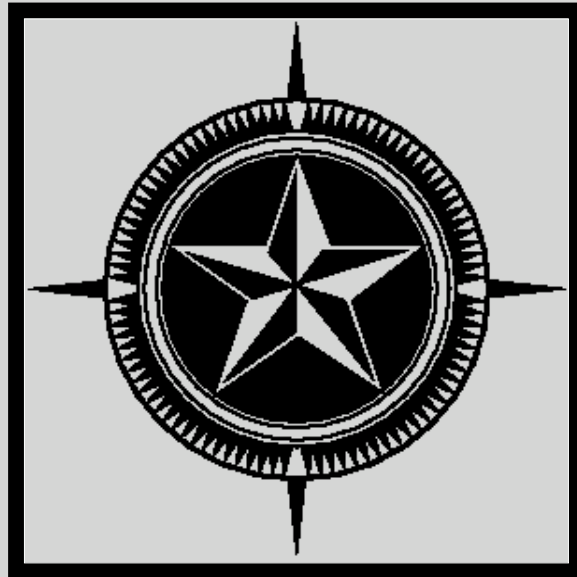


LEE COLLEGE



Institutional
Effectiveness
Handbook

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Published by the Lee College Institutional Effectiveness Committee

LEE COLLEGE INSTITUTIONAL EFFECTIVENESS HANDBOOK

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INSTITUTIONAL EFFECTIVENESS COMMITTEE POLICIES

A. Description of Institutional Effectiveness Committee (IEC) Responsibilities:

1. The IEC is responsible for evaluating the College's effectiveness in accomplishing the College's goals and mission.
2. The IEC, after coordination with the various functional areas of the college, selects and uses a variety of performance measures called institutional effectiveness indicators.
3. The IEC in conjunction with the QEP Advisory committee will annually review the college's Quality Enhancement Plan indicators
4. The IEC annually publishes an Institutional Effectiveness Report Card (IERC), which embodies a review of the College's success at accomplishing its goals, mission and Quality Enhancement Plan.

B. Composition of Committee

- *Chair:*
 - One (1) Dean
- *QEP Advisory Committee:*
 - One (1) representative
- *Chief Academic Officer's Division:*
 - Four (4) representatives composed of three (3) faculty and one (1) non-teaching representative
- *Administrative Assembly:*
 - One (1) representative
- *Staff Assembly:*
 - One (1) representative
- *Any Division:*
 - One (1) non-teaching representative appointed by the appropriate Dean or the President
- *Ex Officio:*
 - One (1) Institutional Research Technician
- One (1) Ex-Chair if not re-appointed at the end of his/her term

Total: Eleven (11) members.

C. Selection of members:

1. President appoints Chair.
2. QEP Advisory Committee appoints one (1) representative.
3. Chief Academic Officer appoints four (4) members as listed above.
4. Administrators Assembly appoints one (1) representative.
5. Staff Assembly appoints one (1) representative.
6. President or appropriate Dean appoints one (1) representative as listed above.
7. Ex-Officio automatic appointment to membership.
8. Ex-Chair automatic appointment to membership.

D. Term of Service

Beginning 1994 members will serve overlapping two-year terms.

PROCEDURES TO EVALUATE EFFECTIVENESS

One key aspect of Institutional Effectiveness is *evaluation* of an institution's performance. For this reason, the Lee College Institutional Effectiveness Committee (IEC) annually from January to July discusses and selects a number of key indicators designed to reflect the progress that Lee College is making with respect to accomplishments of its goals.

Some indicators are more accurate measures than others. For instance, financial indicators, such as cost per full time equivalent student (FTE), are precise. Others are less so, but serve as acceptable proxies for the desired information. For example, we have used the number of post developmental students passing their follow on freshman classes as one indicator of the College's success at developmental courses. Generally, the IEC chooses indicators that are well understood, widely accepted, and easy to compute using available data.

The IEC recognizes that to assess performance, it is often helpful to compare Lee College with other institutions. Accordingly, wherever possible, the IEC uses such comparative data.

There is no "right" or "wrong" value for any indicator. What is essential is to know Lee College's position relative to peers, to past performance, and, most importantly, to accomplishment of its goals and then to investigate and understand the reasons for any perceived problem areas. Once these reasons are understood, the College can take or not take action.

It is also important to bear in mind the external trends and influences not directly reflected in the indicators presented. For example, as a public institution, Lee College must monitor Texas political and economic trends that will affect appropriations. In addition, as a community college, Lee College must monitor local business trends for clues about needed new programs.

Caveats notwithstanding, the I.E. indicators provide a framework for understanding Lee College's institutional condition relative to its goals and for taking steps to improve.

From January to July, the IEC develops the annual Institutional Effectiveness Report Card (IERC), which is published in the fall. In December, the Chair of the IEC presents a briefing of the IERC.

Although the IEC focuses on indicators that are of general import to the entire institution, each unit of the College also develops unit plans. For example, to evaluate educational effectiveness, the Dean of Academic Studies publishes an evaluation cycle containing the schedule and guidelines for evaluation in each program area. In the Applied Sciences and Continuing Education areas, the state as well as the College has established extensive guidelines for evaluations of each program. The Administrative Services area tracks such diverse indicators of effectiveness as the preventive maintenance program and customer satisfaction. The unit plans are normally reviewed annually after the IERC has been published and everyone has had a chance to review it.

PLANNING AND EFFECTIVENESS TIMELINE

Date	Action	Responsibility
November	Consider Mission Statement Assess and prioritize College goals based on review of <u>Report Card</u>	All College Areas I.E. Committee Planning Committee
December	Briefing to the President's Council on the <u>Report Card</u> Results Review <u>Report Card</u>	Chair, Institutional Effectiveness Committee (IEC) All College Areas
January	Publish annual update to mission, goals and philosophy statement	Planning Committee President Board of Regents
January	Unit plans developed based on College goals	All College Areas Instructional Deans
February – July	Develop functional unit budgets: 1) estimate resources needed to implement strategies 2) recommend priorities to accomplish strategies I.E. Committee reviews and develops indicators, providing working targets for them	All College Areas I.E. Committee
March – July	Link goals to budget for new spending and set priorities	Planning Committee Dean of Financial Services President Board of Regents
September – December	Prepare and publish <u>Report Card</u>	I.E. Committee

INSTITUTIONAL INDICATORS OF EFFECTIVENESS 2007-2008

GOAL 1. We will identify, develop, and implement measures of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its goals and strategic objectives.

- Indicator 1.1 Licensure Examination Pass Rates*
- Indicator 1.2 Fall to Fall Retention Rate*
- Indicator 1.3 Semester Course Withdrawal Rate*
- Indicator 1.4 Average GPA of UHCL Students Who Have Transferred From Lee College*
- Indicator 1.5 Performance of Students Receiving Scholarships*

GOAL 2. We will review proposed instructional programs, continue evaluating and revitalize existing curricula and instructional programs, and provide for lifelong learning and avocational interests.

- Indicator 2.1 Student Course Completion Rate*
- Indicator 2.2 Student Grade Point Average Performance*
- Indicator 2.3a Percent of Students Who Complete Programs with a Degree or Certificate*
- Indicator 2.3b Lee College Student Goals Versus Actual Achievements*
- Indicator 2.4 Effectiveness of Developmental Education (DE) – GPA Achieved after DE*
- Indicator 2.5 Effectiveness of Developmental Education (DE) – Percent of Students Passing Follow On Freshman English Courses after DE*
- Indicator 2.6 Effectiveness of Developmental Education (DE) – Percent of Student Passing Follow On Freshman Math Courses after DE*
- Indicator 2.7 Continuing Education (CE) Activity Participants*
- Indicator 2.8a Number of New Course Offerings*
- Indicator 2.8b New Continuing Education Course Offerings*

GOAL 3. We will improve the recruitment, retention, and achievement of all students.

- Indicator 3.1 Percent of Minority Students Enrolled at Lee College Compared to Percent of Minority High School Graduates in the Baytown Service Area*
- Indicator 3.2 Retention Rate by Gender*
- Indicator 3.3 Tuition and Fees in Comparison to Other Gulf Coast Consortium Community Colleges*
- Indicator 3.4 Percentages of Students Receiving Financial Assistance (Break Out By Assistance Type)*
- Indicator 3.5 Cohort Loan Default Rates in Comparison to other Gulf Coast Consortium CC*

GOAL 4. We will maintain our commitment to educational excellence through intensive efforts to recruit and retain outstanding personnel.

- Indicator 4.1 Ratio of Credit Classes Taught by Full-Time Instructors to Those Taught by Part-Time Instructors*
- Indicator 4.2 Salary Comparisons - Full-Time Faculty*
- Indicator 4.3 Salary Comparisons - Full Time Exempt Non Faculty Employees*

- Indicator 4.4* *Salary Comparisons - Full Time Non Exempt Non Faculty Employees*
- Indicator 4.5* *Full Time Employee Retention Rate*
- Indicator 4.6* *Salary Comparison - Part Time Faculty*

GOAL 5. We will improve the College’s linkages with business, industry, and other educational institutions, including high schools, colleges, and universities, to facilitate movement into the job market, within the job market, and/or transfers to this and other institutions.

- Indicator 5.1* *GED Training Program Success Rate*
- Indicator 5.2* *High School Graduate Migration Rate for Baytown Campus*
- Indicator 5.3* *Number of Students in Tech Prep Programs - Break-out by Program*
- Indicator 5.4* *Number of Cooperation and Collaboration Initiatives*
- Indicator 5.5* *Lee College, Baytown Migration Rates in Comparison to Gulf Coast Consortium Community College*

GOAL 6. We will continue expanding the College’s commitment to the economic development of the region by expanding training partnerships with business and industry and by providing opportunities for workers to upgrade their skills.

- Indicator 6.1* *Lee College Students Employed in Their Field One Year after Completing Technical/Vocational Programs Compared to the State Average*
- Indicator 6.2a* *Applied Science Industry Contact Hours*
- Indicator 6.2b* *Community Education Contact Hours*
- Indicator 6.2c* *Number of Small Business Development Center (SBDC) Contacts*
- Indicator 6.3* *Applied Science and Community Education Advisory Committee Meetings*
- Indicator 6.4* *Applied Science and Community Education Program Reviews*

GOAL 7. We will maintain a safe and inviting physical environment.

- Indicator 7.1* *Annual Campus Security Report*
- Indicator 7.2* *Safety Inspection Item Completion Rate*
- Indicator 7.3* *Number of Infrastructure Upgrade Projects Completed*
- Indicator 7.4* *Preventive Maintenance Program Success*
- Indicator 7.5* *Number of Accidents Reported*

GOAL 8. We will provide a cost-effective utilization of human, physical, fiscal, and technological resources.

- Indicator 8.1* *Cost per Full Time Equivalent Student*
- Indicator 8.2* *Ratio of Contact Hours to Headcount*
- Indicator 8.3* *Budget Percentages*

GOAL 9. We will enhance students' knowledge of other cultures and their understanding of global issues by promoting an international perspective, awareness, and understanding.

Indicator 9.1 *Internationalize the Curriculum*
Indicator 9.2 *Faculty Development*
Indicator 9.3 *Special Projects*
Indicator 9.4 *Community Partnerships*

GOAL 10. We will support community service through a variety of activities.

Indicator 10.1 *Facility Rental*
Indicator 10.2 *Operating Budget Commitment to Community Service*
Indicator 10.3 *Scholarship Funds Committed to Senior Citizen Programs*
Indicator 10.4 *Community Service Activities*
Indicator 10.5 *Participation in HEAC and BEAC*

QEP Objective 1. **Students will increase critical thinking skills.**

Indicator QEP 1.1 *California Critical Thinking Skills Test*
 Nelson Denny Reading
Indicator QEP 1.2 *Test*
Indicator QEP 1.3 *Critical Thinking/Reading Component of Core Curriculum Assessment*

QEP Objective 2. **Faculty Learning Communities (FLC) will utilize pedagogical practices that promote critical thinking.**

Indicator QEP 2.1 *Community College Survey of Student Engagement (CCSSE)*
Indicator QEP 2.2 *Number of FLC courses designed with Critical Thinking Strategies*
Indicator QEP 2.3 *Number of FLC courses that implement pedagogical strategies that promote student learning of critical thinking skills.*

QEP Objective 3. **Lee College will utilize active learning methodologies.**

Indicator QEP 3.1 *Community College Survey of Student Engagement (CCSSE)*
Indicator QEP 3.2 *Number of FLC courses designed with Active Learning Strategies*
Indicator QEP 3.3 *Number of FLC courses that implement pedagogical strategies that promote active learning*