

McLennan
Community
College



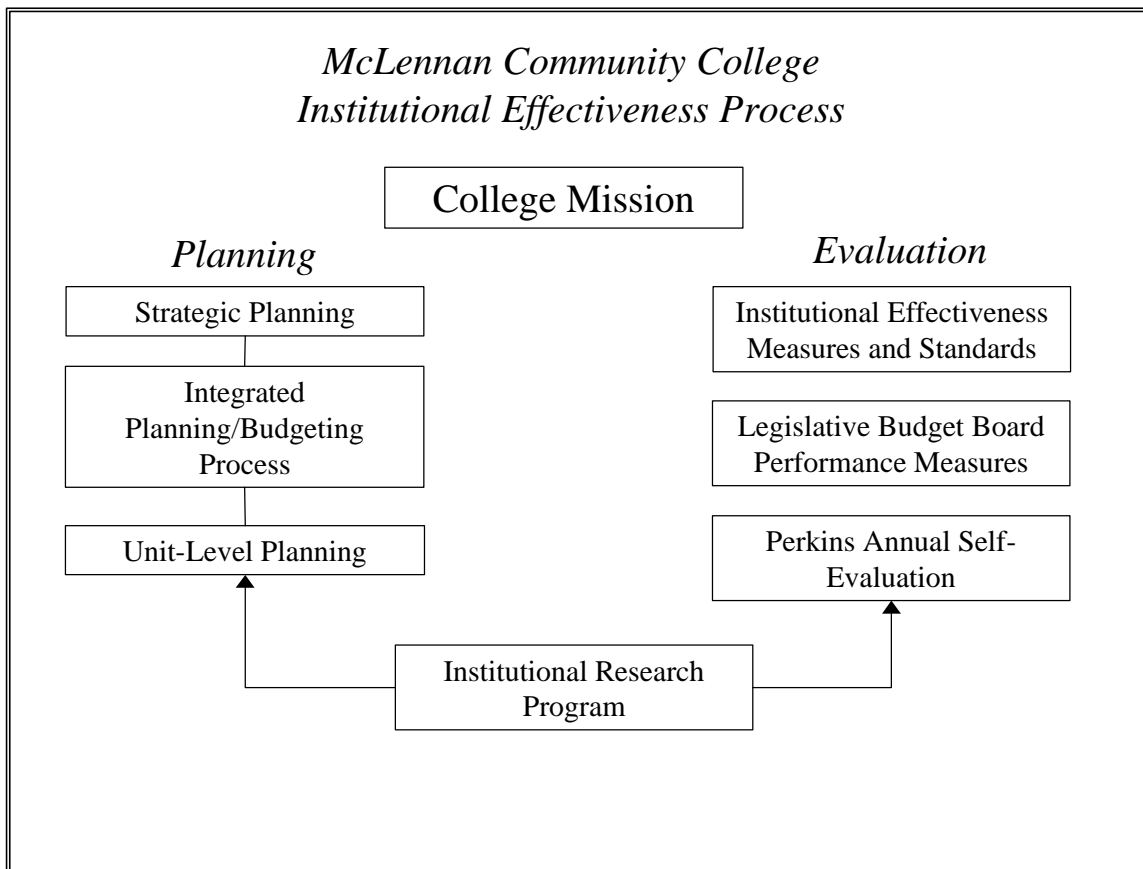
Institutional Effectiveness Process

2002

*An overview of the College's planning and evaluation
activities*

Introduction

The college's institutional effectiveness process combines several planning and evaluation activities to achieve the College's strategic goals and objectives, determine the degree to which its programs and services are successful, improve its programs and services, and to achieve its mission. The diagram shown below depicts the various planning and evaluation components that are incorporated into the College's overall institutional effectiveness process. Each of the items included in the diagram represent key components in the College's institutional effectiveness process. The items on the left side of the diagram represent planning processes while the items on the right side represent evaluation processes. The evaluation components listed below only reflect the formalized evaluation activities that are required by the Texas Higher Education Coordinating Board and the Legislative Budget Board. The College uses many other evaluation/assessment activities (e.g., faculty evaluation, surveys) to improve its programs and services on an ongoing basis.



The purpose of this document is to describe each component as well as how the components are interrelated. The document is meant to be an overview of the institutional effectiveness process. Detailed questions should be directed to the Office of Institutional Effectiveness and Planning (299-8636).

Mission Statement

All components are guided by the College's mission statement, which is reviewed every five years as a part of the strategic planning process. The mission statement describes the purpose of the institution as well as the programs and services that are designed to achieve this purpose. The mission statement serves as the focal point for all institutional planning and evaluation activities. For example, the strategic plan and all other institutional planning activities are designed to help the College fulfill its mission.

Strategic Plan

The College utilizes a five-year strategic planning model to achieve its strategic goals and objectives. The 1999-2003 Strategic Plan was developed through campus-wide input from students, faculty, and staff and through a systematic scan of the external and internal factors affecting the College. The 1999-2003 Strategic Plan represents a broad-based planning activity in that all areas of strategic interest are outlined in the plan. The plan covers the time period from the 1999-2000 academic year through the 2003-2004 academic year. The plan integrates planning and evaluation by including objectives and associated outcome measures for each strategic goal. The 1999-2003 Strategic Plan is located on the following College Web site:

<http://www.mcc.cc.tx.us/docs/mccdept/admin/iep/ongoals.PDF>. The strategic goals support the College's mission. For example, the College's strategic goal "to improve academic persistence among students enrolled in credit and developmental courses," supports the College's mission to seek excellence in all of its educational programs and to help students succeed in their educational goals. Each goal is associated with specific objectives, strategies, and outcome measures. The progress made toward the strategic goals and objectives is determined by assessing the results of the various outcome measures outlined in the strategic plan. The first comprehensive progress report is scheduled to be completed in February 2002. However, the objectives are also assessed on an ongoing basis through a variety of evaluation activities. For example, grade distribution reports are produced each semester to determine course pass rates, failure rates, and attrition rates. These reports provide the information needed to determine whether the College is achieving its strategic objectives related to course success rates and course attrition rates.

Unit-Level Planning

The College implemented a unit-level planning process in August 2000 that is designed to formalize planning at all levels of the institution. For this process, a unit is defined as any area with an independent budget. For example, in the Liberal Arts Division, the division director and the clerical staff that report directly to that person represent a unit. The various departments (e.g., English, Speech Communications, Psychology) in the division represent separate units. In September of each academic year, the units develop as many as five objectives for the upcoming year with participation from all members of the unit. Units relate each objective to one or more of the College's strategic goals and tie each of their objectives to one or more outcome measures. Units also identify specific strategies that will be used to achieve the objective. At the end of the academic year, units

complete the unit-level planning process by determining the results associated with each measure. These results are used to develop the next year's unit-level plan.

Integrated/Planning Budgeting

The integrated/planning budgeting process, which was implemented in 1997, combines planning and budgeting to help units develop budgets that are consistent with their unit objectives as well as the strategic goals and objectives. The process is conducted on an annual basis and begins each fall semester by having units complete their unit-level plans. Budgets are then developed for the next year based on preliminary results from the current unit-level plan as well as results from the previous year's unit-level plan. As a part of the process, units also develop project proposals for new projects that will require additional funding. These new projects, if funded, will be incorporated into the next year's plan. The new projects must also be tied to one or more strategic goals. Budgets, along with project proposals, are reviewed by supervisors, deans, the vice presidents, and the President. Projects are selected for funding based on the degree to which they are related to the strategic goals and objectives and on whether they are supported by appropriate data. All approved projects are submitted to the Board of Trustees for approval.

Institutional Effectiveness Measures and Standards

The College uses the Texas Higher Education Coordinating Board's Institutional Effectiveness Measures and Standards to assess institutional effectiveness. These standards and measures provide the College as well as the Texas Higher Education Coordinating Board with a systematic way of assessing institutional effectiveness as it relates to student access, student achievement, and the effectiveness of individual technical programs. Every five years the coordinating board utilizes these measures to conduct a site visit to assess the College's effectiveness. The results from the site visit are used to improve the College's programs and services. The institutional effectiveness measures include, but are not limited to: graduation and transfer rates, course completion rates, and retention rates. Although the site visit occurs once every five years, the results from these measures are updated and published each year by the coordinating board in its annual data profile. The data included in this report are summarized in the College's Institutional Effectiveness Report, which is distributed annually by the Office of Institutional Effectiveness and Planning.

Legislative Budget Board Performance Measures

The measures and standards developed by the coordinating board also serve as a resource for an evaluation process required by the State of Texas Legislative Budget Board. This process involves the annual reporting on ten performance measures including the following: percentage of course completion, percentage of contact hours taught by full-time faculty, number of students who transfer to a university, percentage of minority students enrolled, percentage of students enrolled who are academically disadvantaged, percentage of developmental education students who pass the Texas Academic Skills Program (TASP) test, percentage of students who pass a licensure exam, administrative cost as percent of total expenditures, and the number of degrees or certificates awarded.

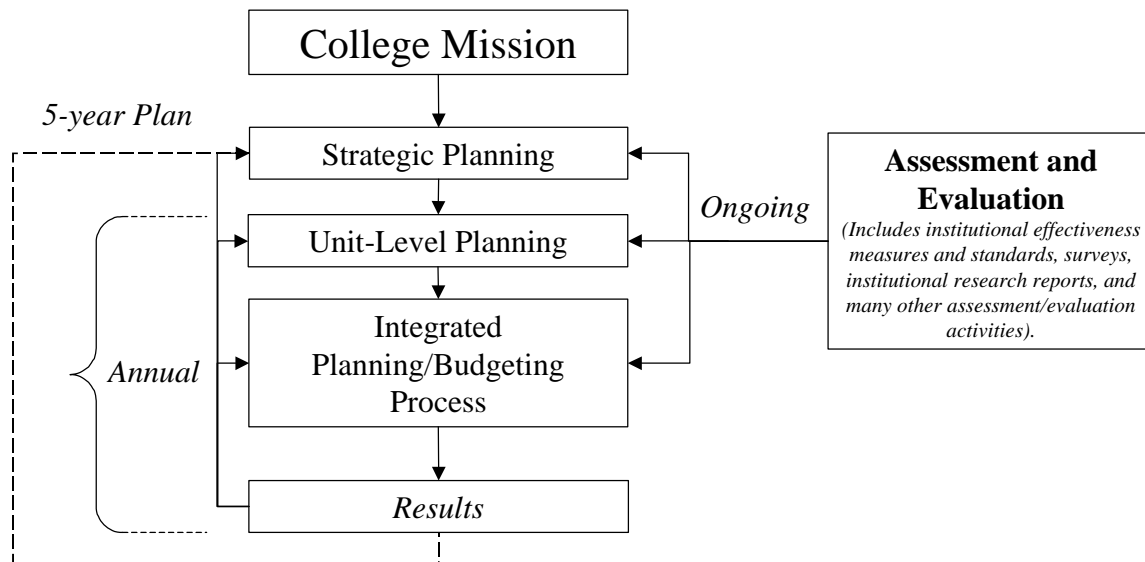
The College provides an annual report on these measures each November to the State of Texas Legislative Budget Board.

Perkins Self-Evaluation

The College also utilizes the coordinating board's measures and standards to conduct an annual self-evaluation as part of its annual application for funding through the Federal Perkins Act. Although the focus of the self-evaluation is on workforce education programs, the process also includes a general assessment of academic programs. To complete the self-evaluation, the College examines its performance against a set of specific Perkins measures and standards. These measures include many of the institutional effectiveness measures and standards mentioned above. For example, each workforce education program must report its performance on degree attainment, employment and education outcomes, and licensure pass rates where applicable. Programs that do not meet a given standard are required to develop an improvement plan that outlines how the deficiency will be resolved.

How are the different institutional effectiveness components related?

McLennan Community College Institutional Effectiveness Cycle



The above figure shows how the different institutional effectiveness components relate to each other. The strategic plan is a 5-year plan that is designed to help the college fulfill its mission. The unit-level plans are designed to help each unit focus on key objectives they would like to accomplish for a given year. Each objective in the unit-level plan is tied to one or more of the strategic goals. This ensures that all units are helping the college achieve its strategic goals and its mission. The integrated planning process helps the college use available funds to pursue new projects that are consistent with unit-level objectives and strategic goals.

The college's institutional evaluation and assessment activities described earlier are designed to determine the effectiveness of the college's programs and services. The results from these activities also play a key role in the college's planning activities. For example, many of the measures included in the strategic plan are based on the Texas Higher Education Coordinating Board's Institutional Effectiveness Measures and Standards. In addition, the results from these assessment/evaluation activities are used in the development of both strategic goals and unit-level objectives.

Other Evaluation/Assessment Activities

In addition to the formal processes described above, the College utilizes several systematic assessment tools as part of a continuous evaluation of its programs and services. For example, the Office of Institutional Effectiveness and Planning produces a comprehensive set of grade distribution reports each semester that include pass rates, failure rates, and drop rates at the division, department, instructor, and course level.

These reports are distributed to the Vice President of Instruction, the deans, and the division directors. Instructors receive specialized grade distribution reports. The College also conducts surveys regularly. For example, the results from an annual student satisfaction survey are used to develop objectives for unit-level plans and often serve as the impetus for major changes in one or more areas of student services. Individual faculty members also engage in ongoing planning and evaluation through the College's comprehensive faculty evaluation process. Based on evaluation results, faculty submit professional development plans annually to improve their professional skills. The Center for Instructional Innovation provides appropriate professional development opportunities.