



FY2023 IEP Handbook

Institutional Effectiveness and Educational Technologies

Updated on September 2022

Contents

Institutional Effectiveness at Texas Southmost College (TSC).....	3
What is Institutional Effectiveness?.....	3
What is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?.....	3
Why should I care about our accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?	3
VISION 2023	6
Assessment of Planning Units (Division, Department, Office)	9
How do the Institutional Effectiveness Plans (IEPs) relate to Vision 2023?	9
What services are provided to assist in creating IEPs?.....	10
What is TSC's Institutional Effectiveness Plan (IEP) Model?.....	11
Does an Institutional Effectiveness Plan (IEP) need to be approved?	11
What is the assessment process?	12
Where can I go for help?.....	14
What happens when the IEP is finalized?	15
Who will receive IEP Annual Reports?	15
Video Guides	16
Written Guides	18
How to: Locate my IEP in the Planning Site	21
How to: Add a goal to my IEP.....	25
How to: Name your IEP Goal	27
How to: Indicate Goal Duration	33
How to fill out: Division/ Department/ Office Goal Description.....	34
How to fill out: Strategy/ Action Plan (s)	35
How to fill out: Expected Outcome.....	35
How to fill out: Evaluation Criteria/ Deliverable.....	37
How to fill out: Status	38
How to fill out: Findings and Analysis of Findings.....	39
How to fill out: Use of Findings for Improvement	40

Introduction

Institutional Effectiveness at Texas Southmost College (TSC)

The Office of Institutional Planning, Research, and Effectiveness directs and coordinates Texas Southmost College's strategic planning, institutional research, and assessment functions, including activities related to accreditation and student learning outcomes.

What is Institutional Effectiveness?

Institutional Effectiveness is the systematic and ongoing process of collecting, analyzing and acting on data and information relating to the goals and outcomes developed to support Texas Southmost College's mission and purpose. Thus, institutional effectiveness is oriented towards measuring results and using those results to help in decision-making and enhancement. Institutional effectiveness is a cyclical process in which continuous improvements and refinements on goals and methods are undertaken on an ongoing basis.

Why should TSC assess Institutional Effectiveness?

There are two general purposes for Institutional Effectiveness: **improvement and accountability**. Additionally, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that every "institution 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, 2018, p.56).

What is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?

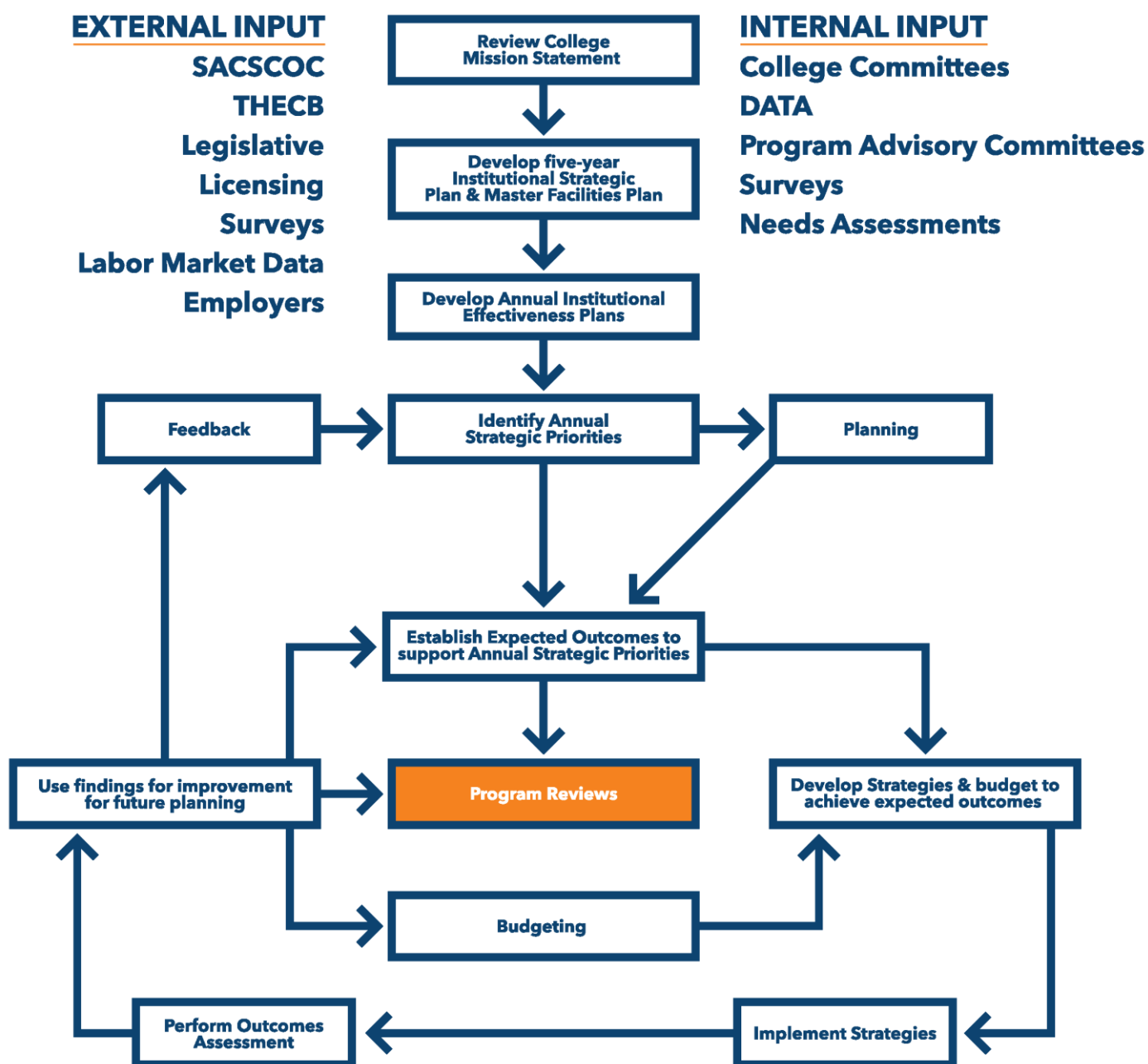
The Southern Association of Colleges and Schools (SACSCOC) is one of the six regional accreditation organizations recognized by the United States Department of Education and the Council for Higher Education Accreditation.

Why should I care about our accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?

"Regional accrediting bodies also serve a "gate keeper" function for access to Title IV funds" (SACSCOC FAQs answers, para. 6, 2018). This means that if our accreditation was stripped we would no longer be able to offer Financial Aid to our students. To learn more about applying for accreditation and maintaining accreditation visit the SACSCOS [website](#) for detailed resources, which outline processes and procedures.

What is TSC's Institutional Effectiveness Cycle?

TSC's Institutional Effectiveness (IE) Cycle is on a 5-year cycle. The diagram below identifies the components of the IE cycle, which inform the strategic and operational planning of the institution.



How does TSC engage in an Institutional Effectiveness Process?

TSC's Institutional Effectiveness Process consists of the following key components:

- Strategic planning
- Operational planning.

An evaluation component is included within each of these key activities.

Strategic Planning allows the institution to develop a long-term direction and focus. As a result, this process serves as the framework for continuous planning at TSC. This allows for the development of objectives by the President, derived from the institutional goals identified in the five-year Strategic Plan. These objectives serve as key priorities to be addressed within 5 years of its establishment to ensure that TSC's mission is fulfilled. In summary, strategic planning serves to identify the intended purpose, direction, and expected outcomes of the College.

- Our process of developing a strategic plan embraces transparency and seeks to build consensus by including feedback from faculty, administration, staff, students, alumni and community leaders.
- Internal and external data is utilized to inform strategic planning to determine where TSC's strengths and weaknesses in both student and institutional performance lie.
- Vision 2023 is the outcome of those collaborative sessions, the data, and it will serve as the guide for the work that will impact how the Institution plans and budgets for the next five-year period (*Vision 2023*). Vision 2023 outlines 5 strategic Goal areas which encompasses 43 strategic priorities.
- The extensive strategic planning process was undertaken beginning in October 2017 and culminated with the TSC Board of Trustees approval of the College's second strategic plan, *Vision 2023* in May 2018. As a result, Vision 2023 now serves as the foundation for TSC's allocation of resources for activities, programs, and personnel.

VISION 2023

STRATEGIC GOAL #1 **FOSTER STUDENT SUCCESS**

STRATEGIES

- Develop pathways with degree plans to move students to completion.
- Focus on non-traditional/adult students.
- Develop a tuition and fee structure to become the best value in the Rio Grande Valley.
- Increase engagement of faculty in student advising.
- Provide a Freshman Seminar (student success course: ORIN0101) for all FTIC students (mandatory for all freshman and those transferring with less than 12 SCHs).
- Mandate student participation in a high-quality orientation.
- Expand articulation agreements with universities.
- Focus on literacy across the curriculum.
- Holistically address the social issues faced by students.
- Employ high impact strategies and services in academic and student support.
- Create an Honors Program.
- Support more collaboration between full-time and adjunct faculty.
- Have a strong Center for Teaching and Learning.
- Achieve clarity about indicators of student success. (New FY23)

STRATEGIC GOAL #2 **LEAD REGIONAL WORKFORCE DEVELOPMENT**

STRATEGIES

- Work with employers to develop programs and internships that are aligned with job market demands (e.g., trades, welding, solar, and wind turbines, etc.)
- Strengthen and develop partnerships with business and industry.
- Tailor marketing efforts to reach employers in the service region.
- Pursue embedded industry certifications and third party program accreditations.
- Expand continuing/community service education offerings.
- Create a systematic way to evaluate program viability.
- Identify and promote marketable skills.
- Develop programs for emerging occupations. (New FY23)

STRATEGIC GOAL #3 **ENRICH THE STUDENT EXPERIENCE**

STRATEGIES

- Enhance teaching and learning spaces with updated equipment, furniture, and technology to reflect a collegiate environment.
- Enhance student engagement outside the classroom.
- Provide transportation to and from ITECC.
- Provide food services on campus.

- Create off-site instructional sites in cooperation with K-12 and community partners.
- Maximize the use of learning technologies (ex: Canvas).
- Conduct a study regarding the adequacy of library services.
- Develop a robust college and programs of study marketing plan.

STRATEGIC GOAL #4

ENHANCE COMMUNITY CONNECTIONS

STRATEGIES

- Increase the number of college sponsored events for the community.
- Establish a TSC/Fort Brown Information Center (provide memorabilia and tours).
- Hold camps for middle and high school students.
- Support an Academy for Lifelong Learning.
- Initiate an alumni association.
- Incorporate faculty into outreach programs.
- Develop a monthly online newsletter.
- Identify a sponsor(s) for the TSC Performing Arts Center.
- Enhance strategic alliances with K-12 districts and universities. (New FY23)

STRATEGIC GOAL #5

INVEST IN EACH OTHER

STRATEGIES

- Develop a focused professional development program for all employees.
- Create an Adjunct Academy.
- Develop an onboarding program for new faculty and staff.
- Conduct periodic salary surveys in an effort to remain competitive.
- Support faculty in work on pathways, learning outcomes, and general education.
- Continue a tuition assistance program for employees.
- Undertake a process optimization effort across lines in the organization.

Operational Planning

Operational planning allows for focused review of educational, administrative, and support programs and services, based on the College's goals, objectives and expected outcomes. Individuals at the implementation level are responsible for developing different but complementary plans of action for service and improvement:

- Institutional effectiveness plans (IEPs) IEPs focus on the improvement of programs and services. Each planning unit (department) must develop an IEP on an annual basis and this includes a review of the previous year's activities and results, as well as internal and external data. Leadership provides the approval of plans and assessment reports. The IEP serves to guide all employees in the design, implementation and changes in procedures and services, based on the previous year's evaluations and assessment results.
- Program Student Learning Outcomes (PSLOs) are developed by the faculty, to focus on improving the effectiveness of teaching and student learning. The results of assessment and student outcomes are used to review and revise their PLOs, with the ultimate goal of improving the student learning experience.
 - Program Reviews are developed by each Program Director, in collaboration with faculty, and used to determine the effectiveness, relevance, currency, and need for the program. It is designed to allow the faculty and administrators to use data to assess, evaluate, and improve program teaching and learning through descriptive information and supporting documentation. Reviews are an introspective process for the department chairs, program directors, and program faculty to assess curriculum, mission, goals, program outcomes, program student learning outcomes, core objectives (where applicable) and other key student success indicators. The Program Review summarizes trends that are used to develop new assessment activities and initiatives, allocate resources, and obtain/maintain regional and programmatic accreditation (if applicable). This information is entered into Compliance Assist under Program Review and occurs over a four-year cycle.

Assessment of Planning Units (Division, Department, Office)

How do the Institutional Effectiveness Plans (IEPs) relate to Vision 2023?

Every year, TSC's Board of Trustees will identify the Annual Strategic Priorities that will be used to assess the President's and the Planning Units effectiveness. All planning units must have at least one goal from the Annual Strategic Priorities in their IEP.

Why should I care about Institutional Effectiveness Plans (IEPs)?

Every individual that works at TSC will be evaluated every year on an individual basis. Your individual goals must be aligned to your department goals which will be outlined in the IEP.



Who is required to do an IEP?

On an annual basis, every planning unit (Division, Department, Office) is required to create an Institutional Effectiveness Plan. These plans are created by the IEP writer which is the designated unit manager (such as but not limited to VPs, Executive Directors, Directors, Coordinators, Deans, Chairs, etc.) The IEP writers may seek formal and informal guidance from their team and their administrative leadership to create their goals, to get buy in from staff, and have transparency across the institution.

What services are provided to assist in creating IEPs?

The Director of Institutional Effectiveness and Assessment will provide guidance and services to IEP writers. Services include but are not limited to the following:

- **Institutional Effectiveness Plan (IEP) Professional Development Sessions** such as, but not limited to, how to use the technology, the formatting of the components in the IEP, how to name supporting documents, and an Annual IEP training session that reflect improvements made on the process or IEP template.
- **One on one sessions** (Progress Checkpoints)
- Detailed **feedback** on submissions
- **Access to the Employee Resource Toolkit** that provides guides, templates, and handbooks relevant to IEPs.

What is TSC's Institutional Effectiveness Plan (IEP) Model?

TSC has developed a standardized model for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units. This model is supported by the template in the Planning Site. All units use the same institutional effectiveness plan model with the following components:

- **Unit Purpose** (aka Mission Statement): This section contains the planning units' mission statement, which is aligned to the college's mission, vision, values, and strategic plan.
- **Division/ Department/ Office Goal Description:** This section contains mission-driven, broad, statements about what services or processes the unit will accomplish with respect to each of the constituencies they serve. In this section, the Unit manager answers the following:
- **Strategy/ Action Plan (s):** This section outlines the strategies and tasks the unit must complete in order to achieve their goal. The unit manager must provide estimated times of completion for each statement and clearly indicate collaborating parties. Supporting documents are provided for all statements during progress checkpoints to reflect proof of progress.
- **Expected Outcome:** All expected outcomes must follow the SMART criteria (Specific, Measurable, Attainable, Relevant, and Time bound). An expected outcome is a clear concise statement that outlines the goal of the planning unit. In this section, the unit manager is asked to provide a measurable statement (this can be a completion goal or a numerical goal) of what will be accomplished through the implementation of the statements provided in the Strategy / Action Plan.
- **Evaluation Criteria/ Deliverable:** This statement must be aligned to the SMART expected outcome statement. This statement must be a clear concise statement that describes how the planning unit will prove if the expected outcome was met or not met.
- **Findings and Analysis of Findings:** In this section, the unit manager must provide a paragraph indicating their findings and an analysis of the findings. One supporting document is required in this section and it must be aligned to the statement provided in the "Evaluation Criteria/ Deliverable" section.
- **Use of Findings for Improvement:** In this section, the unit manager must identify the improvements that can be made in programs and services that resulted from data collection and analysis.

Does an Institutional Effectiveness Plan (IEP) need to be approved?

The IEP writers must seek and attain approval of their annual IEP from their supervisor/s (VP, Executive Director, Dean, etc.) and the OIPRE office. The head of each division must provide their written approval prior to submission to the OIPRE office. This helps ensure that each planning unit is aligned to their division's IEP and is aware of how they will be assessed as a division.

What is the assessment process?

Progress Checkpoints

As the fiscal year launches so do the Institutional Effectiveness Plans (IEPs). Throughout the fiscal year, each planning unit engages in 3 progress checkpoint meetings with the Director of Institutional Effectiveness. During these progress checkpoints, progress on each goal is reviewed and assets as proof of progress are identified and provided by the IEP writer. At the end of each progress checkpoint the following reports are provided:

- **Planning Unit IEP Progress Checkpoint Report-** This provides the IEP writer with a percentage of completion for each of their goals. This percentage is based on the supporting documents provided.
- **Divisional IEP Progress Checkpoint Report-** This provides the head of the division (VPs, Executive Directors) with a percentage of completion for each of their division goals. In addition, it provides them with percentage completion goal data by department name, IEP writer, status of progress checkpoint, and a comments section.
- **President IEP Progress Checkpoint Report-** This provides the President with percentage completion goal data by Division, department name, IEP writer, status of progress checkpoint, and a comments section.

The reports listed above are provided for the IEP Progress Checkpoint #1, IEP Progress Checkpoint #2, and IEP Progress Checkpoint #3.

Submission of IEP

By August 31st (which is aligned to when the fiscal year closes), all IEP writers must complete all requirements of the IEP and submit their IEP for review and finalization to the Director of Institutional Effectiveness and Assessment. The Director will review the IEP for consistency in format and alignment. The areas that will be reviewed are outlined below:

- Strategy/ Action Plan (s) Section
 - Supporting Document Formatting
 - Has personal identifiable information been redacted?
 - Are all documents provided following the standard naming convention?
 - Are all the documents provided in PDF format?
- Findings and Analysis of Findings Section
 - Is there a clear indication if the expected outcome was met, not met, or partially met?
 - Is there an explanation of the results and an analysis of those results?
 - Is the text provided in complete sentence format and free of grammatical errors?
 - Supporting Document Formatting
 - Is the document provided aligned to the Evaluation Criteria/ Deliverable statement?
 - Is there only one PDF document?
 - Does the PDF document follow the standard naming convention?
 - Is FERPA data removed?
- Use of Findings for Improvement
 - Were all the required questions answered?
 - Based on the experience of pursuing the expected outcome, what strategies were the most effective and/or least effective?
 - What was learned from the experience?
 - Will these insights inform the next IEP?
 - What was painful in the experience and why? How can this be improved in the future?
 - Is the text provided in complete sentence format and free of grammatical errors?

Where can I go for help?

Please contact Samantha Duque, Director of Institutional Effectiveness, at Samantha.Duque@tsc.edu for any questions regarding deadlines, process, and training requests.

Follow the procedure outlined below for requesting access to the Planning Site. **Only one individual may be assigned as administrator for a planning unit.*

Step	Action	Responsibility
1.	<p>Supervisor wishing to give Planning Site access to a staff member must send an email to OIPRE department at oiPRE@tsc.edu, copying his/her staff member, with the following:</p> <ul style="list-style-type: none"> • First Name and Last Name • Email • Department (e.g. Office of Institutional Planning, Research and Effectiveness) • Title (e.g. Data Analyst) • Existing user to replace (if any) • Role that should be designated <p>Role Descriptions</p> <ul style="list-style-type: none"> • Administrator- users can create, edit, upload, delete, and modify documents and IEP goals. • Contributor – user can only add/edit content to a pre-existing items in an IEP. The user can upload, delete, and modify documents. • Reviewer - The reviewer permission allows the user access to the IEP in a read-only mode. 	Supervisors (e.g. Chairs, Directors, Deans, Executive Directors, Vice Presidents)
2.	Planning Site Administrator communicates the access to the user through email and provides instructions on how to access the site.	OIPRE Staff
3.	Supervisors (Deans, VPs, etc) are responsible of notifying OIPRE of any user that requires removal or permission edits to the system.	Supervisors

What happens when the IEP is finalized?

The Director of Institutional Effectiveness and Assessment will generate an end of the year IEP report. These reports become cumulative until the current Strategic Plan (Vision 2023) is concluded. These reports and will be broken down by:

- Division
- Department
- Year

Who will receive IEP Annual Reports?

Vice Presidents will receive their Divisional *IEP: Annual End of Year Report*, while the President and Board of Trustees will receive the *Institution's IEP: Annual End of Year report*.

Video Guides

Check out these quick video tutorials.

VIDEO #1



Where do I go to complete the Institutional Effectiveness Plan?

VIDEO #2



How to upload supporting documents

VIDEO #3



How to name a supporting document in the Goal Description

VIDEO #4



How to name supporting documents in the Strategy and Action Plan section

VIDEO #5

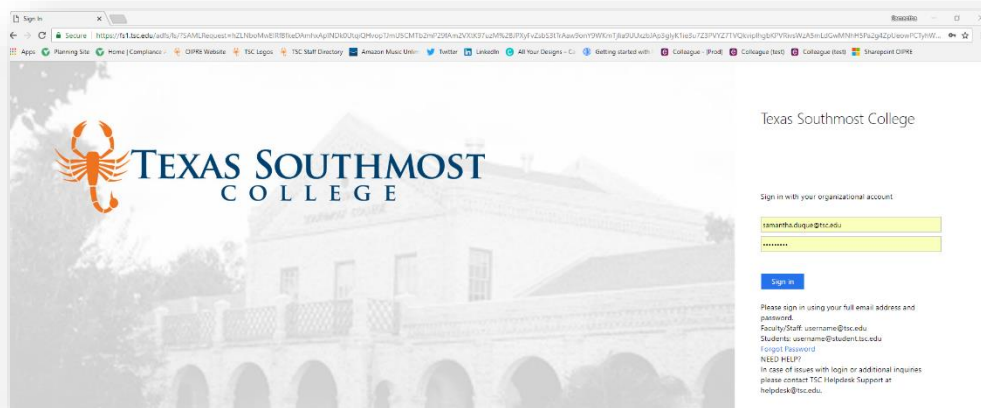


How to name the PDF document in the Findings and Analysis of Findings section

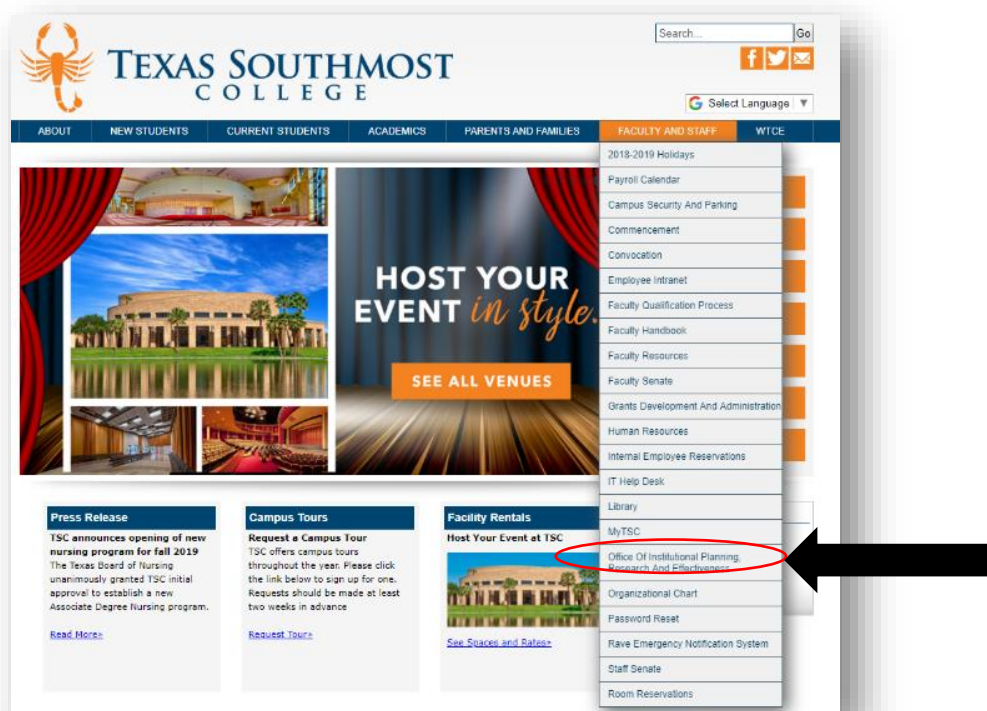
Written Guides

How do I login into the Planning Site?

1. Click on this [link](https://tsc.campuslabs.com/planning) or insert this url into your internet browser <https://tsc.campuslabs.com/planning> (You will use your TSC email and password as your credentials).



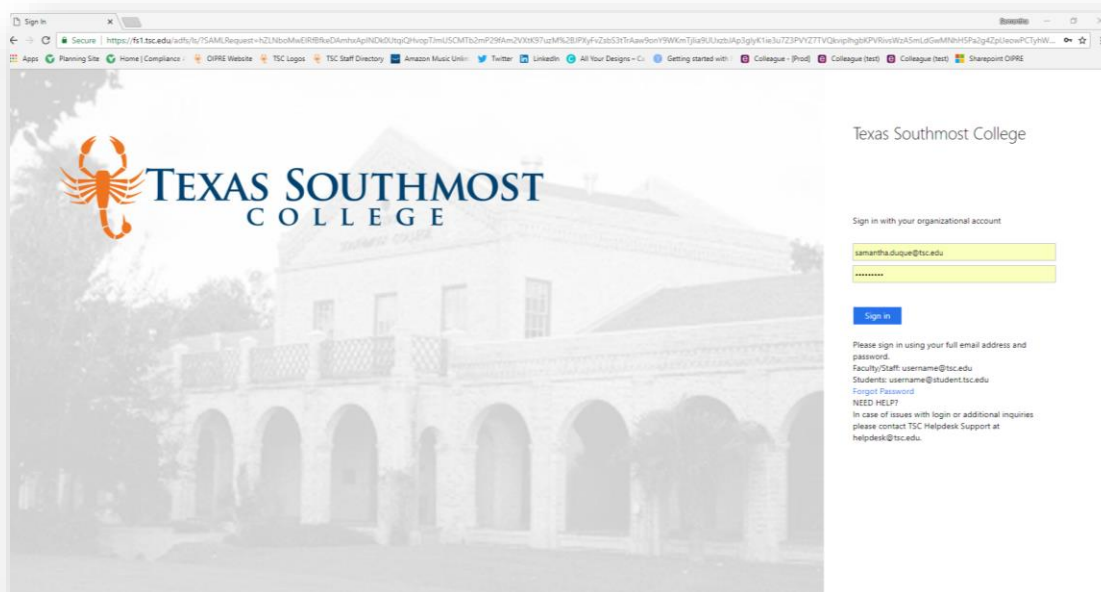
2. Go www.tsc.edu
 - Hover over the “Faculty & Staff” tab and select “Office of Institutional Planning, Research, and Effectiveness.”



- Located on the left side menu, select “Planning Site”

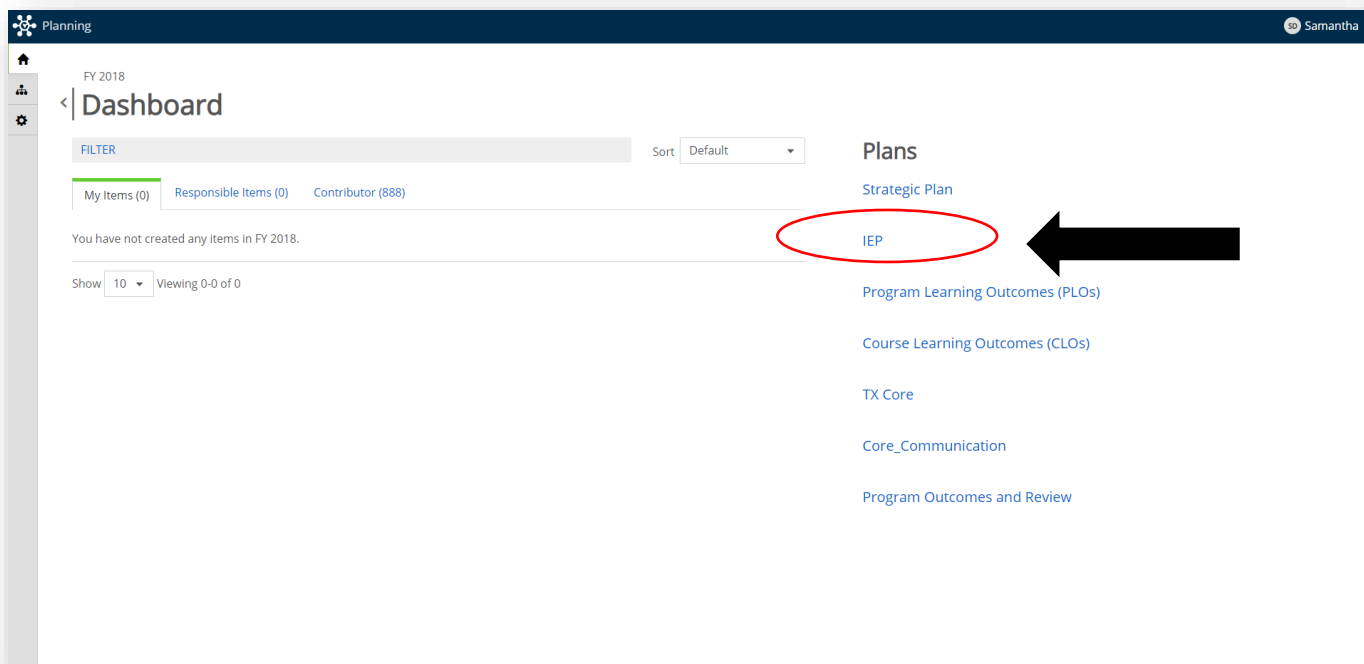


- To log in, you will use your TSC email and password as your credentials.

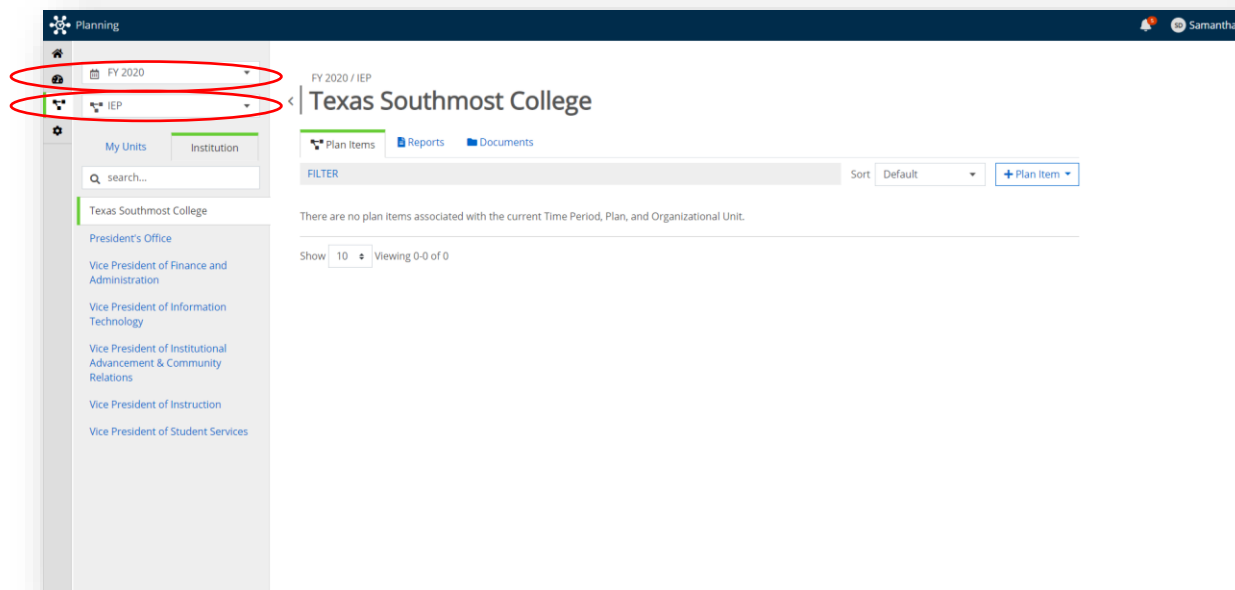


How to: Locate my IEP in the Planning Site

1. Once you have logged into the Planning Site, located on the right side of your screen, under the heading “Plans”, select IEP.

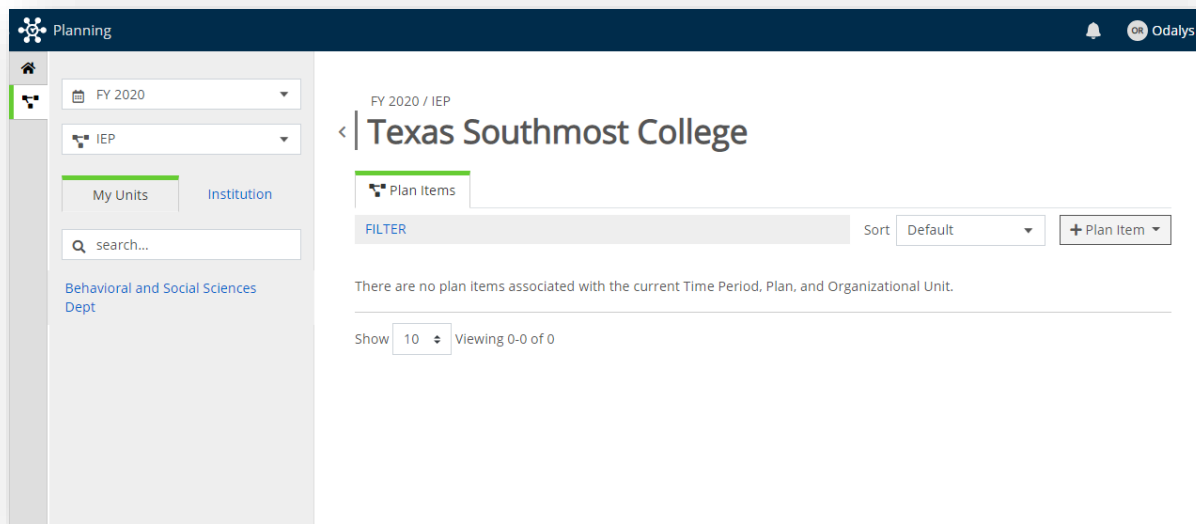


2. On the top left, the two dropdowns should be set as the current fiscal year and IEP.

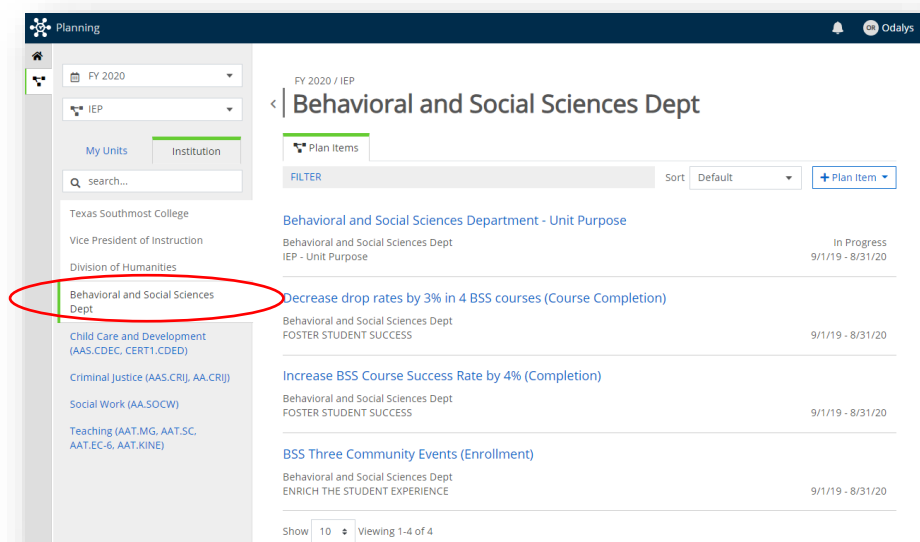


3. On the left side menu select the tab “Institution” and located underneath you will see the planning units (departments) you have access to in the Planning Site. Depending on your access, you may have one of the following views: Institutional View, Division View, Department View.

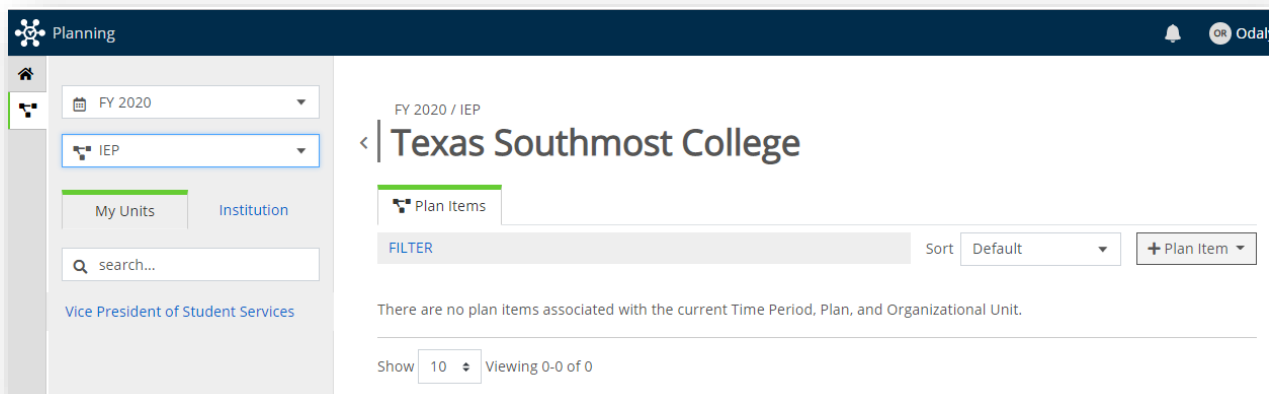
- a. **Department view.** If you are a Coordinator or Chair you will have a department view.



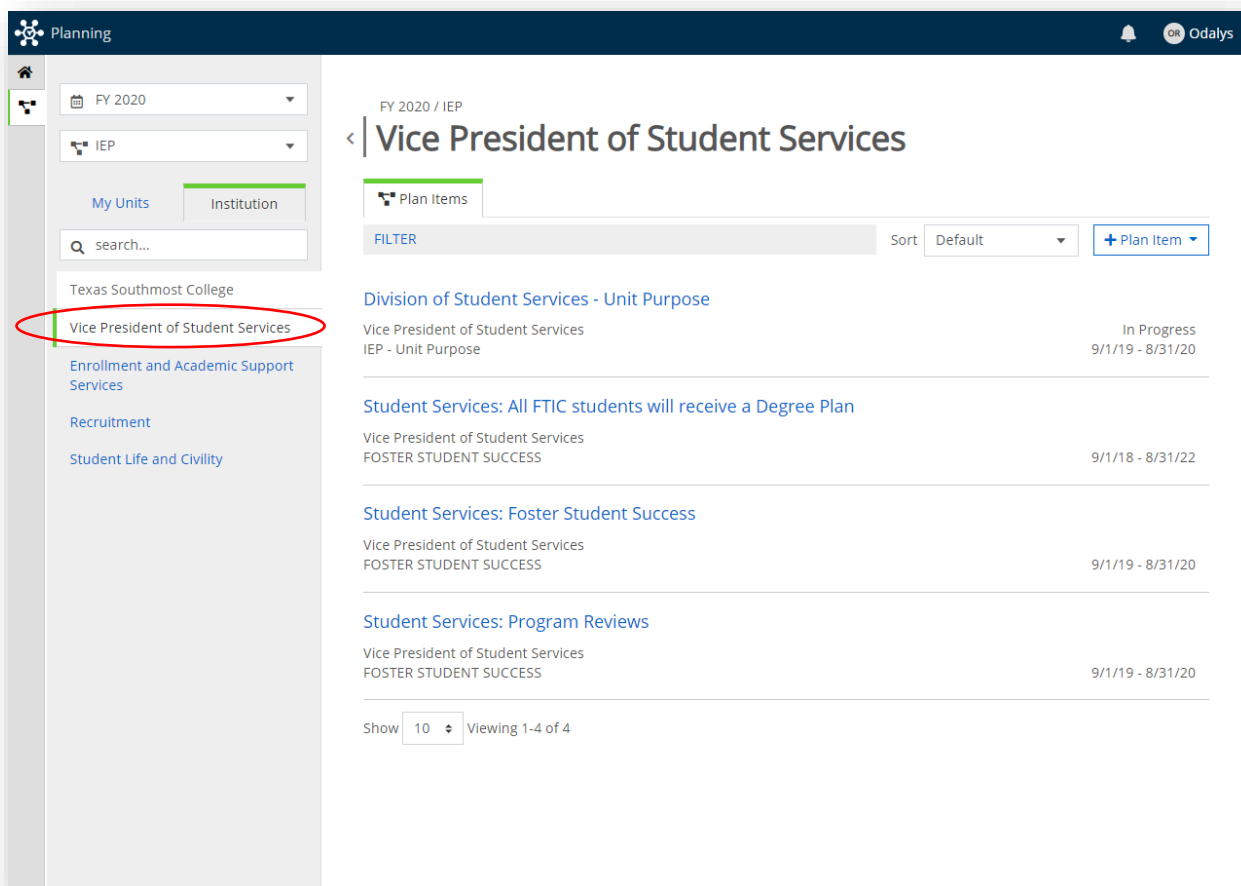
- b. Select your department name.



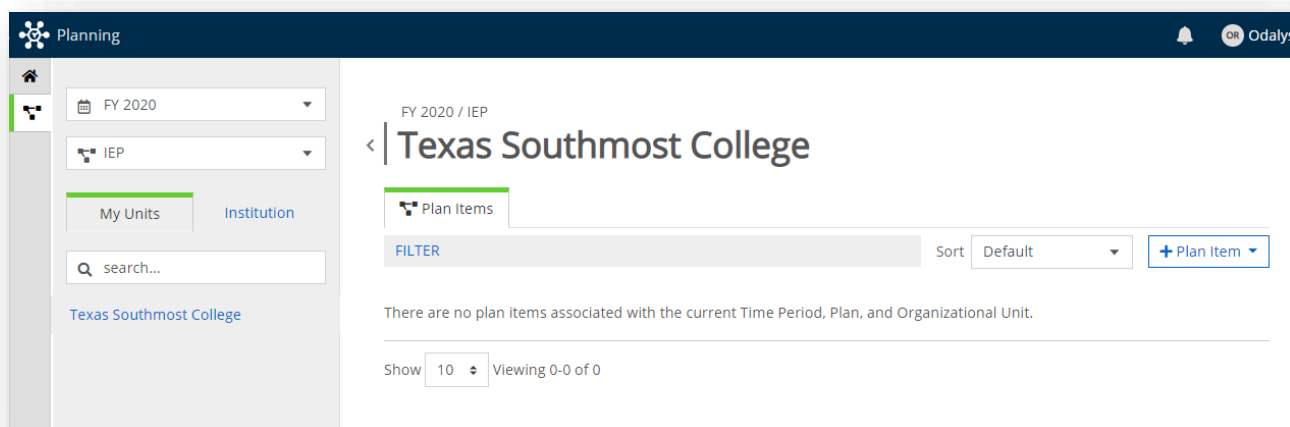
- a. **Division view.** If you are the head of your division, you will have the ability to view all the planning units that have an IEP within your division.



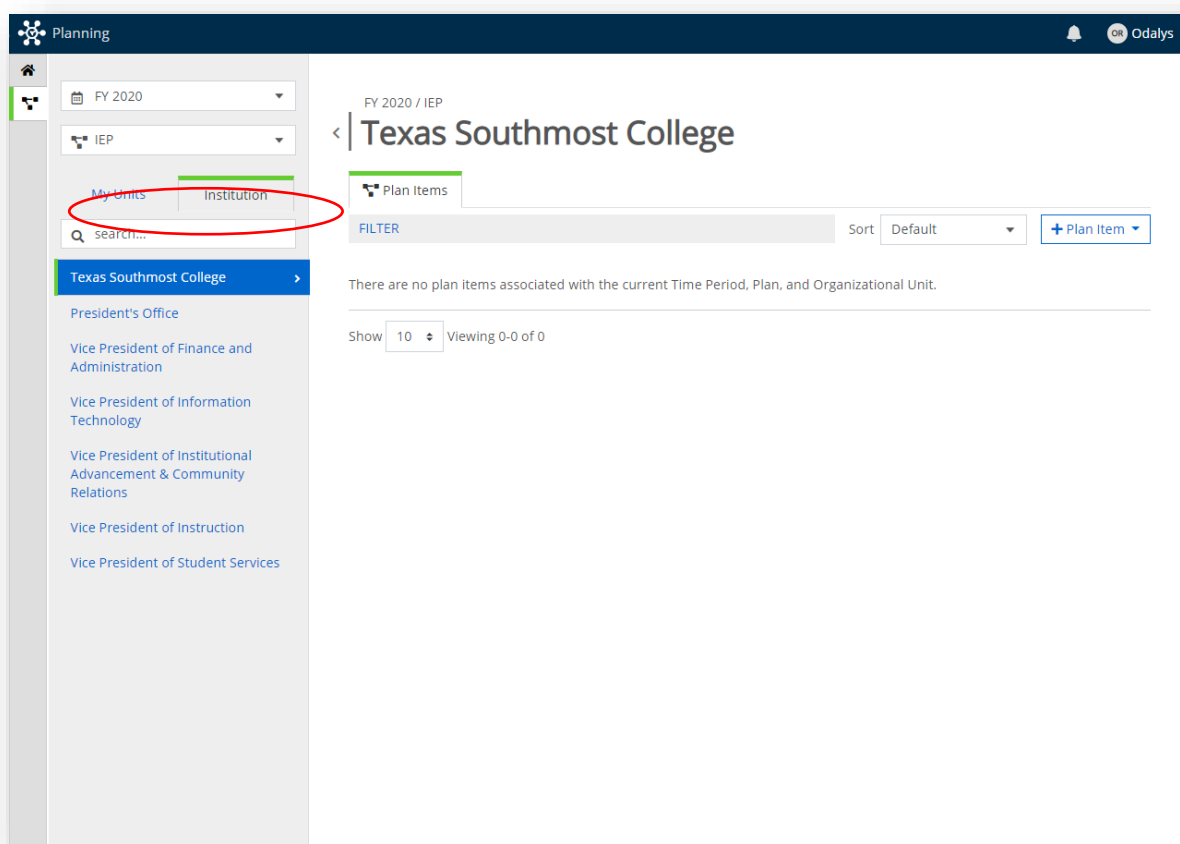
- b. Select your division name.



- a. **Institutional View.** Only the President and Planning Site Administrators will have the ability to see all Division IEPs and their corresponding departments.



- b. Select Texas Southmost College name.



How to: Add a goal to my IEP

- To add a goal, select +Plan Items and then select the strategic goal which is aligned to your goal.

a. Department View.

The screenshot shows the Planning application interface. On the left, a sidebar lists units under 'Texas Southmost College', including 'Behavioral and Social Sciences Dept'. The main content area is titled 'Behavioral and Social Sciences Dept' and displays a list of plan items. A red circle highlights the '+ Plan Item' button in the top right corner of the plan items section. A dropdown menu is visible, showing options like 'IEP - Unit Purpose', 'FOSTER STUDENT SUCCESS', 'LEAD REGIONAL WORKFORCE DEVELOPMENT', 'ENHANCE COMMUNITY CONNECTIONS', 'ENRICH THE STUDENT EXPERIENCE', and 'INVEST IN EACH OTHER'.

b. Division View.

The screenshot shows the Planning application interface for the 'Vice President of Student Services' division. The sidebar on the left lists units under 'Texas Southmost College', including 'Vice President of Student Services'. The main content area is titled 'Vice President of Student Services' and displays a list of plan items. A red circle highlights the '+ Plan Item' button in the top right corner of the plan items section. A dropdown menu is visible, showing options like 'IEP - Unit Purpose', 'FOSTER STUDENT SUCCESS', 'LEAD REGIONAL WORKFORCE DEVELOPMENT', 'ENHANCE COMMUNITY CONNECTIONS', 'ENRICH THE STUDENT EXPERIENCE', and 'INVEST IN EACH OTHER'.

2. You must decide what Strategic Goal is aligned to your goal and select that title (under +Plan)

a. Department View.

Planning

FY 2020 / IEP

Behavioral and Social Sciences Dept

Plan Items

FILTER

Sort: Default

+ Plan Item

IEP - Unit Purpose

- FOSTER STUDENT SUCCESS
- LEAD REGIONAL WORKFORCE DEVELOPMENT
- ENHANCE COMMUNITY CONNECTIONS
- ENRICH THE STUDENT EXPERIENCE
- INVEST IN EACH OTHER

Behavioral and Social Sciences Department - Unit Purpose

Behavioral and Social Sciences Dept
IEP - Unit Purpose

Decrease drop rates by 3% in 4 BSS courses (Course Completion)

Behavioral and Social Sciences Dept
FOSTER STUDENT SUCCESS

9/1/19 - 8/31/20

Increase BSS Course Success Rate by 4% (Completion)

Behavioral and Social Sciences Dept
FOSTER STUDENT SUCCESS

9/1/19 - 8/31/20

BSS Three Community Events (Enrollment)

Behavioral and Social Sciences Dept
ENRICH THE STUDENT EXPERIENCE

9/1/19 - 8/31/20

Show 10 Viewing 1-4 of 4

b. Division View.

Planning

FY 2020 / IEP

Vice President of Student Services

Plan Items

FILTER

Sort: Default

+ Plan Item

IEP - Unit Purpose

- FOSTER STUDENT SUCCESS
- LEAD REGIONAL WORKFORCE DEVELOPMENT
- ENHANCE COMMUNITY CONNECTIONS
- ENRICH THE STUDENT EXPERIENCE
- INVEST IN EACH OTHER

Division of Student Services - Unit Purpose

Vice President of Student Services
IEP - Unit Purpose

Student Services: All FTIC students will receive a Degree Plan

Vice President of Student Services
FOSTER STUDENT SUCCESS

9/1/18 - 8/31/22

Student Services: Foster Student Success

Vice President of Student Services
FOSTER STUDENT SUCCESS

9/1/19 - 8/31/20

Student Services: Program Reviews

Vice President of Student Services
FOSTER STUDENT SUCCESS

9/1/19 - 8/31/20

Show 10 Viewing 1-4 of 4

How to: Name your IEP Goal

- Depending on the Strategic Goal you have selected, the template language that surfaces in the first textbox will reflect that Strategic Goal. Delete that templated language and populate it with a unique title. Guidelines are provided below.
 - IEP goal titles cannot be more than 10 characters (this includes spaces).
 - IEP goal titles cannot contain these symbols: () < / # * & . - ^ % @ !
 - IEP goal titles must contain the acronym of your department.

Planning

FY 2020 / IEP

< Edit Plan Item

Template: FOSTER STUDENT SUCCESS

Providing Department *

☒ Institutional Planning, Research, and Effectiveness

Foster Student Success *

Vision 2023 Strategic Goal

New FOSTER STUDENT SUCCESS Item

Strategic Priorities

☐ (FY2019) Develop pathways with degree plans to move students to completion.
 ☐ (FY2019) Focus on non-traditional/adult students.
 ☐ (FY2020) Develop a tuition and fee structure to become the best value in the Rio Grande Valley.
 ☐ Increase engagement of faculty in student advising.
 ☐ Provide a Freshman Seminar (student success course: ORIN 0101) for all FTIC students (mandatory for all freshman and those transferring with less than 12 SCHs).
 ☐ Mandate student participation in a high quality orientation.
 ☐ Expand articulation agreements with universities.
 ☐ Focus on literacy across the curriculum.
 ☐ (FY2020) Holistically address the social issues faced by students.
 ☐ (FY2019) Employ high impact strategies and services in academic and student support.
 ☐ Create an Honors Program.
 ☐ Support more collaboration between full-time and adjunct faculty.
 ☐ Have a strong Center for Teaching and Learning.

Start *

09/01/2019

End *

08/31/2020

Permissions

Related

History

Assign Responsible Users

Responsible Users

No responsible users have been added.

Available Users

Select users from the list below or search for a specific user

Start typing a user's name

<input type="checkbox"/>	Abusalim, Murad	Administrator
<input type="checkbox"/>	Alves, Christopher	Reviewer
<input type="checkbox"/>	Atkinson, Sylvia	Administrator
<input type="checkbox"/>	Barrera, Sarai	Contributor
<input type="checkbox"/>	Birge, Iris	Administrator
<input type="checkbox"/>	Bond, Nancy	Contributor
<input type="checkbox"/>	Bono, Alyssa	Reviewer
<input type="checkbox"/>	Cano, Raul	Contributor
<input type="checkbox"/>	Carriaga, Guillermo	Reviewer
<input type="checkbox"/>	Castillo, Maria	Contributor

Show 10

Viewing 1-10 of 97

Previous

1

2

3

...

10

Next

Item Visibility

☒ Private

Item is not public

Selecting a Strategic Priority

4. Depending on the Strategic Goal you have selected, the template that will surface will reflected the strategic priorities aligned to that Strategic Goal area. The Annual Strategic Priorities are indicated by the fiscal year (e.g FY2021). Select the corresponding Strategic Priority.
 - a. FOSTER STUDENT SUCCESS- You must select at least **one** strategic priority for each goal.

Planning

FY 2020 / IEP

Edit Plan Item

Template: FOSTER STUDENT SUCCESS

Providing Department *

☒ Institutional Planning, Research, and Effectiveness

Foster Student Success *

Vision 2023 Strategic Goal

New FOSTER STUDENT SUCCESS Item

Strategic Priorities

- ☐ (FY2019) Develop pathways with degree plans to move students to completion.
- ☐ (FY2019) Focus on non-traditional/adult students.
- ☐ (FY2020) Develop a tuition and fee structure to become the best value in the Rio Grande Valley.
- ☐ Increase engagement of faculty in student advising.
- ☐ Provide a Freshman Seminar (student success course: ORIN 0101) for all FTIC students (mandatory for all freshman and those transferring with less than 12 SCHs).
- ☐ Mandate student participation in a high quality orientation.
- ☐ Expand articulation agreements with universities.
- ☐ Focus on literacy across the curriculum.
- ☐ (FY2020) Holistically address the social issues faced by students.
- ☐ (FY2019) Employ high impact strategies and services in academic and student support.
- ☐ Create an Honors Program.
- ☐ Support more collaboration between full-time and adjunct faculty.
- ☐ Have a strong Center for Teaching and Learning.

Start *

09/01/2019

End *

08/31/2020

Permissions **Related** **History**

Assign Responsible Users

Responsible Users

No responsible users have been added.

Available Users

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- b. LEAD REGIONAL WORKFORCE DEVELOPMENT- You must select at least **one** strategic priority for each goal.

Planning

FY 2020 / IEP

< Edit Plan Item

Template: LEAD REGIONAL WORKFORCE DEVELOPMENT

Providing Department *

Institutional Planning, Research, and Effectiveness

Lead Regional Workforce Development *

TSC Vision 2023 Strategic Goal

New LEAD REGIONAL WORKFORCE DEVELOPMENT Item

Strategic Priorities

- ☐ (FY2019) Work with employers to develop programs and internships that are aligned with job market demands (e.g., trades, welding, solar, and wind turbines, etc.)
- ☐ (FY2020) Strengthen and develop partnerships with business and industry.
- ☐ Tailor marketing efforts to reach employers in the service region.
- ☐ (FY2020) Pursue embedded industry certifications and third party program accreditations.
- ☐ Expand continuing /community service education offerings.
- ☐ Create a systematic way to evaluate program viability.
- ☐ Identify and promote marketable skills.

Start *

09/01/2019

End *

08/31/2020

Division/Department/Office Goal Description

What does your department want to accomplish? Provide baseline data to justify the importance of your goal.

File Edit View Insert Format Tools Table

Formats B I
 [Bullets] [Numbered] [List-Group] [Link] [Image]

Permissions
 Related
 History

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+ Carriaga, Guillermo	Reviewer
+ Castillo, Maria	Contributor

Show 10 Viewing 1-10 of 97

Previous 1 2 3 ... 10 Next

Item Visibility

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Item is not public

- c. ENHANCE COMMUNITY CONNECTIONS- You must select **one** strategic priority for each goal.

Planning

FY 2020 / IEP

Edit Plan Item

Template: ENHANCE COMMUNITY CONNECTIONS

Providing Department *

☒ Institutional Planning, Research, and Effectiveness

Enhance Community Connections *

TSC Vision 2023 Strategic Goals.

New ENHANCE COMMUNITY CONNECTIONS Item

Strategic Priorities

- ☐ Increase the number of college sponsored events for the community.
- ☐ Establish a TSC/Fort Brown Information Center (provide memorabilia and tours).
- ☐ (FY2020) Hold camps for middle and high school students.
- ☐ Support an Academy for Lifelong Learning.
- ☐ Initiate an alumni association.
- ☐ Incorporate faculty into outreach programs.
- ☐ Develop a monthly online newsletter.
- ☐ Identify a sponsor(s) for the TSC Performing Arts Center.

Start *

09/01/2019

End *

08/31/2020

Division/Department/Office Goal Description

What does your department want to accomplish? Provide baseline data to justify the importance of your goal.

File Edit View Insert Format Tools Table

Formats B I

Permissions **Related** **History**

Assign Responsible Users

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+ Cano, Raul	Contributor
+ Carriaga, Guillermo	Reviewer
+ Castillo, Maria	Contributor

Show 10 Viewing 1-10 of 97

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Item Visibility

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- d. ENRICH THE STUDENT EXPERIENCE- You must select **one** strategic priority for each goal.

Planning

FY 2020 / IEP

< Edit Plan Item

Template: ENRICH THE STUDENT EXPERIENCE

Providing Department *

Institutional Planning, Research, and Effectiveness

Enrich The Student Experience *

TSC Vision 2023 Strategic Goals.

New ENRICH THE STUDENT EXPERIENCE Item

Strategic Priorities

- ☐ (FY2019) Enhance teaching and learning spaces with updated equipment, furniture, and technology to reflect a collegiate environment.
- ☐ (FY2020) Enhance student engagement outside the classroom.
- ☐ Provide transportation to and from ITECC.
- ☐ Provide food services on campus.
- ☐ Create off-site instructional sites in cooperation with K-12 and community partners.
- ☐ (FY2020) Maximize the use of learning technologies (ex: Canvas).
- ☐ Conduct a study regarding the adequacy of library services.
- ☐ Develop a robust college and programs of study marketing plan.

Start *

09/01/2019

End *

08/31/2020

Division/Department/Office Goal Description

What does your department want to accomplish? Provide baseline data to justify the importance of your goal.

File Edit View Insert Format Tools Table

Permissions
Related
History

Assign Responsible Users

Responsible Users

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+ Bond, Nancy	Contributor
+ Bono, Alyssa	Reviewer
+ Cano, Raul	Contributor
+ Carriaga, Guillermo	Reviewer
+ Castillo, Maria	Contributor

Show 10 Viewing 1-10 of 97

Previous 1 2 3 ... 10 Next

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e. INVEST IN EACH OTHER- You must select **one** strategic priority for each goal.

Planning

FY 2020 / IEP

Edit Plan Item

Template: INVEST IN EACH OTHER

Providing Department *

☒ Institutional Planning, Research, and Effectiveness

INVEST IN EACH OTHER *

TSC Vision 2023 Strategic Goals.

New INVEST IN EACH OTHER Item

Strategic Priorities

- ☐ (FY2020) Develop a focused professional development program for all employees.
- ☐ Create an Adjunct Academy.
- ☐ (FY2020) Develop an onboarding program for new faculty and staff.
- ☐ Conduct periodic salary surveys in an effort to remain competitive.
- ☐ Support faculty in work on pathways, learning outcomes, and general education.
- ☐ Continue a tuition assistance program for employees.
- ☐ (FY2020) Undertake a process optimization effort across lines in the organization.

Start *

09/01/2019

End *

08/31/2020

Division/Department/Office Goal Description

What does your department want to accomplish? Provide baseline data to justify the importance of your goal.

File Edit View Insert Format Tools Table

Formats B I

Permissions Related History

Assign Responsible Users

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+ Castillo, Maria	Contributor

Show 10 Viewing 1-10 of 97

Previous 1 2 3 ... 10 Next

Item Visibility

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How to: Indicate Goal Duration

5. Regardless of the Strategic Goal template selected, all templates will have a Start and End date section. The default dates will be aligned to the fiscal year.
 - a. If the goal is a one-year goal that is aligned to the fiscal year- **no edits are required.**
 - b. If the goal will span across several fiscal years- **only edit the year under the End section.**

Planning

FY 2020 / IEP

Edit Plan Item

Template: ENHANCE COMMUNITY CONNECTIONS

Providing Department *

☒ Institutional Planning, Research, and Effectiveness

Enhance Community Connections *

TSC Vision 2023 Strategic Goals.

New ENHANCE COMMUNITY CONNECTIONS Item

Strategic Priorities

- ☐ Increase the number of college sponsored events for the community.
- ☐ Establish a TSC/Fort Brown Information Center (provide memorabilia and tours).
- ☐ Hold camps for middle and high school students.
- ☐ Support an Academy for Lifelong Learning.
- ☐ Initiate an alumni association.
- ☐ Incorporate faculty into outreach programs.
- ☐ Develop a monthly online newsletter.
- ☐ Identify a sponsor(s) for the TSC Performing Arts Center.

Start *

09/01/2019

End *

08/31/2020

Permissions | Related | History

Assign Responsible Users

Responsible Users

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Available Users

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+ Atkinson, Sylvia	Contributor
+ Barrera, Sarai	Administrator
+ Canales, Daniela	Administrator
+ Cano, Raul	Contributor
+ Carriaga, Guillermo	Administrator
+ Castillo, Maria	Administrator
+ Castillo, Beatriz	Administrator

How to fill out: Division/ Department/ Office Goal Description

Guiding Questions (answer in complete sentences):

1. What does your department want to accomplish?
2. How does the goal align to **one** of the strategic priorities in Vision 2023?
3. How will the unit's stakeholder/s benefit from this goal?
4. What baseline data do you have to justify the importance of your goal?

If this is a goal you are improving on from the last fiscal year, you must provide baseline data in Goal Description section to prove your goal is justified and based on data (trends, internal, external) (if applicable).

Upload the following: Upload a supporting document that reflects past baseline data/ trends or provides data that justifies/contextualizes the importance of your goal.

Division/Department/Office Goal Description

What does your department want to accomplish? Provide baseline data to justify the importance of your goal.

File Edit View Insert Format Tools Table

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You must provide at least 3-4 complete sentences.

Baseline data: Place a statement here that reflects the data that justifies your goals or provides the context of your department in relations to the goal.

Plan Item Files

There are no attachments.

+ File + Folder

Make sure you see the green checkmark appears as this reflects it has saved your edits. Be careful all content AutoSaves and it is irreversible.

How to fill out: Strategy/ Action Plan (s)

Guiding Questions:

1. How do you intend to accomplish this goal? Identify the strategies and tasks that must be completed to achieve the desired expected outcome (i.e. SMART goal).
2. What departments will you collaborate with to accomplish the expected outcome (i.e. SMART goal)?
3. Is approval needed at any point during the implementation? Whose?
4. How will feedback and/or satisfaction data be collected for continuous improvement?

For each bullet point in this section, you must provide the Month/ Year of your estimated completion (Keep in mind that this is the only section you can update throughout the year).

Upload the following: During progress checkpoints, IEP writers must upload supporting documents as proof of completion for each statement.

Strategy/Action Plan(s)

How do you intend to accomplish this goal? Identify the tasks that must be completed and the departments you must collaborate with to accomplish the expected outcome. When possible, provide estimated times of completion for each statement.

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[Place your department name here] will:

- indicate the strategy/ action item here [Indicate month, year of completion for task]
- indicate the strategy/ action item here [Indicate month, year of completion for task]
- indicate the strategy/ action item here [Indicate month, year of completion for task]
- repeat as needed

*You must call out any department that you need to collaborat with to achieve your expected outcome in this section. This means that the department and leadership are aware of this collaboration request.

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There are no attachments.

Auto Saved: Dec 17, 2019, 12:54:25 PM

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How to fill out: Expected Outcome

Guiding Questions:

1. By what month and year will this goal be completed?
2. What department will be responsible for attempting the goal?

How to fill out: Evaluation Criteria/ Deliverable

Guiding Questions:

1. By when will the findings be provided?
2. How will you know the goal has been accomplished?
3. What asset will you provide as proof of having accomplished the expected outcome?
 - a. If you are providing a report: how will the information be gathered, where is the source of this “Truth”, and what are the specifications?
 - b. What will be the process for gathering your results and analyzing those findings?

It must align to your Expected Outcome Statement.

Make sure you see the green checkmark appears as this reflects it has saved your edits. Be careful all content AutoSaves and it is irreversible.

Evaluation Criteria/ Deliverable
How will you know the goal has been accomplished? By when? What asset/s will you provide?

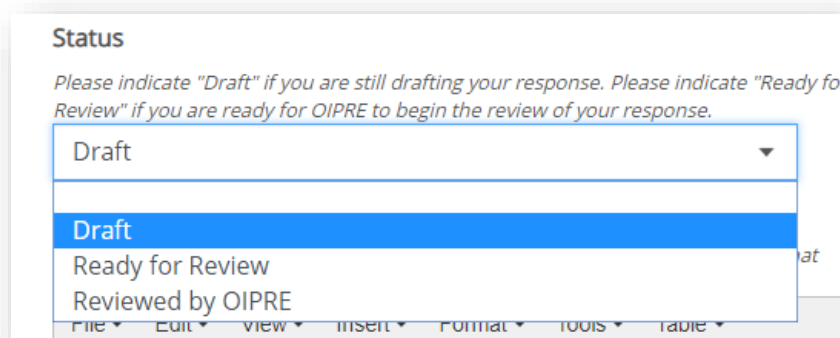
File ▾ Edit ▾ View ▾ Insert ▾ Format ▾ Tools ▾ Table ▾
 ↶ ↷ Formats ▾ **B** *I* [List Icons] [Link Icon] [Image Icon]

By [indicate month and year], the [indicate your department name here] will provide [indicate document, asset, or product that will be provided as proof achivement of the S.M.A.R.T. expected outcome].

Auto Saved: Dec 17, 2019, 1:00:49 PM

How to fill out: Status

Under the Status dropdown: You must select “Ready for Review”. You must **also** email Samantha Duque at (samatha.duque@tsc.edu) when you are ready for your IEP to be reviewed by OIPRE. This status indication does not provide an auto-notification. **If an email is not received, your IEP will not be reviewed.**



The screenshot shows a software window titled "Status". Below the title is a line of instructional text: "Please indicate 'Draft' if you are still drafting your response. Please indicate 'Ready for Review' if you are ready for OIPRE to begin the review of your response." Below this text is a dropdown menu. The menu is currently open, showing three options: "Draft", "Ready for Review", and "Reviewed by OIPRE". The "Ready for Review" option is highlighted with a blue background. At the bottom of the window, a portion of a menu bar is visible, showing "File", "Edit", "View", "Insert", "Format", "Tools", and "Table".

How to fill out: Findings and Analysis of Findings

Guiding Questions (answer in complete sentences):

1. Is the expected outcome met?
2. What were the results?
3. What do these results reveal?

Upload the following: At the end of the fiscal year, it is required that the IEP writer provide a PDF document in this section. The PDF document must be aligned to the statement provided in the “Evaluation Criteria/ Deliverable” section. *If your goal spans across multiple fiscal years, you must provide one PDF per fiscal year.*

Make sure you see the green checkmark appears as this reflects it has saved your edits. Be careful all content AutoSaves and it is irreversible.

Findings and Analysis of Findings

Provide data results and analysis of results. Provide any supporting documents that show results and analysis.

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The expected outcome is considered [met, not met, partially met]. Describe results. Describe analysis and relevations.

Plan Item Files

There are no attachments.

+ File + Folder

How to fill out: Use of Findings for Improvement

Guiding Questions (answer in complete sentences):

1. Based on the experience of pursuing the expected outcome, what strategies were the most effective and/or least effective?
2. What was learned from the experience?
3. Will these insights inform the next IEP?
4. What was painful in the experience and why? How can it be improved in the future?

Make sure you see the green checkmark appears as this reflects it has saved your edits. Be careful all content AutoSaves and it is irreversible.

Use of Findings for Improvement

Based on your experience of pursuing the expected outcome, what strategy did you find effective? What did you learn from the experience that will inform your next IEP?

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List Nested
List Nested Indented
Link Image

Through reflection of the experience, [list insights, discoveries, next steps, etc.]

P