

IE Plan Reporting Guidelines

STC is committed to principles of continuous improvement. The Institutional Effectiveness Plan systematically documents college-wide planning and performance with respect to the college's mission. Creating an institutional effectiveness plan is intended to help programs, divisions, and departments gain a clear picture of their performance and use data to inform decisions toward improvement.

Assessment and evaluation efforts are a college-wide phenomenon. These efforts, however, are sometimes conducted in isolation and might even be motivated by obligations to external agents rather than the needs of the college, program, and its students. In the Institutional Effectiveness Planning process, we aim to facilitate the use of data to highlight the needs of our departments, develop effective plans for addressing those needs, and implement and gauge the performance of those plans. Planning procedures like these are proven methods of improving departmental and, more importantly, student outcomes

Mission Statement

A mission statement should reflect the purpose of the program and what it hopes to accomplish. Having a mission statement is important as it will guide the development of your IE planning. In other words, the improvements you decide to pursue should align with your mission statement.

A good mission statement:

- aligns with the Colleges mission.
- concisely states the values, principles, and goals of the program.

Objective/Goal (Field 1)

State the unit's objective or outcome to be achieved by the end of the planning cycle. Objective statements should be SMART: specific, measurable, achievable, relevant, and time-bound. The objective should clearly state: 1) the outcome of interest, 2) the end date (or when the objective will be achieved), and 3) a summary of the plan to achieve the objective. Below is a template for the general wording of an IE Plan Objective:

“By **[Fall/Spring/Summer, 20XX]**, the **[unit name]** Department will impact/improve/increase **[state the intended outcome, including the population where appropriate]** by **[summarize the general topic of the action plan]**.”

A. Types of Objectives

The following identifies the types of objectives that might be relevant to different units.

Administrative or Operational Objectives: These objectives typically pertain to considerations like efficiency, effectiveness, services provided, quality, compliance, and satisfaction. These types of objectives might not be directly linked to academic or student success outcomes, but instead focus on outcomes which are process oriented. Example: By migrating several in-person

services to an online/automated format, the department will increase accessibility and satisfaction with our services (as measured through usage data and a user satisfaction survey).

Academic Success Objectives: These objectives pertain to outcomes related to student success. Some examples include improving graduation, persistence, and enrollment. Example: By Fall 2025, the percentage of students persisting into the next academic year will increase by 3% by increasing the among of students who receive academic advising.

Student Learning Objectives: These objectives aim to provide direct evidence of student learning through instruction, workshops, or training. Example: By Summer 2025, 80% of students will pass ABC 1100 by implementing new teaching strategies in the classroom.

B. Objectives with Multiple Outcomes

Objectives must include at least one outcome. In some cases, multiple outcomes might be of interest. In multiple outcome objectives, planners will need to indicate how both outcomes will be measured and provide evidence of both objective outcomes in the findings. Planners should note that the success of the objective will depend on both outcomes. In other words, if a planner met one of their objective outcomes, but failed to meet another, the objective would be considered partially met.

C. Objective Timeline

Make sure that the end date does not depend on activities that go beyond the IE planning cycle. For example, for the 2023-2025 IE plan cycle, the objective should not depend on activities occurring in Fall 2025. However, two exceptions are enrollment and persistence outcomes, since reporting due dates occur after the fall census data is collected and posted.

D. The Short Title

Planners should provide a short title by clicking on “edit goal” within Xitracs. This field is limited to 60 characters, including spaces. The short title should be connected to your objective.

Strategic Goal Alignment (Field 2)

All objective outcomes must align with the college’s 2019-2025 STC Strategic Plan. In this section, you will select from a drop-down menu the Strategic Goal that best aligns with your objective outcome. Use your best judgment here and select a single Strategic Goal. The goals are broad, so the objective outcome might fit under more than one goal.

Strategic Direction Alignment (Field 3)

Each Strategic Goal has three or four Strategic Directions. In this section, you will select from a drop-down menu the Strategic Direction that best aligns with your objective outcome. Also, be sure that the Strategic Direction and Strategic Goal (Field 2) are aligned.

Action Plan (Field 4)

The action plan is potentially the most important part of the IE Planning process. As a result, plans to accomplish a unit's objective should be a departmental endeavor.

Action plans should:

- Provide a list of activities that increase the odds of accomplishing the objective.
- Include sufficient detail such that those who participate in its execution will know what to do and when to do it.
- Be specific and have a clear timeline for completion of activities
- Expand on existing practices – If your objective is to improve on some aspect of your department/division, then your action plan should do at least one of the following: 1) propose new initiatives not currently implemented by your department/division and/or 2) expand on existing initiatives in some way

Because the IE plan cycle occurs over two years, a good practice is to divide the action plan into steps that can reasonably be accomplished in the first year and those that can be accomplished in the second year. If the same activities will take place over both years, start with an introduction such as: "Each year the department will undertake the following activities:"

Resources Required (Field 5)

In this section, planners will indicate the use of external departmental personnel, equipment, software, and other resources needed to accomplish the stated objective and action plan. This includes funding, where planners should reference estimated costs as required for budget development justification for the annual funding request process. The plan should identify the role of each resource in accomplishing the objective.

Assessment Method (Field 6)

The Assessment Method field states what measure will be used to assess progress toward the objective outcome. It might also help to identify how data will be collected and compared to determine whether the outcome was achieved or not. Note, the assessment method should not include information on the action plan. Although we encourage the collection of evidence concerning the action plan, this information should be included in the activity report instead.

Mid-Biennium & End-of-Biennium Findings (Fields 7 & 9)

Findings are the data or snapshot of the level of success in achieving the desired outcome named in the objective and short title. This requires a summary or narrative, accompanied by evidence, which might be a chart, table, or PDF document, documenting the objective status. Findings should be explained in such a way that colleagues would understand their significance in terms of the goals and objectives and the possible actions that follow. Data on the objective should be reported even when planners were unable to fulfill their complete action plan.

A. Mid-Biennium Findings

The Mid-Biennium findings section should contain findings from the first year of the IE planning cycle. For example, for the 2023-2025 planning cycle, the mid-biennium findings section (Field 7) should report baseline findings (the outcome of interest before the action plan was implemented) and compare this to the first-year findings (the outcome of interest in the first year the action plan was implemented).

B. End-of-Biennium Findings

The end-of-biennium findings section should mirror your mid-biennium findings section, but include the second-year findings (the outcome of interest in the second year the action plan was implemented).

C. Data Portal

Many objective findings can be collected via the RAS Data Portal. The table below lists many of the outcome measures available through the Data Portal and the corresponding data which should be reported in the mid-biennium and end-of-biennium findings sections.

Measure	2021-2023 IE Plan Cycle			2023-2025 IE Plan Cycle		
	<i>Baseline</i>	<i>Mid-Biennium</i>	<i>End-of-Biennium</i>	<i>Baseline</i>	<i>Mid-Bienniu</i>	<i>End-of-Biennium</i>
Enrollment by Major	Fall 2021	Fall 2022	Fall 2023	Fall 2023	Fall 2024	Fall 2025
Pass Rate: Fall	Fall 2020	Fall 2021	Fall 2022	Fall 2022	Fall 2023	Fall 2024
Pass Rate: Spring	Spring 2021	Spring 2022	Spring 2023	Spring 2023	Spring 2024	Spring 2025
Persistence: Fall to Fall	Fall 2020- Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2022- Fall 2023	Fall 2023- Fall 2024	Fall 2024 - Fall 2025
Persistence: Fall to Spring	Fall 2020- Spring 2021	Fall 2021 - Spring 2022	Fall 2022 - Spring 2023	Fall 2022- Spring 2023	Fall 2023- Spring 2024	Fall 2024 - Spring 2025
Graduates	AY* 2021	AY 2022	AY 2023	AY 2023	AY 2024	AY 2025
Licensure Rates	AY* 2020	AY 2021	AY 2022	AY 2022	AY 2023	AY 2024
Transfer Rate **	AY* 2020	AY 2021	AY 2022	AY 2022	AY 2023	AY 2024
Job Placement ***	AY* 2019	AY 2020	AY 2021	AY 2021	AY 2022	AY 2023

*AY = Academic year considering of Fall, Spring, and Summer terms. For example, Academic Year 2021 includes Fall 2020, Spring 2021, and Summer 2021.

**Data comes from NSC and is normally available Novemer after the AY of graduation.

***Requests for job placement data should be submitted to RAS around August, the final month of the cycle.

Mid-Biennium & End-of-Biennium Activity Reports (Fields 8 & 10)

Activity reports give a narrative account of what your department and its partners did to achieve the results reported in the findings, such as those aspects of the action plan you were able to complete. Evidence may be uploaded to document the activities reported. This might include, for example, a professional development tracking sheet, survey results, focus group reports, and other documents.

A. Mid-Biennium vs. End-of-Biennium Activities

Like the findings section, the activity report should differentiate between the first-year and second-year activities. In the mid-biennium activity report (Field 8), planners should report the activities in the first year of the planning cycle. Correspondingly, activities in the second year of the planning cycle should be included in the end-of-biennium activity report (Field 10).

B. The Difference Between Findings and Activity Reports

Note that the findings sections and activity report should detail distinct information. The **findings** field is where you report the status of the objective outcome. The **activity report** should outline what was done to achieve the progress made toward the objective outcome, including the status of the action plan.

Example: if your aim was to increase persistence (objective) by increasing access to academic advising (action plan) through the 2024-2025 academic year, your findings section would report on persistence data throughout that time period, and your action plan would indicate, for example, what your department did to increase advising, the number of students who received advising, and other related information.

Objective Met (Field 11)

In the objective met field, you will indicate whether you met, partially met, or failed to meet the stated objective outcome through a dropdown menu. Keep in mind that this section is based on whether you met your objective outcome, and not on whether you were able to complete your action plan. Also, objectives with multiple outcomes can only be considered *met* when both outcomes have been achieved. If only one outcome has been achieved, the objective is *partially met*.

Recommendations (Field 12)

Reflect on the activities conducted to meet the IE Objective, and determine which activities were effective or ineffective. Provide a detailed explanation of the activities that will be conducted to improve (or continue to improve) the outcomes of this Objective for the future.