

**PROGRAM ASSESSMENT AND IMPROVEMENT TEAM  
ASSESSMENT BOOKLET**

*Directions for Team Member:* Please fill out this booklet according to the directions in the *Program Assessment & Improvement Handbook*. Turn in the booklet with the completed sections assigned to your Team Leader

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**I. ADVISORY COMMITTEEASSESSMENT FORM**

<i>MEASURES</i>	<b>YES</b>	<b>NO</b>
1. Did the advisory committee meet a minimum of one time a year over the previous three-year period? (Note: Exceeds standards if meets 2X/year and activities are well-documented)		
2. Regarding the advisory committee composition,		
a. Is the committee composed of persons who broadly represent the demographics, including the ethnic and gender diversity of TSTC's service area?		
b. Is the committee composed of persons who represent the demographics of the occupational field?		
c. Are the members knowledgeable about the skills used in the occupation for which they are providing information and guidance?		
d. Are members drawn from both the private and public sectors, with emphasis on business, industry, and labor membership?		
e. If the program is Tech Prep, are secondary and higher education represented?		
f. Are TSTC full-time faculty and staff serving in an ex-officio role only?		
NOTE: Part-time faculty may be members of the committee. Also, faculty and staff of senior institutions with whom the program is articulated may be members of the advisory committee.		
3. Are the minutes of the meetings on file in the Curriculum Office?		
4. Regarding the meeting minutes, do they NOTE: Exceeds standards if meets 2X/year and activities are well-documented)		
a. Identify the committee members (name, title, affiliation)?		
b. Indicate the presence or absence of members?		
c. Identify the names and titles of others present?		
d. Contain the signature of the recorder?		
e. Reflect the active participation of members?		
f. Reflect the evaluation of the goals and objectives of the program curriculum and the program assessment plan?		
g. Reflect the annual review of program task listing?		
h. Reflect the review of program data (candidate for graduation, graduate follow-up, cohort tracking data, employer feedback and formulation of improvement recommendations)?		
i. Reflect the evaluation of the adequacy of existing facilities and equipment?		
j. Reflect the advisement of the selection and acquisition of new college equipment?		

k. Reflect the identification of business/industry leaders who will provide students with external learning experiences, employment and placement opportunities?		
l. Reflect assistance in the professional development of faculty?		
m. Reflect assistance in promoting and publicizing the program?		
n. Reflect the representation of the needs of students from special populations?		
5. Does the program competency profile (program task listing) reflect the input of the advisory committee? NOTE: If minutes reflect a recommendation, was task listing modified?		
6. Did the program provide evidence of contact with advisory committee members beyond the annual meeting through e-mail, fax, phone or videoconference?		

RATING	*Exceeds Standards	Meets Standards	*Does Not Meet Standards

\*Requires explanation

<b>II. CURRICULUM ASSESSMENT FORM</b>		
<b>MEASURES</b>	<b>YES</b>	<b>NO</b>
<i>After reviewing the official program inventory and the official program curriculum,</i>		
1. If an AAS degree program,		
a. Does the curriculum contain 15 SCH of general education?		
b. Do the 15 SCH include one course in each of the following:		
1. Humanities/Fine Arts (Humanities, Literature, Art/Music, Philosophy, Cultural studies, Classical languages, Ethics)?		
2. Social/Behavioral Science (Government, History, Psychology, Sociology, Economics)?		
3. Natural Science and Math (Biology, Chemistry, Physics, College-level Math)?		
c. Does the technical specialty component constitute 50-75% of course credits?		
d. Does the degree program contain math, computer (use of technology), and communication competencies?		
e. If the program has an Enhanced Skills Certificate, is it to teach competencies beyond career entry or is it needed because external mandates make it impossible to meet the 72 SCH limit?		
f. Does the number of external contact hours not exceed 1,008 hours unless the program is specifically exempt?		
2. If the program has a specialty, does it have approximately 50% of technical courses in common with the approved AAS award?		
3. If the AAS program has a certificate award, does the certificate draw at least 50% of the course credits from a focused technical specialty?		
4. Regarding the program length, does it meet the following THECB guidelines:		
a. If AAS, 60-72 semester hours and TASP-eligible?		
b. If Level One certificate, 15-42 semester credit hours and requires TASP to be taken only (remediation not yet required)?		
c. If Level Two certificate, 43-59 semester credit hours and TASP-eligible?		
d. If contains Enhanced Skills certificate, 6-15 semester hours?		
5. Does the program have a marketable skills award? NOTE: the marketable skills award does not require prior approval from THECB and will not appear on the program inventory. If so,		
a. Is the award composed of approved WECM and/or ACGM courses?		
b. Is a minimum of 50% of the contact hours in a single CIP code area in which TSTC Harlingen already has an authorized program on the program inventory?		

c. Is the award recommended by an external workforce advisory committee or Local Workforce Development Board?		
d. Is documentation available that the award makes a student eligible for immediate employment or adds to the student's marketability to employers?		
6. Do all awards in the program begin the same four-digit CIP code? (NOTE: Awards with the same four-digit CIP codes but different six-digit CIP codes may be placed in different programs.) See THECB program inventory.		
7. Whether certificate or degree, the program must document the integration of academic and technical education by including writing and the use of the computers across the curriculum. Review documentation provided by the program chair; then check all of the following with "yes" that apply. (THECB considers five of the following checked "yes" as exceeding the standard.)		
a. Does the curriculum contain academic courses?		
b. Do the technical courses require writing assignments and include essay tests?		
c. Are computers used across the curriculum?		
d. Are critical thinking, problem-solving and communication skills identified, taught and assessed?		
e. Are technical applications included in academic courses?		
8. Does the program have an approved program competency profile (task listing and matrix) derived from input by an external entity (accrediting body, DACUM, task survey) that is reviewed annually by the advisory committee and has been validated every 3-5 years?		
9. Is an approved course syllabus on file in the Curriculum Office for every program course?		
10. Is the program on schedule for updating WECM syllabi on the newly adopted format?		
11. Is an approved course information sheet for every program course in the program's official binder in the Curriculum Office?		
12. Regarding SCANS,		
a. Does the program have an approved SCANS matrix on file in the official program binder in the Curriculum Office?		
b. Do the course syllabi indicate where in the courses the SCANS competencies are evaluated?		
c. Does the program have documentation of the evaluation of SCANS competencies—such as by utilizing the newly adopted syllabus format which includes SCANS evaluation methodology or course unit plans?		

13. To verify workplace competencies, does the program provide at least one of the following?		
a. Capstone Experience (check "yes" for the type that applies)		
1. Final learning experience that allows student to apply broad knowledge of profession		
2. Comprehensive, discipline-specific examination at conclusion of the program		
3. Course involving simulation of the workplace, case studies, portfolios, and employment scenarios		
4. Discipline-specific special project involving the integration of various teams of students involving activities to simulate the situations that may occur in the workplace		
b. Credentialing Exam		
c. External Learning Experience (clinical, internship, practicum, cooperative education)		
14. To document linkages and external agreements with Schools and Universities, does the program have at least one of the following agreements in place? (Note: Exceeds the standard if 4 or more)		
a. 2+2(+2) or 1+1		
b. Tech Prep		
c. Advanced placement		
d. University Transfer		
e. Inverted degree plans		
f. Other (e.g. course by course articulation). Please describe.		
15. Does the approved curriculum match all college publications (catalog, brochures, etc.)?		
16. Does the entry for this program on the THECB program inventory for this program match the approved program curriculum?		

RATING	*Exceeds Standards	Meets Standards	*Does Not Meet Standards

\*Requires explanation

### III. DEPARTMENT CHAIR ASSESSMENT FORM

<i>MEASURES</i>	YES	NO
1. Is the program directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and complies with all applicable laws, rules, and guidelines?		
2. Does the DC conduct annual appraisals of all faculty and staff on approved format?		
3. Does the DC have professional development plans on approved format (See Appendix C.)		
a. for faculty with needs improvement rating(s) on annual evaluation forms with evidence of follow-up		
b. for faculty pursuing rank		
4. Does the DC have a professional growth plan on file for every faculty member? See Appendix D.		
5. Does the DC have a system for monitoring customer service in the department, such as a monthly customer service training activity? Review documentation.		
6. Regarding the program assessment plan, does the program have		
a. an approved assessment plan on TSTC format (Effective March 2003)?		
b. follow-up data on TSTC format? (Effective Summer 2003)		
c. a system that analyzes data to demonstrate the achievement of measures within the assessment plan or to identify and bring focus to needed program improvements? (Effective Summer 2003)		
d. a system that assures the implementation of program improvements and tracks the effectiveness of program improvements, thus closing the IE cycle? (Effective Summer 2004)		
7. Does the departmental website meet minimum standards as set by the college Webmaster? (Interview with webmaster required) See Appendix E.		
8. 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?		
9. Does the program have an annual recruiting plan in coordination with the College Information Office either by individual program or by participation in division plan and a system for tracking compliance with plan?		
10. Does the program have a demonstrated system for tracking and communicating with prospective students and applicants?		
11. Does the DC submit annual budget planning forms as required?		
12. Does the DC submit faculty productivity forms for all faculty as required?		
a. Does the DC carry the expected teaching load?		
13. Does the program maintain an adequate library collection by submitting annual book requests to the Library Director? (Visit library section related to program, interview Library Director, review documentation—book requests)		

14. If the program has professional credentialing requirements, does the DC have documentation that the standards of the credentialing agency are being met?		
15. Does the DC have documentation of the ongoing need of the program by a minimum of two of the following: (Note: Exceeds standard if 4 or more)		
a. Through an Industry Advisory Committee?		
b. By local and/or regional labor market data?		
c. By National and/or state labor market trend data?		
d. Exceeding 90% standard for graduate success rate?		
e. Other (describe)		
16. Does the DC have documentation of business and industry partnerships in a minimum of two of the following types of affiliations: (Note: Exceeds standard if 4 or more)		
a. Agreements for sharing facilities, equipment, labs, etc.?		
b. Agreements for expanding resources?		
c. Internships/apprenticeships/co-op/practicum/clinical?		
d. On-site training for faculty at business/industry worksites?		
e. Contractual agreements with business/industry?		
f. Local Workforce Development Board?		
g. Other (explain)		
17. Regarding Unit Action Plans,		
a. Has the DC submitted a biennial unit budget request for the past two fiscal bienniums tied to UAP goals?		
b. Has the DC participated in the annual review of the unit action plan over the past three-year period?		
c. Do UAP goals reflect corrective actions to comply with SACS, THECB, internal standards?		
d. Does at least one UAP goal per cycle respond to improvement of department's student learning outcomes?		
18. Does the DC or a representative attend all division meetings?		
19. Does the department have an approved departmental participation policy?		
20. Have all of the deficiencies from the previous THECB site visit in January 2001 and previous PAIT review been removed in this program?		

<b>RATING</b>	<b>*Exceeds Standards</b>	<b>Meets Standards</b>	<b>*Does Not Meet Standards</b>

\*Explanation required

<b>IV. FACULTY ASSESSMENT FORM</b>		
<i>MEASURES</i>	<b>YES</b>	<b>NO</b>
1. Do all full-time and adjunct faculty have proper credentials based on SACS and THECB criteria?		
2. Regarding the number of faculty in the program....		
a. Does the AAS degree program have at least one full-time faculty member whose primary teaching assignment is in the program?		
b. Does the certificate program have an assigned department chair who is a full-time employee of the college qualified in an occupational/technical area (not necessarily assigned full-time to the certificate program)?		
c. Does the certificate program have at least one part-time faculty member with the appropriate teaching credentials teaching in the subject area?		
d. Is the number of faculty adequate to support the program according to the program vitality report?		
3. Are all faculty loads in compliance with TSTC Administration guidelines? See Appendix G.		
4. Regarding faculty participation in the evaluation of the content, quality, and effectiveness of program curriculum...		
a. Does the program have a system by which faculty participate in the review of their end of course student evaluations and use results to improve instruction?		
b. Does the program have a system to document faculty participation in the review of all program data (graduate, graduate follow-up, employer surveys and cohort tracking data) to formulate recommendations for program improvement and implementation of improvement plans?		
c. Does the program 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?		
d. Does the program have a system in place to ensure regular faculty review of the content of the program curriculum (beyond the validation of the task listing)?		
5. Do all faculty in the program receive at least eight hours of professional development as documented in the H. R. professional growth database?		
6. Do faculty members participate in community service or extra-curricular activities? (use this for exceeds the standard consideration)		
7. Do all faculty members participate on their assigned college committees? Review documentation.		
8. Have all adjunct (part-time) faculty attended part-time faculty orientation? Documentation available in HR or IDS offices.		
9. Do adjunct (part-time) faculty receive support services from the department? (Because there is no standard for measurement, consider this for exceeding the standard.)		
10. Does the program have a system for ensuring the quality of instruction by part-time faculty?		
11. Have all new faculty since the last PAIT review successfully completed the Instructor Level Certification Program within the first two semesters of employment?		
12. Have all faculty completed required professional development activities, such as Colleague and Title V advisement?		
13. Do faculty in the program implement innovative teaching methodologies and strategies? (Review documentation and consider for exceeding the standards)		

14. Have program faculty made documented notable contributions to college initiatives? (Review documentation and consider for exceeding the standards)		
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RATING	*Exceeds Standards	Meets Standards	*Does Not Meet Standards

\*Explanation required

<b>V. STUDENT ASSESSMENT FORM</b>		
<i>MEASURES</i>	<b>YES</b>	<b>NO</b>
1. If applicable, do 90% of students tested on a specific licensure exam pass? OR does the percentage of students who take licensure exams and pass within +/- 5% of state average for the last three years for the specific licensure exam?		
2. Regarding advisement,		
a. Does each student in the program have an assigned advisor?		
b. Does each advisor have a system for tracking each advisee?		
3. Did program students meet established outcome expectations for <u>technical proficiency</u> as specified on the program assessment plan?		
a. If no, was a departmental plan implemented to respond to noncompliance of technical proficiency assessment results?		
4. Are 90% of program graduates placed within one year of graduation over a three-year period according to THECB IE-15 report? See Appendix I in handbook. NOTE: Report gives the individual year percentage rate and the three-year average. The CB requires the three-year average to be 90%.		
a. If no, was a departmental improvement plan implemented to respond to noncompliance of placement rates?		
b. Are graduate follow-up reports returned to the Placement Director in a timely fashion?		
c. Does the program provide placement assistance to students?		
5. Did the program have 15 graduates over the previous three-year period according to THECB IE-14 report?		
a. If no, was a departmental improvement plan implemented to respond to noncompliance of graduate numbers?		
6. Did the program meet the established criteria on the assessment plan for overall program satisfaction on the candidates for graduation survey?		
a. If no, was a departmental improvement plan implemented to respond to noncompliance of candidates for graduation satisfaction rate?		
7. Did the program meet the established criteria on the assessment plan for overall program satisfaction on the graduate follow-up survey?		
a. If no, was a departmental improvement plan implemented to respond to noncompliance of graduate follow-up satisfaction rate?		
8. Did the program meet the established criteria on the assessment plan for overall satisfaction with program graduates on the employer survey?		
a. If no, was a departmental improvement plan implemented to respond to noncompliance of employer satisfaction rate?		
9. Regarding retention,		
a. Is the program in 100% compliance for eligible student enrollment in the Freshman Seminar? (Review Office of Student Success data.)		
b. Does the program have a plan for improving THECB persistence/graduation rates in the program? Review past three years' retention rates in Appendix K of handbook.		
c. Does the program have a plan to improve graduation rates for first-time-in-college students tracked by fall cohorts?		

10.	Regarding the students' external learning experience (clinical, internship, practicum, cooperative education), does the program	
	a. Control the experience although the individuals in the workplace may be responsible for the daily supervision of the student?	
	b. Provide each student with an approved training plan containing specific written learning outcomes and emphasizing current practices in the field of specialization?	
	c. Approve and evaluate all training locations?	
	d. Evaluate all faculty who supervise students?	
	e. Utilize and maintain written External Learning Experience Evaluation forms based on student learning outcomes?	
	f. Provide the external training site	
	1. student training plans?	
	2. instructional strategies?	
	3. evaluation mechanisms?	
	g. Ensure that all students participating in the external learning experience course are enrolled in the AAS or certificate program?	
	h. Have a system for ensuring that the student is in contact with a designated instructor while at a work site?	
	i. Ensure that the external experience occurs no earlier than the approved curriculum allows and that students meet all eligibility criteria?	
	j. Provide access to student liability insurance?	
	l. Ensure that the external learning experience is governed by a written agreement of affiliation or contract that covers THECB's six criteria of a non-employment relationship (GIPWE Chapter 3, pg. 25 in Appendix B of handbook) and maintain copies of such agreements?	
	m. Does every cooperative student have a file in the Placement/Cooperative Education Office containing all required documents: application, training plan, weekly reports, mid-term evaluation, supervisor final evaluation customized to contain student training objectives, student final evaluation, time report?	
11.	If the program has a student club, are all sponsorship guidelines being followed? Review documentation. See Appendix M in handbook.	

RATING	*Exceeds Standards	Meets Standards	*Does Not Meet Standards

\*Explanation required

<b>VI. FACILITIES ASSESSMENT FORM</b>		
<i>MEASURES</i>	<b>YES</b>	<b>NO</b>
1. Are classroom facilities and faculty/office work space adequate to support the program?		
2. Do all classroom facilities and faculty/office workspace comply with college safety policies and procedures?		
3. Are safety rules posted and enforced in classroom facilities?		
4. Does the program have a system for conducting a needs assessment to determine adequacy of facilities?		
5. If facilities are determined to be inadequate, do UAP goals or other documented plans approved by administration reflect required additions or modifications?		

<b>RATING</b>	<b>*Exceeds Standards</b>	<b>Meets Standards</b>	<b>*Does Not Meet Standards</b>

\*Explanation required

**VII. EQUIPMENT ASSESSMENT FORM**

1. Is program equipment reasonably up-to-date and reflect types of equipment used in business and industry?		
2. Does the program have a system to document that the equipment/software needed to teach the tasks on the approved program task listing is available?		
3. Does the program secure advisory committee input on adequacy of equipment inventory?		
4. Is the ratio of work stations to students adequate to support program instruction?		
5. Does each instructor have sufficient access to equipment that is essential to his or her instructional duties?		
6. Does the program have a system for conducting an equipment needs assessment?		
7. If additional or replacement equipment is needed, have UAP goals or other documented plans been prepared and approved by administration to ensure acquisition or replacement?		
8. Does the program have a system to inventory all departmental resources?		
9. Is the equipment inventory currently on file with the Supervisor of Property Accountability up-to-date?		
10. Does the program have a system for equipment maintenance?		
11. Does the program have a system for the maintenance of adequate levels of supplies?		

<b>RATING</b>	<b>*Exceeds Standards</b>	<b>Meets Standards</b>	<b>*Does Not Meet Standards</b>

\*Explanation required

### VIII. ADMINISTRATIVE SUPPORT ASSESSMENT FORM

Questions for Interview with VP of Student Learning and Division Director	Yes	No	Don't Know
1. Regarding faculty,			
a. Does administration staff the program 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 H.R. 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?			
2. Does administration determine the operating budget for the program based on factors consistent with college policy?			
a. Does supply budget meet the program's needs?			
b. Does equipment budget meet the program's needs?			
c. Does the program budget reflect deficiencies in SACS, THECB or PAIT reviews?			
3. Does administration demonstrate support of the advisory committee process by:			
a. Attending advisory committee meetings?			
b. Maintaining copies of meeting minutes?			
c. Following up on committee recommendations?			
4. Does administration support the program's recruitment plan?			
5. Does administration support assessments and appraisals by:			
a. Monitoring conformance to three-year faculty evaluation cycle?			
b. Reviewing and approving program assessment plan?			
c. Providing required program statistical data?			
d. Monitoring program performance on assessment plan criteria?			
e. Monitoring program recommendations for improvement into UAP goals?			

f. Monitoring follow-up data of improvements implemented?			
6. Does administration ensure the flow of information to faculty?			

<b>TEAM ASSESSMENT SUMMARY</b>				
<b>Assessment Category</b>	<b>Previous Rating</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>
1. Advisory Committee				
2. Curriculum				
3. Department Chair				
4. Faculty				
5. Students				
6. Facilities				
7. Equipment				
8. Administrative Support*				

\*Not considered in cycle recommendation

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

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