

Texas Higher Education Coordinating Board

The Institutional Effectiveness Evaluation Process For Public Community and Technical Colleges And Four-Year Institutions Offering the Applied Associate Degree

Introduction

The Texas Higher Education Coordinating Board's State-Level Institutional Effectiveness Evaluation (IE) Process is an initiative designed to evaluate and verify the effectiveness of public community and technical colleges in Texas. The IE process permits colleges to make systematic use of evaluation results for the purpose of continuously improving institutional performance, services, and workforce education programs.

Purpose, Authority, and Expectations

Provisions of Texas Education Code, Section 61.0501 and U.S. Public Law 105-332 (Carl V. Perkins Vocational and Technical Education Act of 1998), charge the Coordinating Board with the responsibility of evaluating the effectiveness of workforce education programs, academic courses that are included in workforce education program curricula, and student services offered by public community and technical colleges, the Texas State Technical Colleges, and universities that offer applied associate degree programs for the purpose of assuring:

- continuous improvement of Texas' community and technical colleges in response to state and federal goals and higher education mandates, including workforce education and training;
- accountability to the citizens of the state, Texas Legislature, Governor, and to the U.S. Department of Education for expenditures of public funds; and
- responsiveness of Texas' public community and technical college programs and services in developing a well-educated citizenry and highly trained workforce. Performance and/or quality expectations for public community and technical colleges, the Texas State Technical Colleges, and universities that offer applied associate degree programs are stipulated in:
 - Texas Education Code, Sections 130.003 and 135.01;
 - *Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges*
 - The Texas Higher Education Coordinating Board's *Guidelines for Instructional Programs in Workforce Education*;

- *Texas Success Initiative Rules.*

The Institutional Effectiveness Evaluation Process

Two methods of evaluating colleges have been approved by the Board. Each year, the president of each college is asked to select either an on-site evaluation conducted by peer reviewers from public community and technical colleges from across the state and led by a Coordinating Board staff member, or an information and data review (informally referred to as a “desk review”) conducted by Coordinating Board staff members. The desk review examines certain elements of the college’s activities that have been identified as core indicators of program and services quality. *All colleges are automatically scheduled for a desk review unless the president requests an onsite peer review.* Each year, the presidents of colleges scheduled for review are contacted in advance and asked to specify the type of review they would prefer.

Both evaluation methods provide valuable information about institutional status and progress toward meeting state and institutional goals. The instruments used to conduct peer review site visits and information and data reviews (desk reviews) may be viewed or downloaded by visiting the URLs listed below:

On-Site Peer Review:

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/IE/OnSiteReviewInstrument.pdf>

Desk Review:

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/IE/DeskReviewInstrument.pdf>

The following primary data sources support the IE initiative:

- the Annual Data Profile, the *Statewide Factbook*, and the College Profiles summarize and analyze data reported by Texas public community and technical colleges relating to statelevel goals and federal reporting requirements;
- information derived from the On-Site Review and Information and Data Review processes; and
- the Annual Institutional Self-Evaluation is a required component of the annual application for Federal Perkins Act funds. It requires community and technical colleges to provide data on statewide goals and program-level assessment. Further information about the Institutional Effectiveness Evaluation Process may be found in the Coordinating Board’s *Guidelines for Instructional Programs in Workforce Education (GIPWE)*. The GIPWE is available for review or download at: <http://www.thecb.state.tx.us/ctc/ip/GIPWE2003/>

Questions about the Institutional Effectiveness Evaluation Process should be directed to:

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