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ABSTRACT

In May 1993, the Texas Higher Education Coordinating Board formed the Task Force on Institutional Effectiveness (TFIE) to develop a state-level evaluation and continuous improvement plan for community and technical college (CTC) workforce education and academic programs. This report presents the plan for utilizing data collected on CTC's in three main sections. Following an executive summary and recommendations, the first section describes the Task Force and its approach, indicating that it reviewed models of assessing institutional effectiveness and conducting state-level evaluations in four states. The second section describes the evaluation and continuous improvement plan, reviewing the purpose of state-level evaluation, operating definitions, TFIE assumptions in developing the plan, and the conceptual model for continuous improvement. This section also describes five critical success factors (i.e., commitment to college mission; access; achievement; quality; and effective use of resources) and performance factors for each. The third section focuses on the continuous improvement process, providing an implementation timeline, including the preparation of an annual data profile; a seven-step process for utilizing data, moving from CTC-generated data to state-level planning actions; and information on program rating and appeals processes. Extensive appendixes provide performance expectations for Texas CTC's; a description of powers and duties of the Coordinating Board; state-level goals for CTC's; a chart of performance measures by success factor; the 5-year on-site review process; and worksheets for generating profiles of access and achievement and institutional and program quality. (KP)

**Report and
Recommendations
of the
Task Force on
Institutional
Effectiveness
to the
Texas Higher
Education
Coordinating
Board**

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***A Plan
for the Evaluation and
Continuous Improvement
of Texas' Community and
Technical Colleges***

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Continuous Improvement in
Texas Higher Education
Strengthens Workforce
Development and Economic
Competitiveness

Executive Summary and Recommendations

The Task Force on Institutional Effectiveness has tried to meet several objectives in responding to its charge. In this document, the task force has proposed a comprehensive state-level plan that (1) focuses on continuous improvement of programs at the institutional and state levels; (2) consolidates existing and anticipated monitoring, reporting, and evaluation processes into one; (3) uses existing data generated by the colleges and reported to the Coordinating Board and other state and federal agencies; (4) accommodates the diverse responsibilities of institutions and workforce development needs in their local communities; and (5) ensures integrity in process and results. The state-level evaluation and continuous improvement plan provides a framework for an evolving process. The Texas Higher Education Coordinating Board staff, in consultation with institutional representatives, will need to develop implementation guidelines consistent with the results obtained with experience in carrying out this plan.

The following assumptions guided the development of the state-level evaluation and continuous improvement plan:

1. The Texas Higher Education Coordinating Board will serve as the single source authority to the community and technical colleges for evaluation criteria required by all state agencies;
2. Colleges have already implemented and are responsible for maintaining their own institutional plans and measures;
3. The state-level evaluation should focus on state and federal goals and mandates;
4. Current monitoring and reporting requirements should be consolidated into one process which includes:
 - Program review and site visits;
 - Perkins annual evaluation;
 - Equal educational opportunity monitoring;
 - Texas Academic Skills Program (TASP) reporting;
 - Skills standards and certification (when developed); and
 - State Postsecondary Review Entity (SPRE).
5. The institutional effectiveness measures should apply to all programs: workforce education (technical and vocational), academic, developmental, literacy, and continuing education;
6. Data from existing college-generated reports and other state agency sources should be used;

-
7. Standardized minimum technical and skill-specific competency and performance standards developed by the Texas Council on Workforce and Economic Competitiveness should be used in the evaluation of workforce education programs financed by state and federal funds;
 8. Evaluation results should be used for continuous improvement of higher education in Texas.

In addition, the plan is intended to accommodate the diverse responsibilities of Texas' community and technical colleges, leaving the *process* of self-assessment to the colleges. The focus at the state-level will be on the *outcomes* and *impact* of institutional effectiveness. Existing data are to be used where possible to ensure integrity in the process and results and keep costs at a minimum.

For this state-level evaluation plan to be implemented successfully, the task force offers the following recommendations on issues that need to be pursued by the Coordinating Board staff:

1. Appropriate state statutes should be revised to provide for a five-year review of programs, allowing for better coordination with the regional accreditation process of the Southern Association of Colleges and Schools (SACS). (State law currently provides for a four-year review cycle.)
2. Data reporting cycles should be coordinated and consolidated as much as possible to reduce paper work and staff time at the colleges, the Coordinating Board, and other state agencies as time and computing capacity permit. The following reports should also be consolidated: Out-of-District Report, Telecommunication Distance Learning Report, Financial Aid / Assistance Report, and Cost Study.
3. The Coordinating Board staff should work closely with the colleges to build a user-friendly electronic file-transfer system for the exchange of information. There needs to be a common architecture for the databases and information systems developed to support the continuous improvement process.
4. In consultation with college leaders, new state and federal evaluation criteria and reporting requirements, as they are formulated, should be incorporated into this state-level evaluation and continuous improvement plan.
5. State licensing agencies should be encouraged to provide testing and licensing results of test takers to institutions which provide the educational programs for licensure candidates.
6. Institutions should be given the latitude to use transcript analysis and competitive program acceptance information to make changes or adjustments to the declared major of students if specific programs are to be held in some way responsible for student outcomes. A classification system such as the following is suggested:

Undeclared Major — student has not declared a program major;

Declared Major — student has declared a program major, but the transcript does not show significant coursework in that major; and

Certified Major — student has taken courses in the declared major, as certified by transcript records. Program administrators will be responsible for the outcomes of students in certified majors.

7. A uniform glossary of terms used in various Coordinating Board documents for community and technical colleges should be developed, updated periodically, and used for all committees.
8. If rewards are provided for the successful performance of students from traditionally under-represented groups, special population students (particularly academically and economically disadvantaged students) should be included as well as racial/ethnic minority students.
9. Institutions' programs should not be compared and/or ranked according to outcomes; rather, colleges should receive information about whether or not the variance between their program performance and that of other similar institutions falls within the range of random chance or is statistically significant.
10. The Coordinating Board staff should assist colleges in providing supplementary information not included in the state database (e.g., follow-up on graduates employed out of state, in the military or federal government, self-employed or in partnerships, etc., and students who transfer to private and/or out-of-state colleges).
11. It is essential that a formal appeals process be established for the resolution of problems resulting from the state-level evaluation of institutional effectiveness.
12. Substantive amendments, changes, improvements, and clarifications of the Evaluation and Continuous Improvement Plan, and periodic reviews of implementation practices should be accomplished jointly by representatives of the institutions and the Coordinating Board staff.

Background

Task Force on Institutional Effectiveness

Commissioner of Higher Education Kenneth H. Ashworth appointed a 13-member Task Force on Institutional Effectiveness in May 1993 to develop a state-level evaluation and continuous improvement plan which focuses on Texas' community and technical colleges' workforce education and academic programs. He directed the task force to design a new approach to state-level evaluation that would combine existing review processes and remain sensitive to institutional diversity and local and regional workforce needs. The task force was charged to:

- Develop a working definition of institutional effectiveness which could be used to assess workforce education and academic programs of Texas' community and technical colleges.
- Identify critical success factors, measures and standards required to assess the effectiveness of workforce education and academic programs.
- Review the Interim Evaluation Report developed during 1993 and recommend a more comprehensive process to encompass institutional effectiveness.

The task force met in public sessions on June 22, August 10, September 16-17, October 19, and December 7, 1993; February 16, and March 29, 1994. Hearings were conducted in Austin, Dallas, Lubbock, and Texas City during the month of November 1993.

Prior to the development of the plan, considerable background work was performed by task force members and the Texas Higher Education Coordinating Board¹ staff. A literature search on institutional effectiveness was conducted, and the state evaluation plans for Illinois, North Carolina, Georgia and Washington were reviewed.

Assessment of Institutional Effectiveness

Several models for assessment of institutional effectiveness are being used in Texas and across the country. Some include criteria prescribed by regional accrediting bodies, such as the Southern Association of Colleges and Schools (SACS), or the continuous improvement principles of Total Quality Management. Regardless of which process is used, a college self-evaluation must respond to the expectations of the colleges' internal and external constituents.

¹Texas Higher Education Coordinating Board will be used interchangeably with "THECB" and "Coordinating Board" in this document.

SACS documents state that "the assessment of institutional effectiveness essentially involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose."² "Institutional effectiveness," as defined by the National Alliance of Community and Technical Colleges, "is the process of articulating the mission of the college, setting goals emanating from that mission, defining how the college and the community will know when goals are met, and using the assessment data in an ongoing cycle of goal-setting, planning and improvement of the college."³ Since each college is unique and responsible to a local Board of Trustees, it should devise a system for assessing institutional effectiveness which matches its mission and the local and regional educational and workforce needs of its service area.

Each community and technical college in Texas currently is required to submit a number of data reports to the Coordinating Board, U.S. Department of Education, regional and specialized accrediting bodies, and various other state agencies. In addition, colleges are required to file with the Coordinating Board yearly "out-of-district" course plans and an updated course inventory of both academic and technical courses offered at the college and at its off-campus sites. The colleges are also on a four-year cycle for review of technical programs, which requires both a written report and a site visit by Coordinating Board staff. In addition, SACS visits each college at least once every 10 years for reaffirmation of accreditation. During the current cycle of SACS visits, each college is expected to have developed a plan for measuring institutional effectiveness.

It was apparent to task force members that the considerable amount of information gathered at the federal, regional (SACS), and state levels could be used effectively for planning and evaluation purposes through an integrated design. This document is intended to provide a consolidated plan for the use of these data.

State-Level Evaluation of Institutional Effectiveness

The state-level evaluation models reviewed varied from very detailed reporting to a simple model based on "Critical Success Factors." Critical success factors are "those key things that must go right for an enterprise to flourish and achieve its goals."⁴

Many states use comprehensive evaluation systems which consolidate a number of previously separate institutional reviews. These new evaluation systems serve a variety of purposes: accountability, strategic planning; continuous improvement of state-supported community and technical colleges; and allocating performance-based funding. These state-level evaluations usually contain only those elements required by the state higher education board to fulfill the accountability requirements of the state legislature, the governor, other state and federal agencies, and the general public. In most states, the higher education board selects measures and benchmarks for the state-level evaluation and reports

² Southern Association of Colleges and Schools, *Commission on Colleges' Resource Manual on Institutional Effectiveness*, 1987.

³ National Alliance of Community and Technical Colleges' institutional effectiveness model (Gary M. Grossman and Mary Ellen Duncan, *Indicators of Institutional Effectiveness: A Process for Assessing Two-Year Colleges*. Columbus, OH: The Ohio State University, Center on Education and Training for Employment, 1989).

⁴ Developed by John Rockart, Sloan School of Management, Massachusetts Institute of Technology.

aggregate data. Individual institutional assessment is generally left to the colleges. The statewide averages reported by the higher education board are then used by colleges as benchmarks for their own progress toward institutional and state goals and mandates.

State-level evaluation systems typically are designed to respond to the expectations of external constituents and goals established in state-level planning for higher education. Performance expectations for Texas' community and technical colleges are outlined in:

- Texas Education Code, Sections 130.003 and 135.01;
- *Criteria for Accreditation (SACS)*;
- *Technical Education Program Guidelines* (1993);
- *Performance Measures and Core Standards for Postsecondary Technical Education Programs* (September 1992); and
- *Texas Academic Skills Program Policy Manual* (August 1993).

These documents are cited more specifically in Appendix A.

In Texas, expectations are placed on the Coordinating Board by the legislature, governor, and the federal government, as outlined in the following documents:

- Texas Education Code, Section 61.051;
- Senate Bill 642, 73rd Legislature (Establishment of Texas Council on Workforce and Economic Competitiveness);
- Federal Carl D. Perkins Act (U.S. Public Law 101-392); and
- State Postsecondary Review Entity (SPRE) (Higher Education Act Reauthorization, 1992).

Relevant powers and duties of the Coordinating Board appear in Appendix B.

Goal statements for higher education in Texas are found in many documents, including:

- *Master Plan for Higher Education* (1993);
- *Texas Educational Opportunity Plan for Public Higher Education* (1994);
- *Texas Workforce Development System Strategic Plan 1994-1998* (to be completed in June 1994);
- *Smart Jobs Training Plan* (State Job Training Coordinating Council 1992); and
- *The Master Plan for Career and Technical Education* (April 1993).

More specific goal statements from these documents are included in Appendix C.

Creating the framework of this evaluation and continuous improvement plan involved the review and synthesis of these documents to determine how institutional effectiveness should be measured at the state level and what aspects of higher education are currently being evaluated. The common elements of these various reports, displayed in Figure 1, served as the basis for the development of the plan.

Figure 1

Critical Elements of the State-Level Evaluation of Institutional Effectiveness

Elements	1			2		3
	State Statute	Master Plan	SACS Accre- ditation	Tech Educ	Perkins Stand- ards	SB 642
Mission and Role						
Fit with needs of community and state goals	X	X	X	X	X	X
Role within statewide and regional higher education	X	X		X	X	X
Access and Retention						
Student participation (enrollment)	X	X	X	X	X	X
Student remediation	X	X	X	X	X	X
Student retention (persistence)	X	X	X	X	X	X
Achievement						
Student achievement of skill standards and certification	X	X	X	X	X	X
Student graduation (certificates and degrees)	X	X	X	X	X	X
Student placement (jobs, military, further education)	X	X	X	X	X	X
Student transfer to baccalaureate institutions	X	X	X		X	X
Quality						
Instruction (academic, technical, developmental)	X	X	X	X	X	X
Curriculum (content, format, delivery mechanism, uniform skill standards and certification)	X	X	X	X	X	X
Faculty (qualifications, currency, diversity)	X	X	X	X	X	
Educational and student support services	X	X	X	X	X	
Equipment and facilities	X	X	X	X	X	X
Research (institutional and classroom research)		X	X	X		
Public Service (community service, continuing education, workforce training)	X	X	X	X	X	X
Use of Resources						
Effective planning and evaluation system		X	X	X	X	X
Progress toward attainment of institution/state goals	X	X	X	X	X	X
Increased coordination and cooperation						
Comm./tech. colleges with industry						
Comm./tech. colleges with public schools	X	X	X	X	X	X
Comm./tech. colleges with universities						
Comm./tech. colleges with other training providers						

1 Includes criteria from *Texas Educational Opportunity Plan 1994*.2 Includes criteria from *Smart Jobs* (State Job Training Coordinating Council), October 1992.3 Includes criteria from *Texas Academic Skills Program Policy Manual* (August 1993) regarding remedial programs.

The Evaluation and Continuous Improvement Plan

Purpose of State-Level Evaluation

The Task Force on Institutional Effectiveness outlined a threefold purpose for this state-level evaluation and continuous improvement plan:

1. Continuous improvement of Texas' community and technical colleges in response to state and federal goals and mandates for higher education, including workforce education and training.
2. Accountability for public expenditures to the citizens of the state, Texas legislature, governor, and to the U.S. Department of Education.
3. Demonstration of the quality and responsiveness of Texas' community and technical college programs to developing a well-educated citizenry and highly trained workforce.

The Task Force determined early in its deliberations and confirmed again upon closure of its work that the primary focus of institutional effectiveness at the state level should be the evaluation and continuous improvement of instructional programs. Furthermore, the Task Force reaffirmed that from Texas statutes and long-established principles that certain functions are the responsibility, first, of the institution's governing board and administration. Such functions include, among others: (1) deployment of college financial, personnel, and physical plant resources; (2) management and decision-making structure and style; (3) instructional philosophy; and (4) similar institutional matters.

Operating Definitions

Several operating definitions were adopted by the task force; the most important are included below. Additional definitions are provided in the Glossary.

Institutional Effectiveness A comprehensive approach to planning and evaluation which verifies the effectiveness of Texas' community and technical colleges in achieving their local and state statutory mission(s) and provides for the systematic use of evaluation results to continuously improve institutional performance and programs. (Source: Task Force on Institutional Effectiveness.)

Workforce Education Articulated career-path programs and the constituent courses of those programs that lead to initial or continuing licensure or certification or associate degree-level accreditation and are subject to:

- Initial and ongoing state approval or regional or specialized accreditation;
- A formal state evaluation which provides the basis for program continuation or termination;
- State accountability and performance standards; and
- Regional or statewide employer-driven labor market demand documentation (Source: Senate Bill 642).

Workforce Training and Services: Training and services programs that are not included with the definition of workforce education (Source: Senate Bill 642).

Community College Mission: Texas' community colleges are required by state statute to provide the following:

- Technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and Sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Other purposes as may be prescribed by the Coordinating Board or local governing boards in the best interest of postsecondary education in Texas. (Source: State Statute 130.003, as amended by Senate Bill 330, 73rd Legislature, effective May 23, 1993.)

Technical College Mission: The Texas State Technical College System is required by state statute to offer the following:

- courses of study in technical and vocational education for which there is demand within the State of Texas;
- Occupationally oriented programs with supporting course work emphasizing highly specialized advanced and emerging technical areas for certificates and associate degrees;
- Highly specialized technical programs with related supportive coursework with primary consideration to be placed on industrial and technological manpower needs of the state with emphasis on advanced or emerging technologies. (Source: State Statute 135.01 paraphrased.)

Assumptions

The following assumptions guided the development of the state-level evaluation design:

1. The Coordinating Board will serve as the single source authority to the community and technical colleges for evaluation criteria required by all state agencies;
2. Colleges have already implemented and are responsible for maintaining their own institutional effectiveness plans and measures;
3. The state-level evaluation should focus on state and federal goals and mandates;
4. Current monitoring and reporting requirements should be consolidated into one process which includes:
 - Program review and site visits;
 - Perkins annual evaluation;
 - Equal educational opportunity monitoring;
 - Texas Academic Skills Program reporting;
 - Skills standards and certification (when developed);
 - State Postsecondary Review Entity (SPRE).
5. The institutional effectiveness measures should apply to all programs: workforce education (technical and vocational), academic, developmental, literacy, and continuing education;
6. Data from existing college-generated reports and other state agency sources should be used;
7. Standardized minimum technical and skill-specific competency and performance standards developed by the Texas Council on Workforce and Economic Competitiveness should be used in the evaluation of workforce education programs financed by state and federal funds;
8. Evaluation results should be used for continuous improvement of higher education in Texas.

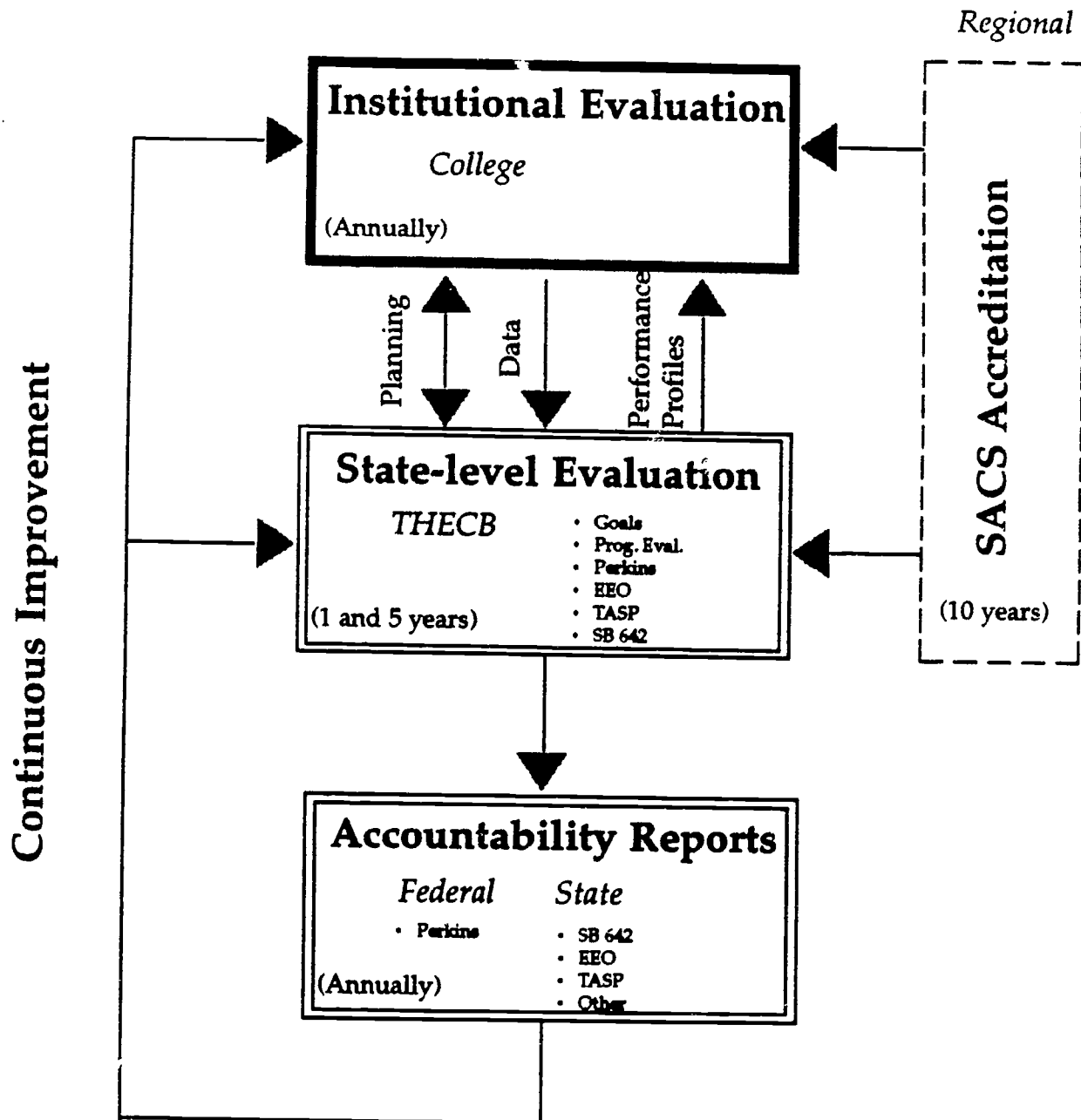
Design Elements

Task Force ~~members~~ attempted to incorporate the following elements in the design of this plan:

- Accommodate the diverse responsibilities of Texas' community and technical colleges;
- Focus at the state level on *outcomes* and *impact*;
- Leave the *process* of self-assessment to the colleges;
- Use existing databases where possible;
- Ensure integrity in process and results; and
- Keep it simple.

Figure 2

Conceptual Model



Conceptual Model

As shown in Figure 2, raw data and information will be reported annually by the colleges to the Coordinating Board. These data will serve several purposes at the Coordinating Board. First, the raw data will be reformatted into college profiles to be provided annually for institutions to use in their continuous improvement process and to reconcile college and state records. Second, college and aggregate data will be used for planning and assessment of progress toward the achievement of state higher education and workforce development goals. Finally, aggregated data will be used to generate mandated state and federal reports.

Critical Success Factors

Based on the common elements derived from various state and federal goals and mandates for higher education (Figure 1, p.4), the task force members established five "critical success factors" upon which Texas' state-level evaluation should be based:

Mission: addresses the institution's commitment to accomplishing the state statutory mandates for community and technical colleges and the unique needs of the college's service area.

Access: addresses the institution's commitment to serving the diverse educational, social, and workforce development needs of the citizens of Texas.

Achievement: addresses the institution's commitment to attaining high quality performance of students, programs, and services directed toward—

- Developing a well educated and highly trained workforce;
- Preparing individuals for productive citizenship;
- Advancing the literacy and self-sufficiency of Texas citizens;
- Enhancing the personal and professional development of individuals throughout their lives.

Quality: addresses the institution's commitment to meeting or exceeding standards of excellence in programs and services, including—

- Attaining appropriate accreditation, certification and licensure;
- Incorporating industry-based skill standards and competencies;
- Sequencing courses and curricula to ensure articulated career paths for students;
- Using effective instructional methods and technologies to meet the needs of a diverse student population;
- Ensuring the selection, employment and continuous development of a diverse and highly skilled faculty and staff.

Effective Use of Resources: addresses the institution's commitment to policies and procedures to ensure quality planning, and continuous improvement of programs.

As the institutional effectiveness model evolves, additional success measures should be considered for inclusion.

Performance Measures

The task force developed specific measures and data sources for each of the Critical Success Factors and the community and technical college mission components. The comprehensive measures are included in Appendix D; the relationship of measures and mission components is summarized below.

Workforce Education includes measures related to student access to *technical and vocational* programs and services; student retention, course completion, marketable skills achievement, graduation, and employment or transfer rates by gender, race/ethnicity, and special populations; program and faculty quality; availability of adequate facilities and equipment; and employer and student satisfaction with the program.

Workforce Training/Continuing Education/Literacy includes the number of adults served in literacy programs and the number of individuals and companies served in industry contract training. Information on access for traditionally under-represented groups and on performance results of these programs will be used when available.

Academic Courses/Programs includes student access, retention, course completion, significant skills achievement, graduation, and transfer rates of students in academic courses/programs by gender and race/ethnicity.

Developmental Education includes access, retention, and completion rates of students in developmental education by gender and race/ethnicity; quality of programs; and performance of developmental students in college-level courses.

Counseling and Guidance Services includes measures related to student access to services; quality of services; and participation of counselors in staff development activities.

Although the measures appear to be "weighted" toward workforce education programs, the academic, developmental, and continuing education measures are important indicators of overall institutional effectiveness. The "weighting" toward workforce education reflects several years of planning and program development to comply with federal and state guidelines for technical and vocational education. Similar planning and program development efforts are needed in the academic, developmental, and continuing education components of the community and technical college mission.

Standards have been developed for some of the performance measures. Additional standards will be developed once the benchmarks have been established and the Coordinating Board staff and college leaders have had an opportunity to focus on formative evaluation methods and to facilitate and encourage continuous improvement.

The Evaluation and Continuous Improvement Process

Performance reports can be used for effective continuous improvement of programs by colleges and the Coordinating Board. As illustrated in Figure 3 (p.12), a two-phase process will be used at the college level which will include an **Annual Data Profile** and a proposed **Five-Year On-Site Review**.⁵ The performance measures identified in Appendix D will provide the necessary information—in one report—to assess progress on state goals for higher education and to satisfy state and federal reporting requirements.

The **Annual Data Profile** will summarize annual progress by each college toward meeting state-level goals (e.g., *Master Plan*, *Texas Educational Opportunity Plan*, Texas Council on Workforce and Economic Competitiveness, etc.) and federal reporting requirements (e.g., Perkins Act, SPRE). The profile will provide a thumbnail sketch of college programs and services; show progress toward long-term goals; update and synchronize college and state records; and provide a database for state-level aggregate reporting as needed. This annual data profile will serve as a strong foundation for the five-year on-site review by providing an historic baseline for the college to assess its effectiveness and showcase its achievements. Similarly, the five-year on-site review can serve as a foundation for SACS accreditation reviews.

Each year, the state-level evaluation results will be reviewed and the findings used to improve the Coordinating Board's planning and evaluation processes. The findings also will enhance the Coordinating Board's ability to recommend funding allocations, program development, and services provided to the colleges. The process may be revised as the evaluation system matures and as new goals for higher education are established.

The **Five-Year On-Site Review** will provide more in-depth analysis and review of trends showing progress toward state and institutional goals. It will require a college site visit by an on-site review team of Coordinating Board staff, industry or community representatives, and peers from other Texas community and technical colleges. The task force has recommended that the Coordinating Board review and the SACS accreditation visit be more closely coordinated in the future. Through the coordination process, colleges would have their **Coordinating Board** review precede the SACS accreditation visit by as much as one year, or **both visits** could be scheduled closely within the same year.

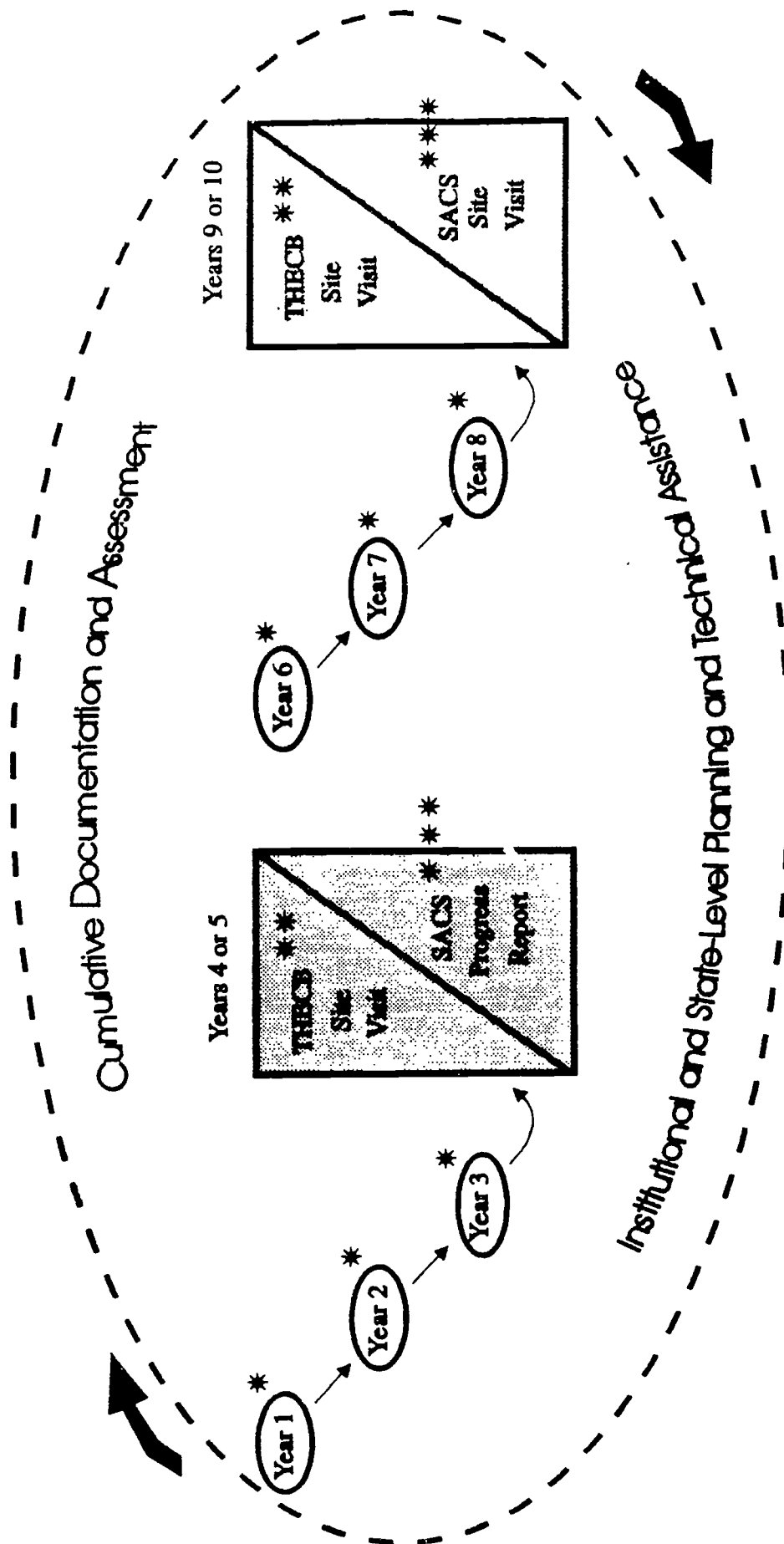
Information Sources

The Coordinating Board evaluation will be based on information sources currently available to the colleges and the Coordinating Board (e.g., the data generated in compliance with the Coordinating Board's *Reporting and Procedures Manual for Public Community and*

⁵ The task force has recommended that appropriate state statutes be amended to establish a five-year Coordinating Board review cycle that can be coordinated with the SACS accreditation visits.

Figure 3

Ten-Year Continuous Improvement Cycle



- Institutional effectiveness review and annual report.
- State-level evaluation and site visit every five years.
- SACS accreditation visit every ten years (progress report at five years).

Technical Colleges and the Automated Student Follow-Up System). Computer-based evaluation instruments will be used. The Coordinating Board will ask the college to verify the data.

Implementation Timelines

The evaluation plan will be implemented in two stages:

Year 1: 1993-1994. The fall 1993 term marked the beginning of the new evaluation system and the collection of baseline data on the first cohort of students to be tracked for outcome measures.

A comprehensive **Annual Data Profile** will be developed by the Coordinating Board and all community and technical colleges in this first year. In subsequent years, the report will be revised to remain current with changes in state and federal goals and mandates. Fifteen colleges have been selected to begin the first **Five-Year On-Site Review** cycle. A new reporting format for this process will be used in spring 1994 and, in collaboration with institutions, improvements in the evaluation process will be made during summer 1994.

Year 2: 1994-1995. The implementation of the revised five-year on-site review process at all institutions will begin in 1994. A yet-to-be-determined proportion of the colleges will be reviewed each year on a rotating basis. All college programs will be included in the on-site review. Where possible, the institution may schedule the Coordinating Board's site visit to coincide with its SACS accreditation visit.

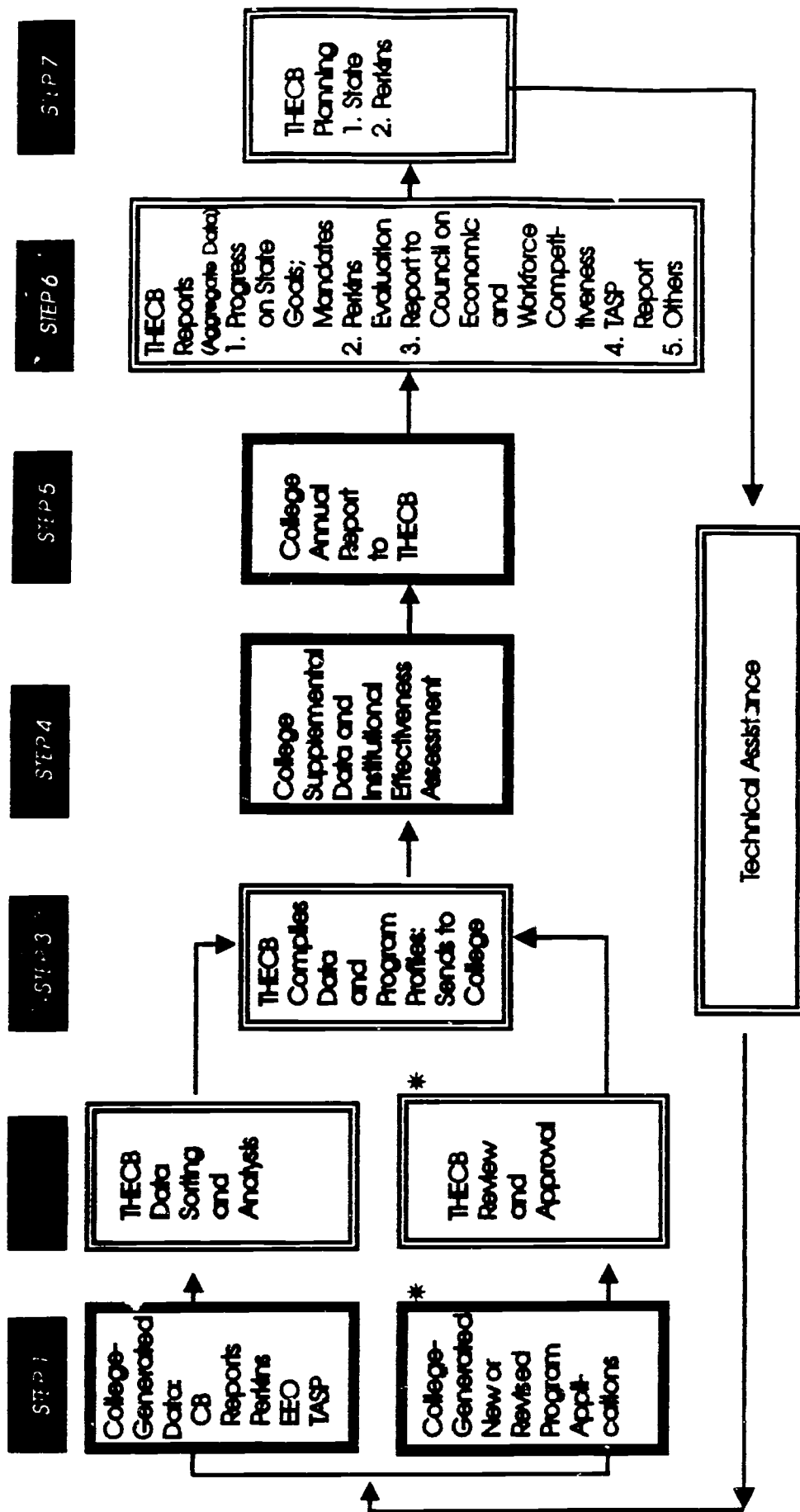
Consolidation of Existing Processes

One of the important goals of the Task Force on Institutional Effectiveness has been to consolidate existing reporting and monitoring procedures into one comprehensive and systematic evaluation process. The **Annual Data Profile** will include a summary profile of student access and achievement data as well as program summary information. Coordinating Board staff will compile the summary profiles from raw data supplied by the colleges as required by the *Reporting and Procedures Manual*. Colleges will verify and complete the profiles and return them to the Coordinating Board staff. Once verified, the summary information will be used by the Coordinating Board for three purposes: (1) to aggregate data used for state-level reporting on progress toward meeting higher education and workforce development goals and for reports complying with state and federal requirements; (2) to update and synchronize college and Coordinating Board records; and (3) to recommend resource allocations (e.g., Perkins annual application). The annual report may also be used by the colleges to identify programs in need of change and/or improvement.

The flow chart in Figure 4 illustrates a consolidation of the various processes that currently exist, from college-based generation of raw data to state-level aggregate reporting, planning and technical assistance.

Figure 4

Proposed Yearly Flow of Data Generation, Evaluation, Reporting, Planning, and Technical Assistance



* New and revised program applications reviewed at all times during the year; only those approved by January 1 will be included in the campus profiles.

Step 1: College-Generated Data: Each college will continue to comply with the reporting requirements of the Coordinating Board's *Reporting and Procedures Manual for Public Community and Technical Colleges*. These include most of the data elements necessary to measure performance as outlined in this state-level evaluation plan. Information on program quality and standards will continue to be captured in basic form at the time new or revised program applications are generated by the colleges.

Step 2+3: Compilation of College Data Profiles: The Coordinating Board staff will sort and analyze college-generated data and program information into "data profiles" to be sent to the colleges for their use in conducting institutional effectiveness self-assessments.

Step 4+5: Institutional Effectiveness Self-Assessment: Each college will add supplemental data and make changes to the college data profile to reflect progress from the previous year for local reporting purposes. At the same time, college records will be checked against Coordinating Board records to resolve any discrepancies.

Step 6: Coordinating Board Actions. Each year, the Coordinating Board staff will work with college officials to identify program strengths and areas for improvement and to reconcile any discrepancies in state and college records. In general, the Coordinating Board staff will review programs to determine progress toward:

- *Master Plan for Higher Education* goals and objectives;
- Program improvement and institutional effectiveness;
- Implementation of the new requirements of the *Technical Education Guidelines*;
- Progress toward Texas Council on Workforce and Economic Competitiveness goals and objectives;
- Meeting and exceeding *Performance Measures and Core Standards for Postsecondary Technical Education Programs* (Perkins);
- *Texas Educational Opportunity Plan* goals and objectives;
- Successful transfer of academic students; and
- Elimination of unproductive and unnecessarily duplicative programs.

Aggregate data will be used to generate an annual state report on the progress of Texas' community and technical colleges with respect to meeting the requirements outlined above. Other reports will be generated by the Coordinating Board staff as needed.

Step 7: Institutional and State Level Planning: It is expected that colleges will use the results of their institutional effectiveness self-study for planning and continuous improvement purposes. The Coordinating Board staff will use aggregate data and information for state-level planning and continuous improvement purposes.

Technical Assistance: Based on insights gleaned from a college's annual data profile or upon request from a college, the Coordinating Board will provide technical assistance. As resources permit, the Coordinating Board may provide or recommend several types of assistance, such as:

- Sponsoring statewide conferences and workshops;
- Showcasing exemplary colleges, programs, services, faculty and students;
- Maintaining an inventory of contact persons who can assist colleges with particular problems or issues;
- Matching colleges with peer institutions willing and able to assist; and
- Contracting with experts to assist the college (e.g., strengthening planning and evaluation procedures and processes).

A comprehensive **Five-Year On-Site Review** of programs will be conducted at each college. Cumulative college profiles will be provided in advance to the site visit team. The site visit team will focus its efforts on programs and processes needing improvement, as well as on "exemplary" programs. In addition, the site visit team may randomly audit any program in the college's inventory to spot-check for implementation of quality standards. After the college site visit, the Coordinating Board staff will issue an evaluation summary to the college outlining commendations and concerns. The college will then develop a plan to address the concerns. (See Appendix E for a brief description of the on-site evaluation process.)

The Coordinating Board will act on five-year on-site reviews as in the past. Upon completion of the state-level evaluation process, program status will be assigned by Coordinating Board staff as follows:

- **Exemplary** — the program exceeds evaluation criteria;
- **Continuation** — the program continues with no revisions or provisions;
- **Continuation with revision** — the program continues but must be revised to correct concerns outlined in the evaluation summary;
- **Sunset review** — the program continues to enroll students while concerns are addressed, and is reevaluated within two years;
- **Deactivation** — the program suspends enrollment for up to three years while concerns are addressed; or
- **Closure** — the program is discontinued and removed from the college's program inventory, or phased out to allow currently enrolled students to complete the program.

Institutional concerns and commendations of a more general nature will be addressed in writing as part of the Coordinating Board's report and recommendations back to the college.

Prototypes of Evaluation Documents

Access and Achievement Summary Profiles: The task force developed prototypes of the annual summary reports on student access and achievement that the Coordinating Board staff will provide to the colleges. They are included in Appendix F.

Institutional and Program Quality Summary Profiles. The measures and standards for the mission, quality, and use of resources success factors anticipate a consolidation of the reporting requirements included in the Perkins Act, the Coordinating Board's *Technical Education Guidelines*, and the yet-to-be-adopted skill standards and evaluation criteria assigned by the Texas Council on Workforce and Economic Competitiveness. Some of the information will be provided on an annual basis; other information will be collected on a five-year cycle as part of the required program evaluation and site-visit process. Prototype forms and narrative questions are provided in Appendix G.

Appeals Process

Task Force members requested that colleges be encouraged to provide supplementary information on institutional effectiveness that is not collected in the state database. They also asked that the Coordinating Board establish an appeals process for resolving discrepancies in data and reporting methods. The appeals process should include provisions for colleges and the Coordinating Board to reconcile errors of fact in either the annual data profile or the five-year on-site review, and to contest recommendations made by the site visit team.

Appendix A

Appendix A

Performance Expectations of Texas' Community and Technical Colleges

1. Purpose (State Statutes 135.01 and 130.003, as amended in Senate Bill 330, 73rd Legislature, effective May 23, 1993;)

Community colleges are required to provide:

- Technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and Sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.

The Texas State Technical College System is required to offer:

- Courses of study in technical and vocational education for which there is demand within the State of Texas;
- Occupationally oriented programs with supporting coursework **emphasizing** highly specialized advanced and emerging technical areas for certificates and associate degrees;
- Highly specialized technical programs with related supportive coursework with primary consideration to be placed on industrial and technological manpower needs of the state (with emphasis on advanced or emerging technologies).

2. Accreditation requirements (Southern Association of Colleges and Schools)

- A clearly defined statement of institutional purpose;
- Definitions of expected educational results;

- Descriptions of how achievement of results will be ascertained;
- Documentation of use of evaluation results to improve institutional effectiveness;
- A plan which addresses the institution's educational, physical and financial development, i.e.,
 - Education programs;
 - Admission/completion
 - Curriculum
 - Instruction
 - Continuing education;
 - Faculty qualifications and productivity;
 - Educational and student support;
 - Administrative processes;
 - Financial resources; and
 - Facilities and equipment.

3. *Technical Education Program Guidelines* (Feb. 1993)

- General institutional requirements for all programs:
 - Role and mission appropriate; institutional accreditation sought/achieved.
 - Direction of an administrator to ensure quality.
 - State or national licensing, certification or registration where appropriate.
 - Equipment, facilities, classrooms and laboratories adequate at all locations.
 - Career development services and student follow-up.
 - Qualifications of technical education program personnel.
- General program requirements:
 - Demonstrated local need;
 - Method of delivery/program format appropriate;
 - Competency-based format; measurable achievement of competencies;
 - Basic skills
 - Workplace competencies
 - Industry-based skills standards
 - Appropriate sequencing of courses;
 - Active program advisory committee;
 - External learning experiences (recommended);
 - Capstone experience;
 - Program linkages.

■ Institutional effectiveness:

- Over the previous three-year reporting period, an average of 85 percent program graduates/completers must be employed, in the military, or receiving additional education within one year of completing the program.
- The program must produce a minimum of nine graduates over the previous three-year reporting period for each.

4. *Performance Measures and Core Standards for Postsecondary Technical Education Programs* (Sept. 1992)

- Acceptance and awards
- Remediation and completion (full-time only)
- Remediation and completion (all students)
- Access to technical programs
- Access to institutions and Perkins services
- Remediation and retention
- Technical course completion
- Program content
- Employment and education outcomes

5. State Postsecondary Review Entity (SPRE)

- Standards are currently being developed

Appendix B

Appendix B

Powers and Duties of the Texas Higher Education Coordinating Board

1. Powers and Duties of the Board (Section 61.051(a-r) paraphrased):

- Represent the highest authority in the state in matters of public higher education; take active part in promoting quality education in the various regions of the state; ensure there is no discrimination in the distribution of programs and resources throughout the state on the basis of race, national origin, or sex; develop a five-year master plan and update the plan annually;
- Define a technical college, a junior college, a senior college, a university, and a university system; Board may not alter institutions presently existing by virtue of statute or the constitution of Texas;
- Develop and publish criteria for change in status of existing institutions; determine the need for new public colleges and universities;
- Develop (in consultation with institutional governing boards) the role and mission for each public institution of higher education in Texas; change roles and missions as necessary; set maximum enrollment limits if necessary;
- Review periodically role and mission statements, table of programs, all degree and certificate programs offered by the public higher education institutions to assure they meet present and future needs; approve all degree and certificate programs, departments and schools;
- Encourage and develop new certificate programs in technical and vocational education as the needs of technology and industry may demand, and recommend the elimination of such programs for which a need no longer exists;
- Develop and promulgate a basic core of general academic courses which shall be freely transferable among all public institutions of higher education in Texas; develop and implement transfer policy;
- Continually study the needs of the state for research and designate institutions to perform research as needed;
- Approve all off-campus credit courses; establish regulations for coordination of credit and non-credit activities in adult and continuing education;
- Establish and maintain a management information system that includes the presentation of uniform statistical information that is appropriate to planning, financing, and decision-making rather than regulation;
- Advise and offer technical assistance on the request of any institution or system administration;
- Encourage cooperative programs and agreements among institutions of higher education;
- Administer trustee funds, grant programs, research competition awards, and other funds and programs as directed by the legislature;
- Develop a statewide telecommunications network among higher education institutions for integrated teaching and data transmission and computation;
- Conduct a review of all doctoral programs.

2. Senate Bill 642, (73rd Texas Legislature)

Section 2.09(e): The Texas Higher Education Coordinating Board shall use the job placement information received under this section and other information to: (1) evaluate the effectiveness of workforce education programs; (2) determine whether a public or private workforce education program is not effective in placing persons who successfully complete the program in jobs related to the persons' training; and (3) determine whether to continue, expand, or terminate a program established under Section 61.051, Texas Education Code.

Section 7.01(f): "...The Board shall conduct a review of the certificate programs at least every four years on the request of the Texas Council on Workforce and Economic Competitiveness and shall terminate a program that does not meet performance review standards and other criteria established by the Board...The Board shall ensure that standardized minimum technical and skill-specific competency and performance standards for each workforce education program, as developed by the Texas Council on Workforce and Economic Competitiveness, are used in the Board's review, approval, or disapproval of the vocational and technical education program financed by state and federal funds."

3. *Carl D. Perkins Vocational and Applied Technology Education Act of 1990*
(U.S. Public Law 101-392)

Section 117(a) Annual Evaluation. Each recipient of financial assistance under Part C of Title II shall annually evaluate the effectiveness of the program conducted with assistance under this Act based on the standards and measures (or modifications thereto) developed as required by Section 15...such as:

- Integration of academic and vocational education;
- Sequential course of study leading to both academic and occupational competencies;
- Increased student work skill attainment and job placement;
- Increased linkages between secondary and postsecondary education institutions;
- Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter;
- The ability of the eligible recipients to meet the needs of special populations with respect to vocational education;
- Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students;
- The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies;
- The ability of the vocational curriculum, equipment, and instruction materials to meet the demands of the workforce;

- Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers; and
- Other factors considered appropriate by the State board.

4. State Postsecondary Review Entity

The Higher Education Act Reauthorization of 1992 established review criteria for postsecondary education institutions receiving student financial aid funds from federal programs. The review criteria by which each state will develop review procedures and standards include the following:

- The availability to students and prospective students of catalogs, admission requirements, course outlines, schedules of tuition and fees, policies regarding course cancellations, and the rules and regulations of the institution relating to students and the accuracy of such catalogs and course outlines in reflecting the courses and programs offered by the institution.
- Assurance that the institution has a method to assess a student's ability to successfully complete the course of study for which he or she has applied;
- Assurance that the institution maintains and enforces standards relating to academic progress and maintains adequate student and other records;
- Compliance by the institution with relevant safety and health standards, such as fire, building, and sanitation codes;
- The financial and administrative capacity of the institution as appropriate to a specified scale of operations and the maintenance of adequate financial and other information necessary to determine the financial and administrative capacity of the institution;
- For institutions financially at risk, the adequacy of provisions to provide for the instruction of students and to provide for the retention and accessibility of academic and financial aid records of students in the event the institution closes;
- If the stated objectives of the courses or programs of the institution are to prepare students for employment, the relationship of the tuition and fees to the remuneration that can be reasonably expected by students who complete the course or program and the relationship of the courses or programs (including the appropriateness of the length of such courses) to providing the student with quality training and useful employment in recognized occupations in the State;
- Availability to students of relevant information by institutions of higher education, including information related to market and job availability for students in occupational, professional and vocational programs. Availability to students of relevant

information by institutions of higher education including information regarding the relationship of courses to specific standards necessary for state licensure in specific occupations;

- The appropriateness of the number of credit or clock hours required for the completion of programs or of the length of 600-hour courses;
- Assessing the actions of any owner, shareholder, or person exercising control over the educational institution which may adversely affect eligibility for programs under this title;
- The adequacy of procedures for investigation and resolution of student complaints;
- The appropriateness of advertising and promotion and student recruitment practices;
- That the institution has a fair and equitable refund policy to protect students;
- The success of the programs at the institution, including:
 - The rates of the institution's students' program completion and graduation, taking into account the length of the program at the institution and the selectivity of the institution's admissions policies;
 - The withdrawal rates of the institution's students;
 - With respect to vocational and professional programs, the rates of placement of the institution's graduates in occupations related to their course of study;
 - Where appropriate, the rate at which the institution's graduates pass licensure examinations; and
 - The variety of student completion goals, including transfer to another institution of higher education, full-time employment in the field of study, and military service.

Appendix C

Appendix C

State-level Goals Applicable to Community and Technical Colleges in Texas

1. *Master Plan for Texas Higher Education 1993*

■ Quality in teaching, research, and public service.

- Meet needs of constituents.
- Mission fit with community needs and state goals.
- Monitor progress toward goals.
- Strong general education with liberal arts emphasis.
- Seek and retain best faculty.
- Increase diversity of faculty and staff.

■ Accessibility to all who seek and qualify for admission.

- Ensure (working with public schools) adequate preparation of high school students for college.
- Ensure adequate preparation of adults for college.
- Ensure ease of student transfer.
- Increase student retention and completion (with emphasis on under-represented groups).
- Develop distance learning capacity.
- Expand higher education opportunities where needed.

■ Diversity of quality higher education opportunities

- Development of mission statements at each college to reflect role in Texas higher education system and to promote unique strengths of college.
- Coordinating Board should continue to review missions and monitor compliance.
- Coordinating Board and colleges and universities should coordinate regionally and statewide in planning and offering of programs.
- Increase funding for Tuition Equalization Grant program.

■ Adequate funding

- Increase per-student university funding to national average.
- Provide more adequate contact-hour funding for community and technical colleges.
- Phase-in tuition increases and increase need-based financial aid.
- Ensure adequate capital funds.

- Simplify the process for expansion of community college tax districts.
- Adopt incentive funding which encourages improved performance in areas of critical importance to the state.
- Continue support for Advanced Research Program and the Advanced Technology Program.

■ **Efficient and effective management**

- Increase coordination and cooperation among colleges and universities and between higher education and elementary/secondary education.
- Hold higher education accountable for performance results but allow maximum management autonomy at the institutional level.
- Institutions should employ systematic, proven management processes to improve quality and institutional effectiveness.

■ **Capable and creative leadership**

- Provide leadership in interpreting and disseminating new knowledge which has relevance for improvement of Texas higher education.

2. *Texas Educational Opportunity Plan for Public Higher Education (January 1994)*

- Increase the undergraduate graduation rates of Black and Hispanic students to at least reach parity, at a minimum, with the graduation rate of white students.
- Increase the number of Black and Hispanic graduate and professional school graduates to at least reach parity, at a minimum, with the number of white graduates.
- Continually increase the number of Black and Hispanic faculty, administrators, and professional staff towards parity with their proportional representation in the population.
- Increase the number of minorities and women on governing boards of Texas public institutions of higher education.

3. *Master Plan for Career and Technical Education (April 1993)*

■ **Meet the needs of Texans for World-Class Education and Training to ensure that all learners acquire the knowledge and skills necessary for success in the workplace and society.**

- Develop and expand student guidance and support services.
- Implement new linkages among educational systems, particularly regarding development of Tech-Prep programs and other school-to-work transition initiatives.
- Develop and improve program curricula and instructional methods to ensure the integration of academic and technical education.
- Strengthen state policies to assist students in the transfer process.

- Improve and expand continuing education.
- Encourage student involvement in campus and community organizations and activities related to their career interests and occupational skills development.
- Provide access and acceptability of services for all students, with particular emphasis on the needs of culturally diverse groups.
- Work with other education and training providers to ensure efficient and effective assessment and referral of students.

■ **Meet the needs of Texas business, industry, and labor for an educated and skilled, globally competitive workforce.**

- Support responsive technical education program development and improvement to meet the needs of business, industry, and labor.
- Maintain and improve an effective technical education program evaluation system.
- Create methods to inform employers of student/adult learner skills and competencies.
- Increase the input of business, industry, and labor.
- Increase private/public cooperative efforts to maximize use of education and training resources.
- Provide leadership in developing creative and effective ways to respond to rapidly changing economic issues.
- Ensure that information is available for economic development planning and for business, industry, and labor to identify education and training services.
- Develop and provide services for small business development and expansion.
- Anticipate the impact of emerging technologies, industries, and occupations on technical education in their long-range and strategic planning for program development and improvement.

■ **Meet the professional development needs of Texas faculty and staff to ensure successful student and adult learner outcomes for all public and training institutions.**

- Improve technical education instruction to reflect business and industry skills standards and certification strategies.
- Participate in counselor/instructor partnerships across educational levels.
- Encourage counselors to develop their knowledge about technical education and to enhance the application of their counseling skills.
- Recruit and maintain technical education staff representative of the diverse student population of Texas.
- Promote the development of private-public partnerships to improve technical education.
- Encourage technical education faculty/staff to continue their academic

studies and to remain current in their knowledge and application of their technical skills through on-site learning and development in business, industry, and labor.

■ **Meet the needs of Texans for comprehensive information about state labor markets, career and technical education, and economic development issues.**

- Improve the image of technical education by integrating academic competencies.
- Maintain an effective statewide reporting system and public information dissemination process.
- Maintain a statewide Education and Training Clearinghouse.
- Increase their use of telecommunications for professional development, instructional improvement and more efficient reporting.
- Ensure effective implementation of the Higher Education section [of this Plan] and evaluation of progress.

■ **Meet the needs of career and technical education and training providers for adequate resources to develop an educated and skilled workforce.**

- Develop appropriate and equitable mechanisms to increase resources for technical education and training for increased successful outcomes of students.
- Work with business, industry, and labor to increase private contributions of equipment and other resources to technical education.
- Improve the coordination of public and private resources for technical education.
- Pursue a coordinated intra- and interagency funding procedure to provide supplemental and support services to students and colleges.

4. **Texas Workforce Development System Strategic Plan 1994-1998 (to be completed in June 1994)**

5. **Smart Jobs (State Job Training Coordinating Council, Oct. 1992)**

- **Regionalized approach to job training and economic development.**
- **One-stop shopping for client services.**
- **Vocational and technical training responsive to the needs of industry.**
- **Contract training.**
- **Adult literacy.**

Appendix D

PERFORMANCE MEASURES

	Measurement	Standard	Data Source
I. Mission			
A. Institutional purpose	(A.1) Published mission statement	(A.1) Clearly defined statement of institutional purpose that includes a commitment to comply with the statutory mission of community/technical colleges and to respond to the unique needs of the college's service area.	Narrative (Mission statement)
II. Access			
A. Access to College	(A.1)* Proportions of students enrolled by gender, race/ethnicity, and special populations compared to proportions of those categories in the service area population (ages 18-64).	(A.1) Improvement in the representation of women, minorities, and special populations in institutions relative to their representation in the service delivery area (Perkins Meas. V)	THECB data (CBM-001) and census data
B. Access to Programs (Program = Academic, Vocational, Technical, Developmental, Adult Literacy)	(B.1)* Proportions of students enrolled in academic and workforce education programs by gender, race/ethnicity, and special populations compared to proportions of those categories enrolled in the institution. (B.2)* Proportions of qualified applicants to competitive programs by gender, race/ethnicity, and special populations compared to proportions of those categories accepted into those programs.	(B.1) Improvement in the representation of women, minorities, and special populations in academic and workforce education programs relative to their representation in the total institutional enrollment. (Perkins Meas. IV for workforce education) (B.2) Comparable acceptance to competitive programs by women, minorities, and special populations (Perkins Meas. I)	THECB data (CBM-001; CBM-114) College data
C. Access to Services 4.3	(C.1) Career planning and counseling (C.2) Services for special populations students	(C.1) Availability for all students (C.2) Improvement in the numbers and percentages of special populations students receiving Perkins services (Perkins Meas. V)	College data College data 4.4

PERFORMANCE MEASURES

	<u>Measurement</u>	<u>Standard</u>	<u>Data Source</u>
<p>III. Achievement</p> <p>A. Educational Outcomes</p> <p>* Performance on achievement measures will be reported separately for full-time and part-time students. Additional breakout groups under these two major groups will be: technical (by program) and academic majors; race/ethnicity; gender; spec. pops.; students who need remediation and students who do not need remediation.</p>	<p>(A.1) Developmental or Compensatory</p>	<p>(A.1) Comparable performance by gender, race/ethnicity, and special populations on the following measures by students who complete remediation should be comparable to the performance of those who do not need remediation. Performance data on those who need but do not complete remediation also will be calculated.</p> <ul style="list-style-type: none"> % passing TASP % retained % with GPA ≥ 2.0 % passing 1st college-level math class % passing 1st college-level English class % graduating <p>(TASP Measures)</p>	<p>THECB data (CBM-002, CBM-001, and CBM-009)</p>
	<p>(A.2) Cohort Measures** for students entering college for the first time in a Fall semester:</p> <p>(a)* Retention (Fall to Spring)</p>	<p>(A.2)</p> <p>(a) The percentage of all first-time in college technical students retained from the Fall to Spring semesters, for both remediated and non-remediated students, is:</p> <p><u>Part-time students:</u></p> <ul style="list-style-type: none"> 1-5 SCH—35% 6-11 SCH—50% <p><u>Full-time students:</u></p> <ul style="list-style-type: none"> 12 SCH or more—70% <p>(Perkins Meas. VI.)</p> <p>(SCH = semester credit hour or equiv.)</p>	

PERFORMANCE MEASURES

	Measurement	Standard	Data Source
III. Achievement (cont.) A. Educational Outcomes (cont.)	<p>(b)*Educational success (1, 3, and 5 yrs) Persistence Graduation (Degree or Certificate) Transfer Community college or university G.P.A. < 2.00 and G.P.A. \geq 2.0 Marketable Skills Achievement Significant Skills Achievement Rate of Persistence/Completion P+G+T</p> <p>(A.3) Adult vocational education: (a) Number of adult vocational education course completers who are employed, improving job skills, or preparing for employment/public service. (b) Student ratings of their education.</p>	<p>(b) Cohort standards for technical students (Workforce Education): Perkins Meas. I (part), II and III, standards TBA for academic students.</p> <p>(A.3.) (a) 75 percent of adult vocational education course completers are employed, improving job skills, or preparing for employment/public service. (b) 80 percent of course completers rate their education as "useful" or "very useful."</p>	THECB data [Effective 1995-96]
B. Employment and other Educational Outcomes	<p>(B.1) Point-in-time measures (follow-up on all students enrolled during the Federal Fiscal Year (Summer, Fall, Spring) conducted the following Fall semester and ___ years: (a) Academic and Workforce Education Graduates and Leavers (by program) 1. Student satisfaction ratings; 2. Average salary, employed 35+ hrs/wk; 3. Employed full-time with earnings > min. wage; 4. Transfer;</p>	<p>(B.1.a) (a.1) 80 percent of completers rate their education as "good" or "very good." (Perkins Meas. IX, part) (a.2) No standard has been set. (a.3) No standard has been set. (a.4-5) 85 percent of completers are employed, pursuing additional education, or are</p>	<p>Supplemental surveys Supplemental surveys Supplemental surveys Automated Student Follow-up System College data</p>

PERFORMANCE MEASURES

	Measurement	Standard	Data Source
<p>III. Achievement (cont.)</p> <p>B. Employment and other Educational Outcomes (cont.)</p>	<p>5. Employed;</p> <p>6. Course completion/retention (Grades A-D)</p> <p>7. Course retention (Grades A-F)</p> <p>(b) Academic and Technical Graduates only (by program)</p> <p>1. Employed related to training, military or transfer;</p> <p>2. Test for licensure;</p> <p>3. Obtain licensure;</p> <p>4. Number of graduates last three yrs.;</p> <p>5. Employer rating of quality of training</p> <p>(c) Academic and Technical Leavers</p> <p>1. Significant Skills Achievers Employed and Transfer</p> <p>2. Marketable Skills Achiever Employed and Transfer</p>	<p>serving in the military within one year of graduation (Perkins Meas. IX)</p> <p>(a.6) No standard has been set</p> <p>(a.7) No standard has been set</p> <p>(B.1.b)</p> <p>(b.1) 85 percent of completers are employed, pursuing additional education, or are serving in the military within one year of graduation (Perkins Meas. IX)</p> <p>(b.2-3) 90 percent of completers who take a licensure exam within one year after graduation pass the exam. (Perkins Meas. IX, part)</p> <p>(b.4) Programs must produce a minimum of nine graduates over the previous three years</p> <p>(b.5) 80 percent of responding employers rate performance of newly hired technical education completers employed full-time as "good" or "very good." (Perkins, Meas. IX, part)</p> <p>(B.1.c)</p> <p>(c.1) No standard has been set</p> <p>(c.2) 90 percent of marketable skills achievers are either employed or are pursuing additional education. (Perkins Meas. IX, part) 51</p>	<p>THECB data (CBM-006) Supplemental surveys</p> <p>Automated Student Follow-up System data</p> <p>Licensing agencies</p> <p>THECB data (CBM-009) Supplemental surveys</p> <p>Automated student follow-up system data</p>

PERFORMANCE MEASURES

	Measurement	Standard	Data Source
III. Achievement (cont.)			
C. Workforce Training	<p>(C.1) Adult Literacy</p> <p>(a) # of individuals served in credit and non-credit ESL, ABE, workplace literacy (by gender, race, spec-pops.)</p> <p>(b) % of individuals completing program (G.E.D. or other)</p> <p>(C.2) Industry Contract Training</p> <p>(a) # of companies served</p> <p>(b) # of individuals served (credit and non-credit)</p> <p>(c) employer satisfaction with contract training</p>	<p>(C.1)</p> <p>(a) No standards have been set</p> <p>(b) No standards have been set</p> <p>(C.2)</p> <p>(a) No standards have been set</p> <p>(b) No standards have been set</p> <p>(c) No standards have been set</p>	<p>TEA and College data</p> <p>TEA and College data</p> <p>College data</p> <p>College data</p> <p>College data</p>
IV. Quality			
A. Institution	<p>(A.1) SACS Accreditation status:</p> <ul style="list-style-type: none"> Date of last SACS accreditation Current SACS status: accreditation, affirmed with revisions; warning; probation; loss of membership 	(A.1) Full accreditation	College Data
B. Programs and Constituent Courses	<p>(B.1) Number of programs:</p> <p>(a) Holding professional accreditation</p> <p>(b) In compliance with THECB standards</p> <ul style="list-style-type: none"> (1) Needs based (2)*Industry standards (3) Basic skills (4) Workplace competencies (5) External experience <p>(c) With external agreements (Tech Prep, Advanced Placement, University Transfer)</p>	<p>(B.1)</p> <p>(a) If certification is available, 100 percent compliance</p> <p>(b) 100 percent compliance (Tech. Ed. Guidelines and Perkins Meas. VIII)</p> <p>(c) No standard has been set</p>	<p>College data</p> <p>College data</p> <p>College data</p>

PERFORMANCE MEASURES

	Measurement	Standard	Data Source
IV. Quality (cont.) B. Programs (cont.)	(d) In good standing ("exemplary," "continuation") (e) Using current curriculum (f) Using appropriate instructional methods (g) With adequate equipment and facilities (B.2) Number of adult vocational education courses that are competency-based.	(d) No standard has been set. (e) No standard has been set. (f) No standard has been set. (g) No standard has been set. (B.2) 100 percent of adult vocational education courses are competency based.	THECB data Site visit Site visit Site visit Site visit
C. Faculty	(C.1) Number of full-time faculty available to students (C.2) Diversity: number of faculty by gender and race/ethnicity (C.3) Currency: faculty development efforts (C.4) Faculty qualifications	(C.1) No standard has been set. (C.2) Improvement in proportional representation to student body (C.3) Appropriate efforts are being made to keep faculty current (C.4) Appropriate to meet THECB standards	THECB data (CBM-008) THECB data (CBM-008) College data Site visit
V. Effective Use of Resources A. Quality Improvement Efforts	(A.1) Number of quality processes implemented (Strategic Planning; Program Evaluation; Student Outcome Measures; Continuous Improvement) (A.2) Progress toward attainment of institutional/state goals	(A.1) Full 100 percent implementation (A.2) Continuous improvement	Narrative Institution and state Annual Report

Appendix E

Appendix E

Five-Year On-Site Review Process

Responsibilities

The **On-Site Review Team** consists of professional faculty and administrators nominated by college presidents and faculty or administrators as experts in their disciplines. The team members are representative of a specific geographic area of the state and ethnic and gender groups.

During the specific program assignments, team members may be teamed in pairs or assigned individual tasks based on program clusters matching their teaching and administrative areas. Programs are grouped into four program clusters: Business, Health, Technology, and Public Service.

The primary evaluation focus is on:

- Up-to-date curriculum;
- Program enrollment;
- Number, quality, and employability of program graduates;
- Number, quality, and employability of marketable skills achievers;
- Student placement in employment, salary, and other follow-up results;
- Program articulation linkages;
- Assessment of competency-based curricula;
- Progress towards SCANS workplace skills;
- Input and activities of business and industry; and
- Membership and activities of advisory committees.

The team reviews materials by examining each piece of documentation; interviewing faculty and professional staff; rating of the standard; writing summary/comments, as necessary; and deciding whether an exemplary status exists.

The responsibilities of team members are:

- To assess progress in implementing measures set forth in the Institutional Effectiveness Standards;
- To write a professional assessment of each program's strengths and weaknesses based upon interviews, research, observations, and a scrutiny of college and regional data;

-
- To recommend program continuation, revision, deactivation, or sunset review.

Because the site visit involves the review of multiple pieces of information in a short period of time, study of materials sent prior to the visit is necessary. The team identifies characteristics of exemplary programs and documents their findings. After the preliminary report is written, team members may receive a final draft for comments. If a draft is mailed, the draft is returned to the Coordinating Board within one week of receipt.

Agenda

The three day on-site review consists of a training session for the incoming team members; the entrance interview with key college administrators; the on-site schedule of evaluation activities; team meetings for writing the report; and the preliminary evaluation summary with a verbal presentation of the report and recommendations.

Training Session

The Team begins training with the THECB Team Leader(s) during the first morning of the visit. Training consists of these basic components:

- Overview of the On-Site Review, Purpose, Goals, Standards and Measures, Process, and Instrument;
- Annual Data Profile Report;
- Using the Evaluation Instrument; and
- Interviewing, Researching, and Writing Summary Reports.

If time permits, a campus tour may be scheduled to provide exposure to the college facilities, students, and campus climate. A map of the college buildings and rooms will be distributed.

Appendix F

Appendix F

Access and Achievement Summary Profiles

Access. The access report will provide point-in-time data on the college service area population, credit enrollments, special population students served, students enrolled in remedial education, and student rate of acceptance in limited enrollment programs by gender, race/ethnicity and special populations (academically disadvantaged, economically disadvantaged, English-as-a-Second-Language, non-traditional major, and incarcerated). Total enrollments in adult vocational education, literacy, and workforce training programs cannot be broken out by gender, race, and ethnicity at this time.

Educational Outcomes. The educational outcomes report will include cohort data on persistence and completion of students entering in fall semesters, by gender, race, ethnicity, special populations, and whether or not the student was placed in remedial courses. Data on full-time credit students will be tracked to determine the student's status at the end of one year, three years and five years (e.g., the student is still making satisfactory progress, has completed coursework necessary to achieve a marketable skill, has graduated with a certificate or degree, has transferred to another college or university, or is employed). This form can be replicated and used for institutional totals as well as for specific technical programs.

Student Follow-up . The student follow-up report will include information on technical program graduates and academic completers. For all technical education students graduating in a selected year, information will be provided by program on student employment or military status, average salary for full-time employment, earnings greater than minimum wage at placement, employer ratings of student performance on the job, student ratings of the adequacy of their preparation for the job, whether the student tested for and obtained licensure, and whether the student transferred to a baccalaureate college or university. Follow-up for academic students will include rating of adequacy of their preparation, average salary for full-time employment, earnings greater than minimum wage at placement, and transfer to a baccalaureate college or university. The cumulative annual reports will provide a summary of progress toward improvement of student access and achievement.

ACCESS

Year (Summer, Fall, Spring): _____

BREAKOUT GROUP	SERVICE AREA	EDUCATIONAL PROGRAM ENROLLMENT					Special Population Students Served	Competitive Program Applicant Pool	Competitive Program Accepted	WORK FORCE TRAIN.		LITERACY	
		Total	In	Dual/Advanced	WORK FORCE EDUC.					Contract	Other	Adult Yes	Other
					Adult Yes	Credits							
TOTAL	# %												
White	# %												
African Am.	# %												
Hispanic	# %												
Asian/Pac. Isld.	# %												
Native Am.	# %												
Non-Res. Alien	# %												
NOT SPECIAL POPULATION	# %												
SPECIAL POPULATION:	# %												
Acad. Disadv.	# %												
Eco. Disadv.	# %												
Disabled	# %												
ESL	# %												
Non-Trad. Mjr.	# %												
Incarcerated	# %												
Male	# %												
Female	# %												

NOTE: Students in this report will be those enrolled during the federal fiscal year. It is recommended to be used to satisfy Perkins Performance Measures I (part), IV, and V.

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EDUCATIONAL OUTCOMES

COHORT _____ SUB-GROUP _____ STATUS AS OF: _____

BREAKOUT GROUP	TOTAL	Persistence/Completion Rate	PERSISTING	GRADUATED		TRANSFERRED	EMPLOYED	SIGNIFICANT SKILLS ACHIEVER (12+ hrs.)	MARKETABLE SKILLS ACHIEVER (TBA)	UNCLASSIFIED
				Associate	Certificate					
TOTAL	# %									
ETHNICITY:										
White	# %									
African Am.	# %									
Hispanic	# %									
Asian/Pac. Isld.	# %									
Native Am.	# %									
Non-Res. Alien	# %									
NOT SPECIAL POPULATION	# %									
SPECIAL POPULATION:	# %									
REMEDIAL	# %									
NOT REMEDIAL	# %									
MALE	# %									
FEMALE	# %									
ACADEMIC (total)	# %									
TECHNICAL (by program)	# %									

NOTE: Students in this report will be cohorts of students who enter in Fall semesters. It will be run to show cohort status after one, three and five years. Percents are row percents and total over 100% since individual students may be classified in more than one column. It is recommended to be used to satisfy Technical Performance Measures I (part), II, III, and VI and Student Right to Know.

*Persistence/Completion Rate = % Persisting + % Graduated + % Transferred (Marketable Skills Achievers to be added once a validated definition can be formulated).

Semester/Year of Completion: _____ **Status As Of Fall** _____

NOTE: This report is recommended to be used to present information on compliance with the "85% rule" and the "9 graduates/3 years" rule, as well as Perkins Measures I (part) and IX (part).

Year (Summer, Fall, Spring): _____

Status As Of Fall _____ **Group (Full-/Part-Time)** _____

Transfer	Employed	Stud. Rate Satisfaction "Good" or "Very Good"	Average Salary, Employed $35 \times \text{Inst. Fee}$	Employed Full-Time & Earnings > Min. Wage	Course Completion Rate (% inst.)	Course Retention Rate (% only)
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[illegible]

Appendix G

Appendix G

Institutional and Program Quality Summary Profiles

Annual Program Status Summary. The Coordinating Board will provide a summary report on the status of each approved technical certificate and degree program and progress toward implementation of new technical education program standards. College officers will be asked to (1) verify the information, (2) describe plans for improving programs classified as "Continuation with Revisions" or "Sunset Review," and (3) share information on programs that meet the criteria of "Exemplary." College program improvement plans will be used for state-level planning for Perkins funds and for allocating resources for technical assistance. The Coordinating Board will develop a database of exemplary programs to be used as one of the technical assistance resources available to the colleges. The cumulative annual reports will provide a quick summary of progress toward program improvement, and will be a tool for colleges and the Coordinating Board to use in the program evaluation and site visit conducted every five years.

Five-Year Institutional and Program Narratives. Every five years, in preparation for the Coordinating Board's program evaluation and site visit, college officials will be asked to respond to a small number of policy and institutional practice questions. A few additional program-specific questions will be completed by the program director and forwarded to the college's chief academic officer. College responses will provide a context for program-specific information required by the site-visit team.

To reduce paperwork, the task force recommends that the Coordinating Board work closely with the institutions to build a user-friendly electronic file-transfer system for the exchange of information.

ANNUAL REPORT

Program-Specific Summary Profile

CIP Code ¹	Program Name ²	Certificate 4		Date		Program Status 8					Coordinating Board Standards 9					10		External ¹¹ Agreements		
		Credit	Block 5 Time	Date 6 Approved	Last 7 Revised	Exam	Cont.	C.R.	S.R.	Dead/Close	Needs-Based	Ind. Stand	Basic Skills	Workpl. Comp.	Ext. Exp.	Cap. Exp.	Ext. Acc.	Tech Prep	Univ. Art.	A.P.
456780	Program A	x		09/01/86	09/01/93	x	x				x	x	x	x	x	x	x	x	x	x
123456	Program B	x	x	01/00/91	09/01/93			x				x	x	x	x	x				
345678	Program C	x	x	09/01/88						x				x	x					
987654	Program D	x		05/01/90						x		x		x	x					x
234567	Program E	x		01/01/80	05/01/93				x			x	x	x	x					
987654	Program F	x	x	05/01/91	01/01/92		x				x	x	x	x	x	x		x		

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KEY:

1. **CIP Code:** Program CIP Code.
2. **Program Name:** Title of degree program or certificate.
3. **Degree:** Assoc. of Applied Science; Assoc. of Applied Arts (C=Credit; N=Non-Credit).
4. **Certificate:** THECB-approved semester-length and quarter-length certificates C=Credit; N=Non-Credit).
5. **Block-Time Certificate:** THECB-approved credit and non-credit block-time certificate programs (C=Credit; N=Non-Credit).
6. **Date Approved:** Date the degree program was initially approved by THECB.
7. **Last Revised:** Date the latest degree program revisions were approved by THECB.
8. **Program Status:**
 - Exemplary: Very high quality program serving as a model for others in the state.
 - Continuation: Program should continue with no revisions or provisions.
 - Continuation with Revisions: Program should continue but must be revised to correct concerns outlined by the evaluation summary.
 - Sunset Review: Program should continue to enroll students while concerns are addressed; the program will be reevaluated within two years.
 - Deactivation: Program should suspend enrollment for up to three years while concerns are addressed.
 - Closure: Immediate steps should be taken to discontinue the program, remove it from the college's program inventory, and teach out students currently enrolled.
9. **Coordinating Board Standards:**
 - Needs-Based: Program satisfies requirement to demonstrate regional or statewide labor market needs and occupational opportunities.
 - Industry Standards: Program is designed to meet required outcomes identified by business and industry and to respond to local need. (Perf. Measure III).
 - Basic Skills: Program content includes competencies and provides proficiencies in foundation skills [basic skills (reading, writing, arithmetic and mathematics, speaking and listening), thinking skills and personal qualities]. (Ref: SCANS Report).
 - Workplace Competencies: Program content includes competencies and provides proficiencies in basic and advanced technical skills and basic competence in the use of computers. (Ref: SCANS Report)
 - External Learning Experiences: Program includes learning experiences external to the usual classroom activities such as clinical education, cooperative education, internships, and apprenticeship.
 - Capstone Experience: Program includes a licensure exam or a comprehensive, discipline-specific exam. (Perf. Measure VII)
10. **External Accreditation:** Provide the expiration date for those programs which hold external professional accreditation. Indicate "N/A" for all programs not externally accredited.
11. **External Agreements:** Program is linked to other programs in public secondary schools and/or other institutions of higher education within the higher education region and/or service area, such as:
 - Tech-Prep:
 - University Articulation: Transfer agreements with public and private baccalaureate colleges and universities.
 - Advanced Placement:

Workforce Education Programs

1. For those programs checked "Continuation with Revisions" or "Sunset Review," briefly describe plans for program improvement.
2. For those programs checked "Exemplary" (for the first time), briefly describe those characteristics of the program that make it exemplary.

Five-Year On-Site Review

Narrative Questions for Institutional Response

Mission

1. Please attach a copy of your institutional mission statement which includes goals, scope, and objectives.

Accreditation

2. Date of last SACS accreditation visit: _____
Accreditation status:
_____ Accreditation;
_____ Affirmed with Revisions;
_____ Warning;
_____ Probation;
_____ Loss of Membership

Management

3. Identify the status of the following Institutional Effectiveness processes at your college: Check all that apply.
- | | Planning | Implementation |
|---|----------|----------------|
| Strategic Planning | _____ | _____ |
| Evaluation of Instructional Program Effectiveness | _____ | _____ |
| Evaluation of Support Services | _____ | _____ |
| Student Outcome Measures | _____ | _____ |
| Continuous Quality Improvement Efforts | _____ | _____ |
| Other: _____ | _____ | _____ |

Comments: (Optional)

-
4. Has the institution complied with all ADA (Americans with Disabilities Act) requirements? ☐ Yes ☐ No

If no, please explain.

Workforce Education Programs

5. Please indicate how on-going need for programs is determined by checking all appropriate responses below. Briefly describe the process and type of data used for determination of program need.

☐ Industry Advisory Committee;
☐ Quality Workforce Development Planning Committee data;
☐ Local and/or regional labor market surveys;
☐ National and/or state labor market trend data;
☐ Other (please explain).

Comments:

6. How do you assess basic skill of incoming students? Check all that apply.

☐ SAT ☐ ACT ☐ TASP ☐ Local Instrument ☐ Other (Explain)

7. What developmental classes/services do you provide?

☐ Writing ☐ Mathematics ☐ Reading ☐ Tutoring
☐ Open Labs ☐ ESOL ☐ Workforce Literacy
☐ Other (Explain)

8. Briefly describe what steps have been taken to integrate academic and technical/vocational components of Workforce Education programs? Examples might include writing across the curriculum; computers across the curriculum; tech-prep, etc.

9. Briefly describe the following services provided for your students:

Career counseling;
Placement services;
Services for special populations (Perkins definition);
Other (explain).

10. What criteria do you use for selecting advisory committee members for Workforce Education programs?

-
11. Please indicate (by checking all the responses below which apply) the strategies you use to maximize involvement of business and industry representatives in the delivery of Workforce Education at your college. Briefly describe each strategy checked below.

☐ Agreements for sharing facilities, equipment, laboratories, and other resources;
☐ Agreements for expanding resources;
☐ Internships/apprenticeships;
☐ On-site training for faculty at business or industry worksites;
☐ Contractual agreements with business/industry;
☐ Clinical affiliations;
☐ Work-site based courses;
☐ Quality Workforce Development Committee planning;
☐ Other(explain).

12. Do you have a Guarantee Graduate policy?

☐ Yes ☐ No

Faculty

13. Briefly describe provisions which demonstrate the commitment of the institution toward faculty development (e.g., travel to seminars, workshops, sabbatical leave).

Five-Year On-Site Review

Narrative Questions for Program-Specific Responses

Professional Accreditation

1. Does this program currently hold full professional accreditation status?
___ Yes ___ No Expiration Date: _____

If yes, attach approval letter. Remaining questions are optional for accredited programs.

Professional Development

2. Summarize professional development activities undertaken by faculty in the last four years. Examples might include the following:
- Improving career counseling/job placement assistance;
 - Improving teaching performance;
 - Addressing differences in learning styles of students;
 - Staying current in academic or technical field;
 - Overcoming cultural bias;
 - Increasing productivity;
 - Applying technology;
 - Complying with policies and the mission of the college;
 - Providing assistance to students.

Curriculum

3. What efforts have been undertaken to assure that the curriculum reflects the needs of the workplace? Examples might include Quality Workforce Development Planning Committee data, DACUM, Advisory Committees, etc.

Learning Resources (equipment, supplies, tools, etc.)

4. How do you ensure that students have access to resources appropriate for the workplace and/or that meet standards of the occupation?
Examples might include the following:

- Size of classroom(s) is adequate for the anticipated number of students;
- Size of laboratory is adequate;
- Adequate safety conditions and utilities exist;
- Adequate, up-to-date equipment is available to support the program;
- Adequate computer resources exist;
- Equipment is accessible to students;
- Facilities are accessible to students with disabilities;
- Financial resources are adequate to support the program.

Faculty Credentials

14. Do all faculty in the program meet the minimum education and years of service requirements of the Coordinating Board (see 1993 *Technical Education Guidelines*).

_____ Yes _____ No

If no, please explain.

Evaluation

15. Describe how you have used results of evaluations to improve this program, e.g. follow-up data, retention data, advisory committee, etc.

Glossary Of Terms

1+1 program: An articulated higher education technical education program offered by community and technical colleges where the first year of academic and technical study is offered by one institution and the second year is offered by a second participating institution which offers the applied associate degree.

2+2 program: An articulated, competency-based technical education program that links the last two years of secondary education with the first two years of higher education to create a strong four-year academic and technical education curriculum.

2+2+2 program: An articulated, competency-based technical education program which links a 2+2 program to the last two years of higher education and results in a baccalaureate degree.

Academic year: A 12-month period during which higher education institutions offer courses on a semester, quarter, or block-time basis. This may vary from institution to institution, but for state reporting purposes it generally begins on September 1 and ends on August 31.

Academically disadvantaged (educationally disadvantaged): This refers to an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, who has secondary school grades below 2.0 on a 4.0 scale (on which the grade "A" equals to 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities [Perkins]. See the term *disadvantaged* for a broader definition that includes both *academically disadvantaged* and *economically disadvantaged*.

Access: A student's opportunity to enter an instructional program in a public, open-admissions institution. It may also include the availability of support services that enable qualified students to successfully complete a program.

Administration: Under the Carl Perkins Act, those activities of a state necessary for the proper and efficient performance of its duties, including supervision, but not including curriculum development activities, personnel development, or research activities [Perkins].

Administrators: Professional staff members who have the appropriate authority to ensure that quality is maintained and that technical degree and certificate programs and adult vocational courses are conducted in compliance with all applicable laws, rules and guidelines.

Adult vocational education course: A Coordinating Board-approved higher education technical course offered for credit or non-credit, conducted in a competency-based format, and as part of an articulated career-path workforce education program. Such a course is responsive to business, industry, and student needs for preparatory, supplemental and upgrade education and has specific occupational-related instruction and/or apprenticeship objectives.

Adult Vocational Guidelines and Common Course Manual: A document that is designed to assist administrators of public community and technical colleges in fulfilling requirements for state funding of adult vocational courses. This document is evaluated biennially to provide an update on procedures and guidelines and to revise Coordinating Board approved course listings based on labor market demand and performance..

Advanced associate degree: An associate of applied science degree awarded concurrently with an advanced skills certificate to a graduate of a Tech-Prep associate of applied science degree program requiring a skill proficiency level that goes beyond the traditional associate degree.

Advanced placement: Any agreement or plan between educational institutions, or any other method of recognizing student achievement, that enables students to receive credit for and/or bypass courses in a higher education program.

Advanced skills mastery certificate (advanced skills certificate): A certificate that is granted for advanced skills attained either within or concurrent with an advanced associate of applied science degree or after an applied associate degree is granted.

Advanced technical skills: Technical skills identified and validated by business, industry and labor that require a higher level of proficiency than those resulting from the traditional applied associate degree.

All aspects of an industry: With respect to a particular industry that a student is preparing to enter, this includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry [Perkins].

Annual application: During every 12-month cycle, eligible higher education institutions desiring funds authorized by the Carl D. Perkins Act of 1990 are required to submit an application to the Coordinating Board for review and approval under Title II, Section 240, of the act.

Annual data profile: An annual report of college-specific data on student access, retention and outcomes, and program status compiled by the Coordinating Board and sent to the colleges each year for use in their institutional effectiveness and continuous improvement process.

Applied associate degree programs: Refers to the associate of applied arts and the associate of applied science degree.¹ The term "applied" in an associate degree name is the distinguishing characteristic of the technical certificate of collegiate rank.

Apprenticeship Advisory Committee: The Apprenticeship and Training Advisory Committee to the State Board for Vocational Education.

Apprenticeship training program: A program registered with the Department of Labor or the state apprenticeship agency in accordance with the Act of August 16, 1937, known as

the National Apprenticeship Act (29 U.S.C. 50), that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices [Perkins].

Articulated career-path education program: A sequence of transferable competencies and foundation skills acquired through workforce and occupationally specific courses necessary to become and remain competitive in the workplace.

Articulation: A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning (e.g., 2+2, 2+2+2 and Tech-Prep programs).

Associate of Arts (A.A.) degree program: A program of study designed to prepare students for transfer to an upper-division baccalaureate degree program. The degree program generally includes a heavier emphasis in the social sciences, humanities, arts, and other subjects which are closely articulated with the first two years' course requirements of baccalaureate degree granting institutions.

Associate of applied arts (A.A.A.) degree program: A program of study designed for immediate employment and/or career advancement that emphasizes the application of artistic principles and the humanities through an orderly, identifiable sequence of courses. The degree program is composed of technical courses, general education courses, related instruction courses, and, as appropriate, elective courses to prepare students for employment in the performing arts.

Associate of applied science (A.A.S.) degree program: A program of study designed for immediate employment and/or career advancement that is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. The degree program is composed of technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals.

Associate of Science (A.S.) degree program: A program of study designed to prepare students for transfer to an upper-division baccalaureate degree program. The degree program generally includes a heavier emphasis on mathematics and science and is closely articulated with the first two years' course requirements of baccalaureate degree granting institutions.

Automated Student Follow-up System: An automated process, using employment and education databases, intended to determine the employment and higher education status of former students.

Base Year: For data reporting purposes, base year is Summer, Fall, and Spring semesters beginning the summer of even-numbered years.

Basic Work Place Skills: See *workplace competencies and foundation skills*.

Block-time format: A delivery mechanism that allows a program to be offered in a shortened and more intensive time frame (usually requiring students to attend class for 20 to 40 contact hours per week), for credit or non-credit. Program may also be designed for flexible student entry (flex-entry).

CIP (Classification of instructional program) code: This is a taxonomy for all levels of instructional programs, developed by the U.S. Department of Education's Center for Education Statistics (1990).

Capstone experience: An experience such as cooperative education, clinical work, or internship that allows the student an opportunity to apply all previous learning to real-world situations, resulting in a consolidation and synthesis of the entire educational experience. It may also be a licensure exam or comprehensive, discipline-specific exam.

Career development personnel: Professional staff members who are employed in the delivery of career development services, which include information and planning, placement, counseling and guidance as well as testing and assessment.

Career guidance and counseling: Programs that:

- 1) Pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, state and national occupational, educational, and labor market needs, trends, and opportunities; and
- 2) Assist individuals in making and implementing informed educational and occupational choices [Perkins].

Career-Path: See articulated career-path education program.

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Public Law 102-103): Referred to throughout this document as the Carl D. Perkins Act of 1990.

Census date: The official date by which public community and technical colleges must report enrollment data to the Coordinating Board for state reimbursement.

Certificate: A formal award, less than an associate degree, indicating mastery of a prescribed series of academic and technical competencies with defined employment outcomes. This award is approved by the Coordinating Board, appears on the *Technical Program Clearinghouse Inventory*, and is subject to the Coordinating Board program evaluation process.

Certification/licensure/registration: A process sponsored by an agency or association, and designed by educators and business, industry and/or labor, that validates and/or certifies the skills and learning experiences of a candidate and enters the name of the successful candidate on a registry.

Certified major: Student has taken courses in the declared major, as certified by transcript records. Program administrators will be responsible for the outcomes of students in certified majors.

Classroom-to-work-place transition program (school-to-work transition): A method of instruction between a sponsoring clinical agency, the higher education institution and the student that provides guided training to the student in the work environment and that enhances critical thinking skills and the ability to transfer applied and theoretical knowledge to the work place.

Clinical education: A method of instruction between a sponsoring clinical agency, the higher education institution, and the student that provides student training and experience in the work place with the goal of reaching established learning objectives as outlined in a formal plan developed by college staff. Clinical practice is supervised by qualified faculty members employed by the educational institution sponsoring the program.

Cluster of closely related programs: Programs identified by general occupational classification on the basis of related basic skills and competencies, such as human services, personal and protective services, health, industrial/technical, and computer/office.

Coherent sequence of courses: A series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education, academic education, and adult training or retraining that meet these requirements. Sequential units encompassed within a single adult training or retraining course are included [Perkins].

Cohort: A group of students having a common academic class membership as determined by their first term of active enrollment and for whom tracking records are maintained.

Community-based organization: A private nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job training services (for example, Opportunities Industrialization Center, the National Urban League, SER-Jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Forum, National Council of La Raza, 70,001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities ... agencies serving youth, agencies serving people with disabilities, including veterans who have a disability, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations). and an organization of demonstrated effectiveness serving non-reservation Indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups [Perkins].

Competency blocks: Discrete blocks or units of skills as defined and validated by business/industry as leading to an identifiable competency level for a discrete employment opportunity.

Competency profile/portfolio: A comprehensive profile of the specific skills a student has mastered. The profile is updated continuously and accompanies the student's transcript and/or resume and may constitute a portion of an employment portfolio.

Competency-based education (CBE): An educational program designed to teach applied and/or job-related clusters of skills, knowledge and attitudes, as well as expected performance levels required for successful employment within a defined job or cluster of jobs. The skills are collaboratively defined by educators, business, industry and labor and form the basis upon which a student is evaluated.

Competency-based format: Any material, instructional program or curriculum based on criterion-referenced requirements.

Competency-based instruction: A process that is designed to deliver instruction based on specific tasks, predetermined standards of performance and a continuum of difficulty.

Competitive programs (special admissions programs): Those programs with additional criteria for entry due to limited space, specialized training needs, student-teacher guidelines, or competency, or outside accreditation requirements.

Completer (see program graduate): A student who completes a Coordinating Board-approved associate degree or certificate program.

Completer rate for federal requirements: All first-time-in-college students who enroll in the fall semester and who declare a major and enroll full-time (12 semester credit hours or the equivalent) will be compared to the count of those who graduate with a Coordinating Board-approved degree or certificate within one and one-half times the normal time period for completion (three years for associate degrees, one to two years for certificates). *Students who are first-time-in-college students in the summer session and who reenroll in the same institution in the following fall semester will be included in this cohort.*

Completer rate for the Coordinating Board: All first-time-in-college students who enroll in the fall semester compared to the count of those of the same cohort who complete within five years a Coordinating Board-approved degree or certificate program in technical education. *Students who are first-time-in-college students in the summer session and who re-enroll in the same institution in the following fall semester will be included in this cohort.*

Concurrent credit (dual credit): A system whereby a student takes a course at one institution for credit and upon enrollment at a second institution of a different level also receives credit for that course at the second institution.

Concurrent enrollment (dual enrollment): A condition that exists when a student is officially enrolled in two different institutions simultaneously. Tech-Prep programs do not require that students be concurrently enrolled.

Constituent courses: The components of workforce education programs.

Contact hour: 50 minutes of direct instruction for each clock hour.

Contract instruction: The delivery of a course or courses to meet the needs of a contracting entity, which may be a business, industry, or external agency. The course(s) must consist of 50 percent or more of the enrollees designated by the contracting entity. For example, if a JTPA student is enrolled in and mainstreamed into a class open to the general public, it would not be considered contract instruction [as defined by the State Auditor].

Cooperative education: A method of technical education instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternating study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program [Perkins].

Coordinating Board: A reference to the Texas Higher Education Coordinating Board.

Coordinating Board staff: Professionals employed by the Coordinating Board to carry out the implementation of its policies.

Core curriculum: A designated group of courses, in one or more educational programs, that constitute a desired breadth of knowledge acquired from several academic disciplines.

Core standard: A desired level or rate of an outcome[Perkins]. See also *performance measure*.

Correctional institution: Any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders [Perkins].

Course inventory: A list of technical courses that comprise the approved technical education programs and adult vocational courses for each higher education institution. This inventory is maintained by Coordinating Board staff and is sent to the institutions on an annual basis for review and certification for funding purposes.

Curriculum materials: Instructional and related or supportive material, including materials using advanced learning technology, designed to strengthen the academic foundation and prepare individuals for employment at the entry-level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance material [Perkins].

Declared major: Student has declared a program major but the transcript does not show significant coursework in that major.

Degree: Any title or designation, mark, abbreviation, appellation, or series of letters or words, including associate, bachelor's, master's, doctor's and their equivalents, which

signify or are generally taken to signify satisfactory completion of the requirements of all or part of a program of study that is generally regarded and accepted as an academic/occupational degree-level program among Texas higher education institutions.

Developmental courses: Courses designated as remedial, accelerated instruction, or compensatory education courses in the *Community College General Academic Course Guide Manual*. Also see *remediation*.

Disadvantaged: Individuals, other than those individuals with disabilities, who have economic or academic (educational) disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school [Perkins].

Displaced homemaker: An adult who:

- 1) Has worked primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; and who
- 2)
 - (i) Has been dependent on public assistance or on the income of a relative but is no longer supported by that income;
 - (ii) Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601), Aid to Families with Dependent Children, within two years of the parent's application for assistance under the Carl D. Perkins Vocational and Applied Technology Act;
 - (iii) Is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or
 - (iv) Is described in paragraphs (1) and (2) of this definition and is a criminal offender [Perkins].

Dual credit: See *concurrent credit*.

Dual enrollment: See *concurrent enrollment*.

Economically disadvantaged family or individual: Any family or higher education student who is qualified to receive a Pell Grant or other federal need-based financial aid.

Education and Training Clearinghouse: A series of databases developed by the Coordinating Board that include education and training programs offered by public community and technical colleges and other selected institutions in Texas, and which are maintained as an inventory.

Educationally disadvantaged: See *academically disadvantaged*.

Emerging occupation: An occupation arising through forces related to technological changes in the work place. The occupation is expected to become increasingly visible and distinguishable as a separate career area within the next 10 years. The occupation is growing, or is expected to grow, rapidly within the industry. Workers from other occupations cannot perform the work without at least two months of technical education or training [as defined by the Texas Innovation Network System].

External learning experiences: Competency-based learning experiences, paid or unpaid, which supplement lectures and laboratory instruction and that are offered in business and industry (examples: co-ops, clinicals, apprenticeships or internships).

First-time-in-college student: A student who has never enrolled in a higher education educational institution in the United States. A student may also be counted as first-time-in-college if they enrolled in summer school and subsequently re-enrolled for the fall semester at the same institution.

Five-year on-site review: A comprehensive, on-site peer review of all instructional programs to be conducted at each college every five years. On-site reviews will be scheduled on a rotating basis to coincide where possible with SACS accreditation cycles.

Foundation skills: According to the federal secretary of labor's Commission on Achieving Necessary Skills (SCANS), these are comprised of three parts:

- 1) *basic skills* -- reading, writing, performing arithmetic and mathematical operations, listening and speaking;
- 2) *thinking skills* -- thinking creatively, making decisions, solving problems, visualizing, knowing how to learn and reasoning; and
- 3) *personal qualities* -- displaying responsibility, self-esteem, sociability, self-management, integrity and honesty.

Full-time equivalent (FTE): The total number of semester credit hours reported by an institution divided by the equivalent hours for one full-time student (12 semester credit hours).

Full-time students: Students enrolled for a minimum of 12 semester credit hours per long term or the equivalent.

Gender equity: The goal of increasing the representation of either gender in programs or occupations that are under-represented by that gender.

General education: Courses generally defined as academic in the areas of the humanities, fine arts, the social and behavioral sciences and the natural sciences and mathematics.

General occupational skills: Skills that indicate strong experience in, and understanding of, all aspects of an industry [Perkins]. See also *foundation skills* and *work place competencies*.

Graduate: A student who completes a Coordinating Board-approved associate degree or certificate program.

Guarantee Graduate Policy: A policy that allows graduates who are judged by an employer to be lacking in technical job skills identified as exit competencies for their specific degree program to return to the college for up to nine tuition-free hours of training.

HEGIS code: An acronym for Higher Education General Information Survey used for categories of program reporting and funding.

High technology: State-of-the-art computer, microelectronic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity and to improve the provision of health care [Perkins].

Higher Education Regional Council: A group composed of representatives from all public higher educational institutions that exist within regional areas of the state. Its purpose is to coordinate planning among institutions by reviewing and recommending to the Coordinating Board institutional plans for out-of-district or off-campus offerings and act as an advisory group to the Coordinating Board for effective administration of off-campus and out-of-district lower division courses.

Incarcerated student: Any student in a correctional institution, which includes prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, and any similar institutions designed for the confinement or rehabilitation of criminal offenders.

Individual with disabilities: This refers to:

- 1) Any individual who has:
 - (i) a physical or mental impairment that substantially limits one or more of the major life activities of that individual;
 - (ii) a record of an impairment described in paragraph (i) of this definition;
- 2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or
- 3) Any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973 [Perkins].

Institutional effectiveness: A comprehensive approach to planning and evaluation which verifies the effectiveness of Texas' community and technical colleges in achieving their local and state statutory mission(s) and provides for the systematic use of evaluation results to continuously improve institutional performance and programs, (Source: Task Force on Institutional Effectiveness.)

Institutional recognition: This is comprised of awards, other than certificates and degrees awarded for the completion of a Coordinating Board-approved program, offered by an institution for the completion of a course or sequence of courses, or after achieving a specified occupational skill level.

Instructional faculty: Persons who are employed in a teaching capacity and who are responsible for academic and/or technical instruction in technical degree or certificate programs or adult vocational courses.

Integration of academic and technical/occupational curricula: A link between academic and technical theories, demonstrated in both academic and technical courses that includes the applications of theory in the work place setting and the use of real-life situations in academic courses.

Internship: A supervised, practical experience in the work setting that is intended for advanced students in specialized fields.

Inverted degree plan: A program of study designed for the student pursuing an applied associate degree. The program integrates additional upper-level technical or professional education with additional supporting general-education coursework and leads to an applied baccalaureate degree.

ITPA: An abbreviation for the Job Training Partnership Act (29 U.S.C. 1501 *et seq.*) [Perkins].

Leaver: A student enrolled at some time during an academic year who does not return the following Fall term.

Library/learning resources: Instructional materials (e.g. books, audiovisual equipment and computers) that support the educational/occupational development of the student.

Limited English proficiency (LEP): If used with reference to individuals, these are those:

- 1) (i) who were not born in the United States or whose native language is not English;
- (ii) who come from environments where a language other than English is dominant; or
- (iii) who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

- 2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society [Perkins].

Marketable skill: A demonstrated level of competency verified by business and/or industry as having value in the work place.

Marketable skills achiever: A student who has successfully completed a course or cluster of courses certified by an advisory committee or other representative industry-based group as containing the requisite competencies for entry-level employment or upgrade of existing employment in one or more job categories.

Master Plan for Vocational and Technical Education: A blueprint for the delivery of technical education in Texas, prepared by the State Board of Education and the Coordinating Board in accordance with the mandate from the Texas Legislature.

Measure: This is a description of an outcome [Perkins].

Multiple site offerings: Programs and courses specifically approved by the Coordinating Board to be offered at multiple sites.

Non-traditional format: A competency-based method of delivering instruction other than the block-time, or the semester/quarter credit hour format.

Occupational employment statistics (OES) codes: Five-digit identifiers for approximately 700 occupational clusters that comprise a coding system designed by the Federal Bureau of Labor Statistics. These codes are used by the Texas Employment Commission to generate occupational projections and expected industry staffing patterns for Texas.

Open-entry/open-exit format (flex-entry): A delivery mechanism that allows students to enter and exit at various points in the academic year and/or the competency-based curriculum, regardless of the beginning and ending dates of the terms.

Options: Concentrations within certificate or applied associate degree programs that reflect the training required for specific occupations within a broad career field and result in the same award. Options must share a common core of courses (e.g., AAS in Office Administration with options in Executive, Medical, Legal and Bilingual Secretarial).

Performance measure: A description of an outcome [Perkins]. See also *core standard*.

Performance Measures and Core Standards for Postsecondary Technical Education Programs: A document for institutions that outlines a series of performance measures and core standards drafted in response to mandates of the Carl Perkins Act of 1990. The document also includes information on reporting requirements as well as necessary reporting forms. The final document was sent to institutions in August 1992 and became effective September 1, 1992.

Preparatory instruction for apprenticeship: A course of instruction, including related instruction, lasting six months or less that teaches the basic skills required for an individual to comply with the terms of his or her apprenticeship agreement as required by Section 33.02(d) of the Texas Education Code.

Preparatory services: Services, programs or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services include, but are not limited to 1) services, programs or activities related to outreach to, or recruitment of, potential vocational education students; 2) career counseling and personal counseling; 3) vocational assessment and testing; and 4) other appropriate services, programs or activities [Perkins].

Program: An organized sequence of constituent courses directly related to the acquisition and/or upgrading of technical skills which can lead to the award of a Coordinating Board-approved certificate or an applied associate degree.

Program advisory committees: Formal groupings of individuals selected from business, industry and labor who provide advice and assistance to one or more technical education programs.

Program approval: The process whereby an institution requests and is granted authorization to implement a new technical education certificate or degree program.

Program closure: The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the sunset review process.

Program cooperative agreements: Arrangements in which institutions of the same or different levels agree to cooperate in the offering of instructional programs.

Program deactivation: The process whereby an institution suspends all new student enrollments for a maximum of three years in order to assess program vitality and make revisions without loss of eligibility for state funding or dropping the program and its courses from the program/course inventory. Deactivated programs are subject to Coordinating Board evaluation, but are not subject to sunset review.

Program evaluation process: A periodic review by the Coordinating Board for evaluation of technical education programs that focuses on program improvement and student educational experiences and outcomes.

Program reactivation: A formal process to reinstate a program that has previously been deactivated.

Program revision: The process when an institution requests a change to an existing approved program.

Program year: A 12-month period during which a state operates its technical education program, generally a period beginning on July 1 and ending the following June 30 [Perkins].

Quality Work Force Planning Committees: The 24 regional planning groups—comprised of representatives from local education and training providers, business, industry and labor—which are charged by the Texas Legislature to analyze regional labor market information, identify targeted occupations, and develop a service-area plan for vocational and technical education for their region.

Regional labor market information system (LMIS): A regional system for program planning that includes inventories of key regional industries, targeted occupations within those industries, and education and training providers.

Related instruction (HEGIS 9421): The funding category composed of non-developmental, collegiate-level courses related to the technical major but not part of any one specific funding category and not specific to any major.

Related instruction for apprenticeship programs: Organized, off-the-job instruction in theoretical or technical subjects required for the completion of an apprenticeship program for a particular apprenticeable trade.

Remediation: An activity designed to teach basic competencies in such areas as reading, writing, oral communication and mathematics.

School facilities: Classroom and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public [Perkins].

School-to-work transition: See *classroom-to-workplace transition program*.

Semester/quarter credit-to-contact-hour ratio: The ratio of semester or quarter credits assigned for each contact hour.

Sequential course of study: An integrated series of courses directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for post-secondary education [Perkins].

Service delivery area: The geographical area, or target market, for educational delivery as defined by an institution or the state.

Service delivery plan: A plan for its region developed by each Quality Work Force Planning Comm. as required by the Legislature (see *Quality Work Force Planning Committees*).

Services to special populations: Services, programs and/or activities supplemental to the basic student services offered by the institution. These could include curriculum, classroom

and/or equipment modification; supportive personnel; instructional aids and devices; child care; transportation; remedial courses; vocational guidance and counseling; or other programs, services and/or activities that are targeted to the needs of special population students.

Sex equity program: Programs, services, comprehensive career guidance and counseling and other activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education (for further information, see *Federal Register* 403.91, p. 36744).

Significant skills achiever: A student who has earned a minimum of 12 college-level semester credit hours and has an overall grade point average \geq 2.0.

Single parent: An individual who is unmarried or legally separated from a spouse; and (i) has a minor child or children for which the parent has either custody or joint custody, or (ii) is pregnant [Perkins].

Smart Jobs Program: A part of the Texas Skills Development Program that directs education, training, employment, human service and correctional agencies in the development of a world-class work force for Texas.

Southern Association of Colleges and Schools (SACS): A regional agency that sets criteria for colleges and schools desiring accreditation.

Special populations: Refers to individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions [Perkins].

Specific job training: Training and education for skills required by an employer. They provide the individual student with the ability to obtain employment and to adapt to the changing demands of the work place.

Standard: The level or rate of an outcome [Perkins].

Sunset review: A formal evaluation process through which programs are reviewed by the Coordinating Board for possible closure.

Supplementary instruction for apprenticeship: A course of instruction for persons employed as journeymen craftsmen in apprenticeable trades. This instruction provides new skills or upgrades current skills.

Supplementary services: These include curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices [Perkins].

Targeted occupations: Priority occupations, identified by region, based on appropriate education, training and labor market variables as defined by Quality Work Force Planning Committees.

Target populations: For purposes of the Carl D. Perkins Act of 1990, these are members of the population who reside in an institution's service area and are identified by age, gender, ethnicity and special population status. This includes single parents and displaced homemakers.

Task analysis: The identification of the specific skills, knowledge and attitudes a worker needs for performance in an occupation.

Technical education: Used by the Coordinating Board's Community and Technical Colleges Division to describe Coordinating Board-approved educational programs offering a sequence of courses or block-time instruction. This type of education must be related directly to the preparation of individuals for paid employment in current or emerging occupations that require other than a baccalaureate or advanced degree. Also known as *occupational education* and *vocational education*.

Technical Education Program Guidelines: A Coordinating Board procedures and guidelines manual for state-funded technical education programs in public community and technical colleges.

Technical education programs: See *program*.

Technical education student: A student enrolled in an approved technical education program or adult vocational course or a student who has declared an intent to major in a technical program.

Technology education: An applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy [Perkins].

Tech-Prep associate of applied science degree program: A cooperatively developed, competency-based six-year program of study beginning in the ninth grade of high school and resulting in an associate of applied science degree with advanced skills from a community or technical college or an associate degree granting proprietary institution.

Texas Academic Skills Program (TASP): A program that includes an examination that measures each student's reading, writing and mathematical skills to determine whether the student is prepared to successfully complete college-level course work. The program also requires all institutions to provide developmental courses to prepare students to complete such course work.

Texas Higher Education Coordinating Board (THECB): A group of 18 individuals appointed by the governor who set policies regarding all two- and four-year institutions of higher education in Texas.

Texas Innovation Network System (TINS): A non-profit organization funded by the Texas Legislature to serve as an advanced technology information and research clearing-house for business, institutions of higher education and state government. TINS is also funded by the Texas Department of Commerce to develop a forecast of occupations expected to emerge as Texas businesses and industries adopt new technologies.

Texas Skills Development Program: A long-term plan for the economic well-being of Texas. It provides direction to education, employment and training providers on the specific occupational skills needed by business, industry, and labor for targeted industries and occupations.

Time-shortened program: An articulated program in which high school students receive college credit that allows them to graduate from a higher education program in less time than a student beginning the program of study at the higher education level.

Undeclared major: Student has not declared a program major.

Vocational education: Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree [Perkins].

Workforce development: The process for coordinating training/retraining and improving technical education through funding provided for postsecondary educational service in partnership with business, labor, education and government.

Workforce education programs: Articulated career-path programs and the constituent courses of those programs that lead to initial or continuing licensure or certification or associate degree-level accreditation and are subject to:

- Initial and ongoing state approval or regional or specialized accreditation
- A format state evaluation that provides the basis for program continuation or termination
- State accountability and performance standards; and
- Regional or statewide employer-driven labor market demand documentation.

Workforce education includes courses and programs which are subject to (1) Section 1.04(5)- **Senate Bill 642**, and (2) THECB approval, listing on THECB inventories, and ongoing THECB evaluation.

Workplace competencies: According to the federal secretary of labor's Commission on Achieving Necessary Skills (SCANS), these can be divided into five areas:

- 1) *resources* - identifying, organizing, planning and allocating resources;
- 2) *interpersonal* - working with others;
- 3) *information* - acquiring and using information;

-
- 4) *systems* - understanding complex interrelationships;
 - 5) *technology* - working with a variety of technologies.

Workplace training and services: Training and service programs which are not subject to (1) Section 1.04(5) - Senate Bill 642 and (2) THECB approval, listing on THECB inventories, and ongoing THECB evaluations.