

## DOCUMENT RESUME

ED 471 961

JC 030 064

TITLE Public Community and Technical College Institutional Effectiveness Evaluation Process.

INSTITUTION Texas State Higher Education Coordinating Board, Austin. Div. of Community Colleges and Technical Institutes.

PUB DATE 2002-00-00

NOTE 34p.

AVAILABLE FROM For full text: [http://www.thecb.state.tx.us/ctc/ie/ctciems/State-Level\\_IE%20Process\\_Publication\\_2002.pdf](http://www.thecb.state.tx.us/ctc/ie/ctciems/State-Level_IE%20Process_Publication_2002.pdf).

PUB TYPE Reports - Descriptive (141) -- Tests/Questionnaires (160)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS \*Community Colleges; Curriculum Evaluation; Evaluation Criteria; \*Evaluation Methods; \*School Effectiveness; Two Year Colleges

IDENTIFIERS Carl D Perkins Voc and Appl Techn Educ Act 1990; Texas Higher Education Coordinating Board

## ABSTRACT

This document summarizes the Public Community and Technical College Institutional Effectiveness Process sponsored by the Texas Higher Education Coordinating Board. The Institutional Effectiveness (IE) process was implemented in response to the Carl D. Perkins Vocational and Technical Education Act, which stipulates that public institutions of higher education offering technical/vocational education programs supported by funds from the Act must be evaluated periodically. Two methods of evaluation are available. The first is an on-site evaluation conducted by peer reviewers. The second is an information and data review conducted by Coordinating Board staff members. The IE process is based on seven critical success factors. Each critical success factor is evaluated based on specific measures and standards. Institutional characteristics include: (1) mission/strategic planning/institutional resources; (2) effective use of Perkins resources; (3) access/effectiveness of student services; (4) achievement; (5) continuing education/workforce development; (6) quality of academic areas; and (7) quality of workforce education programs. The document also provides the specific measures and standards utilized to evaluate each success factor. (RC)

G. Barron

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## Texas Higher Education Coordinating Board

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### Public Community and Technical College Institutional Effectiveness Evaluation Process

#### Introduction

The Texas Higher Education Coordinating Board's State-Level Institutional Effectiveness (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 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;
- *Criteria for Accreditation Southern Association of Colleges and Schools (SACS)*;
- *Guidelines for Instructional Programs in Workforce Education*; and
- *Texas Academic Skills Program Policy Manual*.

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## The Institutional Effectiveness Evaluation Process

Two methods of evaluating colleges have been approved by the Board. Each year, the president of each college are asked to select:

- 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 indicative of program and services quality.

*All colleges are automatically scheduled for a desk review unless the president requests an on-site peer review. As a courtesy, the presidents of colleges scheduled for review in a given year are contacted in advance and given the opportunity to stipulate which 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) are included in this document.*

The following primary information 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 state-level 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

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/GIPWE2001/>

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

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## **A Brief History of the Institutional Effectiveness Review Process**

In 1992, U. S. Public Law 105-332, more commonly known as the Carl D. Perkins Vocational and Technical Education Act, stipulated that public institutions of higher education offering technical/vocational education programs supported by funds from the Act must be evaluated periodically. Based on the number of public community and technical colleges in Texas, including the Texas State Technical Colleges and the four public universities offering the Associate in Applied Science and/or Associate in Applied Arts degree, it was determined that a period of four years would be required to review all qualifying institutions in the state. The Texas Legislature subsequently passed a law amending Section 61 of the Texas Education Code and creating a four-year institutional effectiveness review cycle.

The Texas Commissioner of Higher Education responded to the review mandate by appointing the standing Community and Technical Colleges Program Quality and Standards Advisory Committee in 1992. The committee is comprised of community college administrators, deans, department and program heads, and faculty members from public community colleges throughout the state. One of the advisory committee's first actions was identification of the critical success factors to be used in the Institutional Effectiveness Evaluation Process. The factors identified by the committee included those stipulated in federal law.

In 1993, the advisory committee conducted a series of public hearings throughout the state for the purpose of providing information about the proposed review process and to solicit comment. That having been accomplished, the review process was piloted in December of that year at Howard College (Big Spring, Texas). At that time, all institutional effectiveness reviews were conducted as peer reviews. Peer review teams are lead by a Coordinating Board staff member, but the actual review of programs and services is conducted by administrators and faculty members from public community and technical colleges throughout the state.

The institutional effectiveness review process applies only to vocational/technical or workforce education programs; not to purely academic programs. However, academic courses included in the curricula of workforce programs are reviewed.

As a result of gains in the quality of workforce education programs and student services between 1993 and 2001, the Program Quality and Standards Advisory Committee recommended that colleges should have the option of requesting either an on-site peer review institutional effectiveness evaluation or an information and data review, or "desk review" as it is informally referred to. Desk reviews are conducted by Coordinating Board staff members rather than peers from colleges around the state.

A desk review is an analysis of information and data reported to the Coordinating Board by the college. Based on the information and data, the Coordinating Board staff can determine if workforce education programs meet or exceed the minimum standards established by law and the additional standards identified and adopted by the Program Quality and Standards Advisory Committee.

The desk review process was piloted in 2001. Results of the pilot review year were satisfactory to the Coordinating Board and to the colleges. In April 2002, the Coordinating Board officially adopted the information and data review as part of the institutional effectiveness review process.

In advance of each year within a four-year review cycle, the presidents of colleges scheduled for review in that year are contacted for the purpose of determining which type of review, a peer review site-visit or a desk review, the college prefers. (Colleges are automatically scheduled for a desk review unless a college advises that a peer-review is preferred.) The number of desk reviews versus site visits conducted varies from year-to-year depending on colleges' individual needs and preferences.

## **INSTITUTIONAL EFFECTIVENESS MEASURES AND STANDARDS FOR TEXAS COMMUNITY AND TECHNICAL COLLEGES**

The state-level Institutional Effectiveness process for Texas community and technical colleges is based on seven critical success factors. Each critical success factor is evaluated based on specific measures and standards. Success factors I through VI measure institutional characteristics, while success factor VII is program specific.

### **I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES**

Review of the institution's commitment and planning efforts in fulfilling the statutory mandates for community and technical colleges and meeting the unique needs of the college's service area.

### **II. EFFECTIVE USE OF PERKINS RESOURCES**

Review of the institution's commitment to policies and procedures to ensure quality planning and continuous improvement of programs as mandated by the Federal Perkins Act.

### **III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES**

Review of the institution's commitment to provide access and services to students with diverse educational, social, and workforce development needs.

### **IV. ACHIEVEMENT**

Review of the institution's performance in producing high-quality students, programs, and services.

### **V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT**

Review of the institution's performance in providing quality continuing education and workforce development.

### **VI. QUALITY OF ACADEMIC AREAS**

Review of the institution's performance in meeting or exceeding standards of excellence in providing academic programs and services, including library resources, transfer facilitation, and developmental education.

### **VII. QUALITY OF WORKFORCE EDUCATION PROGRAMS**

Review of the institution's performance in meeting or exceeding standards of excellence in providing workforce education programs, including placement of program graduates, equipment and facilities, linkages to schools, business and industry, and advisory committee activities.

**I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES**

**1. Quality of College**

A. Measure: College Purpose, Mission and Role  
Standard: Published mission statement addresses all statutory requirements [Texas Education Code Section 61.0511, 130.003(e), 130.0011, 135.01]

B. Measure: SACS Accreditation  
Standard: Candidacy, accreditation, and/or reaffirmation of accreditation

Date of last SACS accreditation visit:      /      /     

Current SACS status:

- Candidate
- Accredited
- Reaffirmed
- Reaffirmed after review for substantive change
- Reaffirmed with warning
- Reaffirmed with probation
- Loss of accreditation
- Other (describe in comments)

C. Measure: Graduate Guarantee  
Standard: Graduate Guarantee for all technical programs (A.A.S. degrees and certificates) in place and published

D. Measure: Institutional Effectiveness  
Standard: System in place to monitor and demonstrate continuing improvement that includes all of the following:

- Institutional effectiveness plan/strategic plan with measurable outcomes
- Program evaluation plan
- Improvement plan for administering Perkins annual application
- Documented application of evaluation results to show improvement of outcomes

[Coordinating Board Rules 10.21(a)(1) and PL 105-332]

- E. Measure: Faculty Qualifications  
Standard: Compliance with SACS criteria

Total faculty by highest degree held: (Fall 2000)

\_\_\_\_\_ No degree  
\_\_\_\_\_ Certificate only  
\_\_\_\_\_ Associates Degree  
\_\_\_\_\_ Bachelors Degree  
\_\_\_\_\_ Masters Degree (18 hrs in teaching field)  
\_\_\_\_\_ Doctoral Degree  
\_\_\_\_\_ Total

Source: CBM008

- F. Measure: Official College Publications  
Standard: College publications are accurate and consistent in describing the institution

Catalog or other publications must contain:

\_\_\_\_\_ Entrance requirements and procedures  
\_\_\_\_\_ Policy for transfer admission  
\_\_\_\_\_ Rules of student conduct  
\_\_\_\_\_ Academic calendar  
\_\_\_\_\_ Degree completion requirements  
\_\_\_\_\_ Program requirements  
\_\_\_\_\_ Full-time faculty and degrees held  
\_\_\_\_\_ Cost and financial obligations  
\_\_\_\_\_ Refund policies  
\_\_\_\_\_ Advising procedures  
\_\_\_\_\_ General TASP requirements  
\_\_\_\_\_ Transfer-dispute resolution policy

- G. Measure: Instructional Effectiveness  
Standard: System in place to formally evaluate instructional effectiveness and apply results to improve outcomes

\_\_\_\_\_ Current, thorough, and clear syllabi (required to meet standard)  
\_\_\_\_\_ Use of student assessments and supervisor/peer observations (required to meet standard)  
\_\_\_\_\_ Curriculum review process (required to meet standard)  
\_\_\_\_\_ Faculty development plans to stay current in field or address educational issues and trends  
\_\_\_\_\_ Use of teaching portfolios  
\_\_\_\_\_ Extracurricular faculty involvement with students (advise, counsel, club sponsorship) to improve learning climate  
\_\_\_\_\_ Implementation and integration of current technology as defined by the college's educational technology plan  
\_\_\_\_\_ Other (describe in comments)

**Note:** Exceeds standard if five (5), including the required items, or more are present.

H. Measure: Professional Development Activities

Standard: Systematic method for identifying and meeting professional development needs of college employees in place that includes at least five (5) of the following:

- \_\_\_\_\_ Improving career counseling/job placement assistance
- \_\_\_\_\_ Addressing differences in learning styles of students
- \_\_\_\_\_ Addressing special needs of special populations
- \_\_\_\_\_ Staying current in academic or technical field, including participation in business and industry partnerships
- \_\_\_\_\_ Integrating academic and technical curricula
- \_\_\_\_\_ Overcoming cultural bias
- \_\_\_\_\_ Improving teaching performance, including use of active learning strategies
- \_\_\_\_\_ Use of technology instruction
- \_\_\_\_\_ Complying with the policies and mission of the college
- \_\_\_\_\_ Providing technical support for the development of courseware (e.g. instructional telecommunication defined in Coordinating Board Rules Chapter 5, Subchapter H) and technology-based instruction materials
- \_\_\_\_\_ Other (list)

**Note:** Exceeds standard if six (6) or more are present.

I. Measure: Distance Education

Standard: 100% compliance with Coordinating Board Rules 5.153 (a)-(e) and (g)-(i)

- \_\_\_\_\_ Quality of distance learning instruction is comparable to quality of on-campus instruction
- \_\_\_\_\_ All credit courses and courses awarding Continuing Education Units for distance learning comply with SACS standards
- \_\_\_\_\_ Admission requirements to institution, program, and class/section of students enrolled in distance learning are the same as for on-campus students
- \_\_\_\_\_ Faculty providing distance learning instruction are selected and evaluated using the same standards used for on-campus faculty
- \_\_\_\_\_ Institution provides training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications
- \_\_\_\_\_ Instructor of record participates in the delivery of instruction and evaluation of student progress
- \_\_\_\_\_ Distance learning instruction is administered and supervised by the same office or person administering the corresponding on-campus instruction with comparable evaluation processes
- \_\_\_\_\_ Students enrolled in distance learning instruction have access to academic support services (academic advising, counseling, library and other learning resources, tutoring services, financial aid) that are comparable to those available for on-campus students
- \_\_\_\_\_ Facilities for distance learning instruction (other than student homes as instructional television reception sites) are adequate for the purpose of delivering instruction which is comparable in quality to on-campus instruction

2. Institutional Resources

- A. Measure: Fiscal Accountability  
Standard: College meets state audit requirements

\_\_\_\_\_ Annual Audit filed \_\_\_\_\_ (Date)  
\_\_\_\_\_ Recommendations addressed

- B. Measure: Financial Resources  
Standard: College meets SACS criteria

## II. EFFECTIVE USE OF PERKINS RESOURCES

### 1. Effective Use of Perkins Resources to promote program quality improvement

- A. Measure: Funds Expended Appropriately  
Standard: Current funds must be expended for allowable costs. Time and effort reports are well documented. Perkins and institutional funds are not commingled
- B. Measure: Use of Perkins Basic Grant Funds for Workforce Education Program Improvement Efforts  
Standard: Perkins funds are used to improve workforce education programs in one or more of the following required use of funds:
- \_\_\_\_\_ Strengthen the academic and technical components of workforce education programs through the integration of academics with workforce education programs through a coherent sequence of courses
  - \_\_\_\_\_ Provide students with strong experience in and understanding of all aspects of an industry
  - \_\_\_\_\_ Develop, improve, or expand the use of technology in workforce education
  - \_\_\_\_\_ Provide professional development programs to teachers, counselors, and administrators
  - \_\_\_\_\_ Develop and implement evaluations of the workforce education programs, including an assessment of how the needs of special populations are being met
  - \_\_\_\_\_ Initiate, improve, expand, and modernize quality workforce education programs
  - \_\_\_\_\_ Provide services and activities that are of sufficient size, scope, and quality to be effective
  - \_\_\_\_\_ Link secondary vocational and technical education and postsecondary workforce education, including implementing Tech-Prep programs

[Ref: PL 105-332 Section 135]

**III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES**

1. Access to College and Services

- A. Measure: Access and Equity of Women and Minorities  
 Standard: Proportion of women and minorities in all workforce education enrollment is comparable ( $\pm 5\%$ ) to overall college enrollment or shows improvement compared to overall college enrollment

College Enroll 1999-00	Workforce Education Enroll 1999-00	College Enroll 2000-01	Workforce Education Enroll 2000-01	
-----	-----	-----	-----	Total
-----	-----	-----	-----	Male
-----	-----	-----	-----	Female
-----	-----	-----	-----	White
-----	-----	-----	-----	African-American
-----	-----	-----	-----	Hispanic
-----	-----	-----	-----	Asian/Pacific Islander
-----	-----	-----	-----	Native American
-----	-----	-----	-----	International
-----	-----	-----	-----	Unknown
-----	-----	-----	-----	Economically Disadvantaged

Source: CBM001, CBM00A

- B. Measure: Access to Student Support Services  
 Standard: Available student support services are accessible to special population students

- \_\_\_\_\_ Career planning and counseling
- \_\_\_\_\_ Learning resources
- \_\_\_\_\_ Special services (transportation, child care, etc.)
- \_\_\_\_\_ Job placement services
- \_\_\_\_\_ Basic Skills assessment
- \_\_\_\_\_ Developmental classes/services
- \_\_\_\_\_ Information for special populations

- C. Measure: Office of Civil Rights (OCR) Compliance  
 Standard: Full OCR compliance
- \_\_\_\_\_ Admissions forms to college/programs/employment are free of discrimination
  - \_\_\_\_\_ Public notice of nondiscrimination
  - \_\_\_\_\_ Nondiscrimination statement on all publications
  - \_\_\_\_\_ Grievance procedures for student/employees are available
  - \_\_\_\_\_ Counseling services and recruitment of students are free from discrimination
  - \_\_\_\_\_ Employment resources of faculty/staff/students are free from discrimination
  - \_\_\_\_\_ Facilities/program accessibility for students with disabilities
  - \_\_\_\_\_ Other (describe in comments)

2. Effectiveness of Student Services

- A. Measure: Assessment and Remediation of Students  
 Standard: Students are assessed and remediated as required by law and CB rules (assessment instruments may include any of the Board's designated alternatives to the TASP test)

**Note:** Exceeds standard if all students are assessed and remediation is supplied to students in TASP-waived programs.

- B. Measure: Career Development/Job Placement Services  
 Standard: Documentation of student use is evident for both of the following:

- \_\_\_\_\_ Career information/career development services/resources
- \_\_\_\_\_ Job placement services

- C. Measure: Student Satisfaction with Student Services  
 Standard: Periodic survey of student satisfaction is conducted and results are applied to improve all of the following:

- \_\_\_\_\_ Career exploration and job placement services
- \_\_\_\_\_ Academic advising
- \_\_\_\_\_ Student counseling services
- \_\_\_\_\_ Financial aid services

- D. Measure: Identification of Exemplary Student Services (Optional)  
 Standard: Student Services meet the standard in II (Effectiveness of Student Services) Measures A. through C. and there is documented evidence that all of the criteria for Exemplary Career Guidance and Counseling Programs as identified by appropriate national professional organizations are present

Option I – Criteria for exemplary programs identified by an appropriate national organization, i.e., the National Association of State Career Development/Guidance Supervisors (NASCD/GS) and the American Vocational Association (AVA) are met:

- \_\_\_\_\_ Assist students to increase self-knowledge and self-advocacy
- \_\_\_\_\_ Assist students in educational and occupational exploration
- \_\_\_\_\_ Assist students in career planning, preparation, and transition
- \_\_\_\_\_ Faculty involvement in career guidance and counseling
- \_\_\_\_\_ Collaboration with other agencies
- \_\_\_\_\_ Collaboration with businesses or industry
- \_\_\_\_\_ Administration has established policies to support student service programs
- \_\_\_\_\_ Facilities where student services program is housed are adequate
- \_\_\_\_\_ Program has plans for adequate financial support
- \_\_\_\_\_ Guidance personnel are qualified (work experience, education, credentials)
- \_\_\_\_\_ Professional development activities are utilized to keep staff current

or

Option II – Criteria for exemplary programs as identified by other national professional organizations are met (describe)

Name of professional organization

\_\_\_\_\_

Criteria of professional organization met by college

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### IV. ACHIEVEMENT

##### 1. Persistence, Remediation and Graduation

- A. Measure: Completion Rates for Full-time Students not Receiving Remediation  
 Standard: 30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within three (3) years

Number	Percent	
_____	_____	All full-time first-time-in-college students (Fall 1998) not receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	<b>Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution</b>

**NOTE:** Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

- B. Measure: Completion Rates for Full-time Students Receiving Remediation  
 Standard: 30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within four (4) years

Number	Percent	
_____	_____	All full-time first-time-in-college students (Fall 1997) receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	<b>Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution</b>

**NOTE:** Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

- C. Measure: Completion Rates for Part-time Students not Receiving Remediation  
 Standard: 15% of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within five (5) years

Number	Percent	
_____	_____	All part-time first-time-in-college students (Fall 1996) not receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1996-97, 1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	<b>Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution</b>

**NOTE:** Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

- D. Measure: Completion Rates for Part-time Students Receiving Remediation  
 Standard: 15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within seven (7) years

Number	Percent	
_____	_____	All part-time first-time-in-college students (Fall 1994) receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1994-95, 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	<b>Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution</b>

**NOTE:** Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

- E. Measure: Retention Rates from Fall to Spring of Full-time First-time-in-college Students (taking 12 Semester Credit Hours [SCH])
- Standard: Retention from Fall to Spring of students who did and did not receive remediation is not more than 5 percentage points below the state average or meets Perkins Standard of 70%

- 1) Full-time ( 12 SCH) first-time-in-college (FTIC) students who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

- 2) Full-time FTIC students who received remediation in the Fall and returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

- 3) Full-time FTIC students who did not receive remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

Source: CBM001, CBM002

F. Measure: Retention from Fall to Spring of Part-time First-time-in-college Students (taking six to 11 Semester Credit Hours [SCH])

Standard: Retention from Fall to Spring of part-time students who did and did not receive remediation is not more than 5 percentage points below the state average or meets Perkins Standard of 50%

1) Part-time (6-11 SCH) first-time-in-college (FTIC) students (Fall 2000) who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

2) Part-time (6-11 SCH) FTIC students (Fall 2000) who received remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

3) Part-time (6-11 SCH) FTIC students (Fall 2000) who did not receive remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	State Average
_____	_____	_____	_____

Source: CBM001, CBM002

## 2. Student Outcomes

A. Measure: Course Completion

Standard: Percentage of contact hours completed is not more than 5 percentage points below the state average (Fall 1999)

Acad	Tech	Workforce
(SCH)	(SCH)	Cont Ed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_ Contact hours on 12th class day at official census date

\_\_\_\_\_ Contact hours at end of reporting period

\_\_\_\_\_ Percent of contact hours completed

\_\_\_\_\_ **State average - Percent of contact hours completed**

Source: CBM004, CBM006, CBM00C

B. Measure: 15 Graduates Over Three-Year Period

Standard: 90% of all active workforce education programs produce 15 graduates over three years (except new programs which received CB approval or were first offered within last three years)

- \_\_\_\_\_ Total active programs
- \_\_\_\_\_ Number of new programs producing less than 15 graduates
- \_\_\_\_\_ Total programs evaluated under this standard
  
- \_\_\_\_\_ Number of programs meeting standard
- \_\_\_\_\_ Percent of programs meeting standard

**Note:** In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such “marketable skills achievement,” those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

C. Measure: 90% Placement of Workforce Education Program Graduates within One Year of Graduation

Standard: 90% compliance for all workforce education programs producing graduates (three year average), except new programs

- \_\_\_\_\_ Total active programs
- \_\_\_\_\_ Number of programs producing no graduates and/or new programs with less than 90% placement rate
- \_\_\_\_\_ Total programs evaluated under this standard
  
- \_\_\_\_\_ Number of programs meeting standard
- \_\_\_\_\_ Percent of programs meeting standard

**Note:** Incarcerated students are not counted in the calculations for this measure.

Source: Automated Student and Adult Learner Follow-Up System and CB 116

- D. Measure: Technical (SCH) Non-Completers/Non-Returners\* Employed or Pursuing Additional Education  
 Standard: Percent of non-completers/non-returned who are employed or pursuing additional education is not more than 5 percentage points below the state average

Total Non-Completers/ Non-Returners 1999-2000	Employed Only 1999-2000	Additional Education Only 1999-2000	Empl and Educ 1999-2000	Successful Outcomes Number % 1999-2000
_____	_____	_____	_____	_____
				<b>State Average %</b>
				_____

\*Does not include students who graduated.  
 Source: Automated Student and Adult Learner Follow-Up System

- E. Measure: Licensure Pass Rate  
 Standard: 90% of students tested on a specific licensure exam pass (Perkins Standard)  
 or  
 the percentage of students who take licensure exams and pass is not more than 5% below state average for last three years for the specific licensure exam

\_\_\_\_\_ Number of programs having licensure exams  
 \_\_\_\_\_ Number of programs meeting standard

## V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

### 1. Organization and Operations

A. Measure: Mission Statement

Standard: The Workforce/Continuing Education Division has a mission statement that describes the philosophy and functions that guide its program  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 4, Criterion: 1, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

B. Measure: Delineation of Division Operating Procedures

Standard: The institution's mission statement, policies and procedures manual, and/or organizational chart delineates that the Workforce/Continuing Education Division has the authority and responsibility for establishing and administering Workforce/Continuing Education activities in accordance with SACS criteria  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 4, Criterion: 1, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

C. Measure: Formal Planning

Standard: Workforce/Continuing Education courses reflect the educational needs of a target audience, possess clear and concise learning outcomes, are delivered by qualified instructional personnel, and utilize instructional methodologies consistent with the intended learning outcomes  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 7, CEU Program Criteria, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

D. Measure: Workforce/Continuing Education Publications

Standard: Workforce/Continuing Education publications are accurate and consistent

The Workforce/Continuing Education Schedule and/or Catalogue should contain the following information:

\_\_\_\_\_ Registration requirements and procedures

\_\_\_\_\_ Workforce/Continuing Education office hours

\_\_\_\_\_ CE tuition and fee obligations

\_\_\_\_\_ Refund policies

\_\_\_\_\_ Workforce/Continuing Education to credit articulation policy

\_\_\_\_\_ OCR statements

\_\_\_\_\_ Transcript policy

\_\_\_\_\_ Local course descriptions, rubrics, and numbers consistent with the WECM  
*(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 7, Titles, Course Numbers and Descriptions.)*

E. Measure: Professional Development Activities

Standard: Evidence of professional development activities, sufficient to meet the needs of Workforce/Continuing Education personnel, is provided

F. Measure: Staff Support

Standard: Number of staff is adequate to support the Workforce/Continuing Education offerings.

G. Measure: Equipment and Facilities

Standard: Equipment and facilities meet business and industry standards and are adequate and appropriate to support Workforce/Continuing Education offerings

- H. Measure: Budget Adequacy  
Standard: Budget is adequate to support Workforce/Continuing Education offerings
- I. Measure: 360 Hour Workforce/Continuing Education Programs  
Standard: Any logical sequence of Workforce/Continuing Education courses that totals at least 360 hours must be approved through the Coordinating Board as a Continuing Education program and must appear on the program inventory  
*(See The Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter F, Workforce Continuing Education Courses, Section 9.113 (c); 2001 GIPWE, Chapter III, Workforce Education Program Elements, Section A, Workforce Education Programs: Defining Characteristics, Part 2, Types and Characteristics of Awards.)*
- J. Measure: Workforce/Continuing Education Perkins Eligibility  
Standard: Any Workforce/Continuing Education course receiving Perkins funds must meet one or more of the Perkins criteria listed below  
*(See Annual Application for Basic Grant, The Carl D. Perkins Vocational and Technical Education Act of 1998. Program Year September 1, 2001 – August 31, 2002, The Texas Higher Education Coordinating Board.)*  
[www.THECB.state.tx.us/divisions/ctc/we/perkins2001/annapp/annapp.cfm](http://www.THECB.state.tx.us/divisions/ctc/we/perkins2001/annapp/annapp.cfm)
- \_\_\_\_\_ Funds may be used only on courses that are part of an approved CB program, and also appear on the CB program inventory (SCH or CEU). A single course offered (that is not part of an approved CB program) cannot be funded.
- \_\_\_\_\_ Funded courses should be the same used to complete a certificate or AAS degree.
- \_\_\_\_\_ For a single CEU course that is required for an individual to maintain his/her professional certification the college must have the program on its inventory.
- K. Measure: Transcribing Workforce/Continuing Education Courses  
Standard: The applicable rules and regulations (GIPWE and SACS) have been followed when transcribing Workforce/Continuing Education courses  
*(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 7, Titles, Course Numbers and Descriptions);*  
*The Continuing Education Unit: Guidelines, Fifth Edition, 1994, pp. 4, 6, The Commission on Colleges of the Southern Association of Colleges and Schools;*  
*1998 Criteria For Accreditation, Commission on Colleges, Section 4.7, Student Records, p. 39, The Commission on Colleges of the Southern Association of Colleges and Schools, Approved by the College Delegate Assembly, December 1984, Modified December 1997;*  
*The Continuing Education Unit Criteria and Guidelines, Fifth Edition, 1993, p 10. International Association for Continuing Education and Training.)*
- \_\_\_\_\_ The college has a policy concerning what constitutes the permanent record for each Workforce/Continuing Education student.
- \_\_\_\_\_ There are established and published information-release policies with respect to the privacy rights of individual Workforce/Continuing Education students.
- \_\_\_\_\_ The college has taken all necessary steps to ensure the security of Workforce/Continuing Education student records.
- \_\_\_\_\_ The WECM rubric and course number are used on all official Workforce/Continuing Education transcripts. (The college course title can accompany the WECM title on these records.)
- \_\_\_\_\_ The college issues a transcript upon a student's request.
- \_\_\_\_\_ The cumulative transcript is the official verification of CEU participation in Workforce/Continuing Education courses.
- \_\_\_\_\_ The cumulative transcript (record) for each individual is maintained for at least seven (7) years.

- L. Measure: Tuition/Fee Charges  
 Standard: All Workforce/Continuing Education tuition/fee charges are consistent with the GIPWE guidelines  
*(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 2, General Instructions for Approval and Offering of Workforce Continuing Education Courses, f.)*

- \_\_\_\_\_ Tuition and fees for Workforce/Continuing Education courses offered for continuing education units (CEUs) are established by the college's governing board and are uniformly and consistently assessed.
- \_\_\_\_\_ Tuition and fees for Workforce/Continuing Education courses offered for continuing education units (CEUs) are established at a minimum of \$.50 per contact hour.
- \_\_\_\_\_ Tuition and fees for students from out-of-state, enrolled in contract courses, are established at a minimum of \$4.00 per contact hour.
- \_\_\_\_\_ Exceptions to the tuition and fee charges are thoroughly documented.

2. Access

- A. Measure: Access to Student Support Services  
 Standard: Student support services are accessible to Workforce/Continuing Education students

- \_\_\_\_\_ Career planning and counseling
- \_\_\_\_\_ Learning resources
- \_\_\_\_\_ Job placement services
- \_\_\_\_\_ Basic Skills assessment
- \_\_\_\_\_ Developmental classes/services
- \_\_\_\_\_ Services for special populations
- \_\_\_\_\_ Library services
- \_\_\_\_\_ Financial Aid

3. Workforce/Continuing Education Instruction

- A. Measure: Instructional Effectiveness  
 Standard: There is documented evidence that a system is in place to evaluate Workforce/Continuing Education instruction, and the results of the evaluation have been utilized for continuous course improvements  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 9, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

- \_\_\_\_\_ Workforce/Continuing Education courses are evaluated for quality and effectiveness.
- \_\_\_\_\_ Quality is assured through long range, systematic evaluation process

- B. Measure: Distance Education Offered Through Telecommunications (if applicable)  
Standard: The quality of distance learning instruction is comparable to the quality of other Workforce/Continuing Education instruction

- \_\_\_\_\_ All courses awarding Continuing Education Units for distance learning comply with SACS standards.
- \_\_\_\_\_ Faculty providing distance-learning instruction are selected and evaluated using the same standards used for other Workforce/Continuing Education faculty.
- \_\_\_\_\_ Instructor/facilitator of record is responsible for the delivery of instruction and evaluation of student progress.
- \_\_\_\_\_ Distance learning instruction is administered and supervised by the same office or person administering other Workforce/Continuing Education instruction with comparable evaluation processes.

- C. Measure: Third Party (Contract) Instruction  
Standard: All third party (contract) instruction awarding Continuing Education Units and receiving contact hour funding must comply with Texas Higher Education Coordinating Board Rules and Regulations.  
*(See Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter G, Contractual Agreements, 9.124.)*

**(100 percent compliance is required)**

- \_\_\_\_\_ Contractual agreements have been executed by designated officers of the college and their counterparts in the contracting organization.
- \_\_\_\_\_ Contractual agreements establish a definite understanding between the college and the contracting agency to include each item required by Chapter 9, Subchapter G, referred to above.
- \_\_\_\_\_ Contractual agreements specify the work to be performed, the period of the agreement, and the conditions under which any renewal or renegotiation will occur.
- \_\_\_\_\_ Contractual agreements for instruction comply with all current guidelines of The Commission on Colleges of the Southern Association of Colleges and Schools.
- \_\_\_\_\_ Courses offered as a part of third party (contract) instruction must remain under the sole and direct control of the sponsoring college which exercises ultimate and continuing responsibility for the performance of the functions reflected in the contract.
- \_\_\_\_\_ Instructors of courses taught under third party (contract) instruction must meet qualifications as stipulated by the college.
- \_\_\_\_\_ The college instructor/facilitator of record is responsible for the delivery of third party instruction and the evaluation of student progress in such courses.
- \_\_\_\_\_ Third party (contract) instruction is administered and supervised by the same office or person administering other Workforce/Continuing Education instruction with comparable evaluation processes.

- D. Measure: Adult Literacy  
 Standard: There is documented evidence of serving the literacy needs in the college service area, either through college efforts or with some entities, as demonstrated by the numbers enrolled in the following:  
*(See Texas Education Code, Section 130.003 (e); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter C, Purpose, Role, Mission, 9.53 Role, Mission and Purpose of Public Community/Junior and Technical Colleges, (b).)*

- \_\_\_\_\_ ABE (if applicable, if not applicable write N/A)
- \_\_\_\_\_ GED (if applicable, if not applicable write N/A)
- \_\_\_\_\_ ESL (if applicable, if not applicable write N/A)
- \_\_\_\_\_ Workforce Literacy programs (if applicable, if not applicable write N/A)

- E. Measure: Conversion of Continuing Education Units  
 Standard: The college complies with SACS criteria for the conversion of Continuing Education Units (CEUs) to Semester Credit Hours (SCHs).  
*(See 1998 Criteria For Accreditation, Commission on Colleges, Section 4.6, Continuing Education, Outreach and Service Programs, pp. 38-39, The Commission on Colleges of the Southern Association of Colleges and Schools, Approved by the College Delegate Assembly, December 1984, Modified December 1997.)*

- \_\_\_\_\_ The college has appropriate documentation that the Workforce/Continuing Education course for which SCH credits are awarded is equivalent to a designated SCH experience.
- \_\_\_\_\_ The college has documented that the credit awarded for Workforce/Continuing Education coursework represents collegiate coursework.
- \_\_\_\_\_ The college has documentation that all Workforce/Continuing Education courses for which SCH credits were awarded comply with the requirements of SACS criteria.

#### 4. Quality of Workforce/Continuing Education Courses

##### Part A – Course Content and Development

- A. Measure: Awarding Continuing Education Units (CEUs)  
 Standard: The college complies with THECB guidelines (GIPWE) and SACS criteria (current edition) for awarding Continuing Education Units (CEUs).  
*(See 2001 GIPWE, Chapter III, Workforce Education Program Elements, Section B, Program Elements, Part 8, SACS Guidelines for the Award of Continuing Education Units (CEUs); The Continuing Education Unit: Guidelines, Fifth Edition, 1994, pp. 3-6, 10, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

Compliance must include all of the following:

- \_\_\_\_\_ Curriculum is linked to business and industry.
- \_\_\_\_\_ Syllabi contain clear written learning outcomes.
- \_\_\_\_\_ Content and instructional methods are consistent with learning outcomes.
- \_\_\_\_\_ A system of monitoring course outcomes is in place and utilized.
- \_\_\_\_\_ Professional/agency standards and requirements are incorporated.
- \_\_\_\_\_ There is a supportive and positive environment that enhances learning.
- \_\_\_\_\_ CEUs have been correctly calculated.  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 5, The Commission on Colleges of the Southern Association of Colleges and Schools.)*

- B. Measure: The Use of Special Topics and Local Need Courses  
 Standard: The college complies with THECB guidelines (GIPWE) when using Special Topics and/or Local Need courses.  
*(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H, Guidelines for Continuing Education Unit (CEU) Courses, Part 4, CEU Special Topic Courses, and Part 5, CEU Local Need Courses.)*

**(100 percent compliance is required.)**

*Special Topics Courses*

- \_\_\_\_\_ All Special Topics courses fall within the 7-112 contact hour range.
- \_\_\_\_\_ A WECM Special Topics course form has been submitted to the Coordinating Board for each Special Topics course offered.
- \_\_\_\_\_ All Special Topics courses offered by the college are listed on its course inventory.

*Local Needs Courses*

- \_\_\_\_\_ All Local Need courses fall within the 7-176 contact hour range.
- \_\_\_\_\_ There have been NO MORE than THREE Local Need courses per 4-digit CIP code area taught within any one quarter.
- \_\_\_\_\_ All Local Need course requests were submitted to the Coordinating Board for approval PRIOR to the instruction being offered. (Exceptions must be justified.)
- \_\_\_\_\_ All Local Need courses offered are current (approved within the past 24 months).

**Part B – Persistence and Successful Course Completion**

- A. Measure: Students Completing Courses  
 Standard: The college has a system for identifying and documenting the successful course completion of Workforce/Continuing Education students.

**Part C – Business and Industry Relationships**

- A. Measure: Workforce Development Activities  
 Standard: College efforts to support the needs of local industry are evidenced by:

Number served (duplicated):

- \_\_\_\_\_ Companies served through contract or tuition agreements (Institutional data)
- \_\_\_\_\_ Enrollment in non-funded Workforce/Continuing Education courses [NOTE: These are Workforce/Continuing Education enrollments not reported for funding] (Institutional data)
- \_\_\_\_\_ Enrollments in funded Workforce/Continuing Education courses [Most recent annual report]

- B. Measure: Business and Industry Partnerships  
 Standard: There is active involvement with business/industry and documented evidence of at least two (2) of the following:
- \_\_\_\_\_ Business and industry supports the institution through resource sharing (providing off-site facilities, equipment, labs, donating equipment and/or loaning personnel)
  - \_\_\_\_\_ Internships/apprenticeships/co-ops/practica/clinicals  
*(See 2001 GIPWE, Chapter III, Workforce Education Program Elements, Section B, Program Elements, Part 7, Verification of Program Competencies, C. External Learning Experiences, (15); 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 6, External Learning Experiences.)*
  - \_\_\_\_\_ Contractual agreements with business/industry
  - \_\_\_\_\_ Working with Local Workforce Development Board(s)
  - \_\_\_\_\_ Other (describe under comments):
- C. Measure: Employer and Student Satisfaction  
 Standard: College has a system for measuring and documenting employer and student satisfaction and uses results for program improvement. Documentation may include surveys or interviews with students, employers, and/or advisory committee members, as well as other data
- D. Measure: Advisory Committee Membership  
 Standard: A Workforce/Continuing Education representative participates on SCH and/or Continuing Education advisory committees, as appropriate
- E. Measure: Course and/or Curriculum Revisions/Additions  
 Standard: Course and/or curriculum revisions/additions are determined by:
- \_\_\_\_\_ Input from Workforce Education Advisory committees
  - \_\_\_\_\_ Industry-specific needs assessment data
  - \_\_\_\_\_ Local and/or regional labor market data
  - \_\_\_\_\_ National and/or state labor market trend data
  - \_\_\_\_\_ Other (describe under comments):

5. Quality Of Community Service Courses

- A. Measure: Planning of Community Service Courses  
 Standard: Evidence shows that Community Service courses that do not award Continuing Education Units (CEUs) are educational activities sponsored by an academic or administrative unit of the institution  
*(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 10, The Commission on Colleges of The Southern Association of Colleges and Schools.)*

- B. Measure: Community Service Activities  
Standard: College efforts to support the avocational needs of the citizens of the service area are evidenced by:

Numbers (duplicated):

- \_\_\_\_\_ Enrollment in Community Services courses during the past year (Institutional data)
- \_\_\_\_\_ Community Service courses offered during the past year (Institutional data)
- \_\_\_\_\_ Cooperative agreements between the college and other community agencies to provide avocational educational activities for the citizens of the service area during the past year (Institutional data)

6. Identification of Exemplary Status

The Workforce/Continuing Education Division meets ALL and exceeds four (4) standards of this evaluation and one of the following is evident:

- \_\_\_\_\_ Workforce/Continuing Education Division has received local, state, or national recognition or other awards or commendations.
- \_\_\_\_\_ Workforce/Continuing Education Division should be rated exemplary for reasons noted under comments.

Note: New Workforce/Continuing Education Division operations are not eligible for EP status until statistics are available.

## VI. QUALITY OF ACADEMIC AREAS

A. Measure: Library Resources

Standard: Compliance with SACS criteria as evidenced by:

- \_\_\_\_\_ Access to a broad range of learning resources
- \_\_\_\_\_ Orientation program for students to use learning resources
- \_\_\_\_\_ Opportunity for students to learn how to access information in different formats
- \_\_\_\_\_ Maintain adequate hours
- \_\_\_\_\_ Learning resources cataloged and organized
- \_\_\_\_\_ Convenient and effective access to all learning resources
- \_\_\_\_\_ Adequate physical facilities
- \_\_\_\_\_ Evidence of incorporating technology advances into learning resource operations
- \_\_\_\_\_ Adequate staffing by qualified professionals
- \_\_\_\_\_ Regular and systematic evaluation of learning resources, holdings, and policies

B. Measure: Core Curriculum of Associate Degrees (A.S. and A.A. only)\*

Standard: The college has incorporated a core curriculum of at least 42 SCH into each academic degree plan, unless a smaller core curriculum component is specified in a statewide field of study curriculum

\*Not applicable for colleges in the TSTC system.

C. Measure: Transfer Facilitation\*

Standard: The following items are in place to facilitate transfer (100% compliance):

- \_\_\_\_\_ Transfer dispute resolution policy published in catalog
- \_\_\_\_\_ The college's transfer policies are published and made available to students

\* Not applicable for colleges in the TSTC system.

D. Measure: Transfer Student Success\*

Standard: System to document success of transfer students at transfer institution is in place and monitored. Coordinating Board and University data is acceptable, e.g. Community College Transfer Rate Study

\* Not applicable for colleges in the TSTC system.

E. Measure: Developmental Programs

Standard: Basic skills programs in reading, writing, and math are present and the college has a system in place to track compliance with the 27 SCH limit

**Note:** Exceeds standard if college offers well-rounded developmental education program (study skills, ESL, etc.) utilizing a variety of instructional methods (e.g. lab support, tutoring, etc.).

F. Measure: Developmental Student Success

Standard: A system to track the success of developmental students is in place and used to improve programs

**Note:** Exceeds standard if college has developed a comprehensive tracking system that is well-documented and used to improve the programs.

**VII. QUALITY OF WORKFORCE EDUCATION PROGRAMS** (This section applies to each individual workforce education program.)

- A. Measure: Program Graduates Over Three (3) Year Period  
 Standard: Program has 15 graduates over three (3) year period (except new programs approved by CB for implementation on or after September 1998)

Graduates for last three years:

CIP Code	1998-99	1999-2000	2000-2001	Total
_____	_____	_____	_____	_____

\_\_\_\_\_ Not applicable if program received CB approval for implementation on or after September 1998 and has less than 15 graduates.

- Note 1:** Program meets standard if "not applicable" is checked.  
**Note 2:** In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such marketable skills achievement, those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

- B. Measure: Placement of Program Graduates Over Three (3) Year Period  
 Standard: 90 percent of program graduates are placed within one (1) year of graduation (except new programs approved by CB for implementation on or after September 1998)

Graduates employed or pursuing additional education:

Year	CIP	Total Grads *	Successful Number	Outcomes Percent
1997-98		_____	_____	_____
1998-99		_____	_____	_____
1999-2000		_____	_____	_____
Total		_____	_____	_____

\_\_\_\_\_ Not applicable if program received CB approval for implementation on or after September 1998 and placement is less than 90 percent.

- Note 1:** Program meets standard if "not applicable" is checked.  
**Note 2:** Exceeds standard if three (3) year average placement rate is 95 percent or greater.

\*Unduplicated, may not match CBM009 data and excludes incarcerated.

Source: Automated Student and Adult Learner Follow-Up Systems and CB116

- C. Measure: Licensure Pass Rate  
 Standard: 90 percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

**OR**

the percentage of students who take licensure exams and pass is no more than five (5) percentage points below state average for last three (3) years for the specific licensure exam

	CIP	Total Tested	Successful NumberPercent	Outcomes
Most Recent Year	_____	_____	_____	_____
<b>OR</b>				
State 3-Year Average	_____	_____	_____	_____

**Note:** Exceeds standard if pass rate is 95 percent or greater.

- D. Measure: Professional Program Credentials  
 Standard: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency

\_\_\_\_\_ Program holds mandatory licensure, accreditation, or certification  
 \_\_\_\_\_ Program holds additional professional accreditation, certification, or registration customary for programs in that discipline

**Note:** Program exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.

- E. Measure: Compliance with *THECB Workforce Education Guidelines (GIPWE)*  
 Standard: 100 percent compliance for AAS and Certificate Awards

AAS	Cert	
_____	_____	Curriculum linked to business and industry
_____	_____	SCANS matrix
_____	_____	Capstone Experience
_____	_____	Program length *
_____	_____	Compliance with WECM standards according to guidelines

\*Program length should be no more than  $\pm 6$  SCH different than what appears on the CB program inventory.

- F. Measure: General Education Requirements  
 Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts	Social/Behavioral Science	Natural Sciences/Math
<input type="checkbox"/> Humanities	<input type="checkbox"/> Government	<input type="checkbox"/> Biology
<input type="checkbox"/> Journalism	<input type="checkbox"/> History	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Drama/Art/Music	<input type="checkbox"/> Psychology	<input type="checkbox"/> Physics
<input type="checkbox"/> Philosophy	<input type="checkbox"/> Sociology	<input type="checkbox"/> College-level Math (must be academic)
<input type="checkbox"/> Cultural Studies	<input type="checkbox"/> Anthropology	<input type="checkbox"/> College-level Science (must be academic)
<input type="checkbox"/> Classical languages	<input type="checkbox"/> Economics	<input type="checkbox"/> Geology
<input type="checkbox"/> Ethics	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective
<input type="checkbox"/> Elective		

**Note:** Meets standard if program consists of certificate only.

- G. Measure: Faculty Support  
 Standard: Number of faculty is adequate to support the program

For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area.

- H. Measure: Equipment and Facilities  
 Standard: Advisory committee meets at least once per year; maintains written minutes in a format similar to that outlined in the GIPWE reflecting industry involvement; advises on curriculum matters, encourages opportunities for increasing representation of under-represented populations in the program, and certifies in writing that equipment and facilities meet business and industry standards and are adequate and appropriate to support the program
- I. Measure: Budget Adequacy  
 Standard: Advisory committee has certified in writing that the current budget is adequate to support the program

- J. Measure: Linkages and External Agreements with Schools and Universities  
 Standard: Program has at least one (1) agreement in place and is pursuing others as appropriate

AAS	Cert	
_____	_____	2+2(+2), 1+1
_____	_____	Tech-Prep
_____	_____	Advanced placement
_____	_____	University transfer
_____	_____	Inverted degree plans
_____	_____	Dual credit technical program
_____	_____	Other (describe under comments):

**Note:** Exceeds standard if four (4) or more are present.

- K. Measure: Business and Industry Partnerships  
 Standard: Active involvement with business/industry and documented evidence of at least two (2) of the following affiliations:

\_\_\_\_\_ Agreements for sharing facilities, equipment, labs, etc.  
 \_\_\_\_\_ Internships/apprenticeships/co-op/practicum/clinical  
 \_\_\_\_\_ On-site training for faculty at business/industry worksites  
 \_\_\_\_\_ Contractual agreements with business/industry  
 \_\_\_\_\_ Other (describe under comments):

**Note:** Exceeds standard if three (3) or more are present.

- L. Measure: Integrating Academic/Technical Education  
 Standard: Program must include writing and use of computers

\_\_\_\_\_ Program includes writing (required)  
 \_\_\_\_\_ Program includes use of computers (required)  
 \_\_\_\_\_ Academic courses in the curriculum  
 \_\_\_\_\_ Identification, teaching, and assessment of critical thinking, problem-solving, listening and speaking skills  
 \_\_\_\_\_ Technical applications included in academic courses  
 \_\_\_\_\_ Other (describe under comments):

**Note:** Exceeds standard if five (5) or more are present, including the required elements.

- M. Measure: Employer and Student Satisfaction  
Standard: College measures and documents employer and student satisfaction and uses results for program improvement

At least two (2) of following are available:

- \_\_\_\_\_ Documentation of Advisory Committee satisfaction with program
- \_\_\_\_\_ Student survey
- \_\_\_\_\_ Employee survey
- \_\_\_\_\_ Documentation of survey results used for continuous improvement of the program
- \_\_\_\_\_ Other

Optional interview with students may be conducted for this measure. Please note any student observations in the comments/justification section.

**Note:** Exceeds standard if three (3) or more are present.

- N. Measure: Advisory Committee Membership  
Standard: A. Membership reflects diversity of occupational field, such as gender, ethnicity, or large and small employers, and is chaired by business/industry member

B. Documentation indicates efforts to diversify committee membership

- O. Measure: Determination of Ongoing Program Need  
Standard: Meets standard if need based on at least two (2) of the following:

- \_\_\_\_\_ Industry Advisory Committee
- \_\_\_\_\_ Recent local and/or regional labor market data
- \_\_\_\_\_ National and/or state labor market trend data
- \_\_\_\_\_ Graduate placement rate meets standard
- \_\_\_\_\_ Other (describe under comments):

**Note:** Exceeds standard if three (3) or more are present.

- P. Measure: Identification of Exemplary Program  
Standard: Program meets all and exceeds at least five (5) standards on this form and one (1) of the following is evident

- \_\_\_\_\_ Program has received local, state, or national recognition or other awards or commendations
- \_\_\_\_\_ Program should be rated exemplary for reasons noted under comments (detailed comments required)

**Note:** New programs are not eligible for EP status until graduate and placement statistics are available.



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