



Texas State  
Technical College  
Harlingen

**PROGRAM ASSESSMENT AND IMPROVEMENT  
TEAM ASSESSMENT BOOKLET  
FOR GENERAL EDUCATION DEPARTMENTS**

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<b>I. ADVISORY COMMITTEE ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Did the general education advisory committee meet a minimum of one time a year over the previous three-year period?			
B. Is the membership representative of the four technical divisions of the college?			
C. Are the minutes of the meetings on file and complete?			
D. Are the minutes on file in the Curriculum Office?			
E. Do the minutes reflect the active participation of members?			
F. Do the minutes reflect the discussion of the goals and objectives of the department curricula and the general education assessment plan?			

**Overall Rating**

<b>Exceeds Standard*</b>	<b>Meets Standard</b>	<b>Does not meet standard*</b>

**\*Requires explanation below.**

<b>II. CURRICULUM ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Do the goals and outcomes in the general education assessment plan related to this department support the institution's written mission statement?			
B. Do the learning outcomes for the department's courses support the goals and outcomes related to this department in the general education assessment plan?			
C. If there are course sequences in this department, do they follow a logical, clear progression?			
D. If there are course sequences in this department, do the learning outcomes among courses show a logical progression?			
E. Do the learning outcomes within stand-alone courses show logical progression?			
F. Are the department's courses made available to all students (including special populations) who are identified as needing them, within the constraints of the budget, staff, and mission of the institution?			
G. Does a detailed syllabus exist for each course on approved format that clearly outlines the course's learning outcomes, content, and grading procedures?			
H. Is the method for evaluating SCANS competencies in courses detailed in the course syllabus?			
I. Does the course content as indicated on the syllabus match the course description?			
J. Do the course descriptions published in the catalog either match the Academic Course Guide Manual description or supply an acceptable alteration?			
K. Do the course descriptions published in the catalog match the course descriptions in the course syllabi?			
L. Are copies of the most current course syllabi on file at the Curriculum Office?			

**Overall Rating**

<b>Exceeds Standard*</b>	<b>Meets Standard</b>	<b>Does not meet standard*</b>

**\*Requires explanation below.**

<b>III. DEPARTMENTAL CHAIRPERSON ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Does the Departmental Chairperson have appropriate authority to ensure that the quality of the department is maintained and complies with all applicable laws, rules, and guidelines?			
B. Does the DC conduct annual appraisals of department staff (not including faculty)?			
C. Does the DC conduct annual appraisals of all faculty, including adjunct and dual enrollment faculty at the high school?			
D. Beginning FA 2003, were all adjunct faculty teaching in their first semester evaluated?			
E. Does the DC have professional development plans on approved format for faculty with needs improvement ratings on annual evaluation forms and evidence of follow-up?			
F. Does the DC have a professional growth plan on file for every faculty member?			
G. Does the DC have a system for monitoring customer service in the department?			
H. Does the departmental website meet minimum standards as set by the college Webmaster?			
I. Does the DC have a documented system for ensuring the flow of information from the President's Council through Instructional Administration Council through Division meetings to faculty and staff?			
J. Does the DC participate in budget development for the department?			
K. Does the DC submit faculty productivity forms for all faculty as required?			
L. Does the DC carry the expected teaching load?			
M. Are faculty teaching loads balanced?			
N. Does the DC tie major department budget needs to UAP goals?			
O. Has the DC completed progress reports and reviews of Unit Action Plans over the past three-year period?			
P. Do Unit Action Plan goals reflect corrective actions to comply with SACS and THECB internal standards?			
Q. Does the department maintain an adequate library collection by submitting annual book requests to the Library Director?			
R. Does the DC or a representative attend all division meetings?			
S. If applicable, for distance learning courses, does the DC have a system for			
1. Scheduling DL courses in coordination with the DL Director?			
2. Submitting booklists for DL courses to the TSTC Bookstore according to required timelines?			

3. Ensuring that DL faculty adhere to DL contract specifications?			
4. Ensuring that DL faculty make provisions for activities during absences?			
5. Selecting and supervising faculty members assigned to DL sections using the same criteria as used for on-campus counterparts?			
6. Evaluating instructional quality of DL courses in same manner as on-campus counterparts, e.g. include DL courses in assessment procedures?			
T. Have all of the deficiencies from the previous THECB site visit and previous PAIT review been corrected?			

**Overall Rating**

<b>Exceeds Standard*</b>	<b>Meets Standard</b>	<b>Does not meet standard*</b>

\*Requires explanation below.

<b>IV. STUDENT ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Are departmental goals and intended outcomes identified on the General Education Assessment Plan?			
B. Regarding the General Education Assessment Plan and Timeline, is the department on schedule for developing and administering assessments?			
C. Regarding assessment, does the department have evidence that assessment results have been used to recommend and implement improvements?			
D. Is student retention measured? (Required only for Developmental Studies and Developmental Math.)			
E. If the department has a student club, are all sponsorship guidelines being followed?			
F. Is there demonstrated evidence that faculty advise students who are the responsibility of this department?			
G. Is this plan for advising implemented and effective?			
H. Are tutoring services available for those students who require such assistance?			
I. When applicable, are placement test results and implications for course placement communicated to the students?			
J. Are department courses offered at a variety of times during both daytime and evening hours?			

**Overall Rating**

<b>Exceeds Standards*</b>	<b>Meets Standards</b>	<b>Does not meet standards*</b>

**\*Requires explanation below.**

<b>V. FACULTY ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Do all full-time and adjunct faculty have proper credentials based on SACS criteria?			
B. Is the number of faculty in the department adequate to support the department according to the Instructional Administration formula?			
C. Are all faculty loads in compliance with TSTC Administration guidelines?			
D. Does the department have a system to document faculty participation in the evaluation of the instruction and curriculum?			
E. Does the department have a system by which faculty participate in the review of their end of course student evaluations and use results to improve instruction?			
F. Does the department have a system to document that faculty evaluation instruments (knowledge and performance tests, labs, projects, etc.) are tied to the evaluation of course student learning outcomes?			
G. Do all full-time faculty in the department receive a minimum of eight hours of professional development as documented in the H. R. professional growth database?			
H. Do faculty members participate in community service or extra-curricular activities? (Review documentation for exceeding standard)			
I. Do all faculty members participate on their assigned college committees? Review documentation.			
J. Do all full-time faculty attend departmental (or division) meetings to receive information from President's Council, IAC, division meetings?			
K. Have all adjunct (part-time) faculty attended part-time faculty orientation?			
L. Do adjunct (part-time) faculty receive adequate support services from the department e.g. desk copies of textbooks, secretarial support, and photo copying?			
M. Does the department have a system for ensuring the quality of instruction by adjunct faculty?			
N. Within two semesters of being hired, have all new faculty successfully completed the Instructor Level Certification Program?			
O. Have all faculty completed required professional development workshops—Title V and Colleague?			
P. Do faculty in the department implement innovative teaching methodologies and strategies? (Review documentation for exceeding the standards.)			
R. Have faculty in the department made documented notable contributions to college initiatives? (Review documentation for exceeding the standards.)			

**Overall Rating**

<b>Exceeds Standards*</b>	<b>Meets Standards</b>	<b>Does not meet standards*</b>

**\*Requires explanation below.**

<b>VI. FACILITY AND EQUIPMENT ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Are classroom facilities and faculty office workspace adequate to support the department?			
B. Where appropriate, do all classroom facilities and faculty/office workspace comply with college safety policies and procedures?			
C. Are safety rules posted and enforced in classroom facilities and laboratories?			
D. If facilities are determined to be inadequate, do UAP goals or other documented plans approved by administration reflect required additions or modifications?			
E. Does the department have the equipment/software needed to teach the course outcomes?			
F. Does each instructor have sufficient access to equipment that is essential to his or her instructional duties?			
G. If additional equipment is needed, have UAP goals or other documented plans been prepared and approved by administration to ensure acquisition or replacement?			
H. Does the department have a procedure to inventory all departmental resources?			

**Overall Rating**

<b>Exceeds Standard*</b>	<b>Meets Standard</b>	<b>Does not meet standard*</b>

- **Requires explanation below.**

<b>VII. ADMINISTRATIVE SUPPORT ASSESSMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
A. Does administration staff the department according to the Program Vitality statistics?			
B. Does administration monitor the credentials of faculty hired into the program?			
C. Does administration monitor the approval of the department chair's faculty teaching assignment lists in Human Resources each semester?			
D. Does administration monitor the progress of faculty on professional development plans?			
E. Does administration monitor the faculties' attendance at all required workshops?			
F. Does administration monitor the faculties' completion of eight hours of professional growth activity each year?			
G. Does administration provide the funding and opportunity for faculty professional development?			
H. Does administration determine the operating budget for the department based on factors consistent with college policy?			
I. Does the supply budget meet the department's needs?			
J. Does the equipment budget meet the department's needs?			
K. Does the department budget reflect funding for deficiencies in SACS, THECB, or PAIT reviews?			
L. Does administration demonstrate support of the advisory committee process by attending advisory committee meetings?			
M. Does the administration demonstrate support of the advisory committee process by maintaining copies of meeting minutes?			
N. Does the administration demonstrate support of the advisory committee process by following up on committee recommendations?			
O. Does administration support assessments and appraisals by monitoring conformance to three-year faculty evaluation cycle?			
P. Does administration support assessments and appraisals by reviewing the department assessment plan?			
Q. Does administration support assessments and appraisals by providing required departmental statistical data?			
R. Does administration support assessments and appraisals by monitoring program recommendations for improvement into UAP goals?			
S. Does administration support assessments and appraisals by monitoring follow-up data of improvements implemented?			
T. Does administration ensure the flow of information to faculty?			

NOTE: This section is not rated. Comments may be written on reverse page.

<b>DEPARTMENT ASSESSMENT FORM</b>				
<b>Assessment Category</b>	<b>Previous Rating</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>
<b>Advisory Committee</b>				
<b>Curriculum</b>				
<b>Department Chairperson</b>				
<b>Students</b>				
<b>Faculty</b>				
<b>Facility and Equipment</b>				
<b>Administrative Support*</b>	N/A	N/A	N/A	N/A

*\*Administrative Support is not rated or considered in the cycle recommendations.*

<b>CYCLE OF ASSESSMENT AND IMPROVEMENT</b>				
<b>Previous Rating</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>	<b>Next Assessment</b>

- If the department meets standards in five or six areas of assessment, the department will be reassessed in three years.
- If the department meets standards in four areas of assessment, the department will be reassessed in two years.
- If the department meets standards in three or fewer areas of assessment, the department will be reassessed in one year.