



Programs Report
Accounting
Air Conditioning/Refrigeration (TDCJ)
Auto Body Repair (TDCJ)
Automotive Technology
Business
Computer Science
Computer Science Information Technology
(TDCJ)
Cosmetology
Criminal Justice
Digital Photography
Drafting & Design Technology
Drafting Technology (TDCJ)
Early Childhood Education
Electrical & Power Transmission (TDCJ)
Electronic Technology (TDCJ)
Fire Science Technology
Horticulture (TDCJ)
Legal Assistant Technology
Management
Manicure Nail Technology

Mechanical Engineering Technology
Medical Administrative Assistant
Medical Nursing Assistant
Medical Office Management
Medical Transcription
Office Technology
Ranch Management
Small Business Management
Small Business Management (TDCJ)
Welding
Welding (TDCJ)

Program Name: Accounting

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

Accounting AAS Degree and Certificate Level 1

Accountants and auditors prepare and examine financial records. They insure that financial records are accurate and that taxes are paid properly and on time. Accountants and auditors must have basic math and computer skills, including knowledge of spreadsheets and bookkeeping software.

1.1 A. Name of program

Accounting

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations N/A

Accounting Quick Books External Industry Certification
75% of the students that took the Quick books examination passed.

1.5.1 Program Certifications/Accreditations N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

12

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

The Accounting Program has maintained a steady number of courses over recent years.

1.7 F. Enrollment/Faculty Overview

38 Enrolled as Accounting Majors 157 Students enrolled in the Accounting Classes

1.7.1 Number of students enrolled in program

38

1.7.2 Number of program graduates during prior year

8

1.7.3 Notable Increases/Comparisons/Changes

Prior year had 6 graduates increase of 2 for the current year

1.7.4 Why are there changes in enrollment, if applicable

Accounting enrollment like all programs goes up and down according to the cycles of the economy. With large enrollment in prior years graduations rates are up and with prior years enrollment down graduation rates will be down.

1.7.5 Number of full-time faculty members

5

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

2

1.8 G. Describe what changed from last year

none

1.9 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 75% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUN 29, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 20117

1.9.1.2 b. Recommendations from meeting

Add Occupational Skills Award for Small Business Entrepreneurship

1.9.1.3 c. Changes made as a result of recommendations

Added Occupational Skills Award for Entrepreneurship. Successful program so far,

2 II. Mission Statement

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce

training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole. .

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

5

3.1.2 Communication Skills

6.25

3.1.3 Critical Thinking Skills

2.27

3.1.4 Empirical and Quantitative Skills

2

3.1.5 Personal Responsibility Skills

2

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

1

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the student's ability to read and interpret Accounting data and make decisions on their experience in the classroom and on the job. Reasoning and Calculation skills will also be stressed. Upon completion of certain evaluation instruments that measure the core criteria of the program the instrument will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

Goal 1 ACNT 1303 and ACCT 2401:

The student will be able to analyze, classify and record a group of Business Transactions in a Standard two column journal, foot the journal, and post the transactions to the general ledger accounts

Goal 2 ACNT 1303 and ACCT 2401

Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

Goal 3 ACCT 2401

The student will determine the final value of Merchandise Inventory using the FIFO, LIFO, Average Cost, RETAIL and GROSS PROFIT Methods

3.2.5 Data Analysis/Findings

Goal 1 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective.

Goal 2 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective

Goal 3 ACCT 2401

Eighty four per cent (84%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they

did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program

This program met the state standards for program completers.
This program was slightly below the state standards for placement.
Continue to promote dual credit opportunities to area schools
Efforts will be made to promote transfer opportunities.

3.3 Student Learning Outcomes and Findings

Goal 1 ACNT 1303 and ACCT 2401:

The student will be able to analyze, classify and record a group of Business Transactions in a Standard two column journal, foot the journal, and post the transactions to the general ledger accounts

Goal 2 ACNT 1303 and ACCT 2401

Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

Goal 3 ACCT 2401

The student will determine the final value of Merchandise Inventory using the FIFO, LIFO, Average Cost, RETAIL and GROSS PROFIT Methods

3.3.1 Student Learning Outcome

LEAPS ASSESSMENT REPORTS

Goal 1 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective.

Goal 2 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective

Goal 3 ACCT 2401

Eighty four per cent (84%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor. Statements will be completed according to the correct form and in accordance with the GAAP principles. Additionally Proper accounting procedure and addition and subtraction and Headings of statements will be evaluated.

3.3.4 Data Analysis/Findings

Distance Education students in the program did not score as well as the Face to Face students in this series of measurements.

3.3.4.1 Face to Face Courses

Goal 1 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective

Goal 2 ACNT 1303 and ACCT 2401

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective.

Goal 3 ACCT 2401

Eighty four per cent (84%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

3.3.4.2 Distance Courses

Seventy one per cent of the assessed students achieved success in the completion of the objective.

3.3.5 Summary of Implications/Conclusions

In this particular year for the measurement of the LEAPS, the students in the Distance Education courses did not do as well as the face to face students in the classes in the program. Distance students will be provided the same access to the cardinal success center as the face to face students that did not meet the minimum level of achievement needed to be successful in the program.

4 IV. Recommendations

Conduct classroom trials of new materials that are introduced in the classroom for face to face students as well as on line students.

4.1 Improvement

Increase the number of students in the Accounting Program

4.1.1 Justification for Improvement

Hopefully more individuals with the WIOA government program will continue to enroll in the program giving it additional students. Additionally, have additional participation of high school students in the Accounting Program.

4.1.2 Description of Improvement

Students could start in the OSA for accounting and complete four courses and sit for the Quick Books Industry Certification examination, then continue into the Certificate and then the AAS degree program and possibly the BAAS Bachelors program.

Program Name: Air Conditioning/Refrigeration (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

This is the Air Conditioning/Refrigeration program offered by TVCC. The program is offered as a certificate program or completion of it may also lead to an AAS Degree in Air Conditioning/Refrigeration. There are. Currently six courses offered in this program.

1.1 A. Name of program

Air Conditioning/Refrigeration

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations VGI-EPA Certification

1.5.1 Program Certifications/Accreditations VGI certification

1.5.2 Licensing/Certification Requirements NA

1.5.3 Monitoring Entity (if applicable) American Correctional Association (ACA) American Correctional Association (ACA)

1.5.4 Identify Any Reporting Guidelines Daily Tool Audits Daily tool audits are conducted within the TDCJ for all vocational shop programs.

1.6 E. Number of distinct courses currently offered in program

6

1.6.1 Does this represent an increase, decrease, or no change from last year? No Change

1.6.2 If change from last year, describe the change No change.

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

23

1.7.2 Number of program graduates during prior year

43

1.7.3 Notable Increases/Comparisons/Changes

NA

1.7.4 Why are there changes in enrollment, if applicable

NA

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year No changes.

1.9 H. Advisory Board (Workforce)

N/A

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

N/A

1.9.1.2 b. Recommendations from meeting

N/A

1.9.1.3 c. Changes made as a result of recommendations

N/A

2 II. Mission Statement

2.1 A. Mission

The Trinity Prison Project is TVCC educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

Increase course completion rates in the workforce education courses

Develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

9.63

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Maintain the state average of workforce education program completes that are either employed or pursuing additional education within one year of graduation.

Kemp study 2003 reflected that recidivism rates dropped 10% with 2 years of college. This study showed that non-attendees had rates as high as 40%

3.2.1 Program Goal

Students will be able to demonstrate an understanding of the principles of heating, ventilation and air conditioning through curriculum offerings, including shop activities, projects and coursework.

3.2.2 Institutional Target

Graduation and Persistence Rates

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Collect and analyze data of LEAPS to determine extent of student attainment of critical thinking, communication, teamwork, personal responsibility, and social responsibilities provided by the general education core curriculum program.

3.2.5 Data Analysis/Findings

Successful course completion:

2013. 96.9%

2014. 97.3%

2015 97.7%

2016 99.3%

3.2.6 Summary of Implications/Conclusions

Steady progress toward increased course completion. Continue current activities. Continue to procure additional state funding to increase student base.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

All students enrolled in the Air Conditioning/Refrigeration courses will be able to individually demonstrate an understanding of the curriculum being offered

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Each student will be evaluated using locally developed tests along with performance skills objectives and demonstrate an acceptable level of course curriculum

3.3.4 Data Analysis/Findings

80% of the students have mastered the curriculum being covered as is reflected in their test scores and hands on training

3.3.4.1 Face to Face Courses

Steady progress toward a successful program to enter the students back into society and being a productive citizen

3.3.4.2 Distance Courses

No distance education courses offered.

3.3.5 Summary of Implications/Conclusions

Continue to procure additional state funding to increase student base

4 IV. Recommendations

Improvement to program

4.1 Improvement

Faculty can utilize lock down time to better their programs by researching new updates being implemented in their prospective programs and pursuing training in order to convey these updates to students

4.1.1 Justification for Improvement

In the Air Conditioning/Refrigeration industry technology is changing the way equipment functions take place at an extremely rapid pace as well as the tools used to perform troubleshooting details. The Instructor needs to be able to teach the latest changes in order for the students to be productive in their field of study as they enter the workforce.

4.1.2 Description or Improvement

The Instructors having the backing of TVCC to be able to pursue face to face continuing education classes or online classes during lockdown times

Program Name: Auto Body Repair (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed TDCJ Education Program - Auto Body Repair

1.1 A. Name of program

Auto Body Repair

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Service and Production Industry

1.4 D. External Certifications or Accreditations NA

1.4.1 Program Certifications/Accreditations NA

1.4.2 Licensing/Certification Requirements NA

1.4.3 Monitoring Entity (if applicable) NA

1.4.4 Identify Any Reporting Guidelines NA

1.5 E. Number of distinct courses currently offered in program

6

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change NO CHANGE

1.6 F. Enrollment/Faculty Overview 24 STUDENTS ENROLLED

1.6.1 Number of students enrolled in program

24

1.6.2 Number of program graduates during prior year

34

1.6.3 Notable Increases/Comparisons/Changes NA

1.6.4 Why are there changes in enrollment, if applicable NA

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDCJ. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

0

1.7 G. Describe what changed from last year NA**1.8 H. Advisory Board (Workforce)**

Future plans will be to combine TDCJ Auto Body and C E Auto Technology and the Athens Campus Auto Technology for one large annual or semi-annual meeting(s).

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) NA**1.8.1.2 b. Recommendations from meeting NA****1.8.1.3 c. Changes made as a result of recommendations NA****2 II. Mission Statement MISSION STATEMENT****2.1 A. Mission**

The Trinity Prison Project is TVCC educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Student will have job skills in this field for employment.

3 III. Program Effectiveness and Student Learning

Institutional Targets, increase course completion, maintain state average of completers employed or pursuing additional education within one year of graduation. General Education goals

3.1 Artifact Scoring Results**3.1.1 Career Entry Skills**

10

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

10

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

85 % of students will be able to perform skills without supervision

3.2.1 Program Goal

Teach skills for the body repair trade to gain employment in this field.

3.2.2 Institutional Target

Graduation and Persistence Rates

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Student were reviewed and showed they were able to apply skills visually and physically.

3.2.5 Data Analysis/Findings

All students completed skills by hands on and results were inspected by the instructor.

All students successfully completed unless they were released or removed from the class due to TDCJ policy or action.

3.2.6 Summary of Implications/Conclusions

Current strategies will be continued .

3.3 Student Learning Outcomes and Findings

Students learn more and at quicker rate with hands on projects.

3.3.1 Student Learning Outcome

Student will have the skill to perform all tasks without supervision.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Student will apply plastic filler to damage area, student will mask a car to be painted, student will repair plastic panels. Student will be able to perform repairs without supervision.

3.3.4 Data Analysis/Findings

All students have completed the task by hands on.

3.3.4.1 Face to Face Courses

Every project repair in shop will be inspected during class everyday.

3.3.4.2 Distance Courses

NA

3.3.5 Summary of Implications/Conclusions

Students have learned to work in a production type environment in order to be ready for employment on release. Current strategies will be continued.

4 IV. Recommendations

Need more instruction on lockdowns to keep students on track with lessons.

4.1 Improvement

Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.

4.1.1 Justification for Improvement

Faculty are available and extra tutoring can always help the student.

4.1.2 Description of Improvement

Currently faculty are not utilized when lockdowns occur in a unit. The faculty can be used in related areas to help the instructor of record with classroom activities giving students more tailored instruction during the lockdown period. We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.

Program Name: Automotive Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Automotive Technology

Automotive Technology focusing on training individuals for entry level to the workforce and become a successful, highly effective automotive technician.

1.1 A. Name of program

Automotive Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Service and Production Industry

1.4 D. External Certifications or Accreditations

1.4.1 Program Certifications/Accreditations

NA

1.4.2 Licensing/Certification Requirements

NA

1.4.3 Monitoring Entity (if applicable)

NA

1.4.4 Identify Any Reporting Guidelines

NA

1.5 E. Number of distinct courses currently offered in program

9

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

NA

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

24

1.6.2 Number of program graduates during prior year

13

1.6.3 Notable Increases/Comparisons/Changes

There was an increase of 225% in the number of graduates in 2016 (13) as compared to 2015 (4).

1.6.4 Why are there changes in enrollment, if applicable

Changes in enrollment is only one student less than prior year. I feel that this is due to natural fluctuation.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

No Changes

1.8 H. Advisory Board (Workforce)

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[AutoTech Advisory Committee Minutes](#) [PDF 87 KB AUG 30, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

June 2, 2017

1.8.1.2 b. Recommendations from meeting

Teacher is to find ways to teach students to do things they didnt learn in high school or in life experiences. teach how to work, follow written directions, and verbal directions.

1.8.1.3 c. Changes made as a result of recommendations

Curriculum is good, electronic equipment is in the presses of be updated. Test are being modified to help students to read more and to build self-confidence.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

Automotive courses were not selected for artifact collection during the 2016-17 academic year.

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics
2014: 79.1%
2015: 86.1%
2016: 80.2%

There were no dual credit contact hours generated for this program. The instructor has expressed an interest providing dual credit instruction.

3.2.6 Summary of Implications/Conclusions

Completer rates have fluctuated somewhat over the past 3 years. More must be done to ensure that students stay through the program and are successful in achieving competency in the program.

Investigate the opportunities for dual credit in the automotive program with local high schools.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

The student will be able to identify the different sizes of SAE and National course bolts.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Student will measure bolt with a ruler and determine thread size by comparing the obtained information with the specification reference material and using a thread gage.

70% of evaluated students will complete the identification of the bolts and thread size of 80% of bolts and nuts assigned.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

70% of the students were able to achieve success with this activity.

Students measured bolts with a ruler and determined thread size by comparing the obtained information with the specification reference material and using a thread gauge.

Our benchmark was achieved and in the future we will look at possibly moving the benchmark.

3.3.4.2 Distance Courses

No distance courses offered

3.3.5 Summary of Implications/Conclusions

At the present we will keep the activity, but we will possibly change the benchmark in the future.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will be able to connect the alignment machine to the automobile

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Students will study the component parts to the front and rear suspension system in the online reference material follow the diagram for correctly attaching the alignment machine to the automobile.

70% of evaluated student will complete 80% of the process of connecting the automobile to the alignment machine

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

Edit Copy

70% of evaluated student have completed 80% of the process of connecting the automobile to the alignment machine.

70% of the Students have studied the component parts to the front and rear suspension system in the online reference material and did follow the diagram for correctly attaching the alignment machine to the automobile.

The Benchmark is Achieved

3.4.4.2 Distance Courses

No distance courses offered

3.4.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

At the present we will keep the activity, but we will possibly change the benchmark in the future.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Student will be able to check ring to piston groove side clearance to determine if it is within specifications.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Using a feeler gauge, a micrometer and reference material, the student will perform the ring to piston groove side clearance check to determine if it is within specifications.

70% of evaluated students will complete the side clearance check and determine if the clearance is within specifications 80% of the time.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

Edit Copy

Student did use a feeler gauge, a micrometer and reference material, the student did perform the ring to piston groove side clearance check, to determine if it is within specifications.

70% of evaluated students did complete the side clearance check and did determine if the clearance is within specifications 80% of the time.

3.5.4.2 Distance Courses

No distance courses offered

3.5.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

At the present we will keep the activity, but we will possibly change the benchmark in the future.

4 IV. Recommendations

4.1 Improvement

Increase the use of technology as it relates to automotive diagnostics.

4.1.1 Justification for Improvement

Student need to be trained on modern equipment so that they can diagnose and repair newer vehicles. This better prepares the student to enter the workforce more successfully.

4.1.2 Description or Improvement

Add new electronic diagnostic machine to the Lab/Shop equipment inventory.

4.2 Improvement

This program would benefit from a larger facility.

4.2.1 Justification for Improvement

The area has been modernized recently but is crowded. The department has the potential to have greater enrollment if the facility was larger.

4.2.2 Description or Improvement

Investigate constructing a new, larger multi discipline Technical Center to provide space for Welding, Auto Technology, and future yet unidentified programs.

Program Name: Business

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

General Business AAS Degree and Certificate Level 1

Businessmen, secretaries and administrative assistants perform clerical and administrative duties. They make decisions, organize files, prepare documents, schedule appointments, and support other staff.

1.1 A. Name of program

General Business

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations

Occupational Skills Award ----Entrepreneurship

1.5.1 Program Certifications/Accreditations

N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

6

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

Business department has maintained a steady number of courses from one year to the next.

1.7 F. Enrollment/Faculty Overview

There are 134 students enrolled in the courses with 24 majors.

1.7.1 Number of students enrolled in program

24

1.7.2 Number of program graduates during prior year

7

1.7.3 Notable Increases/Comparisons/Changes

Prior year awards were 17 and the number has dropped to 7 this year

1.7.4 Why are there changes in enrollment, if applicable

Business enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduations rates are up and with prior years enrollment down graduation rates will be down.

1.7.5 Number of full-time faculty members

3

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

2

1.8 G. Describe what changed from last year

None

1.9 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shaffer. It was announced that 75% of the students that took the Quick Books Certification examination passed the test. The Board also suggested that a new OSA in the field of Entrepreneurship be established.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUL 20, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 2017

1.9.1.2 b. Recommendations from meeting

Add Occupational Skills Award for Small Business Entrepreneurship

1.9.1.3 c. Changes made as a result of recommendations

The Coordinating Board has been advised that we would like to add Occupational Skills Award for Small Business Entrepreneurship

2 II. Mission Statement

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole. .

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

10

3.1.2 Communication Skills

9.25

3.1.3 Critical Thinking Skills

6.9

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

10

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of

graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instrument will measure the students ability to read and interpret Accounting data and make decisions on their experience in the classroom and on the job. Reasoning and Calculation skills will also be stressed. Upon completion of certain evaluation instruments that measure the core criteria of the program the instrument will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

GOALS:

BMGT 1327---Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis

Students will choose a manager with 2-5 years of management experience and set up an interview. During the interview, the student will ask a set of eight questions related to the managers position. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences

BMGT 1341---The student will be able to differentiate the type of stakeholders and analyze the interactions between an organization and its primary and secondary stakeholders

Utilizing a stakeholder model, students will identify stakeholders of a given company, categorize each as primary or secondary, and analyze the organizations level of social responsibility in a case analysis

BUSG 1301---Describe the major forms of business ownership available to a new start-up business.

Students will choose one of the five business ideas and prepare an individual report that explains the form of ownership your business should take and why. Also, create an outline of a business plan for the selected business idea.

3.2.5 Data Analysis/Findings

BMGT 1327---Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis

Students will choose a manager with 2-5 years of management experience and set up an interview. During the interview, the student will ask a set of eight questions related to the managers position. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences

In this lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

BMGT 1341---The student will be able to differentiate the type of stakeholders and analyze the interactions between an organization and its primary and secondary stakeholders

One hundred per cent of the students evaluated scored above the level of completion that was necessary to be

satisfactory for the objective

Utilizing a stakeholder model, students will identify stakeholders of a given company, categorize each as primary or secondary, and analyze the organizations level of social responsibility in a case analysis

BUSG 1301---Describe the major forms of business ownership available to a new start-up business. Students will choose one of the five business ideas and prepare an individual report that explains the form of ownership your business should take and why. Also, create an outline of a business plan for the selected business idea.

In the Introduction to Business class, students described the major forms of business ownership available to a new start-up business and created an outline of a business plan. 94/106 students or 89% completed the learning outcome and scored 70% or above.

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program

This program met the state standards for program completers.
This program was slightly below the state standards for placement.
Continue to promote dual credit opportunities to area schools
Efforts will be made to promote transfer opportunities.

3.3 Student Learning Outcomes and Findings

BMGT 1327-----In this lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

BMGT 1341---One hundred per cent of the students evaluated scored above the level of completion that was necessary to be satisfactory for the objective

BUSG 1301---In the Introduction to Business class, students described the major forms of business ownership available to a new start-up business and created an outline of a business plan. 94/106 students or 89% completed the learning outcome and scored 70% or above.

3.3.1 Student Learning Outcome

LEAPS ASSESSMENT REPORTS:

BMGT 1327----Students will interview a manager with two or more years of experience to learn about their job qualifications and challenges they face on a daily basis.

BMGT 1341---One hundred percent of the students evaluated scored above the level of completion that was necessary to be satisfactory for the objective

BUSG 1301---In the Introduction to Business class, students worked in teams and described the major forms of business ownership available to a new start-up business and created an outline of a business plan

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment by using teamwork and then prepare a written document and use their oral communication skills to present their findings.

3.3.4 Data Analysis/Findings

LEAPS ASSESSMENT REPORTS:

BMGT 1327-----In this lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

BMGT 1341---One hundred percent of the students evaluated scored above the level of completion that was necessary to be satisfactory for the objective

BUSG 1301---In the Introduction to Business class, students described the major forms of business ownership available to a new start-up business and created an outline of a business plan. 94/106 students or 89% completed the learning outcome and scored 70% or above.

3.3.4.1 Face to Face Courses

Distance education, and face to face students scored approximately the same on the evaluations.

3.3.4.2 Distance Courses

Distance education, and face to face students scored approximately the same on the evaluations.

3.3.5 Summary of Implications/Conclusions

In this particular year for the measurement of the LEAPS. the students in the Distance Education courses students did about the same as the face to face students in the classes in the program. Distance students and face to face students that did not do as well, will be provided the same access to the cardinal success center as the face to face students that did not meet the minimum level of achievement needed will additionally be provided access to the Cardinal success center.

4 IV. Recommendations

Conduct classroom trials of new materials that are introduced in the classroom for face to face students as well as on line students.

4.1 Improvement

increase the number of students in the General Business Program.

4.1.1 Justification for Improvement

Hopefully more individuals with the WIOA government program will continue to enroll in the program giving it additional students. Additionally, have additional participation of high school students in the Accounting Program.

4.1.2 Description of Improvement

Students could start in the OSA for business and office administration and complete four courses and be eligible for the Industry Certification examination in Microsoft Word or Microsoft Excel, then continue into the Certificate and then the AAS degree program and possibly the BAAS Bachelors program.

Program Name: Computer Science

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Computer Science

Computer Science (Business Related)-AA Degree, Liberal Arts Major, Computer Science (Science Related)-AA Degree, Liberal Arts Major, Computer Science Emphasis in Management Systems AAs, Computer Science Emphasis in Software Mobile and Web Application Developer AAS, Computer Science Information Systems Support & Administration AAs, Computer Science Linux & Database Administration Certificate, Computer Science Information Technology occupational Skills Achievement Awards, Computer Science Mall Business Technology Certificate, Computer Science Software Specialist Certificate

1.1 A. Name of program

Computer Science Management Information System

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations NA

1.5.1 Program Certifications/Accreditations NA

1.5.2 Licensing/Certification Requirements NA

1.5.3 Monitoring Entity (if applicable) NA

1.5.4 Identify Any Reporting Guidelines NA

1.6 E. Number of distinct courses currently offered in program

48

1.6.1 Does this represent an increase, decrease, or no change from last year?

Decrease

1.6.2 If change from last year, describe the change Classes dropped that were no longer in any degree plan.

1.7 F. Enrollment/Faculty Overview

Number enrolled in Spring 2017 was 72

1.7.1 Number of students enrolled in program

72

1.7.2 Number of program graduates during prior year

4

1.7.3 Notable Increases/Comparisons/Changes

Implemented IT Occupational Skills Awards that should result in increased enrollment

1.7.4 Why are there changes in enrollment, if applicable

Implemented IT Occupational Skills Awards that should result in increased enrollment

1.7.5 Number of full-time faculty members

5

1.7.6 Number of part-time faculty members

2

1.7.7 Number of program coordinators

3

1.8 G. Describe what changed from last year Added additional coordinator (Palestine campus)**1.9 H. Advisory Board (Workforce)** Computer Science Advisory Committee**1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)**[CS Advisory Meeting Minutes - 41 April 2017](#) [PDF 2,695 KB AUG 23, 2017]**1.9.1.1 a. Date of Meeting (mm/dd/yyyy)**

04/21/2017

1.9.1.2 b. Recommendations from meeting

Degrees and certificates that are not producing graduates will be revamped or removed from the Compute Science Program.

1.9.1.3 c. Changes made as a result of recommendations

Catalog was revised to eliminate "dead" degrees and certificates.

2 II. Mission Statement Workforce Education Mission Statement**2.1 A. Mission**

Workforce Education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of Trinity Valley Community College Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the State of Texas as a whole.

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure and certification rates for subject programs.

Increase course completion rates in workforce education courses.

Maintain or exceed state averages of workforce education programs.

Increase the number of TVCC general education students who transfer to a 4-year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

4.33

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

8.8

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

7

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication

Improve reading skills focused on comprehending, analyzing, interpreting and evaluate printed materials

Understand mathematical information and utilize mathematical skills, including manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information

Understand and appreciate cultural and ethnic diversity, identifying intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Utilize computer based technology in accessing information, solving problems and communicating

Recognize and evaluate artistic achievements in the visual and performing arts

Improve basic understanding of political, economic, and social systems, developing an ability to connect choices, actions, and consequences to ethical decision making

Demonstrate knowledge of the physical universe and living systems

Develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared a purpose or goal

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

COSC 1336: 100 % of the students achieved 65 accuracy or greater when assessed on the learning in all classes.

BCIS 1305: 83% of students achieved 70% accuracy or greater when assessed on the learning in all classes.

IMED 1316: 100 % of the class that was evaluated scored high enough to meet the objective

3.2.6 Summary of Implications/Conclusions

All LEAP objectives were met. Summative changes will be considered for implementation based on changes in technology and course delivery methods.

3.3 Program Effectiveness Outcome and Findings

3.3.1 Program Goal

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area

3.3.2 Institutional Target

Strategic Plan: Workforce Success

3.3.3 Assessment Instrument

LEAPs Results

3.3.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.3.5 Data Analysis/Findings

COSC 1336: 100 % of the students achieved 65 accuracy or greater when assessed on the learning in all classes.

BCIS 1305: 83% of students achieved 70% accuracy or greater when assessed on the learning in all classes.

IMED 1316: 100 % of the class that was evaluated scored high enough to meet the objective

3.3.6 Summary of Implications/Conclusions

All LEAP objectives were met. Summative changes will be considered for implementation based on changes in technology and course delivery methods

3.4 Program Effectiveness Outcome and Findings

3.4.1 Program Goal

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3.4.2 Institutional Target

Completion Rates

3.4.3 Assessment Instrument

LEAPs Results

3.4.4 Describe Criteria and process used to measure program effectiveness outcome

Collect and analyze data from projects, lab assignments, assessments and LEAPS.

3.4.5 Data Analysis/Findings

All LEAP objectives were met. Summative changes will be considered for implementation based on changes in technology and course delivery methods.

3.4.6 Summary of Implications/Conclusions

All LEAP objectives were met. Summative changes will be considered for implementation based on changes in technology and course delivery methods.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

- a. Demonstrate Critical Thinking skills through creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- b. Demonstrate Communication skills through effective development, interpretation and expression of ideas through written, oral and visual communication
- c. Demonstrate Computer Science skills through the ability to create and maintain documents and spreadsheets, as well as use program area computer applications where appropriate.
- d. Demonstrate Empirical and Quantitative skills through manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- e. Demonstrate Teamwork skills through the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Collect and analyze data from projects, lab assignments, assessments and LEAPS.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

COSC 1336: 100 % of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all classes.

IMED 1316: This was an Internet class only - not a face-to-face

3.5.4.2 Distance Courses

COSC 1336: 100% of the students assessed achieved 65% or greater when assessed on the learning outcome in the Internet class.

IMED 1316: 100% of the class that was evaluated scored above the mark high enough to meet the objective assessment.

BCIS 1305 : 77 % of students assessed achieved 70% accuracy or greater when assessed on the learning outcome in distance learning classes.

3.5.5 Summary of Implications/Conclusions

All LEAP objectives were met. Summative changes will be considered for implementation based on changes in technology and course delivery methods.

4 IV. Recommendations

4.1 Improvement

Work on class retention, new material , additional training

4.1.1 Justification for Improvement

COSC 1336: LEAP was met but an alternate assignment/activity will be given

IMED 1316: Those students that remained in the class scored high on the assessment of the objective, at the same time, a number of the students in the class dropped. Will work on the areas needed to help retain students in the class

BCIS 1305: 77% of the students achieved the benchmark which is marginally above the desired average, but significantly below the face to face success rate which is 92%. Due to this we will retain this LEAP and provide additional training.

4.1.2 Description or Improvement

COSC 1336: Since 100% of the students achieved the objective, no changes are planned in the delivery and assessment of this LEAP. A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

IMED 1316: Class retention will be worked on.

BCIS 1305: LEAP will be retained and additional training will be implemented through curriculum supplementation.

Program Name: Computer Science Information Technology (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed TDCJ - Computer Science

1.1 A. Name of program

Computer Information Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations N/A

1.5.1 Program Certifications/Accreditations N/A

1.5.2 Licensing/Certification Requirements N/A

1.5.3 Monitoring Entity (if applicable) Not Applicable

1.5.4 Identify Any Reporting Guidelines N/A

1.6 E. Number of distinct courses currently offered in program

9

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change No Change

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

21

1.7.2 Number of program graduates during prior year

21

1.7.3 Notable Increases/Comparisons/Changes

decrease was approximately 10 students from the prior year.

1.7.4 Why are there changes in enrollment, if applicable

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDCJ. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

Enrollment only

1.9 H. Advisory Board (Workforce) Computer Science Advisory Committee/ TDCJ RPD Advisory Board**1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file) File Uploaded**

[Computer Science Advisory Committee Meeting Minutes](#) [DOCX 14 KB AUG 29, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy) April 21st, 2017**1.9.1.2 b. Recommendations from meeting**

The following are programs with course changes (see attached)

1. Computer Science Emphasis in Management Information Systems
2. Management Information Systems Certificate Program
3. Microsoft Applications Specialist Certificate
4. Information Technology PC Hardware, Networking and Security Certificate
5. Information Technology Linux and Database Administration Fundamentals Certificate
6. Information Technology Occupational Skills Achievement Awards
7. Information Systems Support and Administration Program

Curriculum Decisions:

Deleted degrees/certificates and degree/certificate course changes approved by Advisory Committee members 100 %.

"The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates."

1.9.1.3 c. Changes made as a result of recommendations

Deleted programs due to lack of graduates include

1. Computer Science Emphasis in Software, Mobile and Web Application Developer AAS degree
2. Computer Science Emphasis in Software, Mobile and Web Application Developer Certificate
3. Small Business Technology Certificate

2 II. Mission Statement

2.1 A. Mission

The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education.

2.2 B. Goals (should correspond to instructional AOs) Education

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning Goals

Increase course completion rates in workforce education courses

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

0

3.2 Program Effectiveness Outcome and Findings Increase course completion rates in workforce education cour

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.2.1 Program Goal

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3.2.2 Institutional Target

Course Completion

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

a. Collect and analyze data of LEAPs to determine extent of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program. Student evaluation of the faculty is critical for the workforce skills in the TDCJ programs. Instruction modules must be completed

3.2.5 Data Analysis/Findings

Successful course completion (A-D):

2013 79.4%, 2014 90.8%, 2015 91.0%

Kemp study, 2003, reflected that recitivism rates dropped to 10% with two years of college. This study showed that non-attendees had rates as high 40%

3.2.6 Summary of Implications/Conclusions

Steady progress toward increased course completion. Continue current activities.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

The Students will demonstrate the ability to Create, Save, Modify, and Display Web Pages and Web sites using an HTML editor and a Web Page Browser.

Goal: 75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

3.3.2 Assessment Instrument

TVCC Institutional Research Report

3.3.3 Describe Criteria and process used to measure student learning outcome

a. Collect and analyze data of LEAPs to determine extent of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program. Student evaluation of the faculty is critical for the workforce skills in the TDCJ programs. Instruction modules must be completed

3.3.4 Data Analysis/Findings

Successful course completion (A-D):

2013 79.4%, 2014 90.8%, 2015 91.0%

3.3.4.1 Face to Face Courses

By completing hands on projects, test and one on one instruction.

3.3.4.2 Distance Courses Does not apply to this course

3.3.5 Summary of Implications/Conclusions

Approximately 60% out 100% of the students will meet goals set for them.

Approximately 30% out 100% of the students will meet or exceed goals set for them.

Approximately 30% out 100% of the students will exceed goals set for them.

4 IV. Recommendations

Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.

Create a tutoring facility and strategy to improve student learning.

4.1 Improvement

Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.

Faculty are available and extra tutoring can always help the student.

We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.

4.1.1 Justification for Improvement

Faculty are available and extra tutoring can always help the student.

We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.

In some areas student learning measurements have fallen due to the increase in the student population for academic course toward the AAS.

4.1.2 Description or Improvement

Currently faculty are not utilized when lockdowns occur in a unit. These faculty can be used in related areas to help the instructor of record with classroom activities giving students more tailored instruction during the lockdown period. We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.

Space in the units has been requested and will be set aside specifically for tutoring of students. Faculty will be required to provide time, by schedule, for tutoring of students. The tutoring will help students better achieve their learning goals.

Program Name: Cosmetology

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Cosmetology

Cosmetology focuses on training students to be prepared to take the Texas Department of Licensing and Regulation board examination to become a licensed cosmetologist

1.1 A. Name of program

Cosmetology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Service and Production Industry

1.4 D. External Certifications or Accreditations

NA

1.4.1 Program Certifications/Accreditations

NA

1.4.2 Licensing/Certification Requirements

Texas Department of Licensing and Regulation Cosmetology Operator License

1.4.3 Monitoring Entity (if applicable)

NA

1.4.4 Identify Any Reporting Guidelines

NA

1.5 E. Number of distinct courses currently offered in program

17

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

89

1.6.2 Number of program graduates during prior year

64

1.6.3 Notable Increases/Comparisons/Changes

There was a decrease of 13.5% in the number of graduates in 2016 (64) as compared to 2015 (74).

1.6.4 Why are there changes in enrollment, if applicable

Changes in enrollment in this program remain steady

1.6.5 Number of full-time faculty members

4

1.6.6 Number of part-time faculty members

2

1.6.7 Number of program coordinators

2

1.7 G. Describe what changed from last year

The Athens campus hired a replacement instructor and in doing so changed that position from a 9 month contract to a 12 month contract.

1.8 H. Advisory Board (Workforce)

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Minutes](#) [PDF 1,582 KB AUG 30, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

July 17, 2017

1.8.1.2 b. Recommendations from meeting

The Advisory Committee recommended that student be better informed on the necessity to ask for help and be willing to listen. They should be prepared for the cost of products. The student should understand that it will take at least 3 years to build a good reliable clientele. The student should be reminded to be courteous to customers and stylists. Students must understand their education does not end with graduation, they must continue to seek and gain knowledge.

1.8.1.3 c. Changes made as a result of recommendations

Faculty will take the recommendations and better incorporate them into their daily lessons in a way that is meaningful and beneficial to the student.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

6.89

3.1.2 Communication Skills

7.33

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

7

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics
2014: 95.6%

2015: 94.7%

2016: 94.6%

There were no dual credit contact hours generated for this program. The instructor has expressed an interest providing dual credit instruction.

3.2.6 Summary of Implications/Conclusions

Course completion has maintained a steady high rate for the past 3 years.

Investigate the opportunities for dual credit in the automotive program with local high schools.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Student will be able to list the factors of the hair analysis for chemical texture services.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will use online licensing preparation practice exams to self-test along with textbook. Lecture and theory from instructor. 87% of the students completing the chemical portion of this class will be 90-95% successful in the practical portion of the State of Texas Cosmetology Board.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

100% percent of students have completed the chemical portion of the class. None of the students have taken the practical portion of TDLR. They cannot take this portion until they graduate.

3.3.4.2 Distance Courses

No distance courses

3.3.5 Summary of Implications/Conclusions

Students appear to perform well on classroom activities associated with this task. However, we were unable to obtain TDLR test results as these students were not eligible to take the State Board exam yet.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Student will be able to discuss the essentials of becoming test-wise in order to prepare for the state written and practical examination.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

95% of the students will complete this portion and pass the TDLR test successfully. The instructor will incorporate the proper theory. Students will use online licensing exams to self-test along with textbook and workbook.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

100% of students who have taken the TDLR exam have passed.

3.4.4.2 Distance Courses

no distance courses

3.4.5 Summary of Implications/Conclusions

Students have been well prepared to take the State Board Exam

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Student will be able to list the factors of the hair analysis for chemical texture services.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Students will use online licensing preparation practice exams to self-test along with textbook. Lecture and theory from instructor.

87% of the students completing the chemical portion of this class. Will be 90-95% successful in the practical portion of the State of Texas Cosmetology Board.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

100% percent of students have completed the chemical portion of the class. None of the students have taken the practical portion of TDLR. They cannot take this portion until they graduate.

3.5.4.2 Distance Courses

no distance courses

3.5.5 Summary of Implications/Conclusions

A large number of students have been well prepared for this portion of the State Board Exam. They have indicated competency in this area. Will undoubtedly perform well of the State Board Exam.

4 IV. Recommendations

4.1 Improvement

The Cosmetology department needs to continue to improve and manage their use of online learning resources that supplement their classroom time. Continually evaluate the content of this resource for viability.

4.1.1 Justification for Improvement

The online resource allows for better time management in each semester throughout the school year.

4.1.2 Description of Improvement

The online supplemental resource allows for some of the TDLR required 1500 hours to be done away from the classroom by spending time in the online resource. This allows for better time management in each semester throughout the school year

Program Name: Criminal Justice
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Criminal Justice

1.2 B. Description of Degree(s)

Associate of Arts

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 B. Description of Degree(s)

Certificate, Level 1

1.6 C. Pathway

Public Services

1.7 D. External Certifications or Accreditations

NA

1.7.1 Program Certifications/Accreditations

NA

1.7.2 Licensing/Certification Requirements

NA

1.7.3 Monitoring Entity (if applicable)

NA

1.7.4 Identify Any Reporting Guidelines

NA

1.8 E. Number of distinct courses currently offered in program

19

1.8.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.8.2 If change from last year, describe the change

NA

1.9 F. Enrollment/Faculty Overview

1.9.1 Number of students enrolled in program

150

1.9.2 Number of program graduates during prior year

15

1.9.3 Notable Increases/Comparisons/Changes

There was a 25% increase in graduates over the previous period.

1.9.4 Why are there changes in enrollment, if applicable

Only a modest 7% increase in students. Possibly due to more use of social media in advertising.

1.9.5 Number of full-time faculty members

2

1.9.6 Number of part-time faculty members

5

1.9.7 Number of program coordinators

1

1.10 G. Describe what changed from last year

Retirement of long time full-time faculty member and replacement hired from the adjunct ranks.

1.11 H. Advisory Board (Workforce)

1.11.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[minutes 2017](#) [PDF 93 KB AUG 30, 2017]

1.11.1.1 a. Date of Meeting (mm/dd/yyyy)

August 17, 2017

1.11.1.2 b. Recommendations from meeting

New Criminal Justice scholarship to be divided into \$500 scholarships and awarded to 8 student majoring in Criminal Justice.

1.11.1.3 c. Changes made as a result of recommendations

Scholarships have been awarded for the Fall 2017 semester.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics

2014: 87.8%

2015: 87.2%

2016: 87.4%

Dual Credit hours in this department decreased dramatically from 2015 to 2016.

3.2.6 Summary of Implications/Conclusions

Course completion has remained steady and high for the past 3 years.

Dual Credit contact hours declined because of the retirement of a long time instructor and a restructuring of the course schedule of offerings by the new instructor.

3.3 Student Learning Outcomes and Findings**3.3.1 Student Learning Outcome**

Students will analyze the criminal justice process and the parties involved.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will score at least 75% in both review and written assignments, thereby demonstrating critical thinking and career entry skills. Students will demonstrate their knowledge of the criminal justice system by distinguishing between the steps from arrest to trial and identifying the parties involved in reviews and written assignments.

3.3.4 Data Analysis/Findings**3.3.4.1 Face to Face Courses**

90% of students passed this course with a 75 or higher. 60% were projected to score 75 or higher.

3.3.4.2 Distance Courses

85% of student scored 75 or higher. 60% was projected to score 75 or higher.

3.3.5 Summary of Implications/Conclusions

Exercises will be kept as they appear to be valid and will continue to evaluate their validity.

3.4 Student Learning Outcomes and Findings**3.4.1 Student Learning Outcome**

Students will be able to recognize the major penal offenses and penalties in Texas.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will score at least 75% in both review and written assignments, thereby

demonstrating critical thinking and career entry skills.

Analyze fact situations to determine what offense has been committed in reviews; and in written assignments analyze the major offenses in Texas.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

84% of students completed the course with a 75 or higher. 60% projected to score 75 or higher.

3.4.4.2 Distance Courses

81% of students completed the course scoring 75 or higher. 60% projected to score 75 or higher.

3.4.5 Summary of Implications/Conclusions

No changes

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Discuss police discretion and the stress in policing

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

70% of students completing course will score 75 or higher based on rubric outcome.

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

88% of students completed the course with a 75 or higher.

3.5.4.2 Distance Courses

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with 75 or higher.

3.5.5 Summary of Implications/Conclusions

no changes

4 IV. Recommendations

4.1 Improvement

Increase completers

4.1.1 Justification for Improvement

Large enrollments with low numbers of completers

4.1.2 Description or Improvement

Impress upon student the importance of gaining certificates or degrees before moving on to university.

Program Name: Digital Photography
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Digital Photography

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations

NA

1.4.1 Program Certifications/Accreditations

NA

1.4.2 Licensing/Certification Requirements

NA

1.4.3 Monitoring Entity (if applicable)

NA

1.4.4 Identify Any Reporting Guidelines

NA

1.5 E. Number of distinct courses currently offered in program

7

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

NA

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

10

1.6.2 Number of program graduates during prior year

0

1.6.3 Notable Increases/Comparisons/Changes

REDUCED FROM 3 THE PRIOR YEAR.

1.6.4 Why are there changes in enrollment, if applicable

ENROLLMENT HAS REMAINED STEADY BUT LOW.

1.6.5 Number of full-time faculty members

0

1.6.6 Number of part-time faculty members

1

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

NA

1.8 H. Advisory Board (Workforce) NO ADVISORY BOARD MET

NO ADVISORY BOARD MET

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

NO ADVISORY BOARD MET

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

NO ADVISORY BOARD MET

1.8.1.2 b. Recommendations from meeting

NO ADVISORY BOARD MET

1.8.1.3 c. Changes made as a result of recommendations

NO ADVISORY BOARD MET

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

NO ARTIFACTS COLLECTED

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics
2015: 75.9%
2016: 79.6%

Small numbers of contact hours were generated by this program for the 2015 and 2016 years.

3.2.6 Summary of Implications/Conclusions

Course completion has increased slightly for the past 2 years. This is a new program.

Small dual credit contact hours for this program are most likely due to logistics of course with the high schools and lack of interest.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will describe the aesthetic and technical evolution of photography

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Eighty percent of students who generate a satisfactory level of at least 85% of the 100% points available on the rubric.

Written report that effectively communicates, per standard writing criteria, an understanding of the aesthetic and technical evolution of photography

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

NO DATA

3.3.4.2 Distance Courses

NO DISTANCE COURSE

3.3.5 Summary of Implications/Conclusions

NONE

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will analyze and compare the work of significant photographic practitioners through writing. Students will produce written research papers, along with taking photographs in and around the community to help support the paper, and use as visual aids to present to the class for critical discussion to the class.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Eighty percent of students will produce a presentation to the class for assessment will achieve at least 85% of the total points available on the rubric.

Think Piece Paper

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

NO DATA

3.4.4.2 Distance Courses

NO DISTANCE COURSE

3.4.5 Summary of Implications/Conclusions

NONE

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Students will be able to manipulate a captured image using industry-standard software to manipulate technical and composition elements a way that meets minimum standards of professional quality.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Eighty percent of students who produce an adequate number of photographs for assessment will achieve at least 85% of the 50 points available on the rubric.

Student will produce a minimum number of photographs that will be evaluated using a rubric that assigns points for technical elements of focus, contrast, discoloration, lighting, and re-sizing; and composition elements of center of interest, angle of interest, message of photo, framing, mood, and leading lines.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

One hundred percent of the students (six enrolled in the class) were successful in all areas of the core objectives.

3.5.4.2 Distance Courses

NO DISTANCE COURSES

3.5.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

If students are all succeeding, either the benchmark is too low or the requirement is not vigorous enough.

LCollins

4 IV. Recommendations

4.1 Improvement

This program needs higher enrollments.

4.1.1 Justification for Improvement

Low performing programs can't be sustained by the institution.

4.1.2 Description of Improvement

Investigate Dual Credit options for increasing student enrollment. Also see if better advertising is available.

Program Name: Drafting & Design Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Drafting and Design Technology

Drafting and Design technology focusing on training detail drafters for entry level to the workforce.

1.1 A. Name of program

Drafting & Design Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 C. Pathway

Business and Technology

1.6 C. Pathway

Science, Engineering, and Math

1.7 D. External Certifications or Accreditations

1.7.1 Program Certifications/Accreditations

NA

1.7.2 Licensing/Certification Requirements

NA

1.7.3 Monitoring Entity (if applicable)

NA

1.7.4 Identify Any Reporting Guidelines

NA

1.8 E. Number of distinct courses currently offered in program

17

1.8.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.8.2 If change from last year, describe the change

NA

1.9 F. Enrollment/Faculty Overview

1.9.1 Number of students enrolled in program

12

1.9.2 Number of program graduates during prior year

4

1.9.3 Notable Increases/Comparisons/Changes

The prior year had 20 enrolled and 1 graduate

1.9.4 Why are there changes in enrollment, if applicable

The notable differences indicates where a group of students are in their cycle. With a larger enrollment in the prior year, there will be more graduates in the next year.

1.9.5 Number of full-time faculty members

1

1.9.6 Number of part-time faculty members

2

1.9.7 Number of program coordinators

1

1.10 G. Describe what changed from last year

No changes

1.11 H. Advisory Board (Workforce)

1.11.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

Full acceptance was gained for the new Certificates that will be in the 2016-17 catalog. Many things were discussed to inform the department of new emerging technologies and practices in the industry.

[2016_08_04_AdvisoryMinutes_SP16](#) [PDF 65 KB JUN 1, 2017]

1.11.1.1 a. Date of Meeting (mm/dd/yyyy)

August 4, 2016

1.11.1.2 b. Recommendations from meeting

to explore various different suggested recruiting avenues

1.11.1.3 c. Changes made as a result of recommendations

Using the newly formed OSA and Basic Certificate to help spark interest in Dual Credit students in the prog

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in

business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

10

3.1.2 Communication Skills

7.29

3.1.3 Critical Thinking Skills

5.64

3.1.4 Empirical and Quantitative Skills

6.81

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics

2014: 93.8%

2015: 95.6%

2016: 94.6%

There were no Dual Credit offerings generated by this department.

3.2.6 Summary of Implications/Conclusions

Course completion has been steady and high for the past 3 years.

An OSA was created in an attempt to provide an incentive for dual credit students. More advertising may be needed to get the word out.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will be able to produce effective hand drawings based on standards and conventional practices that describe an objects geometry in an unambiguous manner.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

End of course hand drawing project will be produced. This project will be evaluated for proper views, line quality, line types, dimensions, and proper use of sections based upon the developed Rubric. This project demonstrates communicating the correct size, shape, appearance, and material of an object to be created. 60% of evaluated students will complete the drawing project and demonstrate 75% mastery in communicating the correct size, shape, appearance, and material of an object to be created.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

This course had a low enrollment of only 3. Only 2 students completed the assignment. Using these 2 students 50% scored 75% or better per the Hand Working Drawing rubric.

3.3.4.2 Distance Courses

No distance courses offered

3.3.5 Summary of Implications/Conclusions

I will turn this project into a competition between students with the offer of small scholarship incentive awarded to the highest grade on the project.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will be able to demonstrate the use of Computer Aided Drafting (CAD) software to create, display, and plot properly formatted engineering working drawings, utilizing the TVCC Drafting title block, line type and line color standards.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

End of course CAD drawing project will be produced. This project will be evaluated for proper views, line quality, line types, line colors, dimensions, and proper use of sections based upon the developed Rubric. This CAD project demonstrates using technology in communicating the correct size, shape, appearance, and material of an object to be created. 60% of evaluated students will complete the CAD drawing project and demonstrate 75% mastery of the use of technology in communicating the correct size, shape, appearance, and material of an object to be created.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

This course had a total of 5 enrolled. 80% of the students scored 82% or higher on this project per the CAI Working Drawing rubric.

3.4.4.2 Distance Courses

No distance courses offered

3.4.5 Summary of Implications/Conclusions

I will evaluate the end of course project to determine if the difficulty level of this project should be increased.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Students will be able to develop a library of predefined objects known as blocks. The library will consist of plain blocks, attributed blocks, and dynamic blocks consisting of mechanical, electrical, architectural, and topographical symbols. This library will be used for this course and many future courses.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

A drawing assignment requiring the use of the block library will be completed. This assignment will be used to evaluate the proper creation of the blocks and the selection of the proper type of block. The proper creation and selection will be based upon the developed Rubric. 60% of evaluated students will complete the block library and associated drawing assignment and demonstrate 75% mastery of the proper creation of the blocks and the selection of the proper type of block.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

In this course there were 3 students enrolled. 100% of students scored 90% or higher on this exercise.

3.5.4.2 Distance Courses

No distance courses offered

3.5.5 Summary of Implications/Conclusions

This exercise needs to be re-evaluated for difficulty level.

4 IV. Recommendations

4.1 Improvement

Increase Dual Credit offerings

4.1.1 Justification for Improvement

Low or no participation of High Schools in the Drafting program needs to be corrected in order to increase contact hours generated.

4.1.2 Description or Improvement

The Basic Certificate is comprised of non-industry specific drafting classes. These courses have begun the process of migrating to distance education offerings. This will provide high schools more opportunity to participate in the Drafting program from their location.

4.2 Improvement

Increase distance learning options

4.2.1 Justification for Improvement

Provide more opportunity to increase enrollment for those unable to attend on campus courses.

4.2.2 Description or Improvement

Online courses would allow students to enroll in courses without the need to come to an on campus courses. This could possibly assist in the dual credit opportunities as well.

Program Name: Drafting Technology (TDCJ) Program Cycle: #4
Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

TDCJ Education Program - Drafting Technology

1.1 A. Name of program

Drafting & Design Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations

AutoCAD certification available online only.

1.5.1 Program Certifications/Accreditations

N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

6

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

No change

1.7 F. Enrollment/Faculty Overview

24 students maximum capacity per program, x 2 programs, x 6 cycles per year = 288 students max per year.

1.7.1 Number of students enrolled in program

211

1.7.2 Number of program graduates during prior year

63

1.7.3 Notable Increases/Comparisons/Changes

Decrease in degrees and certificates. Seven less AAS, 9 less Certificates.

1.7.4 Why are there changes in enrollment, if applicable

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDCJ. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.7.5 Number of full-time faculty members

2

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

2

1.8 G. Describe what changed from last year

We updated the Autodesk software programs that we use. Updated some of our computer systems and large format plotters. Updated some of our textbooks.

1.9 H. Advisory Board (Workforce)**1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)**

The Rehabilitation Program Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

[Minutes SP16](#) [PDF 70 KB SEP 10, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

August 4, 2016

1.9.1.2 b. Recommendations from meeting

To explore various different suggested recruiting avenues.

1.9.1.3 c. Changes made as a result of recommendations

Using the newly formed OSA and Basic Certificate to help spark interest in Dual Credit students in the program.

2 II. Mission Statement

TVCC is a learning centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.

2.1 A. Mission

The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of

correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

Methods used to evaluate our programs effectiveness as pertaining to student learning.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

9.22

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

9.3

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

- Increase course completion rates in workforce education courses
- Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.2.1 Program Goal

Communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication

Demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information

Utilize computer based technology in accessing information, solving problems and communicating

Develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared a purpose or goal

3.2.2 Institutional Target

Completion Rates

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

- a. Institutional Targets collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports
- b. General Education Goals collect and analyze data of student attainment of critical thinking, communication empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

- Successful course completion (A-D):
2013 88.3%, 2014 89.9%, 2015 92.9%
- Kemp study, 2003, reflected that recitivism rates dropped to 10% with two years of college. This study shows that non-attendees had rates as high 40%

3.2.6 Summary of Implications/Conclusions

- Steady progress toward increased course completion. Continue current activities.
- Continue to procure additional state funding to increase student base. Seeking a waiver for additional funding through Pell grant program.

3.3 Student Learning Outcomes and Findings

DFTG1405/1433 - The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, center lines, and notations.

Goal: 80% of the students will score a minimum of 12 out of 16 points (75%) on the assessment Rubric.

DFTG1409/2440 - The student will be able to create and assemble parts using the Autodesk Inventor 3D solid modeling software.

Goal: 80% of the students will have an exit assignment average of 75 to show a minimum level of knowledge, or that understanding is emerging or developing.

DFTG1417/2419 - The student will be able to design and construct a complete set of construction drawings for a residential structure.

Goal: 80% of the students will have an average of 75 on their main plan project to show a minimum level of knowledge.

3.3.1 Student Learning Outcome

DFTG1405 - The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, and center lines.

DFTG1433 - The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, and center lines.

DFTG1409 - The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines

DFTG2440 - The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines

DFTG1417 - The student will be able to design, create, and arrange a set of residential plans.

DFTG2419 - The student will be able to design, create, and arrange a set of residential plans.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

-Student activities, assignments, tests, and Rubric

DFTG1405/1433 - Near the beginning and end of the course, students will be scored using a Rubric that evaluates their knowledge and performance of orthographic projections.

DFTG1409/2440 - An exit assignment will be administered to evaluate the students knowledge base of the various aspects of the 3D modeling software.

DFTG1417/2419 - Evaluation of the various aspects of the construction documents created by the student will be used to assess the students knowledge and abilities.

3.3.4 Data Analysis/Findings

DFTG1405/1433 - 100% of the students scored 75% or better

DFTG1409/2440 - 100% of the students scored 75% or better

DFTG1417/2419 - 97% of the students scored 75% or better

3.3.4.1 Face to Face Courses

6

3.3.4.2 Distance Courses

0

3.3.5 Summary of Implications/Conclusions

Current strategies will be continued.

4 IV. Recommendations

The following improvements are being implemented due to the findings of our program evaluations.

4.1 Improvement

- a. Improvement #1: Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.
- b. Improvement #2: Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

- a. Justification for improvement #1: Faculty are available and extra tutoring can always help the student.
- b. Justification for improvement #2: In some areas student learning measurements have fallen due to the increase in the student population for academic course toward the AAS.

4.1.2 Description or Improvement

- a. Description of improvement #1: Currently faculty are not utilized when lockdowns occur in a unit. These faculty can be used in related areas to help the instructor of record with classroom activities giving students more tailored instruction during the lockdown period. We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.
- b. Description of improvement #2: Space in the units has been requested and will be set aside specifically for tutoring of students. Faculty will be required to provide time, by schedule, for tutoring of students. The tutoring will help students better achieve their learning goals.

Program Name: Early Childhood Education
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Early Childhood Education

Early Childhood Development AAS degree, Early Childhood Education Cert. 2, Early Childhood Administrator Cert. 2, Early Childhood Bilingual Para Educator Cert. 2, Early Childhood Para Educator Cert. 2

Child care workers provide care for children when parents and other family members are unavailable. They attend to children's basic needs, such as bathing and feeding. In addition, some help children prepare for kindergarten.

1.1 A. Name of program

Early Childhood Education

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations NA

1.5.1 Program Certifications/Accreditations N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

16

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

N/A

1.7 F. Enrollment/Faculty Overview

62 enrolled in ECE classes

1.7.1 Number of students enrolled in program

64

1.7.2 Number of program graduates during prior year

10

1.7.3 Notable Increases/Comparisons/Changes

Prior year had 13 graduates. Therefore data shows a decrease of 3 for the current year.

1.7.4 Why are there changes in enrollment, if applicable

Child Development, like all programs, goes up and down according to cycles of the economy. Smaller enrollment in the program this year resulted in fewer graduates. When enrollment is up, no doubt graduation rates will increase as well.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

2

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

none

1.9 H. Advisory Board (Workforce)

The success of programs offered at Trinity Valley Community College in preparing students to meet job market requirements is dependent upon a cooperation agreement between the college and the business community. The method of ensuring this cooperation is to utilize an advisory board made up of prospective employers and their employees from the community who can advise us, as educators, on establishing and maintaining the programs. Suggestions from board members, as to how we can better serve the community, are very valued.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

Copy of file Advisory Committee Minutes 8/21/16

[Advisory Committee Minutes 8-17-2016](#) [DOCX 19 KB AUG 30, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

08/17/2016

1.9.1.2 b. Recommendations from meeting

Members discussed number of certificates being offered and whether any changes need to be made. It was determined that all offered certificates will remain in the program.

1.9.1.3 c. Changes made as a result of recommendations

N/A

2 II. Mission Statement

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

9.75

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

7.73

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the student's ability to read, interpret, and communicate clearly and effectively in both oral and written English. Students will also be asked to demonstrate critical thinking skills including innovation, inquiry, creation, analysis, synthesis of information.

Upon completion of certain evaluation instruments, that measure the core criteria of the program the instrument will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals - Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

GOAL 1: The student will be able to demonstrate understanding of children's basic needs and how to meet those needs in a childcare setting through written reports of various observations of children in child care facilities.

GOAL 2: On given assignments, the student will be able to describe different aspects involved in planning for an effective child care program, including but not limited to facility set up, staffing, safety issues, nutrition, health concerns with children.

GOAL 3: Through a specific set of projects, students will be able to identify or create a developmentally appropriate lesson for a specific age group of children.

3.2.5 Data Analysis/Findings

84% of students met the goals set for the program.

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program.

This program met state standards for program completers.

This program was slightly below state standards for placement.

Continue to promote dual credit opportunities to area schools.

Efforts will be made to promote transfer opportunities.

3.3 Student Learning Outcomes and Findings

GOAL 1: The student will be able to demonstrate understanding of children's basic needs and how to meet those needs in a childcare setting through written reports of various observations of children in child care facilities.

GOAL 2: On given assignments, the student will be able to describe different aspects involved in planning for an effective child care program, including but not limited to facility set up, staffing, safety issues, nutrition, health concerns with children.

GOAL 3: Through a specific set of projects, students will be able to identify or create a developmentally appropriate lesson for a specific age group of children.

3.3.1 Student Learning Outcome

84% of students evaluated for the learning outcomes were successful in meeting the objectives.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Assessments: Students will complete assessments in a controlled environment and submit to the instructor.

Assignments: Students will complete written reports to the instructor to be graded according to specified criteria.

3.3.4 Data Analysis/Findings

Data available for only one course, TECA 1311, for Spring 2017.

3.3.4.1 Face to Face Courses TECA 1311

100 percent of students evaluated met the objective.

This was the only ECE course that made this semester.

3.3.4.2 Distance Courses

No data available for distance learning classes.

3.3.5 Summary of Implications/Conclusions

Alter classroom engagement strategy (team project, contests, technology use, etc.)

Implement group projects that challenge students to create a lesson plan and evaluate various types of child care settings.

4 IV. Recommendations

Increase the number of students in the Early Childhood Development program.

4.1 Improvement

Increase the number of students in the Early Childhood Development program.

4.1.1 Justification for Improvement

It is hoped that more students will enroll in childcare classes/programs, providing them with the training necessary to work effectively with children. It is hoped also, that improved contact with area childcare centers will help to interest and recruit more students for this program.

4.1.2 Description or Improvement

Through advisory board meeting, and discussion with area childcare centers to inform them of training that the program offers, it is hoped that centers will look more often to the college for students who are going through training in working effectively with children.

Program Name: Electrical & Power Transmission (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed TDCJ Education Program Electrical Power and Transmission

1.1 A. Name of program

Electrical Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations N/A

1.4.1 Program Certifications/Accreditations

1. AAS Electrical Power & Transmission
2. Certificate Electrical Power & Transmission

This is not a specialized certificate but a certificate of completion of the course.

1.4.2 Licensing/Certification Requirements N/A

1.4.3 Monitoring Entity (if applicable) N/A

1.4.4 Identify Any Reporting Guidelines

Determined by the LEAPS

1.5 E. Number of distinct courses currently offered in program

8

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change N/A

1.6 F. Enrollment/Faculty Overview Capable of having 24 Students

1.6.1 Number of students enrolled in program

71

1.6.2 Number of program graduates during prior year

9

1.6.3 Notable Increases/Comparisons/Changes

According to findings from the Majors List and the Graduates list we have an increase of 34 total students.

1.6.4 Why are there changes in enrollment, if applicable

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDCJ. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

The existing instructor retired and Mr. Daron Page was hired to replace the retiree.

1.8 H. Advisory Board (Workforce)

Texas Department of Criminal Justice / Rehabilitation Programs Division for Post-Secondary Correctional Education Academic/Vocational

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file) No file available

The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) No date

1.8.1.2 b. Recommendations from meeting

"The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates."

1.8.1.3 c. Changes made as a result of recommendations

Recommendation that we form a committee

2 II. Mission Statement prepare the offender for success outside of prison

2.1 A. Mission

A. Mission The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

Program has been very successful.

3.1 Artifact Scoring Results Not Available

Electrical & Power Transmission only had Career Entry Skills and the artifacts were received after the semester reports had run. They cannot be added in after the reports run. They received a score of zero.
This is per Chris Daley

3.1.1 Career Entry Skills

0

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings Educate the Offender population

3.2.1 Program Goal

Communicate clearly and effectively in both oral and written English, focusing on interpretation and expressive of ideas through written, oral, and visual communication

Improve reading skills focused on comprehending, analyzing, interpreting and evaluate printed materials

Demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information

Develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared a purpose or goal

3.2.2 Institutional Target

Course Completion

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

a. Institutional Targets collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports

b. General Education Goals collect and analyze data of student attainment of critical thinking, communication empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Successful course completion (A-D):
2013 72.3%, 2014 76.5%, 2015 95%

3.2.6 Summary of Implications/Conclusions

Steady progress toward increased course completion. Continue current activities.

3.3 Student Learning Outcomes and Findings

All students will be able to individually demonstrate an understanding of the Principles of Electrical Power and Transmission. Students will be able to identify basic tools, work with electrical conduit and bending as well as working with electrical meters and other tools of the trade.

Goal: 80% of all students will have obtained an acceptable level of performance and understanding in this course

3.3.1 Student Learning Outcome

- a. Demonstrate Critical Thinking skills through creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- b. Demonstrate Communication skills through effective development, interpretation and expression of ideas through written, oral and visual communication
- e. Demonstrate Teamwork skills through the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- h. Demonstrate workforce Core Area Skills for the workplace as appropriate for the major

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Collect and analyze data of LEAPs to determine extent of student attainment of skills to be obtained. Student evaluation of the faculty is critical for the workforce skills in the TDCJ programs. Instruction modules must be completed by a minimum of classroom hours as well as hands on demonstration of workforce skills. Student evaluations have been received and evaluated by the instructor. Minimum hour and hands on demonstration have been fulfilled.

3.3.4 Data Analysis/Findings

Successful course completion (A-D):
2013 72.3%, 2014 76.5%, 2015 95%

3.3.4.1 Face to Face Courses

ELPT 1221 Introduction to Electrical Safety
ELPT 1225 National Electrical Code
ELPT 1291 Electrical Power and Transmission
ELPT 1411 Basic Electrical Theory
ELPT 1429 Residential Wiring
ELPT 1445 Commercial Wiring
ELPT 2239 Electrical Power Distribution
HYDR 1405 Basic Hydraulics

3.3.4.2 Distance Courses N / A

3.3.5 Summary of Implications/Conclusions

After evaluating the students and their performance in the class we have been able to make some adjustment on the curriculum as well as add more shop time which will prove beneficial to the learning outcomes for the students.

4 IV. Recommendations Utilize faculty impacted by lockdowns

4.1 Improvement

- .1. Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.
2. Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

1. Faculty are available and extra tutoring can always help the student.
2. In some areas student learning measurements have fallen due to the increase in the student population for academic course toward the AAS

4.1.2 Description or Improvement

Space in the units has been requested and will be set aside specifically for tutoring of students. Faculty will be required to provide time, by schedule, for tutoring of students. The tutoring will help students better achieve their learning goals.

Program Name: Electronic Technology (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

TDCJ Education Program Electronic Technology

1.1 A. Name of program

Electronics

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 C. Pathway

Science, Engineering, and Math

1.6 D. External Certifications or Accreditations

ISCET, International Society of Certified Electronics Technicians, Associate Entry Level Certified Electronics Technicians Certification Exam offered upon successful completion of the program.

1.6.1 Program Certifications/Accreditations N/A

1.6.2 Licensing/Certification Requirements N/A

1.6.3 Monitoring Entity (if applicable) N/A

1.6.4 Identify Any Reporting Guidelines N/A

1.7 E. Number of distinct courses currently offered in program

8

1.7.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.7.2 If change from last year, describe the change

THECB updates require updates to curriculum periodically that need to be incorporated into the program. No changes in the last year.

1.8 F. Enrollment/Faculty Overview

1.8.1 Number of students enrolled in program

39

1.8.2 Number of program graduates during prior year

43

1.8.3 Notable Increases/Comparisons/Changes

No notable changes.

1.8.4 Why are there changes in enrollment, if applicable N/A

1.8.5 Number of full-time faculty members

1

1.8.6 Number of part-time faculty members

0

1.8.7 Number of program coordinators

0

1.9 G. Describe what changed from last year

No notable changes.

1.10 H. Advisory Board (Workforce)

Texas Department of Criminal Justice / Rehabilitation Programs Division for Post-Secondary Correctional Education Academic/Vocational

1.10.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

No meetings held

1.10.1.1 a. Date of Meeting (mm/dd/yyyy)

No meetings held.

1.10.1.2 b. Recommendations from meeting

"The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates."

1.10.1.3 c. Changes made as a result of recommendations

No meetings held.

2 II. Mission Statement

2.1 A. Mission

The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

9.44

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

9.67

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

9

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

To deliver the necessary skills to the students, giving them the skills needed to enter into and be competitive in the Electronics Technology industry.

To deliver, not only the technical information needed within the field of electronics, but also prepare them for real world application of the skills obtained.

Communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication.

Improve reading skills focused on comprehending, analyzing, interpreting and evaluating printed materials.

Understand mathematical information and utilize mathematical skills, including manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information.

Utilize computer based technology in accessing information, solving problems and communicating.

3.2.2 Institutional Target

Course Completion

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports. Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program.

3.2.5 Data Analysis/Findings

Successful course completion:
84.6% of students completed receiving the course certificate

3.2.6 Summary of Implications/Conclusions

Students enrolling and failing to complete the course are primarily due to students making parole due to new RPD rules for enrollment. Unit Lockdowns continue to result in lower enrollment and completion rates. Continue to procure additional state funding to increase student base. Continue seeking a waiver for additional funding through Pell grant program.

3.3 Student Learning Outcomes and Findings

Student Success rate:
84.6% of students completed receiving the course certificate

3.3.1 Student Learning Outcome

Students were able to define formulas related to series circuits, including ohms law, Kirchhoffs voltage law, current in a series circuit and total resistance in a series circuit. Students were able to build series resistive circuits reading and understanding schematics, mathematical analysis of series circuits and hands on measurements to verify calculations and readings. Students were able to perform a calculated analysis of series DC circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

The students were able to perform an analysis of various solid state diode power-supply circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define formulas related to various power-supply circuits and their performance. Build various power supply circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings.

The students were able to perform a calculated analysis of various logic gates. The student were able to build circuits according to the schematics supplied, as well as schematics drawn by the student, verifying truth table and Boolean expressions by performing tests using proper test instruments. Define Boolean expressions assigned to each logic gate and performing the equation mathematically to verify readings verses calculations. Perform hands on building, drawing, and troubleshooting of circuits consisting of logic gates using the DMM, oscilloscope, and logic probe.

At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Collect and analyze data of LEAPs to determine extent of student attainment of skills to be obtained. Student evaluation of the faculty is critical for the workforce skills in the TDCJ programs. Instruction modules must be completed by a minimum of classroom hours as well as hands on demonstration of workforce skills. Student evaluations have been received and evaluated by the instructor. Minimum hour and hands on demonstration have been fulfilled.

3.3.4 Data Analysis/Findings

At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

3.3.4.1 Face to Face Courses

The program consists of face to face instruction, including: Instructional lectures, mathematical circuit white board analysis, hands on instruction and training concerning the use of modern circuitry and troubleshooting equipment, and lab assignments consisting of individual as well as teamwork building and testing of electronic circuitry.

3.3.4.2 Distance Courses N/A

3.3.5 Summary of Implications/Conclusions

Continue to collect and analyze information from LEAPs, student evaluations, and data provided by TVCC office of institutional research. Continue to implement changes as necessary to continually improve the success of each individual student.

4 IV. Recommendations

A recommendation has been made to change the amount of courses offered from 8 to 9. The recommendation will require the removal of the Fuel Cell Technology class and the addition of the Introduction to Programmable Logic Controllers and the Advanced Programmable Logic Controllers classes.

4.1 Improvement

The removal of the Fuel Cell Technology class and the addition of the Introduction to Programmable Logic Controllers and the Advanced Programmable Logic Controllers classes to the program, changing the total classes from 8 to 9.

4.1.1 Justification for Improvement

Programmable Logic Controllers are widely used within industry today. The industry is in need of qualified Electronics Technicians to maintain and troubleshoot this equipment. Offering these proposed classes to our students will ensure that upon completion they will have the training needed to become a needed vital part of the industry. Directing the TDCJ students toward Industrial Electronics Technology with these courses and ensuring these courses are on their transcript upon completion will greatly increase their future job placement.

4.1.2 Description of Improvement

Change to program course layout and curriculum, offering both the Introduction of Programmable Logic Controllers and the Advanced Programmable logic Controllers courses.

Program Name: Fire Science Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Fire Science Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 C. Pathway

Public Services

1.6 D. External Certifications or Accreditations

NA

1.6.1 Program Certifications/Accreditations

NA

1.6.2 Licensing/Certification Requirements

NA

1.6.3 Monitoring Entity (if applicable)

NA

1.6.4 Identify Any Reporting Guidelines

NA

1.7 E. Number of distinct courses currently offered in program

15

1.7.1 Does this represent an increase, decrease, or no change from last year?

Decrease

1.7.2 If change from last year, describe the change

Longtime faculty retired and new faculty began updating the curriculum to better serve the community service area.

1.8 F. Enrollment/Faculty Overview

1.8.1 Number of students enrolled in program

21

1.8.2 Number of program graduates during prior year

7

1.8.3 Notable Increases/Comparisons/Changes

Lower enrollment and dwindling department. Revitalization of this department has begun.

1.8.4 Why are there changes in enrollment, if applicable

Department was not kept fresh and relevant.

1.8.5 Number of full-time faculty members

1

1.8.6 Number of part-time faculty members

2

1.8.7 Number of program coordinators

1

1.9 G. Describe what changed from last year

Full time faculty retired. Adjuncts attempting to rebuild and revitalize the department.

1.10 H. Advisory Board (Workforce)**1.10.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)**

[Fire Science AAC Minutes - 01.20.2017](#) [PDF 165 KB SEP 6, 2017]

1.10.1.1 a. Date of Meeting (mm/dd/yyyy)

January 20, 2017

1.10.1.2 b. Recommendations from meeting

This meeting was to gather information and discuss the changes that were planned. No recommendations made.

1.10.1.3 c. Changes made as a result of recommendations

The department will expand its online presence on the TVCC webpage to include more information that is meaningful to perspective students. Degree plans were changed to better reflect the current environment in Fire Science.

2 II. Mission Statement**2.1 A. Mission**

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

No Artifacts were collected during this period of 2016-2017 school year.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Completion rates:

2015: 95.8%

2016: 87.5%

3.2.6 Summary of Implications/Conclusions

The long time instructor retired and the program is undergoing a revitalization and this has impacted completion. The trend is downward presently, however, it is expected to rebound as the revitalization process continues.

3.3 Student Learning Outcomes and Findings NO LEAPS DATA COLLECTED**3.3.1 Student Learning Outcome****3.3.2 Assessment Instrument**

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome**3.3.4 Data Analysis/Findings****3.3.4.1 Face to Face Courses****3.3.4.2 Distance Courses****3.3.5 Summary of Implications/Conclusions****4 IV. Recommendations****4.1 Improvement**

Revitalization

4.1.1 Justification for Improvement

The departments degree offerings needed to be reconfigured to be more relevant. This process is hard but necessary for the growth of the department.

4.1.2 Description of Improvement

Revitalization process is ongoing.

Program Name: Horticulture (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Name â€œ TDCJ Education Program â€œ Horticulture

1.1 A. Name of program

Horticulture

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations N/A

1.5.1 Program Certifications/Accreditations N/A

1.5.2 Licensing/Certification Requirements N/A

1.5.3 Monitoring Entity (if applicable) N/A

1.5.4 Identify Any Reporting Guidelines N/A

1.6 E. Number of distinct courses currently offered in program

6

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

46

1.7.2 Number of program graduates during prior year

73

1.7.3 Notable Increases/Comparisons/Changes

Increased number of graduates.

1.7.4 Why are there changes in enrollment, if applicable

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDCJ. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.7.5 Number of full-time faculty members

2

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

One Vocational Instructor was replaced in the Horticulture program was replaced due to retirement.

1.9 H. Advisory Board (Workforce)

The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

N/A

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

N/A

1.9.1.2 b. Recommendations from meeting

N/A

1.9.1.3 c. Changes made as a result of recommendations

N/A

2 II. Mission Statement

2.1 A. Mission

The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

Test Score --82

3.1.1 Career Entry Skills

9.63

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

- a. Institutional Targets collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports
- b. General Education Goals collect and analyze data of student attainment of critical thinking, communication empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Kemp study, 2003, reflected that recitivism rates dropped to 10% with two years of college. This study showed that non-attendees had rates as high 40%

3.2.6 Summary of Implications/Conclusions

Continue to procure additional state funding to increase student base. Seeking a waiver for additional funding through Pell grant program.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

- a. Students will learn how to calibrate and use multiple horticulture sprayers.
Goal: 90% of student will be able to master skills of how to calibrate and use multiple horticulture sprayers.
- b. Students will learn how to properly water a greenhouse crop throughout a growing season.
Goal: 85% of students will master the skills to properly water a greenhouse crop during a growing season.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

- a. Institutional Targets collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports
- b. General Education Goals collect and analyze data of student attainment of critical thinking, communication empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

- a. 95% of all students mastered all skills set to achieve.
- b. 90% of all students mastered all objectives.

3.3.4.2 Distance Courses

N/A

3.3.5 Summary of Implications/Conclusions

- a. Current strategies will be continued.
- b. Minor changes in instructional strategies to make more efficient learning.

4 IV. Recommendations

4.1 Improvement

1. Improvement #1: Utilize faculty impacted by lockdowns to assist with instruction in other units as credentials qualify them.
1. Improvement #2: Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

1. Faculty are available and extra tutoring can always help the student.

2. In some areas student learning measurements have fallen due to the increase in the student population for academic course toward the AAS.

4.1.2 Description or Improvement

1. Currently faculty are not utilized when lockdowns occur in a unit. These faculty can be used in related areas to help the instructor of record with classroom activities giving students more tailored instruction during the lockdown period. We plan to also use these faculty members for recruiting and counseling students during these lockdown periods.
2. Space in the units has been requested and will be set aside specifically for tutoring of students. Faculty will be required to provide time, by schedule, for tutoring of students. The tutoring will help students better achieve their learning goals.

Program Name: Legal Assistant Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

LEGAL ASSISTANT TECHNOLOGY AAS DEGREE AND CERTIFICATE LEVEL 1

LEGAL ASSISTANTS DO A VARIETY OF TASKS TO SUPPORT LAWYERS, INCLUDING MAINTAINING AND ORGANIZING FILES, CONDUCTING LEGAL RESEARCH AND DRAFTING DOCUMENTS

1.1 A. Name of program

Legal Assistant Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations

N/A

1.5.1 Program Certifications/Accreditations

N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

13

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

No change in the number of courses from last year, but we are now counting all courses in the curriculum for Legal Assistant Technology.

1.7 F. Enrollment/Faculty Overview

In the year 2016 11 Majors and a total of 56 students in the program.

1.7.1 Number of students enrolled in program

56

1.7.2 Number of program graduates during prior year

6

1.7.3 Notable Increases/Comparisons/Changes

Six graduates the year before that represents no change.

1.7.4 Why are there changes in enrollment, if applicable

Legal Assistant Technology enrollment like all programs goes up and down according to the cycles of the economy. When the Economy is down enrollments larger and when the economy is down enrollment and graduation rates go down.

1.7.5 Number of full-time faculty members

0

1.7.6 Number of part-time faculty members

5

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

Program will be place in an online delivery system to hopefully increase enrollment.

1.9 H. Advisory Board (Workforce)

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of r2 revisedLEGALAdvisory Minutes Form](#) [XLSX 47 KB SEP 11, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

7/12/2017

1.9.1.2 b. Recommendations from meeting

Place program in an online delivery to promote enrollment.

1.9.1.3 c. Changes made as a result of recommendations

Instructors trained in Canvas and the program placed on line

2 II. Mission Statement

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole. .

3 III. Program Effectiveness and Student Learning

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses (if courses can be correlated to the high school curriculum)

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.(If courses can be correlated to the high school curriculum)

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the student's ability to read and interpret Legal Technology data and make decisions on their experience in the classroom and on the job. Reasoning skills will also be stressed. Upon completion of certain evaluation instruments that measure the core criteria of the program, the instrument will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

LEGAL TECHNOLOGY GOALS AND OBJECTIVES:

GOAL # 1 LGLA 1307 Law and the Legal Profession

The student will be able to identify, define, and recognize the following elements of Law and the Legal Profession:

Recognize and describe what a paralegal is and recognize attributes to a professional paralegal;

Recognize and describe the major tasks that paralegals perform.

Recognize and describe the kinds of activities that paralegals are and are not legally permitted to perform.

Goal # 2 LGLA 1345 Civil Litigation

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law;

List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

Goal # 3 LGLA 2313 Criminal Law and Procedure

The student will be able to identify, define, and recognize the following elements in Criminal Law and Procedure: Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

Identify or describe the three circumstances under Texas law when an individual is criminally responsible for another person's conduct

3.2.5 Data Analysis/Findings

LGLA GOALS AND RESULTS

LGLA 1307 LAW AND THE LEGAL PROFESSION:

One hundred per cent of the students assessed scored above the level of competency to have successfully completed the objective.

LGLA 1345 CIVIL LITIGATION:

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use

the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal. Encourage student study-buddy partnerships to help prepare for the next evaluation.

Encourage student participation to reduce withdrawals and promote retention and completion of program

This program met the state standards for program completers.
This program was slightly below the state standards for placement.
Continue to promote dual credit opportunities to area schools
Efforts will be made to promote transfer opportunities.

3.3 Student Learning Outcomes and Findings

LEGAL TECHNOLOGY GOALS AND OBJECTIVES:

GOAL # 1 LGLA 1307 Law and the Legal Profession

The student will be able to identify, define, and recognize the following elements of Law and the Legal Profession:

Recognize and describe what a paralegal is and recognize attributes to a professional paralegal;

Recognize and describe the major tasks that paralegals perform.

Recognize and describe the kinds of activities that paralegals are and are not legally permitted to perform.

Goal # 2 LGLA 1345 Civil Litigation

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law;

List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

Goal # 3 LGLA 2313 Criminal Law and Procedure

The student will be able to identify, define, and recognize the following elements in Criminal Law and Procedure Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

Identify or describe the three circumstances under Texas law when an individual is criminally responsible for another persons conduct

3.3.1 Student Learning Outcome

LGLA GOALS AND RESULTS--OUTCOMES

LGLA 1307 LAW AND THE LEGAL PROFESSION:

One hundred per cent of the students accessed scored above the level of competency to have successfully completed the objective.

LGLA 1345 CIVIL LITIGATION:

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor.

Statements will be completed according to the correct principles studied in the appropriate Legal Technology textbook and materials used in the class. .

3.3.4 Data Analysis/Findings

Some of the distance education students in the program did not score as well as some of the other distance education students in this series of measurements.

3.3.4.1 Face to Face Courses

Face to Face courses in the Legal Technology Program did not make because of a lack of student enrollment.

3.3.4.2 Distance Courses

LGLA GOALS AND RESULTS--OUTCOMES

LGLA 1307 LAW AND THE LEGAL PROFESSION:

One hundred per cent of the students accessed scored above the level of competency to have successfully completed the objective.

LGLA 1345 CIVIL LITIGATION:

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of objective.

One of the three critical courses in the Legal Technology Program did not score high enough to reach the minimum level of achievement expected by the instructor.

3.3.5 Summary of Implications/Conclusions

In this particular year for the measurement of the LEAPS, the students in some of the Distance Education courses did not do as well as students in other distance education classes in the Legal Technology program. These distance students will be provided the same access to the cardinal success center so that they can reach the minimum level of achievement needed to be successful in the program.

4 IV. Recommendations

4.1 Improvement

Hopefully placing the Legal Assistant Technology program in an online format will increase the number of students participating in the program.

4.1.1 Justification for Improvement

Hopefully more individuals will have more access to the Legal Program with its online status and will enroll in the program causing enrollment in the program have additional students. Additionally, have additional participation of high school students in the Accounting Program.

4.1.2 Description of Improvement

Program Name: Management

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed AAS in Management

The management program is an entry level associates degree program to help prepare students to enter the workforce as a first-level supervisor. This AAS Management program can also be used to help current employees advance into higher levels of management and supervision of employees.

1.1 A. Name of program

Management

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations N/A

1.5.1 Program Certifications/Accreditations Southern Association Accreditation and THECB

The Applied Science program is monitored by the Southern Association Accreditation and the Texas Higher Education Coordinating Board.

1.5.2 Licensing/Certification Requirements N/A

1.5.3 Monitoring Entity (if applicable) Southern Association Accreditation and THECB

The Applied Science program is monitored by the Southern Association Accreditation and the Texas Higher Education Coordinating Board.

1.5.4 Identify Any Reporting Guidelines N/A

1.6 E. Number of distinct courses currently offered in program

10

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

1.7 F. Enrollment/Faculty Overview Enrollment/Faculty Overview

Enrollment in the TVCC Management program has increased from 2015, which was 128 and in 2016-17 is 153.

At TDCJ, there is also an increase in enrollment due to more class offerings at each unit. The increase at TDCJ was 411 in 2015, to 757 in the 2106-17 reporting period.

1.7.1 Number of students enrolled in program

153

1.7.2 Number of program graduates during prior year

8

1.7.3 Notable Increases/Comparisons/Changes Online enrollment increased

Online enrollment has increased as the trend to take classes online continues and with only one full-time faculty member in the Management program, courses are offered on a rotating basis on campus and online.

1.7.4 Why are there changes in enrollment, if applicable Employment trends

More students are working due to a stronger economy and some are enrolled full-time and others can only take a part-time class load, depending on their family responsibilities and job requirements.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

1

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

Adding more digital learning products for more interactive learning in several face to face and online classes.

1.9 H. Advisory Board (Workforce) Management Advisory Board

The Management Advisory Board meets once a year in the Spring semester to review the program.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB AUG 21, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy) 05/12/2017**1.9.1.2 b. Recommendations from meeting** Board approved Occupational Skills Award

The Management Board approved the addition of an Entrepreneurship Occupational Skills Award, which consist of four classes that currently exist in the current Business and Management curriculum.

1.9.1.3 c. Changes made as a result of recommendations Promotional Posters created for the OSA

Promotional Posters were created for the Occupational Skills Award to better promote the OSA on campus in the community.

2 II. Mission Statement Mission statement

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole.

3 III. Program Effectiveness and Student Learning

Increase course completion rates in the Management AAS and Certificate.

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.2.1 Program Goal

Increase course completion rates in the Management AAS and Certificate.

Maintain state averages of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the student's ability to read and interpret the Management principles and make decisions on their experience in the classroom and on the job. Upon completion of certain evaluation instruments that measure the core criteria of the program, the instruments will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

3.2.5 Data Analysis/Findings

Course completion statistics: 2015: 88%
2016: 92%

Business Administration, Management and Operations had 98 degrees awarded between 2011-2016 (State standard is 25 graduates in a 5-year period).

Presented dual credit offerings to students via career days to all service area schools in accordance with HB-5

BAAS agreements have been signed with the University of Texas-Tyler, Texas A& M University-Commerce, LeTourneau University.

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program.

This program met the state standards for program completers.

This program had a placement rate of 92.31%.

Continue to promote dual credit opportunities to area schools

Educate students about transfer opportunities to further their degrees.

3.3 Student Learning Outcomes and Findings

Goal 1 BMGT 1327 - Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis.

Goal 2 HRPO 2301 - Develop a training program for the job of airline reservation clerk for a major airline.

Goal 3 BUSG 2309 - Students will prepare a business plan which can be applied to an existing, expanded or a new venture. A new venture will need to determine the location plan, the marketing plan, the organizational plan, the financial plan and the exit or the harvest plan.

3.3.1 Student Learning Outcome

Goal 1 BMGT 1327 - Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis.

Goal 2 HRPO 2301 - Develop a training program for the job of airline reservation clerk for a major airline.

Goal 3 BUSG 2309 - Students will prepare a business plan which can be applied to an existing, expanded or a new venture. A new venture will need to determine the location plan, the marketing plan, the organizational plan, the financial plan and the exit or the harvest plan.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor, using their written communication skills and then make an oral presentation of their findings. Attention will be given to proper grammar, following instructions correctly and approaching the assessment from the viewpoint of a supervisor or managerial role in an organization.

3.3.4 Data Analysis/Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

3.3.4.1 Face to Face Courses

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

3.3.4.2 Distance Courses

Goal 1 BMGT 1327 In the online Principles of Management class, the students interviewed a manager with

years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective. In the Fall 2016, 91% mastered the learning outcome and in the Spring 2017 semester, 88% mastered the learning outcome.

Goal 2 HRPO 2301 In the online section of the HRPO 2301 course, 20 students out of 24 completed the training plan, meaning 83% met the learning outcome. A grading rubric was used to assess the training plan to make sure specific criteria were met on this project.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

3.3.5 Summary of Implications/Conclusions

Methods and processes are effective, although changes will be required as technology changes. The department will continue to explore new methods including digital content that enhances the student learning and success in the workplace.

4 IV. Recommendations

Incorporate new course materials and more digital content, like "My Biz Lab" and "Connect" for Face to Face and online classes.

4.1 Improvement

Incorporate new course materials and more digital content, like "My Biz Lab" and "Connect" for Face to Face and online classes.

4.1.1 Justification for Improvement

Although current methods are effective in meeting desired outcome criteria, constant changes in technology and student learning needs require the exploration of new methods and teaching materials/systems.

4.1.2 Description of Improvement

The Management Department has an ongoing effort to constantly maintain and upgrade course content to keep it in line with current productivity systems and applications. This entails evaluating new teaching tools such as digital content, collaborative instruction, and criterion-referenced instruction based on realistic work place scenarios.

Program Name: Manicure Nail Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Nail Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Service and Production Industry

1.4 D. External Certifications or Accreditations

NA

1.4.1 Program Certifications/Accreditations

NA

1.4.2 Licensing/Certification Requirements

NA

1.4.3 Monitoring Entity (if applicable)

NA

1.4.4 Identify Any Reporting Guidelines

NA

1.5 E. Number of distinct courses currently offered in program

4

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

NA

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

23

1.6.2 Number of program graduates during prior year

14

1.6.3 Notable Increases/Comparisons/Changes

enrollment increased 9.5% this year over last year, however, completers increased by 50% during the same period.

1.6.4 Why are there changes in enrollment, if applicable

enrollment increased from 21 to 23. increase is indicative of natural fluctuation.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

No changes noted in personnel or facility.

1.8 H. Advisory Board (Workforce)

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Minutes](#) [PDF 1,582 KB AUG 30, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

July 17, 2017

1.8.1.2 b. Recommendations from meeting

The Advisory Committee recommended that student be better informed on the necessity to ask for help and be willing to listen. They should be prepared for the cost of products. The student should understand that it will take at least 3 years to build a good reliable clientele. The student should be reminded to be courteous to customers and stylists. Students must understand their education does not end with graduation, they must continue to seek and gain knowledge.

1.8.1.3 c. Changes made as a result of recommendations

Faculty will take the recommendations and better incorporate them into their daily lessons in a way that is meaningful and beneficial to the student.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

2.17

3.1.2 Communication Skills

6.67

3.1.3 Critical Thinking Skills

3.33

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.25

3.1.8 Technology Skills

10

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics

2015: 66.7%

2016: 91.3%

Dual Credit offerings continue and interest has continued, especially with Mabank High School.

3.2.6 Summary of Implications/Conclusions

Completion rates increased dramatically due in part to a better group of students which included many high school students.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Properly Apply TDLR approved procedures to complete a manicure and pedicure

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

90% of students completing the Manicure program will be able to accurately perform a manicure and pedicure compliance with TDLR guidelines to attain entry-level employment in a target occupation.

Hands on demonstrations will be presented to students by Instructor in accordance with Texas Department of Licensing and Regulation. Students then will present their own demonstration to communicate skills obtained.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

90% of students achieved learning outcome by properly applying TDLR approved procedures in the performance and completion of a manicure and pedicure.

3.3.4.2 Distance Courses

no distance courses

3.3.5 Summary of Implications/Conclusions

Curricular revisions (i.e. textbook, resources, etc.). Will be introducing more media and power point presentations for instruction.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Understand laws, rules, proper sanitation, and universal precautions

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

70% of evaluated students will demonstrate academic skills and abilities with 80% mastery in communication and preparation for state board examination.

Students will use chapter review and workbook to complete as a group. Students will also use the Texas Department of Licensing and Regulation Laws and Rules book for Cosmetology as a study guide to prepare for final testing.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

75% of students achieved learning outcome understanding laws, rules, proper sanitation, and universal precautions. Textbook revisions and more computer programs will be implemented in the upcoming semesters.

3.4.4.2 Distance Courses

no distance courses

3.4.5 Summary of Implications/Conclusions

Curricular revisions (i.e. textbook, resources, etc.) Implementation of computer programs and textbook revisions will be introduced into classroom discussion.

4 IV. Recommendations

4.1 Improvement

This program would benefit from a larger facility.

4.1.1 Justification for Improvement

The area is crowded. The department has the potential to have greater enrollment if the facility was larger and more conducive to better fit the department's needs. Facility was not purpose built for this department. An existing building was adapted to create this program's facility.

4.1.2 Description of Improvement

Investigate constructing a new, larger multi-discipline Technical Center to provide space for Welding, Auto Technology, and future yet unidentified programs.

Program Name: Mechanical Engineering Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Mechanical Engineering Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations

NA

1.5.1 Program Certifications/Accreditations

NA

1.5.2 Licensing/Certification Requirements

NA

1.5.3 Monitoring Entity (if applicable)

NA

1.5.4 Identify Any Reporting Guidelines

NA

1.6 E. Number of distinct courses currently offered in program

7

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

NA

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

35

1.7.2 Number of program graduates during prior year

0

1.7.3 Notable Increases/Comparisons/Changes

Drop from 2 in the prior period due to the program beginning to focus on dual credit offerings.

1.7.4 Why are there changes in enrollment, if applicable

Introduction to the high schools as a dual credit program at the ISD facility.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

1

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

Only the Full-time faculty remains. The program will be moving to the Athens High School campus for next year.

1.9 H. Advisory Board (Workforce)

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Minutes](#) [PDF 1,001 KB AUG 30, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

August 17, 2017

1.9.1.2 b. Recommendations from meeting

Providing students more soft skills, and improved interviewing skills. Invite guest speakers to class as well arrange field trips to tour facilities. Offer more COOP/Internship opportunities.

1.9.1.3 c. Changes made as a result of recommendations

Look for ways to incorporate these recommendations into the present curriculum.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

7

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

7

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics

2014: 96.7%

2015: 93.5%

2016: 76.0%

This program is comprised mostly of Dual Credit students and is based on a high school campus.

3.2.6 Summary of Implications/Conclusions

Significant drop in completion rate in 2016 was due to an attempt to increase online options to alleviate a scheduling conflict. Several factors, included but not limited to technology issues and lack of supervision of high school students contributed to this decline. It is expected to increase in the coming year.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models/assemblies/drawings and exhibit proper dimensioning/design techniques. To use learned techniques to independently design, evaluate, and create functioning parts.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will complete the required exercises and tests and demonstrate 75% mastery in creating 3d models exhibiting proper design techniques.

Use guided tutorials and instructor led demonstrations to design and construct 3D computer aided drafting models. Models will be evaluated for proper dimensioning, completion, and accuracy.

Independent assignments to demonstrate innovative synthesis of design techniques, 3d model creation, and part proto typing.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

Students were assessed on their ability to create 3D models using CAD software. The Students were given blueprints and required to create the 3d model based on the criteria and dimensions listed on the blueprint. The 3D models were then assessed for completion and accuracy. 75% (3 out of 4) of the students passed evaluation criteria. 1 student failed to complete the course curriculum.

3.3.4.2 Distance Courses

no distance course

3.3.5 Summary of Implications/Conclusions

Curricular revisions (i.e. textbook, resources, etc.)

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Demonstrate proper use of the lathe, milling machine, drill press, power saw, and bench grinder applying good housekeeping. Proper safety and preventative maintenance. Perform bench work including part layout, drilling reaming, tapping, press fitting, location of hole centers and surfaces. Set up power saws for cutoff operation. Demonstrate tooling maintenance, hazardous material handling.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will complete the required machining projects and tests and demonstrate 80% mastery in creating fabricated parts

Instructor will guide students through basic machine operation and requirements.

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

Students will be required to fabricate parts through material selection and blueprint reading/project layout.

Demonstrate a working knowledge of each piece of machine equipment.

Complete independent instructor authorized projects to demonstrate innovation and project management skills

Fabricate prototype parts

Measure parts and compare to specifications for quality control

Determine fit form and function of finished parts

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

Students were required to fabricate a project using tool, machines, blueprints and resources. The student projects were then measured and assessed based on the blueprint and criteria for accuracy, safety, time management and proper use of material and equipment. After completion and assessment of student projects 100% of the students successfully demonstrated the ability to fabricate the project within the assessment criteria.

3.4.4.2 Distance Courses

no distance courses

3.4.5 Summary of Implications/Conclusions

Curricular revisions (i.e. textbook, resources, etc.)

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Write, simulate, edit, execute CNC programs: calculate feeds and speeds for various materials; select appropriate tooling

Demonstrate operations of CNC machine controls

Compare and contrast the differences between conventional and CNC machines

Utilize CNC machine applications for machining of complete units

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will complete the required machining projects and tests and demonstrate 80% mastery in creating fabricated parts

Students will learn basic CNC code formats and begin applying to create working programs.

This will consist of instructor led lectures as well as textbook assignments, examples, and hands on

independent assignments

Basic G code

Basic M code

Machine parts

Machine limitations

Tooling requirements

Basic math skill exercises

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

Students will be required to fabricate parts through material selection and blueprint reading/project layout.

Demonstrate a working knowledge of each piece of machine equipment.

Determine fit form and function of finished parts

Complete independent instructor authorized projects to demonstrate innovation and project management skills

Fabricate prototype parts

Measure parts and compare to specifications for quality control

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

After completion of required instructor led tutorials/demonstrations and student assignments requiring demonstration of the ability to manually write Computer Numerical Control (CNC) programs for machine tool by converting part geometry from blueprints as well as using Computer Aided Manufacturing (CAM) to produce machine tool codes, offsets, and commands into a functional tool-path to operate a CNC machine, 92% of students passed evaluation criteria.

3.5.4.2 Distance Courses

no distance courses

3.5.5 Summary of Implications/Conclusions

Curricular revisions (i.e. textbook, resources, etc.)

4 IV. Recommendations

4.1 Improvement

Online options where possible

4.1.1 Justification for Improvement

The nature of this program being on the high school campus mainly, limits growth among traditional college students. More online options may help to increase the numbers of these students.

4.1.2 Description of Improvement

Continue to provide online options but continue to refine the content and keep it up to date with the emerging industry.

Program Name: Medical Administrative Assistant
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

Medical administrative assistants compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

Accounting, Business, Office Technology Medical Office and Management Division

1.1 A. Name of program

Medical Administrative Assistant

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations

N/A

1.4.1 Program Certifications/Accreditations

N/A

1.4.2 Licensing/Certification Requirements

N/A

1.4.3 Monitoring Entity (if applicable)

N/A

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

6

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

N/A

1.6 F. Enrollment/Faculty Overview

This program is scheduled to be placed in an on line format only--the face to face program is struggling and the on line format will probably be the savior of this program.

1.6.1 Number of students enrolled in program

22

1.6.2 Number of program graduates during prior year

2

1.6.3 Notable Increases/Comparisons/Changes

Medical enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduation rates are up and with prior years enrollment down graduation rates will be down.

1.6.4 Why are there changes in enrollment, if applicable

Medical enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduation rates are up and with prior years enrollment down graduation rates will be down.

1.6.5 Number of full-time faculty members

0

1.6.6 Number of part-time faculty members

3

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

Program is being developed as an on line program.

1.8 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 75% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established. The Medical Office Program has begun its transition to an online only program.

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future.

[Advisory Committee Agenda 2017](#) [DOCX 228 KB JUL 5, 2017]

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUL 11, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 2017

1.8.1.2 b. Recommendations from meeting

Continue to pursue increases in student enrollment in all programs, add new courses for dual credit student including the Athens Pinnacle Early College High School and add a new Occupational Skills Award for Entrepreneurship.

1.8.1.3 c. Changes made as a result of recommendations

Business Math will be added for Athens Pinnacle for Spring and a new Occupational Skills Award added for Entrepreneurship. Medical Office Administrative Assistant, Medical Office Management and Medical Transcription will begin to transition to an online only format.

2 II. Mission Statement

Medical administrative assistants compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the State of Texas as a whole.

3 III. Program Effectiveness and Student Learning

Artifact scoring results may differ from LEAP scores as student works are randomly selected for artifact scoring unlike LEAPs which includes all students who complete the activity. Additionally, artifact scoring uses a general higher level rubric than the one used by LEAPs.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals and evaluation of the LEAPS for the TVCC program.

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviation which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.2.5 Data Analysis/Findings

Eighty-seven(87) percent of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.2.6 Summary of Implications/Conclusions

The Medical Insurance and Medical Coding classes will be offered on line in the Spring semester 2017 and should have sufficient numbers to make.

3.3 Student Learning Outcomes and Findings

The Medical Terminology class was the only class to have enough students in it to be evaluated with the TVCC LEAPS for the year 2016.

3.3.1 Student Learning Outcome

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.3.2 Assessment Instrument

Carl Perkins Data/Reports

3.3.3 Describe Criteria and process used to measure student learning outcome

A learning evaluation instrument was devised by the instructor using personal and publisher materials to measure student achievement of the following objectives.

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviation which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.3.4 Data Analysis/Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

3.3.4.1 Face to Face Courses

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective. These results pertain to face to face class since this is the only method of deliver that was deployed last year. Additional, methods of instruction are being developed for the 2017-18 year.

3.3.4.2 Distance Courses

No course were offered by the distance education delivery.

3.3.5 Summary of Implications/Conclusions

Measures will be taken to increase the enrollment of this program by means of the introduction of on line instructions of the classes beginning in the Spring of 2017.

4 IV. Recommendations

Increase enrollment

4.1 Improvement

Increase the number of students in the Medical Office Technology Program

4.1.1 Justification for Improvement

The Medical course offerings at the High Schools continue to grow rapidly, it is our hope that we can increase our enrollment in the Medical Office Program by attracting more of the high school dual credit program students to this program.

4.1.2 Description of Improvement

Hopefully more individuals with the dual credit high school program will continue to enroll in the program giving it additional students.

Program Name: Medical Nursing Assistant
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Medical Nursing Assistant

Medical/Nursing Assistant/Aide and Patient Care Assistant
 level 1 college certificate
 CIP code 51.3902

1.1 A. Name of program

Medical/Nursing Assistant

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Health Sciences

1.4 D. External Certifications or Accreditations Certifications

End of Program Capstone Certification: Certified Clinical Medical Assistant, National Healthcareers Assoc.

Other certifications within the program:

1. Student can choose to test for Texas Nurse Aide Certification, Texas Department of Health and Human Services.
2. Student can choose to test for National Phlebotomy Certification, National Healthcareers Association
3. CPR, American Heart Association (required of all students)

1.4.1 Program Certifications/Accreditations Program Certifications

TVCC Awards:

1. Level 1 certificate - Medical/Nursing Assistant Certificate
2. Nurse Aide for Health Care - Occupational Skills Award
3. Phlebotomy - Occupational Skills Award
4. Nursing Assistant - Occupational Skills Award

1.4.2 Licensing/Certification Requirements Certification Requirements

1. CCMA - Certified Clinical Medical Assistant
 -Complete all TVCC MNA courses
 -Complete TSI math at 340 and reading at 346 or complete Dev. 0309
2. CNA - Meet all of the training requirement and pass the certification exam of Texas Health and Human Services
3. CPR - Meet all of the training requirements and pass the certification exam of American Heart Association.
4. Phlebotomy - Meet all of the training requirements and pass the certification exam of the National Healthcareers Association for Phlebotomy.

1.4.3 Monitoring Entity (if applicable) Monitoring Entities

1. SACSCOC
2. THECB

1.4.4 Identify Any Reporting Guidelines Reporting Guidelines

1. Must meet SACSCOC reporting guidelines
2. Must meet all of the THECB reporting guidelines
3. (For CNA certification-only. This is a student choice)- Report training hours, clinical hours and skills to Texa

Department of Human Services.

4. All certification testing results are reported to THECB, and to Federal Carl Perkins Grant oversight.

1.5 E. Number of distinct courses currently offered in program

13

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

Not Applicable

1.6 F. Enrollment/Faculty Overview enrollment/faculty overview

* Unduplicated enrollment in Medical/Nursing Assistant Level 1 certificate courses for 2016-2017 was 158.

* Included dual credit students

* included adult, face to face students

* included seekers of skill certifications, but not MNA Level 1 cert.

* Texas CNA (Certified Nurse Aide) certification

* National Healthcareers phlebotomy certification

* Medical/Nursing Assistant program had 2 full time faculty and 8 part time instructors

1.6.1 Number of students enrolled in program

158

1.6.2 Number of program graduates during prior year

6

1.6.3 Notable Increases/Comparisons/Changes

Increase in enrollment numbers was due to certification training at the high schools training transitioning from non-credit to credit (dual credit).

Completer information:

MNA had 158 unduplicated students enrolled; however, some declared majors were seeking certifications that did not require graduation from the program. Below is the completer data:

1. 6 students graduated with the level 1 Medical/Nursing Assistant certificate
2. 78 students completed Texas CNA certifications through Texas Department of Aging and Disability Services/Texas Department of Health and Human Services.
3. 15 students completed national phlebotomy certification through National Healthcareers Association
4. 6 students completed national Certified Clinical Medical Assistant certification through National Healthcareers Association.

66 total students completed at least one goal within the Medical/Nursing Assistant program = 41% (Completer - at various levels)

1.6.4 Why are there changes in enrollment, if applicable

Increase in total numbers of students due to transitioning ISD training from non-credit to credit.

Decrease in on-campus face to face training because of change from external sources -- change in Texas and US economy and employment opportunities.

1.6.5 Number of full-time faculty members

2

1.6.6 Number of part-time faculty members

7

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

Curriculum remained the same.

Course requirements remained the same.

ISD training transitioned from non-credit to credit.

1.8 H. Advisory Board (Workforce)

Name of the program advisory committee:

Medical/Nursing Assistant Program Advisory Committee

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

Minutes Attached.

[Medical Advisory Com Meeting Minutes \(Apr. 2017\). \(1\) \(3\)](#) [DOCX 16 KB SEP 8, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

04/13/2017

1.8.1.2 b. Recommendations from meeting

1. CWE secure clinical agreements with assisted living facilities to use as clinical sites.
2. Provide labor statistics on marketing materials (particularly for ISDs)
3. POFM 1317 - Medical Administrative Support course continue as an on line or face to face course. Do not discontinue as part of the MNA program. Electronic medical records as a needed emphasis for MNA students
4. Offer NURA 1301- Body Systems as a 4 credit course (NURA 1401) because that Body Systems course offered as NURA 1401 in the TVCC Health Science Division under Dr. Reid. Course numbers should match within the TVCC system.
5. National Healthcareers certification of Certified Clinical Medical Assistant be a requirement of the completion of the MNA program. TVCC will provide the certification exam near the end of the course and it will be used for the course final exam. The cost of the national certification exam is included within the fees for the course.
6. MNA program will begin to accept grades of "C" as acceptable for program completion instead of the current limitation of grades "A" and "B" only. This is to be consistent with other TVCC Health training courses.
7. Recommended that TVCC remain a state of Texas CNA certification site.
8. Approved the revitalization of non-credit CNA and phlebotomy Fast Track trainings to meet employment needs. Non-credit students in Fast Track courses will not be required to meet 10th grade academic functioning levels.
9. Dementia training will be added as a new emphasis for entry level MNA students

1.8.1.3 c. Changes made as a result of recommendations

1. TVCC has agreements with 3 assisted living facilities
2. New marketing material will contain labor statistics (not yet printed)
3. POFM 1317 - Medical Administrative Support course - continued as a program requirement.
4. Body Systems course is currently offered as NURA 1401 rather than NURA 1301
5. CCMA certification is now included as part of the MDCA 1260 course requirements.
6. An error in the 2017-2018 catalog did not include the change of accepting the grade of "C" as acceptable for completion of the MNA program. It will be corrected in the 2018-2019 catalog.
7. TVCC signed a continuation contract to be a regional CNA testing location.
8. Both CNA and phlebotomy training (with no 10th grade academic functioning requirement) were revitalized

during the 2016-2017 year.

9. Dementia training was added to the NURA 1401 - Nurse Aide for Health Care course.

2 II. Mission Statement

Departmental Mission Statement -

...to provide quality workforce skills training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service delivery area.

2.1 A. Mission Departmental Mission/ CWE

...to provide quality workforce skills training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service delivery area.

2.2 B. Goals (should correspond to instructional AOs)

3 III. Program Effectiveness and Student Learning

MNA program courses were evaluated and artifacts to support student learning were collected and evaluated.

3.1 Artifact Scoring Results

LEAPS information entered

3.1.1 Career Entry Skills

9

3.1.2 Communication Skills

7.22

3.1.3 Critical Thinking Skills

8.5

3.1.4 Empirical and Quantitative Skills

0

3.1.5 Personal Responsibility Skills

3.75

3.1.6 Social Responsibility Skills

3.99

3.1.7 Teamwork Skills

0

3.1.8 Technology Skills

0

3.2 Program Effectiveness Outcome and Findings

Artifacts that were gathered were pre and post tests from randomly selected sections.

Findings--

Average score on pre-test = 72%

Average score on post test = 97%

3.2.1 Program Goal

Average student progress in course to be at least a 20% gain based on the artifacts collected.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

1. TVCC Level 1 Medical/Nursing Assistant Graduation = 6
2. National Healthcareers Certified Clinical Medical Assistant certification exam = 6 (100% pass rate of all students who elected to take the certification test.)
3. State of Texas Department of Aging and Disability Services nurse aide certification (CNA) pass rate = 95% (percentage is calculated on the test takers compared to test passers who became certified.
4. National Healthcareers Certified Phlebotomy pass rate = 100% (all students attempting the test passed and were certified.

3.2.5 Data Analysis/Findings

Students exceeded the goal of 20% increase. The average student increase was 25%

3.2.6 Summary of Implications/Conclusions

Continue with current training and assessment method.

3.3 Program Effectiveness Outcome and Findings

Medical/Nursing Assistant students in NURA 1401, NURA 1160 and MDCA 1317 are making expected progress to become successfully MNA graduates.

3.3.1 Program Goal

Goal - Medical/Nursing Assistant program will

1. Graduated 10 students per year with the level 1 Medical/Nursing Assistant certificate
2. Have 75 students completed and pass the Texas CNA certifications through Texas Department of Aging and Disability Services/Texas Department of Health and Human Services.
3. Have 15 students complete and pass the national phlebotomy certification through National Healthcareers Association
4. Have 10 students complete complete and pass national Certified Clinical Medical Assistant certification through National Healthcareers Association.

3.3.2 Institutional Target

Credential, Certificate, or Diploma Rates

3.3.3 Assessment Instrument

LEAPs Results

3.3.4 Describe Criteria and process used to measure program effectiveness outcome

Criteria---

A positive completer by category is:

MNA graduates

CNA certification completers (data for Texas Health and Human Services)

Phlebotomy certification (data from National Healthcareers Association)

Certified Clinical Medical Assistant Certification (data from National Healthcareers Association).

3.3.5 Data Analysis/Findings

TVCC MNA program exceeded it's goals

3.3.6 Summary of Implications/Conclusions

Summary -

The current instructional methods are successful. Only make changes when needed.

3.4 Student Learning Outcomes and Findings

Student learning success is related to their literacy level - TSI scores. Underachieving students had lower TSI scores.

3.4.1 Student Learning Outcome

Students with ability to read, write and do math at a minimal 10th grade level are successful and learning the curriculum and skills when the appropriate amount of learning time is applied.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Students in selected course sections were given pre and post tests. There were collected as artifacts and evaluated.

3.4.4 Data Analysis/Findings

The percentage pass rate of pre and post tests were compared.

3.4.4.1 Face to Face Courses

All courses in the program assessment research were fact to face

3.4.4.2 Distance Courses

None

One was a hybrid C course

3.4.5 Summary of Implications/Conclusions

Face to face and hybrid C instruction were successful

4 IV. Recommendations

Continue for the coming year

4.1 Improvement

Pre and Post test will be used to gage improvement

4.1.1 Justification for Improvement

Justification is that the samples show that learning is occurring.

4.1.2 Description or Improvement

Student gained and retain instructional information from the start of the course to the end of the course.

Program Name: Medical Office Management
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

Medical administrative assistants compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

Accounting, Business, Office Technology Medical Office and Management Division

1.1 A. Name of program

Medical Office Management

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations

N/A

1.4.1 Program Certifications/Accreditations

N/A

1.4.2 Licensing/Certification Requirements

N/A

1.4.3 Monitoring Entity (if applicable)

N/A

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

6

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

N/A

1.6 F. Enrollment/Faculty Overview

This program is scheduled to be placed in an on line format only--the face to face program is struggling and the on line format will probably be the savior of this program.

1.6.1 Number of students enrolled in program

13

1.6.2 Number of program graduates during prior year

2

1.6.3 Notable Increases/Comparisons/Changes

Two students graduated in 2016. The program is struggling and will be placed in an online only format.

1.6.4 Why are there changes in enrollment, if applicable

Medical enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduation rates are up and with prior years enrollment down graduation rates will be down.

1.6.5 Number of full-time faculty members

0

1.6.6 Number of part-time faculty members

3

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

Program is transitioning into an online only program.

1.8 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 75% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established. The Medical Office Program has begun its transition to an online only program.

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUL 11, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 2017

1.8.1.2 b. Recommendations from meeting

Continue to pursue increases in student enrollment in all programs, add new courses for dual credit student including the Athens pinnacle and add a new Occupational Skills Award for Entrepreneurship.

1.8.1.3 c. Changes made as a result of recommendations

Business Math will be added for Athens Pinnacle for Spring and a new Occupational Skills Award added for Entrepreneurship. Medical Office Administrative Assistant, Medical Office Management and Medical Transcription will begin to transition to an online only format.

2 II. Mission Statement

Medical administrative assistants compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the State of Texas as a whole.

3 III. Program Effectiveness and Student Learning

Artifact scoring results may differ from LEAP scores as student works are randomly selected for artifact scoring unlike LEAPs which includes all students who complete the activity. Additionally, artifact scoring uses a general higher level rubric than the one used by LEAPs.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals and evaluation of the LEAPS for the TVCC program.

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviations which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.2.5 Data Analysis/Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.2.6 Summary of Implications/Conclusions

The Medical Coding and Medical Insurance classes did not have enough students to make the classes. The Medical Terminology class was the class that had enough students to be evaluated for LEAPS for this semester.

The Medical Insurance and Medical Coding classes will be offered on line in the Spring semester 2017 and should have sufficient numbers to make.

3.3 Student Learning Outcomes and Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.3.1 Student Learning Outcome

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.3.2 Assessment Instrument

Carl Perkins Data/Reports

3.3.3 Describe Criteria and process used to measure student learning outcome

A learning evaluation instrument was devised by the instructor using personal and publisher materials to measure student achievement of the following objectives:

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviations which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.3.4 Data Analysis/Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective. These results pertain to the face to face class since this is the only method of deliver that was deployed last year. Additional, methods of instruction are being developed for the 2017-18 year.

The Medical Coding and Medical Insurance classes did not make.

3.3.4.1 Face to Face Courses

Only face to face classes were offered in the Medical Office Technology Program. Only one class made an had an 87% success rate for the students in the objectives that were measured.

3.3.4.2 Distance Courses

No distance classes were offered in the Medical Office Technology program but the program is transitioning an online only program.

3.3.5 Summary of Implications/Conclusions

Measures will be taken to increase the enrollment of this program by means of the introduction of on line instructions of the classes beginning in the Spring of 2017.

4 IV. Recommendations

Increase enrollment in the Medical Office Technology classes.

4.1 Improvement

Increase the number of students in the Medical Office Technology Program

4.1.1 Justification for Improvement

The Medical course offerings at the High Schools continue to grow rapidly, it is our hope that we can increase our enrollment in the Medical Office Program by attracting more of the high school dual credit program students to this program.

4.1.2 Description of Improvement

Hopefully more individuals with the dual credit high school program will continue to enroll in the program giving it additional students.

Program Name: Medical Transcription
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

Medical administrative assistants, Medical office managers, and Medical Office transcriptionist compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

Accounting, Business, Office Technology Medical Office and Management Division

1.1 A. Name of program

Medical Transcription

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations

N/A

1.4.1 Program Certifications/Accreditations

N/A

1.4.2 Licensing/Certification Requirements

N/A

1.4.3 Monitoring Entity (if applicable)

N/A

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

5

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

N/A

1.6 F. Enrollment/Faculty Overview

This program is scheduled to be placed in an on line format only--the face to face program is struggling and the on line format will probably be the savior of this program

1.6.1 Number of students enrolled in program

9

1.6.2 Number of program graduates during prior year

0

1.6.3 Notable Increases/Comparisons/Changes

Medical transcription enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduation rates are up and with prior years enrollment down graduation rates will be down.

1.6.4 Why are there changes in enrollment, if applicable

Medical enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduation rates are up and with prior years enrollment down graduation rates will be down. With improvements in the economy more person are able to find employment and less feel the need to return to school to learn new skills.

1.6.5 Number of full-time faculty members

0

1.6.6 Number of part-time faculty members

1

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

Program is being developed as an on line program.

1.8 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 75% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established. The Medical Office Program has begun its transition to an online only program.

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUL 11, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 2017

1.8.1.2 b. Recommendations from meeting

Continue to pursue increases in student enrollment in all programs, add new courses for dual credit student including the Athens pinnacle and add a new Occupational Skills Award for Entrepreneurship.

1.8.1.3 c. Changes made as a result of recommendations

Business Math will be added for Athens Pinnacle for Spring and a new Occupational Skills Award added for

Entrepreneurship. Medical Office Administrative Assistant, Medical Office Management and Medical Transcription will begin to transition to an online only format.

2 II. Mission Statement

Medical administrative assistants compile, process, and maintain medical records of hospitals and clinics in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. This program teaches the student how to process, maintain, compile and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the State of Texas as a whole.

3 III. Program Effectiveness and Student Learning

Artifact scoring results may differ from LEAP scores as student works are randomly selected for artifact scoring unlike LEAPs which includes all students who complete the activity. Additionally, artifact scoring uses a general higher level rubric than the one used by LEAPs.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase course completion rates in all workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.1 Program Goal

Increase course completion rates in all workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals Collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility, and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals and evaluation of the LEAPS for the TVCC program.

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviations which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.2.5 Data Analysis/Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.2.6 Summary of Implications/Conclusions

The Medical Coding and Medical Insurance classes did not have enough students to make the classes. The Medical Terminology class was the class that had enough students to be evaluated for LEAPS for this semester.

The Medical Insurance and Medical Coding classes will be offered on line in the Spring semester 2017 and should have sufficient numbers to make.

3.3 Student Learning Outcomes and Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

The Medical Terminology class was the only class to have enough students in it to be evaluated with the TVCC LEAPS for the year 2016.

3.3.1 Student Learning Outcome

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

The Medical Coding and Medical Insurance classes did not have enough students to make the classes.

3.3.2 Assessment Instrument

Carl Perkins Data/Reports

3.3.3 Describe Criteria and process used to measure student learning outcome

A learning evaluation instrument was devised by the instructor using personal and publisher materials to measure student achievement of the following objectives:

MDCA 1313 Medical Terminology--The student will be able to define, identify, analyze, terms and abbreviation which apply to the structural organization of the body

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

3.3.4 Data Analysis/Findings

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective. These results pertain to the face to face class since this is the only method of deliver that was deployed last year. Additional, methods of instruction are being developed for the 2017-18 year.

The Medical Coding and Medical Insurance classes did not make.

3.3.4.1 Face to Face Courses

Only face to face classes were offered in the Medical Office Technology Program. Only one class made an had an 87% success rate for the students in the objectives that were measured

3.3.4.2 Distance Courses

No distance classes were offered in the Medical Office Technology program but the program is transitionin an online only program.

3.3.5 Summary of Implications/Conclusions

Measures will be taken to increase the enrollment of this program by means of the introduction of on line instructions of the classes beginning in the Spring of 2017.

4 IV. Recommendations

Increase enrollment in the Medical Office Technology classes.

4.1 Improvement

Increase the number of students in the Medical Office Technology Program

4.1.1 Justification for Improvement

The Medical course offerings at the High Schools continue to grow rapidly, it is our hope that we can increase our enrollment in the Medical Office Program by attracting more of the high school dual credit program studen to this program.

4.1.2 Description or Improvement

Hopefully more individuals with the dual credit high school program will continue to enroll in the program giving it additional students.

Program Name: Office Technology
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Office Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations

Occupational Skills Award - Administration Technology Applications

1.5.1 Program Certifications/Accreditations

NA

1.5.2 Licensing/Certification Requirements

NA

1.5.3 Monitoring Entity (if applicable)

NA

1.5.4 Identify Any Reporting Guidelines

NA

1.6 E. Number of distinct courses currently offered in program

5

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

NA

1.7 F. Enrollment/Faculty Overview

There are 114 students enrolled in the courses with 21 majors

1.7.1 Number of students enrolled in program

21

1.7.2 Number of program graduates during prior year

2

1.7.3 Notable Increases/Comparisons/Changes

Prior year awards 3 and the number of awards this year is 2.

1.7.4 Why are there changes in enrollment, if applicable

Office Technology enrollment like all programs goes up and down according to the cycles of the economy. With larger enrollment in prior years graduations rates are up and with prior years enrollment down graduation rate will be down.

1.7.5 Number of full-time faculty members

3

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

2

1.8 G. Describe what changed from last year

NA

1.9 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 75% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established.

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[Copy of Copy of ADVISORY COMMITTEE MEETING MIN May 2017 rev](#) [XLSX 45 KB JUL 25, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

May 12, 2017

1.9.1.2 b. Recommendations from meeting

Add Occupational Skills Award for Small Business Entrepreneurship

1.9.1.3 c. Changes made as a result of recommendations

The Coordinating Board has been advised that we would like to add Occupational Skills Award for Small Business Entrepreneurship

2 II. Mission Statement

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry, and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

8.33

3.1.2 Communication Skills

7.75

3.1.3 Critical Thinking Skills

5.36

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

10

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses. Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets - collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals - collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program.

GOALS:

POFI 2301 ---Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instrument will measure the students abili to assess the communication purpose and prepare necessary materials to achieve the goal efficiently and effectively using Microsoft Word.

POFT 1301---Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. Students will recognize and create professional business messages that demonstrate accurate formats and ideas expressed in clear, concise, and correct English.

POFT 2312 Business Communication---Students will be given evaluation instruments throughout the semeste by the instructor to measure the level of understanding the student has attained. Students will create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

3.2.5 Data Analysis/Findings

POFI 2301 -- Students had to create and format a table in a business letter.

In the Fall 2016 POFI 2301 lecture class 14 students completed the business letter with an embedded table assignment. 12 students completed the assignment with a score of 70% or higher. One student did not meet the 70% requirement, and one student did not submit the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the Spring 2017 lecture class 9 students completed the the business letter with an embedded table assignment with a score of 80% or better. Therefore, 100% of the students completed the assignment with at least 70% mastery. The class objective was met because 100% of the students met the learning outcome.

POFT 1301 - Students had to recognize and create professional business messages that demonstrate accurate formats and ideas expressed in clear, concise, and correct English.

In the POFT 1301 Fall 2016 lecture class 19 out of 22 students completed the business memo editing and rewriting assignment. 17 students completed the assignment with a score of 70% or higher. Two students did not meet the 70% requirement and 3 students did not complete the assignment. The class objective was not met because 77% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2017 lecture class 12 out of 13 students completed the the business memo editing and rewriting assignment. 12 students completed the assignment with a score of 80% or higher, and 1 student did not submit the assignment. Therefore, 92% of the students completed the assignment with at least 70% mastery and the objective was met.

POFT 2312----Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

Students created a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship. Students were graded on spelling and grammar, topic development, and presentation style.

In the POFT 2312 Spring 2017 lecture class 10 out of 14 students completed the presentation assignment. 10 students students completed the assignment with a score of 80% or higher, and 4 students did not attempt the assignment. Therefore, the class objective was met because 71% of the students completed the assignment with a score of 80% or higher.

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program

This program met the state standards for program completers.

This program was slightly below the state standards for placement.

Continue to promote dual credit opportunities to area schools

Efforts will be made to promote transfer opportunities.

3.3 Program Effectiveness Outcome and Findings

POFT 2312----Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

Students created a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship. Students were graded on spelling and grammar, topic development, and presentation style.

In the POFT 2312 Spring 2017 lecture class 10 out of 14 students completed the presentation assignment. 10 students students completed the assignment with a score of 80% or higher, and 4 students did not attempt the assignment. Therefore, the class objective was met because 71% of the students completed the assignment with a score of 80% or higher.

3.3.1 Program Goal

Increase dual credit contact hours in CTE-workforce education courses.

3.3.2 Institutional Target

Strategic Plan: Workforce Success

3.3.3 Assessment Instrument

LEAPs Results

3.3.4 Describe Criteria and process used to measure program effectiveness outcome

Students will complete the above assessments in a controlled environment and submit to the instructor.

Statements will be completed according to the correct form and in accordance with the office standards. .

3.3.5 Data Analysis/Findings

POFT 2312----Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

Students created a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship. Students were graded on spelling and grammar, topic development, and presentation style.

In the POFT 2312 Spring 2017 lecture class 10 out of 14 students completed the presentation assignment. 10 students completed the assignment with a score of 80% or higher, and 4 students did not attempt the assignment. Therefore, the class objective was met because 71% of the students completed the assignment with a score of 80% or higher.

3.3.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them for the future.

Encourage student participation to reduce withdrawals and promote retention and completion of the program.

This program met the state standards for program completers.
Continue to promote dual credit opportunities to area schools.

3.4 Program Effectiveness Outcome and Findings

3.4.1 Program Goal

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

3.4.2 Institutional Target

Strategic Plan: Workforce Success

3.4.3 Assessment Instrument

Carl Perkins Data/Reports

3.4.4 Describe Criteria and process used to measure program effectiveness outcome

3.4.5 Data Analysis/Findings

3.4.6 Summary of Implications/Conclusions

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

3.5.2 Assessment Instrument

Carl Perkins Data/Reports

3.5.3 Describe Criteria and process used to measure student learning outcome

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

3.5.4.2 Distance Courses

3.5.5 Summary of Implications/Conclusions

4 IV. Recommendations

Conduct classroom trials of new materials that are introduced in the classroom for face to face students as well as on line students

4.1 Improvement

increase the number of students in the Office Technology Program.

4.1.1 Justification for Improvement

Hopefully more individuals with the WIOA government program will continue to enroll in the program giving it additional students. Additionally, have additional participation of high school students in the Office Technology Program.

4.1.2 Description or Improvement

Students could start in the Occupational Skills Award and then move to the AAS or Certificate program for Office Tech. Certification in the Microsoft Office test, then continue into the Certificate program and possibly the BAAS Bachelors program.

Program Name: Ranch Management
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Ranch Management

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 C. Pathway

Business and Technology

1.6 D. External Certifications or Accreditations

NA

1.6.1 Program Certifications/Accreditations

NA

1.6.2 Licensing/Certification Requirements

NA

1.6.3 Monitoring Entity (if applicable)

NA

1.6.4 Identify Any Reporting Guidelines

NA

1.7 E. Number of distinct courses currently offered in program

8

1.7.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.7.2 If change from last year, describe the change

NA

1.8 F. Enrollment/Faculty Overview

1.8.1 Number of students enrolled in program

40

1.8.2 Number of program graduates during prior year

10

1.8.3 Notable Increases/Comparisons/Changes

The number of completers seems to have remained constant for the past 3 years.

1.8.4 Why are there changes in enrollment, if applicable

NA

1.8.5 Number of full-time faculty members

2

1.8.6 Number of part-time faculty members

0

1.8.7 Number of program coordinators

1

1.9 G. Describe what changed from last year

No changes noted

1.10 H. Advisory Board (Workforce)

1.10.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[AdvCommMinutes2016-2017](#) [PDF 124 KB AUG 30, 2017]

1.10.1.1 a. Date of Meeting (mm/dd/yyyy)

May 30, 2017

1.10.1.2 b. Recommendations from meeting

suggested emphasizing ultrasound technology when teaching breeding of cattle. He encouraged the hiring students for part-time employees.

1.10.1.3 c. Changes made as a result of recommendations

Look in to the feasibility of implementing the recommendations from a cost stand point.

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service

area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

8.22

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

8.13

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

2014: 92.0%
2015: 95.1%
2016: 93.8%

3.2.6 Summary of Implications/Conclusions

Course completion has been steady and high for the past 3 years.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will be able to select a sound, fertile bull using visual and EPD data.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will be able to select a breeding bull and demonstrate 75% mastery in analyzing criteria for bull selection.

In a classroom setting, students will evaluate criteria for a sound, fertile bull. Evaluate live bulls to determine the best breed prospects for varying cattle herds.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

After students evaluated live bulls and gave results to the instructor, their methods were discussed and if needed redirected for improvement. Following live evaluations and class discussion students were assessed using an open ended written question / answer type quiz, which was mastered at 90%.

3.3.4.2 Distance Courses

no distance courses

3.3.5 Summary of Implications/Conclusions

After classroom introduction / discussion, viewing pictures, discussing breed characteristics, the students will discuss and critique each other upon evaluating live bulls.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will be able to palpate a cow to determine if bred or open.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will be able to palpate a cow to determine if bred or open and demonstrate 75% mastery out of 10 head of cattle.

At the end of the course, the student will be evaluated to determine ability to determine pregnancy or absence of pregnancy in cattle.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

After attending lectures and labs practicing palpating demonstration model and live cattle, students demonstrated confidence in their ability and method of palpation. Assessment given was students were asked to palpate 10 head of cattle to determine if they were open or bred, which 90% mastered.

3.4.4.2 Distance Courses

no distance courses

3.4.5 Summary of Implications/Conclusions

In the future, while in the classroom we will break into teams and practice on the model. Each team will present their findings and methods to the instructor and peers.

4 IV. Recommendations

4.1 Improvement

Increase dual credit enrollment

4.1.1 Justification for Improvement

Increasing dual credit enrollment may help to funnel more students into the program upon leaving high school

4.1.2 Description of Improvement

Offer more dual credit courses at the local high school either with our instructors or with imbedded instructors at the high schools. This in turn has the potential of increasing the number of students completing the program on campus after high school.

Program Name: Small Business Management
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed Small Business Management Certificate

This certificate program is designed to help students be equipped to operate and manage a small business or become an entrepreneur.

1.1 A. Name of program

Small Business Management

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations Southern Association Accreditation and THECB

1.4.1 Program Certifications/Accreditations Occupational Skills Award in Entrepreneurship

1.4.2 Licensing/Certification Requirements N/A

1.4.3 Monitoring Entity (if applicable)

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

11

1.5.1 Does this represent an increase, decrease, or no change from last year?

Increase

1.5.2 If change from last year, describe the change

An elective was removed and Business Correspondence and Communication was added as a required course

1.6 F. Enrollment/Faculty Overview

This Small Business Management Certificate is very popular with our current student enrollment and all the courses are offered online on a rotating basis.

1.6.1 Number of students enrolled in program

44

1.6.2 Number of program graduates during prior year

9

1.6.3 Notable Increases/Comparisons/Changes Decrease

1.6.4 Why are there changes in enrollment, if applicable Economic cycles

The enrollment fluctuates according to the cycles of the economy. When the economy is strong more students are working to support their families and put their education on hold.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year No change**1.8 H. Advisory Board (Workforce)****1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)**

[ADVISORY COMMITTEE MEETING MIN May 2017](#) [XLSX 46 KB AUG 22, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) 05/12/2017**1.8.1.2 b. Recommendations from meeting** Board approved Occupational Skills Award

The Management Board approved the addition of an Entrepreneurship Occupational Skills Award, which consist of four classes that currently exist in the current Business and Management curriculum.

1.8.1.3 c. Changes made as a result of recommendations Promotional Posters created for the OSA**2 II. Mission Statement****2.1 A. Mission**

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole.

3 III. Program Effectiveness and Student Learning**3.1 Artifact Scoring Results****3.1.1 Career Entry Skills**

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

Increase the number of TVCC general education students who transfer to a 4 year institution.

3.2.1 Program Goal

Increase course completion rates in the Small Business Management Certificate.

Maintain state averages of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the students ability to read and interpret the Management principles and make decisions on their experience in the classroom and on the job. Upon completion of certain evaluation instruments that measure the core criteria of the program, the instruments will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals.

3.2.5 Data Analysis/Findings

Course completion statistics: 2015: 88%

2016: 92%

Business Administration, Management and Operations had 98 degrees awarded between 2011-2016 (State standard is 25 graduates in a 5-year period).

Presented dual credit offerings to students via career days to all service area schools in accordance with HB-5

BAAS agreements have been signed with the University of Texas-Tyler, Texas A& M University-Commerce, LeTourneau University.

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program.

This program met the state standards for program completers.

This program had a placement rate of 92.31%.

Continue to promote dual credit opportunities to area schools

Educate students about transfer opportunities to further their degrees.

3.3 Student Learning Outcomes and Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

3.3.1 Student Learning Outcome

Goal 1 BMGT 1327 - Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis.

Goal 2 HRPO 2301 - Develop a training program for the job of airline reservation clerk for a major airline.

Goal 3 BUSG 2309 - Students will prepare a business plan which can be applied to an existing, expanded or a new venture. A new venture will need to determine the location plan, the marketing plan, the organizational plan, the financial plan and the exit or the harvest plan.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor using written communication skills and delivering an oral presentation. Attention will be given to proper grammar,

following instructions correctly and approaching the assessment from the viewpoint of a supervisor or managerial role in an organization or as an entrepreneur.

3.3.4 Data Analysis/Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

3.3.4.1 Face to Face Courses

The Small Business Management class is offered online only in the Spring semester of each academic year.

3.3.4.2 Distance Courses

Goal 1 BMGT 1327 In the online Principles of Management class, the students interviewed a manager with years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective. In the Fall 2016, 91% mastered the learning outcome and in the Spring 2017 semester, 88% mastered the learning outcome.

Goal 2 HRPO 2301 In the online section of the HRPO 2301 course, 20 students out of 24 completed the training plan, meaning 83% met the learning outcome. A grading rubric was used to assess the training plan to make sure specific criteria were met on this project.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

3.3.5 Summary of Implications/Conclusions

Methods and processes are effective, although changes will be required as technology changes. The department will continue to explore new methods including digital content that enhances the student learning and success in the workplace.

4 IV. Recommendations

4.1 Improvement

Incorporate new course materials and more digital content, like "My Biz Lab" and "Connect" for Face to Face and online classes.

4.1.1 Justification for Improvement

Although current methods are effective in meeting desired outcome criteria, constant changes in technology

and student learning needs require the exploration of new methods and teaching materials/systems.

4.1.2 Description or Improvement

The Management Department has an ongoing effort to constantly maintain and upgrade course content to keep it in line with current productivity systems and applications. This entails evaluating new teaching tools such as digital content, collaborative instruction, and criterion-referenced instruction based on realistic work place scenarios.

Program Name: Small Business Management (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

Small Business Management Degree

1.1 A. Name of program

Small Business Management

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations N/A

1.4.1 Program Certifications/Accreditations

N/A

1.4.2 Licensing/Certification Requirements

N/A

1.4.3 Monitoring Entity (if applicable)

COORDINATING BOARD

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

11

1.5.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.5.2 If change from last year, describe the change

N/A

1.6 F. Enrollment/Faculty Overview

The Small Business Program is a very popular program and all of the courses are offered on a rotating basis.

1.6.1 Number of students enrolled in program

249

1.6.2 Number of program graduates during prior year

23

1.6.3 Notable Increases/Comparisons/Changes

Significant increase

1.6.4 Why are there changes in enrollment, if applicable

This certificate and AAS degree require several semesters before completion. The number of students in the pipeline has been growing and the count of graduates reflects this pipeline growth.

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by TDC. The primary reason for decrease in enrollment is due to TDCJ not transferring in the students.

1.6.5 Number of full-time faculty members

2

1.6.6 Number of part-time faculty members

2

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

No change

1.8 H. Advisory Board (Workforce)

N/A

1.8.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[ADVISORY%20COMMITTEE%20MEETING%20MIN%20May%202017\(1\)](#) [XLSX 47 KB SEP 10, 2017]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) 5/12/2017**1.8.1.2 b. Recommendations from meeting**

The Management Board approved the addition of an Entrepreneurship Occupational Skills Award, which consist of four classes that currently exist in the current Business and Management curriculum

1.8.1.3 c. Changes made as a result of recommendations

The Management Board approved the addition of an Entrepreneurship Occupational Skills Award, which consist of four classes that currently exist in the current Business and Management curriculum

1.8.2 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[ADVISORY%20COMMITTEE%20MEETING%20MIN%20May%202017\(1\)](#) [XLSX 47 KB SEP 10, 2017]

1.8.2.1 a. Date of Meeting (mm/dd/yyyy)

5/12/2017

1.8.2.2 b. Recommendations from meeting

The Management Board approved the addition of an Entrepreneurship Occupational Skills Award, which consist of four classes that currently exist in the current Business and Management curriculum

1.8.2.3 c. Changes made as a result of recommendations

Promotions made by counselors to students for OSA

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area and the state of Texas as a whole

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program Increase the number of TVCC general education students who transfer to a 4 year institution

3.2.1 Program Goal

Increase course completion rates in the Small Business Management Certificate.

Maintain state averages of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the student's ability to read and interpret the Management principles and make decisions on their experience in the classroom and on the job. Upon completion of certain evaluation instruments that measure the core criteria of the program, the instruments will be scored to measure the skills of the student.

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

Gen Ed Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, personal responsibility and social responsibility provided by the general education core curriculum program and evaluated the Career Tech Ed goals

3.2.5 Data Analysis/Findings

Course completion statistics: 2015: 88%
2016: 92%

Business Administration, Management and Operations had 98 degrees awarded between 2011-2016 (State standard is 25 graduates in a 5-year period).

BAAS agreements have been signed with the University of Texas-Tyler, Texas A& M University-Commerce, LeTourneau University

3.2.6 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be encouraged to use the Cardinal Success Center for additional help in preparing them to do a better job on the objective that they did not complete successfully and to do better on the next evaluative instrument to be administered on another critical goal.

Encourage student participation to reduce withdrawals and promote retention and completion of program.

This program met the state standards for program completers.

This program had a placement rate of 92.31%.

Educate students about transfer opportunities to further their degrees

3.3 Student Learning Outcomes and Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better

3.3.1 Student Learning Outcome

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor using written communication skills and delivering an oral presentation. Attention will be given to proper grammar, following instructions correctly and approaching the assessment from the viewpoint of a supervisor or managerial role in an organization or as an entrepreneur

3.3.4 Data Analysis/Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

Goal 2 HRPO 2301 In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

Goal 3 BUSG 2309 In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better

3.3.4.1 Face to Face Courses

All courses are face to face at TDCJ

3.3.4.2 Distance Courses

N/A

3.3.5 Summary of Implications/Conclusions

Methods and processes are effective, although changes will be required as technology changes. The department will continue to explore new methods of instruction of content that enhances the student learning and success in the workplace

4 IV. Recommendations

4.1 Improvement

Although current methods are effective in meeting desired outcome criteria, constant changes in technology and student learning needs require the exploration of new methods and teaching materials/systems

4.1.1 Justification for Improvement

Although current methods are effective in meeting desired outcome criteria, constant changes in technology and student learning needs require the exploration of new methods and teaching materials/systems

4.1.2 Description of Improvement

The Management Department has an ongoing effort to constantly maintain and upgrade course content to keep it in line with current productivity systems and applications. This entails evaluating new teaching tools such as collaborative instruction, and criterion-referenced instruction based on realistic work place scenarios

Program Name: Welding
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Welding

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 B. Description of Degree(s)

Certificate, Level 1

1.6 B. Description of Degree(s)

Certificate, Level 1

1.7 C. Pathway

Service and Production Industry

1.8 D. External Certifications or Accreditations

NA

1.8.1 Program Certifications/Accreditations

NA

1.8.2 Licensing/Certification Requirements

1.8.3 Monitoring Entity (if applicable)

1.8.4 Identify Any Reporting Guidelines

1.9 E. Number of distinct courses currently offered in program

16

1.9.1 Does this represent an increase, decrease, or no change from last year?

Increase

1.9.2 If change from last year, describe the change

Addition of Tig Certificate

1.10 F. Enrollment/Faculty Overview

1.10.1 Number of students enrolled in program

225

1.10.2 Number of program graduates during prior year

25

1.10.3 Notable Increases/Comparisons/Changes

Decrease. Mainly due to the fact that many students find jobs before graduating and do not return to complete

1.10.4 Why are there changes in enrollment, if applicable

Natural fluctuation: minimal

1.10.5 Number of full-time faculty members

3

1.10.6 Number of part-time faculty members

2

1.10.7 Number of program coordinators

1

1.11 G. Describe what changed from last year

Addition of TIG Welding Certificate

1.12 H. Advisory Board (Workforce)

1.12.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[2017 Meeting](#) [PDF 270 KB AUG 30, 2017]

1.12.1.1 a. Date of Meeting (mm/dd/yyyy)

August 11, 2017

1.12.1.2 b. Recommendations from meeting

No Recommendations made

1.12.1.3 c. Changes made as a result of recommendations

No changes

2 II. Mission Statement

2.1 A. Mission

Workforce education is designed to provide the educational competencies and skills required for employment in business, industry, technical fields, and health sciences.

2.2 B. Goals (should correspond to instructional AOs)

The main goal of the Trinity Valley Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

6.43

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

6.58

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

4.51

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase course completion rates in workforce education courses.
Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Institutional Targets collect and analyze data provided by TVCC office of institutional research and THECB accountability report.

General Education Goals collect and analyze data of student attainment of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics:

2014 89.4%

2015 84.9%

2016 85.5%

Dual Credit Welding increased from 2015 to 2016 by 402.5% based on contact hours.

3.2.6 Summary of Implications/Conclusions

Some work remains for completers but dual credit contact hours has increased substantially.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will be able to use a hand held angle grinder properly and safely.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

75% of the evaluated students will be able to complete the demonstration with 100% mastery in the proper and safe use of an angle grinder.

Students must demonstrate the ability to assemble and use an angle grinder to grind metal. This project will be evaluating the students ability to choose an appropriate grinding disc (size, maximum speed (RPM), shape and type) for the grinder being used and the metal being ground. It will also evaluate the students ability to use the grinder in a safe and proper manner based upon the developed Rubric.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

80% of the students demonstrated a proper and safe use of the angle grinder.

3.3.4.2 Distance Courses

no distance courses

3.3.5 Summary of Implications/Conclusions

no change

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will be able to properly and safely set up and use oxyacetylene cutting equipment.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

75% of the evaluated students will complete the assembly and use of the equipment with 100% mastery in assembly and use of the equipment.

Each student will assemble the equipment required to perform oxyacetylene cutting and adjust equipment to cut metal. This project will be evaluated for correct procedures in assembly of equipment and safe operation of the equipment based upon the developed Rubric. This project demonstrates a working knowledge of the equipment and its use.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

81% of the students demonstrated a safe and proper use of the oxy/fuel cutting equipment.

3.4.4.2 Distance Courses

no distance courses

3.4.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

85% of the students will be able to demonstrate the safe and proper use of the oxy/fuel cutting equipment.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Students will be able to perform a root pass, intermediate pass, and cover pass in a single v butt joint on 3/8 inch plate using a 6010 and a 7018 electrode that will pass a face and root bend test. This will be done in the flat position.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

80% of Students will perform mastery of this skill.

After reading the assigned text, observing a welding video presentation, and a demonstration from the instructor, students will prepare a 60 degree single V butt joint on 3/8 inch plate. Students will weld a root pass using E6010 electrode, and an intermediate and cover pass using a E 7018 electrode. This will be done in the flat position. This weld joint will be subjected to a face bend test and a root bend test.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

62% of the students were able to master a single v groove weld

3.5.4.2 Distance Courses

no distance courses

3.5.5 Summary of Implications/Conclusions

All students will be required to perform more v-groove welds throughout the semester in an attempt to increase the individual students skill level.

4 IV. Recommendations

4.1 Improvement

This program would benefit from a larger facility.

4.1.1 Justification for Improvement

The area has been modernized recently but is crowded. The department has the potential to have greater enrollment if the facility was larger.

4.1.2 Description of Improvement

Investigate constructing a new, larger multi discipline Technical Center to provide space for Welding, Auto Technology, and future yet unidentified programs.

Program Name: Welding (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 I. Description of Program Being Reviewed TDCJ education program- Welding

1.1 A. Name of program

Welding

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations

1.5.1 Program Certifications/Accreditations

None

1.5.2 Licensing/Certification Requirements

1.5.3 Monitoring Entity (if applicable)

1.5.4 Identify Any Reporting Guidelines

1.6 E. Number of distinct courses currently offered in program

6

1.6.1 Does this represent an increase, decrease, or no change from last year?

No Change

1.6.2 If change from last year, describe the change

N/A

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

134

1.7.2 Number of program graduates during prior year

78

1.7.3 Notable Increases/Comparisons/Changes

No noticeable changes

1.7.4 Why are there changes in enrollment, if applicable

N/A

1.7.5 Number of full-time faculty members

2

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

No changes

1.9 H. Advisory Board (Workforce)

A. The Rehabilitation Programs Division serves to advise TVCC as to which workforce programs are approved to be offered within the TDCJ, including which programs lead to potential employment for ex-offender graduates.

B. TVCC also has an advisory committee for TVCC's welding classes

1.9.1 1. Advisory Board Meeting Results (one for each meeting, upload the file)

[2017 Meeting \(1\)](#) [PDF 270 KB SEP 10, 2017]

1.9.1.1 a. Date of Meeting (mm/dd/yyyy)

08/11/2017

1.9.1.2 b. Recommendations from meeting

A. A new GTAW certificate is now offered for campus classes

B. A welding project show has been set up for April 2018

1.9.1.3 c. Changes made as a result of recommendations

No changes have been made at this time, but it is the hope that the new GTAW certificate and the project show will increase the amount of students to the welding program.

2 II. Mission Statement

2.1 A. Mission Mission Statement

The Trinity Prison Project is TVCC's educational activities given through the Texas Department of Criminal Justice. These educational activities include both vocational training and academic education. The goal of these programs is to prepare the offender for success outside of prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs) Goal

Provide the incarcerated student with fresh hopes, new tools, and a positive attitude to function productively in society.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

8.88

3.1.2 Communication Skills

7

3.1.3 Critical Thinking Skills

8.2

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings Institutional Targets

Increase course completion rates in workforce education courses

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

3.2.1 Program Goal General Education Goals

Communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication

Improve reading skills focused on comprehending, analyzing, interpreting and evaluate printed materials

Understand mathematical information and utilize mathematical skills, including manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information

Understand and appreciate cultural and ethnic diversity, identifying intercultural competence, knowledge of civ responsibility, and the ability to engage effectively in regional, national, and global communities

Utilize computer based technology in accessing information, solving problems and communicating

Recognize and evaluate artistic achievements in the visual and performing arts

Improve basic understanding of political, economic, and social systems, developing an ability to connect choices, actions, and consequences to ethical decision making

Demonstrate knowledge of the physical universe and living systems

Develop skills and strategies to become an engaged learner, developing an ability to consider different points view and to work effectively with others to support a shared a purpose or goal

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

- a. Institutional Targets collect and analyze data provided by TVCC office of institutional research and TDCJ database and reports
- b. General Education Goals collect and analyze data of student attainment of critical thinking, communication and career entry skills (LEAPs)

3.2.5 Data Analysis/Findings

- a. 98% course completion with grades ranging from A-D
- b. Students met the acceptable level for communication and exceeded acceptable for critical thinking and career entry skills.

3.2.6 Summary of Implications/Conclusions

With 98% completion of the course, and students meeting the acceptable level for communication and exceeding acceptable for critical thinking and career entry skills. The program is on track to put a high percentage of students into the workforce.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will be able to select proper oxy-acetylene welding tip size for various metal thickness, adjust torch to neutral flame, and perform a corner weld without filler rod.

Students will be able to perform a vertical butt weld, a vertical t-weld, and a vertical multipass weld using the GMAW welding process.

Students will be able to perform a root pass, intermediate pass, and cover pass in a single v butt joint on 3/8 inch plate using a 6010 and a 7018 electrode that will pass a face and root bend test. This will be done in the flat position.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students use manufacturers charts to select proper tip for metal thickness, Attach welding blowpipe to torch body, set proper oxygen and acetylene pressures, use proper tip angle, control puddle to complete corner weld. 80% of students will perform mastery of this skill.

After instructor demonstration, observing welding video presentation, and reading text assignment, students will perform the t-weld, butt weld and multipass weld in the vertical position. 80% of students will perform mastery of this skill.

After reading the assigned text, observing a welding video presentation, and a demonstration from the instructor, students will prepare a 60 degree single V butt joint on 3/8 inch plate. Students will weld a root pass using E6010 electrode, and an intermediate and cover pass using a E 7018 electrode. This will be done in the flat position. This weld joint will be subjected to a face bend test and a root bend test. 80% of Students will perform mastery of this skill.

3.3.4 Data Analysis/Findings

95% of students were able to master the oxy-acetylene corner weld without filler rod.
85% of students were able to master the vertical t,butt, and multipass welds.

80% of the students were able to master the single v butt joint weld bend test.

3.3.4.1 Face to Face Courses

95% of students were able to master the oxy-acetylene corner weld without filler rod.

85% of students were able to master the vertical t,butt, and multipass welds.

80% of the students were able to master the single v butt joint weld bend test.

3.3.4.2 Distance Courses

N/A for TDCJ

3.3.5 Summary of Implications/Conclusions

Benchmark values will be set higher due to the high level of student attainment.

4 IV. Recommendations

4.1 Improvement

Due to the high level of student performance, the class instruction will continue as it has been which includes a large amount of time with hands on activities. Each set of three cycle semesters will be reviewed to ensure we continue to have the students learning remain at a high level. Benchmarks are being raised.

4.1.1 Justification for Improvement

Benchmarks raised for overall improvement in student learning.

4.1.2 Description of Improvement

Benchmarks raised.

End of report