

TEXAS STATE TECHNICAL COLLEGE
STATEWIDE OPERATING STANDARD

No. GA 1.22	Page 1 of 12	Effective Date: 02/04/2019
DIVISION:	General Administration	
SUBJECT:	Institutional Effectiveness	
AUTHORITY:	Executive Action 04-15	
PROPOSED BY:	Jonathan Hoekstra	
TITLE:	Vice Chancellor & Chief Financial Officer	Date: 20/04/2019
RECOMMENDED BY:	Jonathan Hoekstra	
TITLE:	Vice Chancellor & Chief Financial Officer	Date: 02/04/2019
APPROVED BY:	Mike Reeser	
TITLE:	Chancellor	Date: 02/04/2019

STATUS: Approved by LT 02/04/2019

HISTORICAL STATUS: Approved by EMC 9/11/15
Approved by BOR Executive Committee 03/25/15
Approved by Executive Management Council 03/19/15
Proposed 03/16/15

I. STATEWIDE STANDARD

POLICY: It is the policy of Texas State Technical College (TSTC) that the College maintain and conduct a broad-based, comprehensive system of educational and operational planning, research, assessment, review, and revision designed to facilitate continuous improvement in the quality of the instruction and services the College provides in accordance with its established mission.

II. PERTINENT INFORMATION

The purpose of this Statewide Operating Standard (SOS) is to establish standards for institutional planning and effectiveness that supports TSTC's mission. This SOS provides a broad-based, comprehensive system of educational and operational planning, research, assessment, review, and revision to improve, on a continuous basis, the quality of student learning, student success, and institutional services. It is designed to comply with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement](#). This SOS also establishes an Institutional Planning and Effectiveness Committee (IPEC) as a monitor, communicator, and facilitator of the comprehensive institutional effectiveness process. The IPEC's core membership shall consist of representatives from key functional areas of the College and may include the addition of members to form subcommittees

dependent on current planning and effectiveness areas of focus. The IPEC shall be led by the Vice Chancellor overseeing the College's planning and evaluation processes; however, he/she may delegate a lead to execute the responsibilities and adjust membership, as needed.

III. GENERAL GUIDELINES

TSTC is committed to continuous quality improvement. Such improvement shall be made possible through systematic research, planning, and analysis of activities and services to evaluate impact on TSTC's Wildly Important Goals (WIGs). It shall be incumbent upon TSTC, as an institution of higher education and as a state agency, to be responsible and accountable for its actions. A comprehensive institutional effectiveness system shall be the vehicle for helping ensure that TSTC is operating effectively and efficiently and is able to maintain accountability at all levels. In addition, SACSCOC requires that accredited institutions have a system in place for evaluating the quality and effectiveness of its educational programs, support services, and administrative support units. Furthermore, state and federal agencies, which fund, monitor, and guide many of the activities of TSTC, require a system that will demonstrate that the institution is effective and efficient in carrying out its mission.

IV. DEFINITIONS

Assessment/Evaluation Criteria and Procedures: The methods and instruments by which the levels of achievement of goals/intended outcomes are tracked and measured.

Business Analytics: The TSTC department responsible for the production and analysis of various data gathered for use in planning and analysis of the effectiveness of College activities.

Comprehensive Program Review: A self-study process to evaluate the quality, health, and vitality of TSTC educational programs.

Executive Management Council (EMC): A core team comprised of one Vice Chancellor, as the committee chair, and members of the Management Council.

Institutional Effectiveness: The process by which an institution gathers and analyzes evidence of congruence between its stated mission and goals and the actual outcomes attained by its programs, services, and activities.

Institutional Planning and Effectiveness Committee (IPEC): A TSTC standing committee charged with monitoring the process of institutional effectiveness through analyzing how effectively the College is accomplishing its mission and goals, and broadly communicating the results so that the College has a shared understanding of its strengths and weaknesses so as to set appropriate priorities.

Institutional Effectiveness Cycle (IE Cycle): The process flow and time-frame established for conducting all IE activities.

IPEC Report: A document produced by the IPEC containing a comprehensive

reporting and analysis of IE achievements.

4DX Process: A strategic planning and execution model that focuses on four disciplines that provide focused intent and measurable results. These disciplines are: Focus on the Wildly Important, Act on Lead Measures, Keep a Compelling Scoreboard, and Create a Cadence of Accountability. (See Attachment “B” for more details.)

Lag Measures: A measurement of a result aspired for achievement. These measures are characterized by a “lag” of time between collection of data and the strategy or tactic being measured. Lag measures are defined from *x to y* by when.

Lead Measures: A measure which is characterized by its predictability of lag measures. Lead measures are influenceable by the team.

Leadership Team (LT): A team consisting of the Chancellor and Vice Chancellors.

Management Council (MC): A team of campus Direct Reports to a Vice Chancellor and subject-matter experts in functional areas as depicted in the TSTC Organizational Chart. The MC is intended to promote the TSTC culture and implement TSTC’s strategic plan. The group also promotes institutional awareness through effective communication of all procedures, processes, and plans and serves as a resource to address college-wide concerns.

Program Student Learning Outcomes (PSLOs): Statements that describe what students are expected to know and be able to do as a result of their educational experience in a program of study.

Wildly Important Goals (WIGs): The specific purpose and outcomes set by each administrative, support, and educational unit of the College for the coming fiscal year as aligned to the Strategic Plan’s WIGs.

V. DELEGATION OF AUTHORITY

The Chancellor has the responsibility for the overall management of the College and delegates the authority for adherence and execution of this SOS to the Vice Chancellors over functional areas and units of the College. The Finance function serves as administrator of the College’s institutional effectiveness processes.

VI. PERFORMANCE STANDARDS

1. IPEC members provide input on institutional planning and effectiveness topics to the EMC and/or the LT, as needed. Members provide the chair with ongoing updates as changes occur to the member’s area of expertise.
2. IPEC members conduct research, review institutional data and best practices, seek input from content experts, etc., to ensure the most relevant input to the process or topic of inquiry.
3. IPEC members adhere to attendance and preparation requirements for all IPEC meetings

and events. Members disseminate information and garner feedback to and from their Vice Chancellor or other reporting authority. Members come to meetings with an in-depth understanding of the areas of focus and have the support of their Vice Chancellor with regard to the information provided on the process or topic of inquiry.

4. As part of the institutional planning and effectiveness process, TSTC:
 - a. Engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission (*SACSCOC Principles of Accreditation, Section 7.1, Institutional planning*).
 - b. Identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. When appropriate, TSTC uses multiple measures to document student success (*SACSCOC Principles of Accreditation, Section 8.1, Student Achievement*).
 - c. Engages in the assessment of program student learning outcomes to include the identification of expected outcomes, assessment of the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results (*SACSCOC Principles of Accreditation, Section 8.2.a, Student outcomes: educational programs*).
 - d. Engages in the assessment of administrative support/service effectiveness to ensure operational efficiency and attainment of the College's strategic goals by identifying expected outcomes and demonstrating the extent to which the outcomes are achieved (*SACSCOC Principles of Accreditation, Section 7.3, Administrative effectiveness*).
 - e. Engages in the assessment of academic and student service units to include the identification of expected outcomes, assessment of the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results (*SACSCOC Principles of Accreditation, Section 8.2.c, Student outcomes: academic and student services*).

APPENDIX

VII. RELATED STATEWIDE STANDARDS, LEGAL CITATIONS, OR SUPPORTING DOCUMENTS

TSTC 2018-2021 Strategic Plan

[SACSCOC Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement](#)

[Texas Higher Education Coordinating Board, Texas Core Curriculum](#)

“Four Disciplines of Execution (Sen Covey, 2012)”

VIII. OPERATING REQUIREMENTS

1. Institutional Planning and Effectiveness Committee (IPEC)

- a. The IPEC shall be a standing committee with a chair represented by the Office for Strategic Planning and Accountability (OSPA). The IPEC’s core membership shall consist of representatives from key functional areas of the College as determined by the Vice Chancellors. Members may be added for subcommittees dependent on planning and evaluation areas of focus. Moreover, the IPEC may work with and incorporate input from other established standing committees of the College, when appropriate, to ensure that planning efforts are integrated across the College and communicated with College leadership and stakeholders throughout the planning process.
 - i. Each duly appointed member of the IPEC may designate a substitute from their department/campus to serve in their stead if professional or personal circumstances necessitate such a proxy on a temporary basis.
 - ii. Members of the IPEC shall routinely communicate IE and planning efforts and issues to their Vice Chancellor in order to ensure that College leadership is informed and able to provide necessary guidance and perspective.
- b. Each new member of the IPEC shall receive orientation into the IE and planning process and appropriate training from the OSPA prior to the first IPEC meeting after appointment, as needed. The format for the orientation shall be a combination of face-to-face and online training.
- c. The IPEC shall meet at least once a month.

2. IPEC Responsibility and Structure

- a. The IPEC shall be charged with synchronizing, coordinating, and deconflicting institutional planning and assessment processes. The committee shall help foster a culture of institutional effectiveness through analyzing how effectively the College is accomplishing its mission and goals, and broadly communicating the results so that the College has a shared understanding of its strengths and weaknesses so as to set appropriate priorities.

Primary activities and/or responsibilities of the Committee shall include, but are not limited to, the following:

- i. Quality assurance monitoring of institutional planning and assessment processes at both macro and micro levels of the College;
 - ii. Facilitating communication of progress toward institutional goals and outcomes as related to institutional planning and effectiveness; and
 - iii. Maximizing the utility and usability of various relevant institutional data reports and tools.
- b. The core IPEC shall be responsible for determining the number and configuration of subcommittees, as needed. Numbers may vary based on the planning and IE activities being addressed with input, as needed, from Vice Chancellors, managers, programs, and departments of the College. The subcommittee lead shall vary depending on the planning task being addressed at the time and/or subject matter expertise. For example, a planning task that requires mostly information technology (IT) shall have an IT lead, and all other functional units shall provide support, as needed.

3. Institutional Effectiveness Framework and Cycle

- a. The College's planning and institutional effectiveness framework, depicted in *Attachment "A"*, shall describe:
- i. How the College assesses achievement of its mission and strategic plan goals;
 - ii. How the College links assessment, planning, data gathering, and budgeting;
 - iii. How the framework's implementation strategies support the strategic plan; and
 - iv. How the mechanisms in place support continuous improvement.
- b. TSTC shall utilize Franklin Covey's The 4 Disciplines of Execution (4DX) Implementation Model for assessing the College's WIGs. The process involves all departments across the College to implement the 4DX strategy, including these four strategies:
- i. Focus. Focus On the Wildly Important. Divisions/departments shall identify a manageable number of WIGs that focus on specific relevant factors deemed critical to the successful performance of that unit's function for the cycle and contribution to the College-level WIGs.
 - ii. Leverage. Act on the Lead Measures.
 - iii. Engagement. Keep a Compelling Scoreboard.
 - iv. Accountability. Create a Cadence of Accountability.
- c. The planning and IE process shall include key evaluative components each collectively involved in assessing the College's achievement of its mission, the WIGs included in its strategic plan, and its divisional/departmental operational effectiveness, including the assessment/evaluation of:
- i. Mission and Strategic Plan Review.
 - The LT shall review the College's legislatively defined mission and its strategic plan goals and priorities every five (5) years at a minimum, unless otherwise directed by the Chancellor, and shall share results of the review and recommendations with the TSTC Board of Regents (BOR).

- The BOR shall engage in a review of the College's mission every five (5) years at a minimum. The BOR shall also engage in strategic planning every five (5) years to evaluate and contribute to the overall scan of the environment, set priority areas of plan focus, and develop and affirm the goals and priorities for the plan.
- ii. WIG-Focused Assessment Plans
- TSTC divisions/departments within all functional areas of the College shall establish and assess WIGs to provide direct support of TSTC's execution of the strategic plan.
 - College-level WIGs shall be intentionally focused and prioritized within the five-year strategic plan cycle as part of the 4DX assessment methodology.
 - Division/department WIGs shall be strategically aligned to the WIGs in the College-level strategic plan and assessed through utilization of the 4DX strategy and implementation model.
 - WIG-Focused Assessment Plans shall utilize the 4DX and Improve Operating Systems for documenting progress and outcomes of assessments.
- iii. Division/Department Operational Assessment Plans
- All educational, support, and administrative units of the College shall engage in assessment of operational goals/outcomes. This process shall occur on a biennial assessment cycle, with progress toward goals/outcomes evaluated annually.
 - Divisions/departments shall establish goals/outcomes focused on the unit's operations and on specific relevant factors deemed critical to the successful performance of that unit's function within the College.
 - Operational assessment plans shall include identification of goals/outcomes, assessment of the extent to which those goals/outcomes are achieved, and provide evidence of seeking improvement based on analysis of results.
 - Operational assessment plans shall be entered and reported in the Improve Operating System.
- iv. Learning-Focused Assessment Plans
- Program Student Learning Outcomes (PSLOs)*
- All TSTC educational programs shall engage in planning and assessment to improve teaching and learning. Educational programs shall identify expected student learning outcomes, assess the extent to which those outcomes are achieved, and provide evidence of seeking improvement based upon analysis of results. This process shall occur on a biennial assessment cycle to ensure programs have sufficient time to communicate and plan assessment methodology with faculty, map outcomes to the curriculum, gather evidence, evaluate results, and implement improvements.

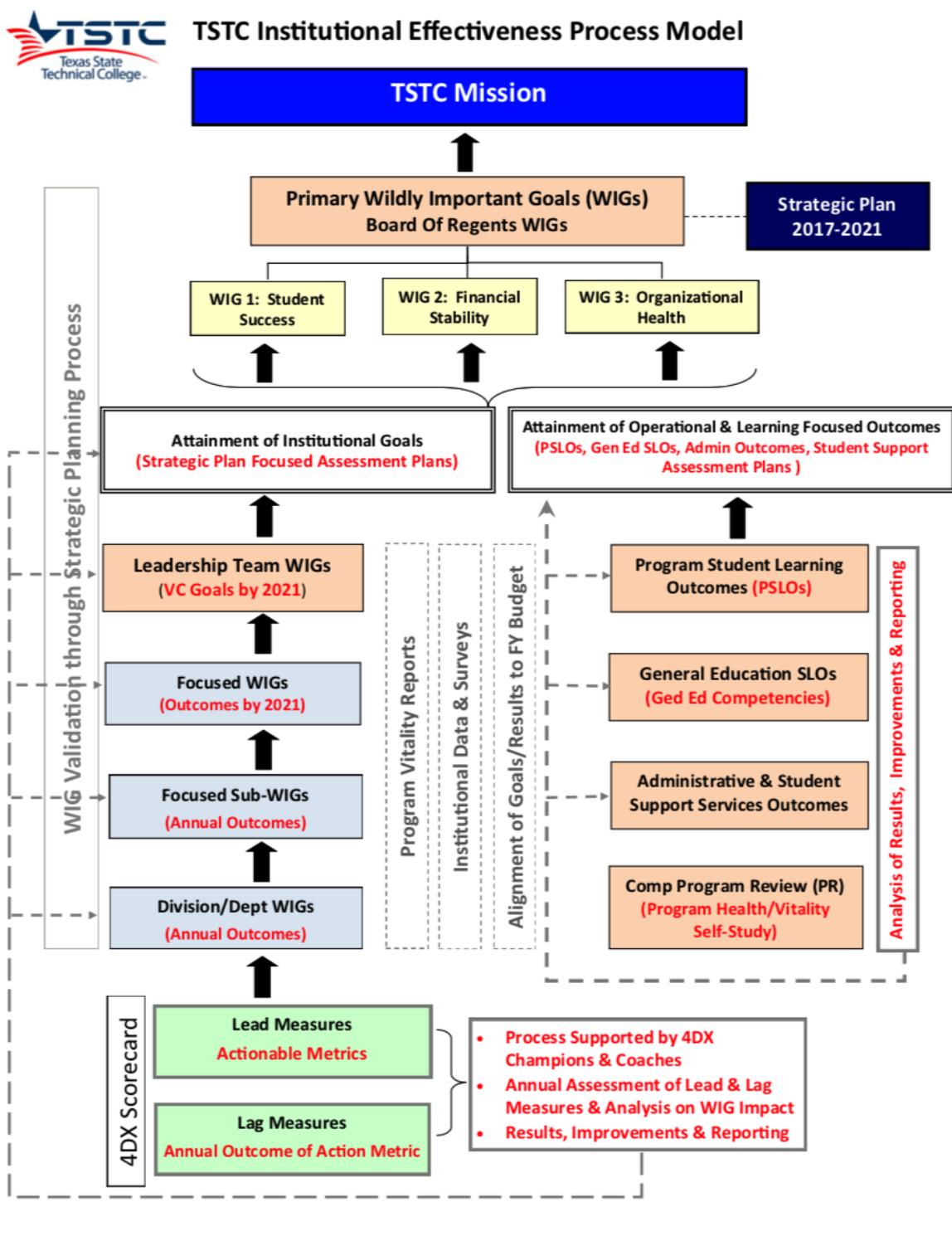
- PSLOs shall be entered and reported in the Improve Operating System.

General Education Outcomes

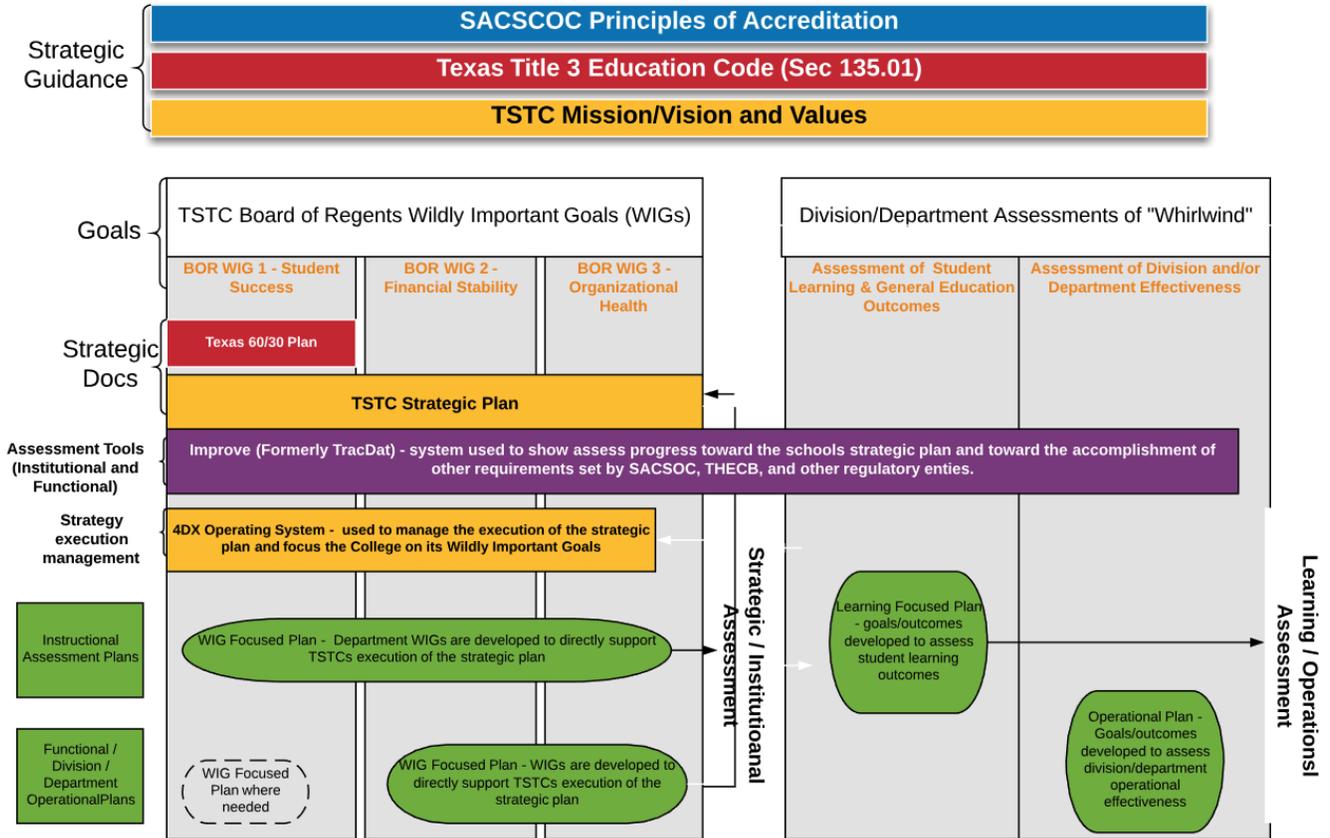
- The TSTC General Academics and Education Department shall identify general educational college-level competencies that align with the core objectives outlined in the [Texas Core Curriculum](#) established by the Texas Higher Education Coordinating Board (THECB). The core objectives determined by THECB span the general education curricula. TSTC shall adopt the THECB core objectives to evaluate general education courses and to provide evidence that demonstrates the extent to which students have attained these competencies.
 - General education outcomes shall be entered and reported in the Improve Operating System.
- v. Comprehensive Program Review
- TSTC educational programs shall engage in a systematic and recurring review of program quality, health, and vitality through a comprehensive program review. This self-study process shall apply to all educational programs that award a credential (credit-bearing degrees and certificates).
 - Reviews shall be structured and scheduled at the department level and shall occur every four years at a minimum, unless otherwise determined by the Vice Chancellor, or his/her designee, from the Student Learning Division. The process shall involve a self-study response report based upon a set of evaluative criteria and shall be led by the program Department Chair followed by a peer review evaluation and consultation process to examine strengths, areas of concern, and ways in which the program can be continuously improved.
- vi. Educational Program Vitality Report
- TSTC shall engage in an evaluation of program vitality through the collection and reporting of key student success and institutional performance metrics. The Business Analytics and Reporting Division shall produce a periodic report that communicates those metrics and also provides a scorecard to reflect performance according to College thresholds. The key performance indicators and outcomes on the scorecard shall be designed to support the strategic direction of the College. The complete report shall also serve as a communication tool to members of the Instructional Division and to College leadership.
- vii. Budget Planning
- TSTC's comprehensive budget process shall be integrated into the planning and institutional effectiveness cycle. The annual budget process shall involve the alignment of division/departmental goals to budget requests. This process shall enable leadership to make budget decisions based on the strategic plans of the College. As subsequent budget decisions arise throughout the year, impact on the achievement of strategic goals shall be considered in the approval process to ensure proper allocation of College resources.

- d. Data for analysis to determine the achievement level of a program, unit, and/or institutional goal or intended outcome shall be collected by relevant divisions/departments at the end of the designated assessment cycle and shall be used for measuring the level of WIG and/or outcomes attainment, for developing action plans for improvements based upon the analysis of the results, and for informing decisions made by institutional management and/or leadership.
- e. Other institutional assessments, surveys, and groups that support planning and evaluation activities with data for decision-making include, but are not limited to, the following:
 - i. Accountability Report of the THECB;
 - ii. Employer Survey;
 - iii. Survey of Employee Engagement;
 - iv. Community College Survey of Student Engagement;
 - v. Noel Levitz Survey; and
 - vi. TSTC College Committees.

Attachment "A"

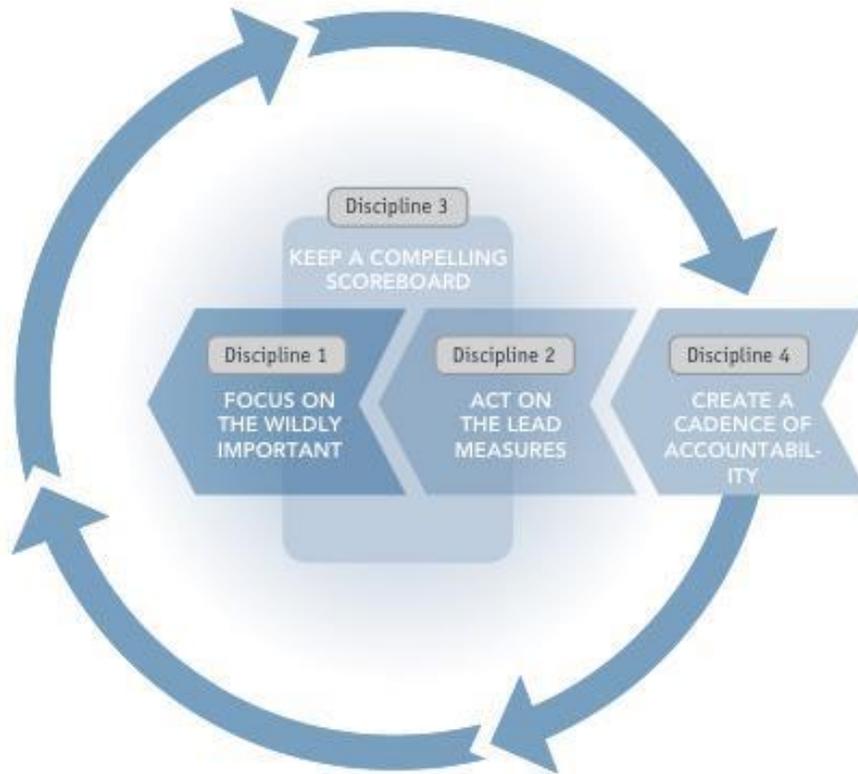


Attachment "B"



Attachment "C"

THE 4 DISCIPLINES OF EXECUTION PROCESS



1. **Focus on the Wildly Important.** Exceptional execution starts with narrowing the focus—clearly identifying what must be done, or nothing else achieved really matters much.
2. **Act on the Lead Measures.** Twenty percent of activities produce eighty percent of results. The highest predictors of goal achievement are the 80/20 activities that are identified and codified into individual actions and tracked fanatically.
3. **Keep a Compelling Scoreboard.** People and teams play differently when they are keeping score, and the right kind of scoreboards motivate the players to win.
4. **Create a Cadence of Accountability.** Great performers thrive in a culture of accountability that is frequent, positive, and self-directed. Each team engages in a simple weekly process that highlights successes, analyzes failures, and course-corrects as necessary, creating the ultimate performance-management system.