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TITLE   State-Level Institutional Effectiveness Process for Texas
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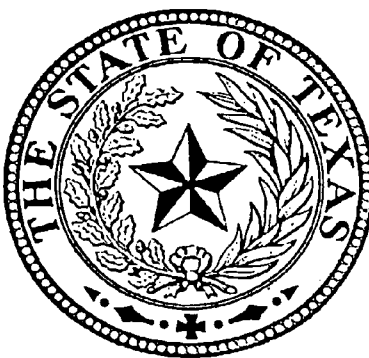DESCRIPTORS   *Academic Standards; *Accountability; *Community Colleges;
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ABSTRACT
                The document outlines and describes the Institutional
Effectiveness measures and standards to be used by Texas' community and
technical colleges in achieving their local and statutory missions.
Performance expectations are outlined in the Texas Education Code, Criteria
for Accreditation Southern Association of Colleges and Schools, Guidelines
for Instructional Programs in Workforce Education, and Texas Academic Skills
Program Policy Manual. The state-level Institutional Effectiveness process is
based on seven critical success factors. Success factors 1 through 6 measure
institutional characteristics, while success factor 7 is program specific.
The success factors are as follows: Mission/strategic planning/institutional
resources; Effective use of Perkins resources; Access/effectiveness of
student services; Achievement; Continuing education/workforce development;
Quality of academic areas; and Quality of workforce education programs. Each
critical success factor is evaluated based on measures and standards. For
example, the review of the institution's commitment to ensure quality
planning and continuous improvement of programs as mandated by the Federal
Perkins Act should measure the appropriateness of fund expenditure and the
use of Perkins Basic Grant Funds for Workforce Education Program improvement
efforts. Three components support Institutional Effectiveness efforts across
the state: the Annual Data Profile, the Statewide Factbook, and the College
Profiles; the On-Site Peer Review; and the Annual Institutional
Self-Evaluation. (JA)

State-Level Institutional Effectiveness Process for Texas Community and Technical Colleges

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

Effective Date: September 2000

The Institutional Effectiveness process is a comprehensive approach for verifying the effectiveness of Texas' community and technical colleges in achieving their local and statutory missions. It provides for the systematic use of evaluation results to continuously improve institutional performance and programs.

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

$ Texas Education Code, Section 61.051;
$ Perkins Vocational and Technical Education Act of 1998 (U.S. Public Law 105-332)

Performance expectations for Texas' community and technical colleges are outlined in:

$ Texas Education Code, Sections 130.003 and 135.01;
$ *Criteria for Accreditation Southern Association of Colleges and Schools (SACS);*
$ *Guidelines for Instructional Programs in Workforce Education;*
$ *Texas Academic Skills Program Policy Manual*

The purpose of this state-level evaluation is:

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

Three components support Institutional Effectiveness efforts across the state:

$ The Annual Data Profile, the Statewide Factbook and the College Profiles summarize and analyze data reported by Texas public community and technical colleges relating to state-level goals and federal reporting requirements.

$ The On-Site Peer Review provides for program review and analysis of trends toward state and institutional goals. It requires a college site visit by a review team of Coordinating Board staff and peers from other Texas community and technical colleges. These visits are conducted on a four-year cycle.

$ The Annual Institutional Self-Evaluation is a required component of the annual application for Federal Perkins Act funds. It requires community and technical colleges to provide data on statewide goals and program-level assessment.

If you have any questions about the material presented in the Institutional Effectiveness area, please contact Irma Berry, Assistant Director, Institutional Effectiveness, Telephone (512) 427-6232, e-mail *berryid@thecb.state.tx.us.*

INSTITUTIONAL EFFECTIVENESS MEASURES AND STANDARDS FOR TEXAS COMMUNITY AND TECHNICAL COLLEGES

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

I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

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

II. EFFECTIVE USE OF PERKINS RESOURCES

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

III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

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

IV. ACHIEVEMENT

Review of the institution=s commitment to attaining high-quality performance of students, programs, and services.

V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

Review of the institution's commitment to providing quality continuing education and workforce development.

VI. QUALITY OF ACADEMIC AREAS

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

VII. QUALITY OF WORKFORCE EDUCATION PROGRAMS

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

I.   MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

1. Quality of College

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

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

     Date of last SACS accreditation visit:_____ / / _____

     Current SACS status:
     _____ Candidate
     _____ Accredited
     _____ Reaffirmed
     _____ Reaffirmed after review for substantive change
     _____ Reaffirmed with warning
     _____ Reaffirmed with probation
     _____ Loss of accreditation
     _____ Other

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

     [Coordinating Board requirement to support Perkins Performance Measure VIII
     (student satisfaction)]

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

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

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

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

    Total faculty by highest degree held: (Fall 1999)

    _____ No degree
    _____ Certificate only
    _____ Associate=s Degree
    _____ Bachelor=s Degree
    _____ Master=s Degree
    _____ Doctoral Degree
    _____ Total

    Source: CBM008

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

    Catalog or other publications must contain:

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

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

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

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

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

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

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

I.   Measure: Distance Education
        Standard: 100% compliance with Coordinating Board Rules 5.153 (a)-(e) and (g)-(i)

_____ Quality of distance learning instruction is comparable to quality of on-campus instruction

_____ All credit courses and courses awarding Continuing Education Units for distance learning comply with SACS standards

_____ Admission requirements to institution, program, and class/section of students enrolled in distance learning are the same as for on-campus students

_____ Faculty providing distance learning instruction are selected and evaluated using the same standards used for on-campus faculty

_____ Institution provides training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications

_____ Instructor of record participates in the delivery of instruction and evaluation of student progress

_____ Distance learning instruction is administered and supervised by the same office or person administering the corresponding on-campus instruction with comparable evaluation processes

_____ Students enrolled in distance learning instruction have access to academic support services (academic advising, counseling, library and other learning resources, tutoring services, financial aid) that are comparable to those available for on-campus students

_____ Facilities for distance learning instruction (other than student homes as instructional television reception sites) are adequate for the purpose of delivering instruction which is comparable in quality to on-campus instruction

2. Institutional Resources

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

        _____ Annual Audit filed _____ (Date)
        _____ Recommendations addressed

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

II.   EFFECTIVE USE OF PERKINS RESOURCES

1.   <u>Effective Use of Perkins Resources to promote program quality improvement</u>

A.   Measure: Funds Expended Appropriately
     Standard: Current funds must be expended for allowable costs. Time and effort reports are well documented. Perkins and institutional funds are not commingled

B.   Measure: Use of Perkins Basic Grant Funds for Workforce Education Program Improvement Efforts
     Standard: Perkins funds are used to improve workforce education programs in one or more of the following required use of funds:

_____ Strengthen the academic and technical components of workforce education programs through the integration of academics with workforce education programs through a coherent sequence of courses
_____ Provide students with strong experience in and understanding of all aspects of an industry
_____ Develop, improve, or expand the use of technology in workforce education
_____ Provide professional development programs to teachers, counselors, and administrators
_____ Develop and implement evaluations of the workforce education programs, including an assessment of how the needs of special populations are being met
_____ Initiate, improve, expand, and modernize quality workforce education programs
_____ Provide services and activities that are of sufficient size, scope, and quality to be effective
_____ Link secondary vocational and technical education and postsecondary workforce education, including implementing Tech-Prep programs

[Ref: PL 105-332 Section 135]

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III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

1. Access to College and Services

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

College Enroll 1997-98	WE Enroll 1997-98	College Enroll 1998-99	WE Enroll 1998-99	
_____	_____	_____	_____	Total
_____	_____	_____	_____	Male
_____	_____	_____	_____	Female
_____	_____	_____	_____	White
_____	_____	_____	_____	African-American
_____	_____	_____	_____	Hispanic
_____	_____	_____	_____	Asian/Pacific Islander
_____	_____	_____	_____	Native American
_____	_____	_____	_____	International
_____	_____	_____	_____	Economically Disadvantaged

   Source: CBM001, CBM00A

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

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

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

2. Effectiveness of Student Services

   A.   Measure: Assessment and Remediation of Students

Standard: All students are assessed and remediated as required by law and CB rules (assessment instruments may include any of the Board:s designated alternatives to the TASP test)

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

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

_____ Career information/career development services/resources
_____ Job placement services

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

_____ Career exploration and job placement services
_____ Academic advising
_____ Student counseling services
_____ Financial aid services

D.   Measure: Identification of Exemplary Student Services (Optional)
      Standard: Student services meet the standard in II (Effectiveness of Student
                 Services) Measures A. through C. and there is documented evidence
                 that all of the criteria for Exemplary Career Guidance and Counseling
                 Programs as identified by appropriate national professional
                 organizations are present
      Option I - Criteria for exemplary programs identified by an appropriate national
                 organization, i.e., the National Association of State Career
                 Development/Guidance Supervisors (NASCD/GS) and the American
                 Vocational Association (AVA) are met:

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

                                        or

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

              Name of professional organization
              _____

              Criteria of professional organization met by college
              _____
              _____
              _____
              _____
              _____

IV. ACHIEVEMENT

1. Persistence, Remediation and Graduation

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

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

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

Source: CBM001, CBM002, CBM009

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

Number	Percent	
_____	____	All full-time first-time-in-college students (Fall 1995) receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

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

Source: CBM001, CBM002, CBM009

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

Number	Percent	
_____	____	All part-time first-time-in-college students (Fall 1994) not receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1994-95, 1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

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

Source: CBM001, CBM002, CBM009

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

Number	Percent	
_____	____	All part-time first-time-in-college students (Fall 1992) receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1992-93, 1993-94, 1994-95, 1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

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

Source: CBM001, CBM002, CBM009

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

     1) Full-time (≥12 SCH) first-time-in-college (FTIC) students (Fall 1998) who
         returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
___	___	___	___

     2) Full-time FTIC students (Fall 1998) who required remediation in the Fall and
         who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
___	___	___	___

     3) Full-time FTIC students (Fall 1998) who did not require remediation in the Fall
         and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
___	___	___	___

     Source: CBM001, CBM002

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F. Measure: Retention from Fall to Spring of Part-time First-time-in-college
             Students (taking six to 11 Semester Credit Hours [SCH])
    Standard: Retention from Fall to Spring of part-time students who did and did not
             receive remediation is not more than five percentage points below the
             state average
             or
             meets Perkins Standard of 50%

1) Part-time (6-11 SCH) first-time-in-college (FTIC) students (Fall 1998) who
    returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State** **Average**
_____	_____	_____	_____

2) Part-time (6-11 SCH) FTIC students (Fall 1998) who received remediation
    in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State** **Average**
_____	_____	_____	_____

3) Part-time (6-11 SCH) FTIC students (Fall 1998) who did not receive
    remediation in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State** **Average**
_____	_____	_____	_____

Source: CBM001, CBM002

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2. Student Outcomes

A. Measure: Course Completion
    Standard: Percentage of contact hours completed is not more than five
    percentage points below the state average (Fall 1998)

Acad (SCH)	Tech	Workforce Cont Ed	
_____	_____	_____	Contact hours on 12th class day or official census date
_____	_____	_____	Contact hours at end of reporting period
_____	_____	_____	Percent of contact hours completed
_____	_____	_____	**State average - Percent of contact hours completed**

Source: CBM004, CBM006, CBM00C

B. Measure: 15 Graduates Over Three Year Period
    Standard: 90% of all active workforce education programs produce 15 graduates
    over three years (except new programs which received CB approval or
    were first offered within last three years)

_____ Total active programs
_____ Number of new programs producing less than 15 graduates
_____ Total programs evaluated

_____ Number of programs meeting standard
_____ Percent of programs meeting standard

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

Source: CBM009

C. Measure: 85% Placement of Workforce Education Program Graduates within
               One Year of Graduation
    Standard: 100% compliance for all workforce education programs producing
               graduates (three year average), except new programs

    _____ Total active programs
    _____ Number of programs producing no graduates and/or new programs with
             less than 85% placement rate
    _____ Total programs evaluated

    _____ Number of programs meeting standard
    _____ Percent of programs meeting standard

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

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

D. Measure: Technical (SCH) Non-Completers/Non-Returners* Employed or
               Pursuing Additional Education

    Standard: Percent of non-completers/non-returners who are employed or
               pursuing additional education is not more than five percentage points
               below the state average

Total Non-Completers/ Non-Returners 1997-98	Employed Only 1997-98	Additional Education Only 1997-98	Empl and Educ 1997-98	Successful Outcomes Number % 1997-98
_____	_____	_____	_____	_____
				State Average %
				_____ ___

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

E. Measure: Licensure Pass Rate
    Standard: 90% of students tested on a specific licensure exam pass (Perkins
               Standard)
               or
               the percentage of students who take licensure exams and pass is not
               more than 5% below state average for last 3 years for the specific
               licensure exam

    _____ Number of programs having licensure exams
    _____ Number of programs meeting standard

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V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

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

   1. Number served (duplicated):

       _____ Companies served through current contract or tuition agreements (to be provided by college)
       _____ Technical course enrollments (academic year 1998-99)
       _____ Enrollments in courses not funded by Coordinating Board (academic year 1998-99 to be provided by college)
       _____ CEU course enrollments (academic year 1998-99)

   2. System to measure effectiveness of workforce development is in place and used

   *Includes all Workforce Education (SCH, CEU) and workforce training efforts
   Source: CBM004, CBM00C, College records

B.   Measure: Adult Literacy
     Standard: College shows documented evidence of serving literacy needs in the college district (either through college efforts or collaboration with other entities) offering ABE, GED, ESL, Workforce Literary programs

C.   Measure: Quality of State-Funded Continuing Education Courses
     Standard: Quality of state funded CEU courses is documented based on the following SACS criteria (SACS Continuing Education Guidelines 5th ed., 1994):

   _____ Identifiable office with designated professional staff in place
   _____ Supportive learning environment is provided through appropriate facilities, materials, equipment, and support services
   _____ CEU transcripts
   _____ Each course:

       1. is based on educational need
       2. has clear written learning outcomes
       3. employs qualified personnel planning and conducting instruction
       4. has content and instructional methods consistent with learning outcomes

   _____ A system of monitoring course outcomes is in place and used

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VI. QUALITY OF ACADEMIC AREAS

A. Measure: Library Resources
    Standard: Compliance with SACS criteria as evidenced by:

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

B. Measure: Core Curriculum of Associate Degrees (A.S. and A.A. only)*
    Standard: The college has incorporated a core curriculum of at least 42 SCH into
              each academic degree plan, unless a smaller core curriculum
              component is specified in a statewide field of study curriculum

    *Not applicable for colleges in the TSTC system.

C. Measure: Transfer Facilitation*
    Standard: The following items are in place to facilitate transfer (100%
              compliance):

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

    * Not applicable for colleges in the TSTC system.

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

    * Not applicable for colleges in the TSTC system.

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

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

F. Measure: Developmental Student Success
    Standard: A system to track the success of developmental students is in place
               and used to improve programs

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

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

1. Quality of Programs - Part A

A. Measure: 15 Graduates Over Three Year Period
    Standard: 100% compliance (except new programs)
    Graduates for last three years:

CIP Code	1996-97	1997-98	1998-99	Total
	_____	_____	_____	_____

    _____ Not applicable - Program received CB approval or was first offered within last three years and total number of graduates is less than 15

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

    Source: CBM009

B. Measure: Placement of Program Graduates Over Three Year Period
    Standard: 85% of program graduates are placed within one year of graduation

    Graduates employed or pursuing additional education:

Year	CIP Code	Total Grads *	Successful Number	Outcomes %
1995-96		_____	_____	_____
1996-97		_____	_____	_____
1997-98		_____	_____	_____
Total		_____	_____	_____

    _____ Not applicable - Program received CB approval or was first offered within last three years and placement rate is less than 85%

    Note 1: Program meets standard if "not applicable" is checked.
    Note 2: Exceeds standard if 3-year average placement rate is 95% or greater. Special provisions will be made for programs with less than 10 completers.

    *Unduplicated, may not match CBM009 data and excludes incarcerated
    Source: Automated Student and Adult Learner Follow-Up Systems and CB116

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C. Measure: Licensure Pass Rate
    Standard: 90% of students tested on a specific licensure exam pass (Perkins
    Standard)
    or
    the percentage of students who take licensure exams and pass is no
    more than 5% below state average for last three years for the specific
    licensure exam

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

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

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

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

2. Quality of Programs - Part B

A. Measure: Compliance with THECB Workforce Education Guidelines
    Standard: 100% compliance for AAS and Certificate Awards

    ____   ____   Curriculum linked to business and industry
    ____   ____   SCANS matrix
    ____   ____   SCANS listed in course syllabi
    ____   ____   Capstone External Learning experience
    ____   ____   Program length
    ____   ____   Converted to WECM standards according to guidelines

B. Measure: General Education Requirements
    Standard: 100% of all associate degrees have at least 15 SCH of general
    education, and meet current SACS criteria

    Note: Meets standard if program consists of certificate only.

C. Measure: Faculty Support
    Standard: Number of faculty is adequate to support the program (one full-time
    instructor with primary responsibility in each program area)

D. Measure: Equipment and Facilities
    Standard: Equipment and facilities meet business and industry standards and are
    adequate and appropriate to support the program

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E.   Measure: Budget Adequacy
       Standard: Budget is adequate to support the program

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

AAS	Cert	
____	____	2+2(+2), 1+1
____	____	Tech-Prep
____	____	Advanced placement
____	____	University transfer
____	____	Inverted degree plans
____	____	Other (describe in comments):

Note: Exceeds standard if four or more are present.

3. Quality of Programs - Part C

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

_____ Agreements for sharing facilities, equipment, labs, etc.
_____ Internships/apprenticeships/co-op/practicum/clinical
_____ On-site training for faculty at business/industry worksites
_____ Contractual agreements with business/industry
_____ College representation on Local Workforce Development Board
_____ Other (describe under comments):

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

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

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

Note: Exceeds standard if five (5) or more are present.

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

At least two (2) of following are available:

_____ Documentation of Advisory Committee satisfaction with program
_____ Student survey
_____ Employee survey
_____ Other

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

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

D. Measure: Advisory Committee Membership
    Standard: Membership reflects diversity of occupational field (gender, ethnicity,
             large and small employers) and is chaired by business/industry
             member

E. Measure: Advisory Committee Activities
    Standard: Advisory Committee meets at least once per academic year; maintains
             written minutes in format similar to that outlined in GIPWE reflecting
             industry involvement; advises on curriculum matters and encourages
             opportunities for increasing under-represented populations in the
             program

Note: Exceeds standard if committee meets at least twice per academic year,
          activities are well documented, and appropriate format is used.

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

_____ Industry Advisory Committee
_____ Local and/or regional labor market data
_____ National and/or state labor market trend data
_____ Graduate placement rate meets standard
_____ Other (describe under comments):

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

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

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

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

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The Texas Higher Education Coordinating Board does not discriminate
on the basis of race, color, national origin, gender, religion, age,
or disability in employment or the provision of services.