

INSTITUTIONAL EFFECTIVENESS

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.... A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.” (Resource Manual for the Principles of Accreditation, 2012, p. 16)

Temple College complies with the principles of SACSCOC by conducting a continual process of identifying, gathering, analyzing, and reporting data. Where the Temple College Strategic Plan focuses on the long-range performance on a specific set of clear goals and objectives, the Institutional Effectiveness Plan (IE Plan) provides operational focus for the successful performance of the college, in instructional areas and student support services. The IE Plan supports the Temple College Mission, which states

The mission of Temple College is to foster student success for our diverse community by providing quality lifelong learning and enrichment experiences that empower students to achieve their dreams and aspirations.

Although the IE Plan supports the College’s Strategic Plan, the IE Plan does not have a rigid timeframe, but is designed to support continuous improvement through systematic longitudinal assessment. New goals and associated objectives and metrics may be added as needed. The IE Plan is designed to monitor key performance indicators (KPIs) to assess the overall strength of the college’s programs, services, and initiatives. Focused heavily on student success, the IE Plan consists of a number of indicators, evaluated by monitoring several goals and related outcomes measures. Each goal-supporting outcome measure contains benchmark data to establish performance baselines and determine direction for planning.

Many of the goals in the Temple College IE Plan also support the state of Texas 60x30TX Plan. According to this plan, by the year 2030, at least 60% of the Texas population between the ages of 25-34 will have a degree or other educational credential. Underlying the 60x30TX plan are three additional goals centered on student success: completion of a degree or certificate, marketable skills achievement, and student debt.

The purpose of the IE Plan is to establish an annual cycle through which the Office of Institutional Effectiveness, Research, and Planning may deliver timely and relevant information to inform sound decision-making at the college. Data for the IE Plan are gathered from multiple sources

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throughout the college and information derived through the process is compiled and broadly disseminated. Thus, the IE Plan also supports *The Principles of Accreditation: Foundations for Quality Enhancement* of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), which include:

Section 2: Core Requirements

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Section 3: Institutional Effectiveness

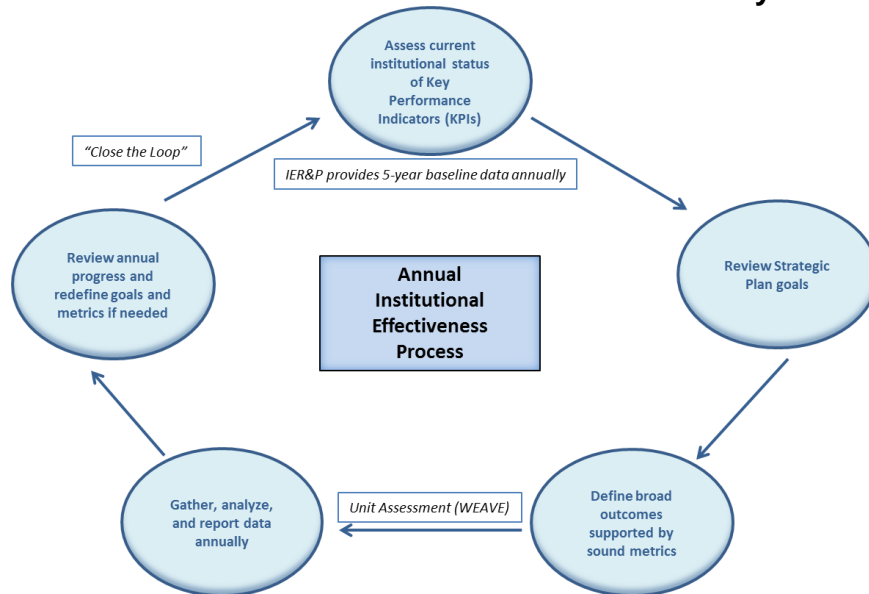
3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

Section 4: Federal Requirements

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student Achievement)

The Annual Institutional Effectiveness Cycle



The chart above represents the steps involved in the institutional effectiveness process.

- Step 1: Assess current institutional status of key performance indicators (KPIs).** In this step, the college defines where it stands in regard to the defined goals, objectives, and metrics previously developed. In the initial year of a five-year cycle, these measurements are often derived from baseline data gathered from previous years. A typical baseline examines progress over the preceding five years, and is used as a target upon which to determine progress toward the goal. Another tool useful in establishing performance targets is the benchmark. Often, benchmarks are standards, commonly known as best or promising practices, related to comparable performance of an outside entity, such as a peer institution, an external organization such as Achieving the Dream, or composite data from the Texas Higher Education Coordinating Board.
- Step 2: Review Strategic Plan goals.** The goals, objectives, and targets of the Strategic Plan must be kept aligned with the needs of the college. If a particular goal or its applicable data are deemed completed or cannot be measured, the goal should be thoroughly assessed and either updated or marked as completed. In rare instances, goals may be removed from the IE Plan. Due to the longitudinal nature of annual data comparison, caution must be taken to keep as close as possible to the original IE Plan goals to ascertain whether annual progress has been made.
- Step 3: Define broad outcomes supported by strong metrics.** All units of the college, both instructional and administrative, prepare annual assessment goals and outcomes that support the Temple College

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Strategic Plan. Student learning outcomes (SLOs) are required of all instructional areas and are used to demonstrate the strength of programs and courses at the college. WEAVE Online is the assessment software used in the unit planning process. Units begin preparation of their annual goals, objectives, measures, and targets in early fall and report their progress in the following fall. Data that will support successful accomplishment of the goal must be clearly defined and readily available or obtainable during this step.

- **Step 4. Gather, analyze, and report data annually.** Data specified in Step 3 are collected by the unit, with the support of the Office of Institutional Effectiveness, Research, and Planning (IERP), where appropriate and previously agreed upon. Analysis may be done by the unit or in collaboration with the IERP. Results of the annual assessment are reported through WEAVE Online and goals that are not met require the development of an Action Plan. The Action Plan must include discussion of the possible explanations why the goal was not met, the actions that will be taken (if possible) to achieve the goal, and the new timeframe in which the goal will be completed.
- **Step 5: Review annual progress and redefine Strategic Plan goals or metrics if needed.** At the end of each annual cycle, the Strategic Plan is re-evaluated to determine whether the priorities upon which the plan was based have changed or become outdated. In most cases, even if the 5-year target has been met, the goal and its associated metrics should remain in place to maintain the stability and integrity of the plan.