Unit Action Plans for these operational departments.

All units present actual assessment results (submitted biennially to the Vice President's of Student Learning or Vice President of Student Development, with copies to the Institutional Effectiveness and Research Office).

Program Review

In addition to learning outcomes assessment, the TSTC Harlingen also conducts extensive program reviews of its instructional operations. Using the Program Assessment and Improvement Team (PAIT) and following the established cycle for peer review teams to conduct the Exit Reports for each program undergoing program review, the college ensures that all programs comply with all external and internal mandates and performance standards for their operations that are separate from the assessment of student learning described above. Not only do these reviews identify program weaknesses and strengths, but feed the planning process for units during the next IE cycle. The Exit Reports guarantee that a program is supporting the strategic and operational vision of the college and that each program is achieving its own unit purpose statement.

The Role of Institutional Research in the IE Process

TSTC Harlingen recognizes the importance of various types of assessment initiatives. The IE&R office is empowered to carry out various assessment processes, to disseminate information in a

“user friendly” format, to coordinate assessment and improvement activities, and to incorporate the findings into overall improvement efforts of the college. The IR committee provides advice and assistance to the Director of Institutional Effectiveness and Research by:

- Assisting in the formulation of surveys and other instruments developed by the IE&R office;
- Reviewing and making recommendations concerning the proposed use of any commercially developed surveys, tests, and/or other instruments;
- Assisting in the preparation of reports and other documents containing recommendations for the Director or IE&R to forward to the President’s Council;
- Assisting the Director of IE&R in disseminating the results of institutional studies and assessment initiatives to members of the college community;
- Reviewing surveys and other instruments prepared by other entities within the organization for approval and/or input before administration of these surveys;
- Evaluating the effectiveness of the institutional research process and in utilizing the findings for improvement of institutional research; and,
- Reviewing established procedures and practices for incorporating the results of various measures into the improvement efforts of the college.

The findings of studies, surveys, and/or tests are reported to the appropriate Vice President, division director, department, and/or program. Methods of distribution and communication of results are done in both written and electronic formats. The department/program supervisors evaluate all relevant data and information pertinent to their own specific operations, and prepare improvement plans. The Vice President and/or other President’s Council member determine whether the information requires immediate action, development of Unit Action Plans, and/or intervention by the administration. The responsible administrator considers the submitted recommendation and takes appropriate action. The response from the unit supervisor and/or administrator is presented for discussion at the subsequent IR committee meeting, and a record of the proceedings will be incorporated into the minutes of the meeting. The IE&R office then follows-up on the recommendations for improvement by tracking action taken by the administration and/or the department or program.

TSTC Harlingen also relies on trend analysis and the data and information that the institution reports to national, state, regional, System, and local entities. As outlined in policy 1.85, “Data Dissemination” the college is required to submit a variety of mandated reports to several external oversight agencies. Additionally, through trend analysis reported in the *TSTC Fact Book* on-line data query, all constituents are able to track and evaluate the impact on student enrollment, graduation, persistence, and other key trends and respond accordingly in the planning processes.

Texas State Technical College Harlingen provides requested information on an ongoing basis depending upon the requirements of each agency or organization. The disseminated information is collected according to guidelines which accompany each request. Reports and surveys can be identified as compliance reports and surveys, or as courtesy reports and surveys. Compliance reports are those required by state and federal or other regulatory agencies. Courtesy reports and surveys are those requested by non-governmental organizations. The following reports and surveys are routinely generated by TSTC Harlingen in compliance with requests from state and federal agencies according to the following tables:

Federal Reports:

Integrated Postsecondary Education Data and Statistics (IPEDS):

Keyholder: Director of Institutional Effectiveness & Research

Report	Term	Department Responsible
Institutional Characteristics	Fall	Institutional Effectiveness & Research
12-Month Enrollment	Fall	Admissions & Records
Completions	Fall	Admissions & Records
Employees by Assigned Position	Winter	Human Resources
Fall Staff	Winter	Human Resources
Salaries	Winter	Human Resources
Fall Enrollment	Spring	Admissions & Records
Graduation Rates	Spring	Admissions & Records
Student Financial Aid	Spring	Financial Aid
Finance	Spring	Business Office

Accrediting Agency (SACS) Reports:

Report Title	Due Date	Person Responsible
SACS Institutional Fall Annual Profile	November	Director, IE&R
SACS Institutional Winter Annual Profile	April	Vice President of Financial Services

State Mandated Reports:

1. Student Reports

THECB CBM Reports		
Report Title	Department Responsible	CBM #
<i>Fall Reports</i>		
Student Report	Admissions	CBM001
Student TASP Report	Admissions	CBM002
Credit Hours Class Report	Curriculum	CBM004
Room Utilization Report	Administrative Services	CBM005
End-of-Term Credit Class Report	Curriculum	CBM006
Faculty Report	Curriculum and/or Human Resources	CBM008
Graduation Report	Admissions and/or Curriculum	CBM009
Marketable Skills Achievement Report	Admissions and/or Curriculum	CBM00M
Student Report (Continuing Education)	Adult Continuing Education	CBM00A

THECB CBM Reports		
Report Title	Department Responsible	CBM #
Class Report (Continuing Education)	Adult Continuing Education	CBM00C
Student Report	Admissions	CBM001
Student TASP Report	Admissions	CBM002
Credit Hours Class Report	Curriculum	CBM004
End-of-Term Credit Class Report	Curriculum	CBM006
Faculty Report	Curriculum and/or Human Resources	CBM008
Student Report (Continuing Education)	Adult Continuing Education	CBM00A
Class Report (Continuing Education)	Adult Continuing Education	CBM00C
Student Report	Admissions	CBM001
Student TASP Report	Admissions	CBM002
Credit Hours Class Report	Curriculum	CBM004
End-of-Term Credit Class Report	Curriculum	CBM006
Student Report (Continuing Education)	Adult continuing Education	CBM00A
Class Report (Continuing Education)	Adult Continuing Education	CBM00C
Student Report	Admissions	CBM001
Student TASP Report	Admissions	CBM002
Credit Hours Class Report	Curriculum	CBM004
End-of-Term Credit Class Report	Curriculum	CBM006
Student Report (Continuing Education)	Adult Continuing Education	CBM00A
Class Report (Continuing Education)	Adult Continuing Education	CBM00C
Tech-Prep Report	Admissions and/or Curriculum	CBM00T

2. Plans/Support and Resource Management Reports

Report Title	Person Responsible
<i>Biennial Reports</i>	
College Master Plan	Vice President for Administrative Services
Energy Conservation Resource Efficiency Plan	
Customer Service Report	Executive Assistant to the President
Information Resources Strategic Plan	Director of Information Technology

Report Title	Person Responsible
Strategic Enrollment Management Plan (UR&R)	Vice President for Student Development
Annual Reports	
Audit Report	Vice President of Financial Services
HUB Progress Plan Report	
HUB Supplemental report Form, Number of Bids and/or Proposals Received, Number of Contracts Awarded to HUBS	
LBB Contracts Over \$14,000	
Operating Budget	
Report of Fiscal Activities	
THECB All Funds Expenditure Report	
Activity Report for Texas Work-Study	
Financial Aid Database	
Funds Balance Report for Texas Grants	
Report of State-Funded Campus-Based Program (TPEG)	
Texas I & II Grant Progress Reports	Director, Financial Aid
Texas I Student-by-Student Year End Report	
Texas II Student-by-Student Year End Report	
Texas Work-Study Progress Report	Vice President for Administrative Services
Annual Waste Summary Report	
Campus Crime Act	
Investment in Plant Summary	
State Agency Report	
THECB Facilities Inventory	
THECB Master Plan MP1-4	
Tier II Report	Vice President for Administrative Services
Monthly Reports	
Fleet Management Report	Vice President for Administrative Services

Courtesy Reports and Surveys

When the information is to be provided as a courtesy rather than in compliance, it is necessary to determine if the information should be released. This is generally done based on the liability of releasing the information such as statute violations. Other factors are the ease of completion and the time frame involved.

Revision of the Institutional Effectiveness Policy and Procedure

The Institutional Effectiveness and Research Policy and Procedure is periodically reviewed by all three IE committees and may be revised as deemed appropriate, according to the provisions set forth in the policy on the “Preparation of System Operating Standards” (TSTC Policy 5.78).

Continuing Improvement and Accomplishment of Purpose

The IE cycle, described above, ensures that all units of the college are engaged in the process of continuous quality and improvement and use of results to determine direction and guide activities and resource allocation for all levels and facets of the institutions programs, services, and activities. By using research-driven information to form the priorities for subsequent plans, and demonstrating accomplishment of TSTC Harlingen’s purpose through achievement of expected outcomes and performance standards contained in the IS, the college not only maintains a process of continual quality improvement, but demonstrates that the institution is effectively accomplishing its mission. This process, in essence, “closes the loop” on issues of identified weakness once performance standards indicate improvement based on effective planning and implementation of goals and objectives designed to correct deficiencies.