



Programs Report

- Program Review: Auto Body Repair (TDCJ)
- Program Review: Computer Science
- Program Review: Computer Science
Information Technology (TDCJ)
- Program Review: Cosmetology
- Program Review: Digital Photography
- Program Review: Drafting Technology (TDCJ)
- Program Review: Early Childhood Education
- Program Review: Electrical & Power Transmission (TDCJ)
- Program Review: Electronic Technology (TDCJ)
- Program Review: Horticulture (TDCJ)
- Program Review: Management
- Program Review: Manicure Nail Technology
- Program Review: Medical Administrative Assistant
- Program Review: Medical Office Management
- Program Review: Medical Transcription
- Program Review: Office Technology
- Program Review: Pharmacy Technician
- Program Review: Ranch Management
- Program Review: Small Business Management (TDCJ)
- Program Review: Welding
- Program Review: Welding (TDCJ)

Program Name: Program Review: Auto Body Repair (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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) TDCJ and the ACA

Texas Department of Criminal Justice (TDCJ) and the American Correctional Association (ACA).

1.4.4 Identify Any Reporting Guidelines Daily Tool Audits

Daily tool audits are conducted within the TDCJ for all vocational shop programs.

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

1.6 F. Enrollment/Faculty Overview 57 STUDENTS ENROLLED

1.6.1 Number of students enrolled in program

57

1.6.2 Number of program graduates during prior year

37

1.6.3 Notable Increases/Comparisons/Changes

There were 39 graduates in 2018 compared to 37 for 2019.

1.6.4 Why are there changes in enrollment, if applicable

The slight decrease in the number of graduates (2) for 2019 was considered to be an insignificant change.

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

1.8 H. Advisory Board (Workforce)

The Rehabilitation Programs Division (RPD) of the TDCJ 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. In addition, a future proposal will be to combine TDCJ Auto Body, 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)

Subject: Post Secondary Workgroup Meeting

When: Tuesday, October 15, 2019 2:00 PM-4:00 PM.

Where: Facilities Conference Room 2, Mall Suite 400, 2 Financial Plaza, Huntsville TX 77340

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

PLEASE NOTE THE CHANGE IN LOCATION, THE MEETING WILL NOW BE IN SUITE 400 .

Agenda

Post-Secondary Reports

End of Semester Report

Counseling of Services

Class Cancellation/Make-up

PSER Authorization

Vocational Expenditures

Grades

Achievement Report

Degrees

Certificates

Class Schedules

Enrollment in ES00

Achievements Codes

Timely

Accurate

End Dates (Extensions) in ES00

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

10/15/2019

1.8.1.2 b. Recommendations from meeting

Address the following before the next meeting with the RPD/TDCJ:

- Post-Secondary Reports
- End of Semester Report
- Counseling of Services
- Class Cancelation/Make-up
- PSER Authorization
- Vocational Expenditures
- Grades
- Achievement Report
- Degrees
- Certificates
- Class Scheldules
- Enrollment in ES00
- Achievements Codes
- Timely
- Accurate
- End Dates (Extensions) in ES00

1.8.1.3 c. Changes made as a result of recommendations

Changes made are to include the following:

- Post-Secondary Reports
- End of Semester Report
- Counseling of Services
- Class Cancelation/Make-up
- PSER Authorization
- Vocational Expenditures
- Grades
- Achievement Report
- Degrees
- Certificates
- Class Scheldules
- Enrollment in ES00
- Achievements Codes
- Timely
- Accurate
- End Dates (Extensions) in ES00

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

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

3.1.1 Career Entry Skills

10

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

9.6

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 Program Goal Result

Met

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

Continue to procure additional state funding to increase the student base.

4 IV. Recommendations Improvement to program.

4.1 Improvement

Faculty will use lockdown periods to improve their programs by communicating and meeting with Advisory Committees. They will also use this time to research program innovations, pursue program certifications as well as instructor training and certifications.

4.1.1 Justification for Improvement

The Auto Body industry has changing technology which requires program faculty to update tools, consider new and improved innovations and to prepare students to enter the workforce for employment, once released from the TDCJ. The instructor needs to be able to provide the best training in order for program graduates to be productive in the Auto Body field as they enter the workforce.

4.1.2 Description or Improvement

TDCJ faculty have the support of TVCC in order to pursue training and research program innovations, which can translate into program improvement during periods of prison lockdowns.

Program Name: Program Review: Computer Science
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Computer Science Management Information System

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)

1.4.4 Identify Any Reporting Guidelines

1.5 E. Number of distinct courses currently offered in program

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

Decrease

1.5.2 If change from last year, describe the change

1.6 F. Enrollment/Faculty Overview

No data available

1.6.1 Number of students enrolled in program

100

1.6.2 Number of program graduates during prior year

13

1.6.3 Notable Increases/Comparisons/Changes

1.6.4 Why are there changes in enrollment, if applicable

1.6.5 Number of full-time faculty members

5

1.6.6 Number of part-time faculty members

2

1.6.7 Number of program coordinators

3

1.7 G. Describe what changed from last year

We have re-done the Computer Science Degrees, certificates and OSA's using basically the same courses that were in the catalog.

1.8 H. Advisory Board (Workforce)

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

CS Advisory CMT Minutes [DOCX 17 KB OCT 14, 2019]

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

April 5, 2019

1.8.1.2 b. Recommendations from meeting

Outcomes need to match the ACGM BCIS 1305 outcomes.

1.8.1.3 c. Changes made as a result of recommendations

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

2.2 B. Goals (should correspond to instructional AOs)

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

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. Scoring results can range from 0-10 as follows: 10:

Exemplary 7:

Acceptable 3: Inadequate 0: Not attempted ARTIFACT SCORING WAS ACCEPTABLE

3.1.1 Career Entry Skills

7

3.1.2 Communication Skills

7

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

7

3.2 Program Effectiveness Outcome and Findings

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

3.2.1 Program Goal

Increase graduation rates for Degree, Certificated and completion rate for the OSA and National Certification Examinations.

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

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

BCIS 1305: It is much harder to take this course on the Internet. Videos need to be used to reinforce the material as well as more hands on training. classes.

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

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

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

BCIS 1305: Face-to-Face classes met the LEAP- there were 75% completers that met it. However the distance learning classes did not meet the LEAP - 72% of the completers met the LEAP

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

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

BCIS 1305: Face-to-Face classes met the LEAP- there were 75% completers that met it. However the distance learning classes did not meet the LEAP - 72% of the completers met the LEAP

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

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

No recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description of Improvement

Program Name: Program Review: Computer Science Information Technology (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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) 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

24

1.7.2 Number of program graduates during prior year

14

1.7.3 Notable Increases/Comparisons/Changes TDCJ - Computer Science

Class enrollment remains at a similar level as last year.

1.7.4 Why are there changes in enrollment, if applicable TDCJ - Computer Science

Dr. Hurley and his staff have been working with RPD to get enrollment issues resolved.

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

2

1.8 G. Describe what changed from last year

Curriculum changes and new software and textbooks

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

The Rehabilitation programs Division serves to advise TVCC as to which workforce programs are approved to be offered within 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'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) 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

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

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

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

2.83

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

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. Instructional modules must be completed.

3.2.5 Data Analysis/Findings

Successful course completion (A-D):

2013 79.4%, 2014 90.8%, 2015 91.0%, 2016 87.5%, 2017 52.6%

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

3.2.6 Program Goal Result

Met

3.2.7 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 use of computer technology in the building of office documents, programming skills, and web page development.

3.3.2 Assessment Instrument

TVCC Institutional Research Report

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 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%, 2016 87.5%, 2017 52.6%

3.3.4.1 Face to Face Courses

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses N/A

3.3.4.4 Student Learning Outcome Result - Distance

Met

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 lock downs to assist with instruction in other units credentials qualify them.
Create a tutoring facility and strategy to improve student learning.

4.1 Improvement

Utilize faculty impacted by lock downs 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 lock down 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 student during these lock down 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 lock downs 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 lock down 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: Program Review: Cosmetology
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

NA

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

124

1.6.2 Number of program graduates during prior year

74

1.6.3 Notable Increases/Comparisons/Changes

Data was not comparable to last review

1.6.4 Why are there changes in enrollment, if applicable

NA

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 had an instructor resign in the early Spring semester. The part-time faculty from Palestine was transferred to Athens to complete the school year.

1.8 H. Advisory Board (Workforce)

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

Fall_18_Minutes_Cosmo [PDF 98 KB OCT 17, 2019]

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

October 15, 2018

1.8.1.2 b. Recommendations from meeting

Students need to develop time management skills and money management skills.

1.8.1.3 c. Changes made as a result of recommendations

Cosmetology instructors will develop ways to inject skills development exercises into course work to improve these life skills.

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

NO DATA

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

NO DATA

3.2.6 Program Goal Result

Not met

3.2.7 Summary of Implications/Conclusions

The data support no conclusions as yet.

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

Student will be able to list the factors of the hair analysis for chemical texture services. Students will learn these factors through lecture and application on manikins. The students success will be measured by exam scores and visual analysis from instructors. 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

90% of students that completed the chemical portion of this class, passed the testing portion of the class- (these students will not be testing at State level for 2 more semesters). A written and a practical exam was administered in the class, 90% of those students passed.

3.3.4.1 Face to Face Courses

90% of students that completed the chemical portion of this class, passed the testing portion of the class- (these students will not be testing at State level for 2 more semesters). A written and a practical exam was administered in the class, 90% of those students passed.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

Students appear to perform well on classroom activities associated with this task.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

The students will be able to explain the physical and chemical actions that take place during the permanent. They will learn these actions through lecture and application. Test scores and application on manikins are used to measure outcomes.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

The instructor will be covering a nine section perm. It is a very important skill a student must know. 95-98% of all students will know this technique before they leave cosmetology school.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

Students were asked to perform "mock" chemical techniques to determine their level of understanding. - 95% of those students were able to perform these "mocks" without any problems.

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

NA

3.4.4.4 Student Learning Outcome Result - Distance

N/A

3.4.5 Summary of Implications/Conclusions

Continue to perform "mock" chemical techniques until the student is comfortable with the technique.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Students will be able to demonstrate basic wrapping patterns.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

The instructor will be teaching theory and hands on. 95-98% of students will pass this portion of the exam.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

Students learned a variety of different wrapping patterns. The most commonly used pattern is the basic perm wrap. Students demonstrate the basic perm wrap on manikins while performing "mock" perm waving techniques. 95% of the students performing were able to successfully wrap a basic perm wave within a 45 minute time frame, and complete a "mock" perm service.

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

NA

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

include more hands on demonstrating the wrapping patterns and performing "mock" perm waves.

3.6 Student Learning Outcomes and Findings

3.6.1 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.

3.6.2 Assessment Instrument

LEAPs Results

3.6.3 Describe Criteria and process used to measure student learning outcome

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

3.6.4 Data Analysis/Findings

3.6.4.1 Face to Face Courses

100 percent of students have taken the online practice exams. Students will take the final written exam upon completion of the program.

3.6.4.2 Student Learning Outcome Result - Face to Face

Met

3.6.4.3 Distance Courses

NA

3.6.4.4 Student Learning Outcome Result - Distance

N/A

3.6.5 Summary of Implications/Conclusions

Students appear to perform well on classroom activities associated with this task. Continue utilizing the online practice exams.

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: Program Review: Digital Photography
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

No Change

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

1.6.2 Number of program graduates during prior year

1.6.3 Notable Increases/Comparisons/Changes

There was no data obtained for this program

1.6.4 Why are there changes in enrollment, if applicable

There was no data obtained for this program.

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

no change

1.8 H. Advisory Board (Workforce)

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

3.1 Artifact Scoring Results

NO ARTIFACTS SCORED

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

NO DATA OBTAINED

3.2.6 Program Goal Result

Not met

3.2.7 Summary of Implications/Conclusions

NO DATA OBTAINED

3.3 Student Learning Outcomes and Findings

3.3.1 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.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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. 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.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

9/9 students who scored at least 85% (42.5) points on the rubric

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Create photographic images

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Through class discussion, demonstration, and hands-on practice, students will learn the basics of effective photography, as well as components of the digital camera and software to achieve optimum aesthetic quality in their photographs. Student will produce photographs, along with continuing to build a portfolio to class for assessment to achieve 85% of the total points available on the rubric.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

9/9 students who scored at least 85% (42.5) points on the rubric

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

NA

3.4.4.4 Student Learning Outcome Result - Distance

N/A

3.4.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Compose a communicative image. Student will demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Through class discussion, demonstration, and hands-on practice, students will learn the basics of effective photography, along with taking photographs in and around the community to help build up the portfolio, and use as visual aids to present to the class for critical discussion to the class. Student will produce photographs, along with continuing to build a portfolio to class for assessment to achieve 85% of the total points available on the rubric.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

9/9 students who scored at least 85% (42.5) points on the rubric

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

NA

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

Redefine benchmark level (increase, if benchmark is met)

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 or Improvement

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

Program Name: Program Review: Drafting Technology (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

This is the Drafting Technology program offered by TVCC within the Texas Department of Criminal Justice. This program is offered as a certificate program of completion and leads to an AAS degree in Drafting Technology. There are currently two programs at the Beto and Coffield prison units.

1.1 A. Name of program

Drafting & Design Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Science, Engineering, and Math

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)

Texas Department of Criminal Justice and the American Correctional Association (ACA).

1.4.4 Identify Any Reporting Guidelines

Daily tool audits are conducted within the TDCJ for all TVCC vocational shop programs.

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?

Decrease

1.5.2 If change from last year, describe the change

DFTG 1192, Special Topics in Architectural Drafting and Architectural CAD, was dropped and the contact hours for DFTG 1417 were increased to a maximum of 128 contact hours to compensate for the change.

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

222

1.6.2 Number of program graduates during prior year

24

1.6.3 Notable Increases/Comparisons/Changes

Graduates from this program decreased to 24 for 2019 as compared to 31 for 2018.

1.6.4 Why are there changes in enrollment, if applicable

Changes in RPD/TDCJ policies have affected enrollment numbers by applying stricter screening criteria for incarcerated students.

1.6.5 Number of full-time faculty members

2

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

2

1.7 G. Describe what changed from last year

The number of graduates decreased from the previous year. Course curriculum was updated.

1.8 H. Advisory Board (Workforce)

A combined Advisory Committee for Drafting in the TDCJ and campus meets at least once per year. In addition, the Rehabilitation Programs Division (RPD) of the TDCJ 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. Advisory Board Meeting Results (one for each meeting, upload the file)

Minutes SP18 [PDF 109 KB OCT 17, 2019]

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

12/07/2018

1.8.1.2 b. Recommendations from meeting

Donnie Fulford presented the COOP situation. Replacing the COOP course with a Capstone course. Paige McClain and Rich Crosby discussed what TVCC does at TDCJ. Mr. Fulford presented the situation of course hours and keeping the degree at 60 SCH. Kristin Walker said that Colleague can handle this situation. Other options for COOP plus internship were discussed. The committee was in favor of leaving the COOP option in place and adding the Capstone course to the inventory. The capstone course could be offered in place of COOP leaving COOP as an option for the student. A suggestion was made to have pre-built packages for the student to operate in for the Capstone rather than leaving it up to the imagination of the student. Another suggestion was to have companies send drawing changes in to the college to have students do that work for a COOP.

GradCast was also brought up by Clint Thompson. Kristin Walker explained the situation and procedure with GradCast.

1.8.1.3 c. Changes made as a result of recommendations

DFTG 2338 Final Project Advanced Drafting is be added to the new course catalog in the optimal capacity.

2 II. Mission Statement

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

To 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 workforce education courses.

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

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

9.13

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

8.89

3.1.4 Empirical and Quantitative Skills

9.5

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

7.4

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

Graduation and Persistence Rates

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 TDCJ database and reports
- 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):

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

- Student activities assignments, tests, and Rubric
- DFTG 1333 - Near the beginning and end of the course, students will be scored using Rubric that evaluates their knowledge and performance of orthographic projections.
- DFTG 1309 - An exit assignment will be administered to evaluate the students knowledge base of the various aspects of the 3D modeling software.
- DFTG 1417 - Evaluation of the various aspects of the construction documents created by the student will be used to to assess the students knowledge and abilities.

3.3 Student Learning Outcomes and Findings

DFTG 1333 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.

DFTG1309 The student will be able to create and assemble parts using the Auto desk 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.

DFTG 1417 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

DFTG 1333 The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, and center lines.

DFTG 1309 The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines.

DFTG 2440 The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines.

DFTG 1417 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

DFTG 1333 - Near the beginning and end of the course, students will be scored using Rubric that evaluates their knowledge and performance of orthographic projections.

DFTG 1309 - An exit assignment will be administered to evaluate the students knowledge base of the various aspects of the 3D modeling software.

DFTG 1417 - Evaluation of the various aspects of the construction documents created by the student will be used to to assess the students knowledge and abilities.

3.3.4 Data Analysis/Findings

DFTG 1333 - 100% of the students scored 75% or better

DFTG 1309 - 100% of the students scored 75% or better

DFTG 1417 - 97% of the students scored 75% or better

3.3.4.1 Face to Face Courses

7

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

N/A

3.3.4.4 Student Learning Outcome Result - Distance

N/A

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 lock downs 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 towards the AAS.

4.1.2 Description or Improvement

- a. Description of improvement#1: Currently faculty are not utilized when lock downs 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 lock down period. We plan to also use these faculty members for recruiting and counseling students during these lock down 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: Program Review: Early Childhood Education
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

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 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

16

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

N/A

1.6.1 Number of students enrolled in program

22

1.6.2 Number of program graduates during prior year

12

1.6.3 Notable Increases/Comparisons/Changes approximately the same

1.6.4 Why are there changes in enrollment, if applicable

No enrollment numbers

1.6.5 Number of full-time faculty members

1

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

using the same number of courses we have created the possibility of stacking certificates to degrees with no loss of credit for students.

1.8 H. Advisory Board (Workforce)

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

2018TBTEARegistration (6) [XLSX 47 KB OCT 11, 2019]

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

May 8, 2019

1.8.1.2 b. Recommendations from meeting

1.8.1.3 c. Changes made as a result of recommendations

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

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

3.1 Artifact Scoring Results

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

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

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

3.2.6 Program Goal Result

Met

3.2.7 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.

Xitracs Program Report Page 5 of 6

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

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

All of the essential courses were on line and not face to face.

TECA 1311---- 88% of students demonstrated mastery of learning outcomes for the course.

TECA 1318---- 86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

TECA 1354----- 90% of students demonstrated mastery of the learning outcomes through discussion assignment and exams.

3.3.4.1 Face to Face Courses

All critical course were on Line courses

TECA 1311----

TECA 1318----

TECA 1354-----

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

TECA 1311---- 88% of students demonstrated mastery of learning outcomes for the course.

TECA 1318---- 86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

TECA 1354----- 90% of students demonstrated mastery of the learning outcomes through discussion assignment and exams.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

No recommendations necessary.

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

To obtain the degree of student understanding of learning outcomes, the instructor will increase the

number of discussion assignments, as well as the level of rigor for these assignments, and have students provide challenging and/or provoking feedback to one another for discussion topics.

Program Name: Program Review: Electrical & Power Transmission (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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?

Increase

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

40

1.6.2 Number of program graduates during prior year

24

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. Transfer must be approved by RPD division of TDCJ.

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 from last year.

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)

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 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 in progress

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

2.1 A. Mission

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

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. Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

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.

3.1.1 Career Entry Skills

0

3.1.2 Communication Skills

7.5

3.1.3 Critical Thinking Skills

6

3.1.4 Empirical and Quantitative Skills

7.5

3.1.5 Personal Responsibility Skills

9

3.1.6 Social Responsibility Skills

8

3.1.7 Teamwork Skills

8

3.1.8 Technology Skills

8

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 expression 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 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

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

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%, 2016 25%, 2017 60%, 2018 76.5%

3.2.6 Program Goal Result

Met

3.2.7 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):

2014 76.5%, 2015 95%, 2016 25%, 2017 60%, 2018 75%

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 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses N/A

3.3.4.4 Student Learning Outcome Result - Distance

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 to 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 lock downs for future training exercises.

4.1 Improvement

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

Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

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

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

Program Name: Program Review: Electronic Technology (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed CETT 1409 DC-AC Circuits

This course provides fundamentals of DC circuits an AC circuits operation including Ohm's law, Kirchoff's laws, networks, transformers, resonance, phasors, capacitive and inductive and circuit analysis techniques.

1.1 A. Name of program

Electronics

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

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

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

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

120

1.6.2 Number of program graduates during prior year

20

1.6.3 Notable Increases/Comparisons/Changes

None.

1.6.4 Why are there changes in enrollment, if applicable

N/A

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)

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)

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. The following meeting was held as stated below:

Subject: Post Secondary Workgroup Meeting

When: Tuesday, October 15, 2019 2:00 PM-4:00 PM.

Where: Facilities Conference Room 2, Mall Suite 400, 2 Financial Plaza, Huntsville TX 77340

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

PLEASE NOTE THE CHANGE IN LOCATION, THE MEETING WILL NOW BE IN SUITE 400 .

Agenda

Post-Secondary Reports

End of Semester Report

Counseling of Services

Class Cancelation/Make-up

PSER Authorization

Vocational Expenditures

Grades

Achievement Report

Degrees

Certificates

Class Scheldules

Enrollment in ES00

Achievements Codes

Timely

Accurate

End Dates (Extensions) in ES00

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

10/15/2019

1.8.1.2 b. Recommendations from meeting

Address the following before the next meeting with the RPD/TDCJ:

- Post-Secondary Reports
- End of Semester Report
- Counseling of Services
- Class Cancelation/Make-up
- PSER Authorization
- Vocational Expenditures
- Grades
- Achievement Report
- Degrees
- Certificates
- Class Schedules
- Enrollment in ES00
- Achievements Codes
- Timely
- Accurate
- End Dates (Extensions) in ES00

1.8.1.3 c. Changes made as a result of recommendations

Changes made are to include the following:

- Post-Secondary Reports
- End of Semester Report
- Counseling of Services
- Class Cancelation/Make-up
- PSER Authorization
- Vocational Expenditures
- Grades
- Achievement Report
- Degrees
- Certificates
- Class Schedules
- Enrollment in ES00
- Achievements Codes
- Timely
- Accurate
- End Dates (Extensions) in ES00

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

Increase course completion rates in 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 and to support a shared purpose or goal.

3.1 Artifact Scoring Results

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

Electronic technicians 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.

3.1.1 Career Entry Skills

9.44

3.1.2 Communication Skills

7.5

3.1.3 Critical Thinking Skills

6

3.1.4 Empirical and Quantitative Skills

7.5

3.1.5 Personal Responsibility Skills

9

3.1.6 Social Responsibility Skills

8

3.1.7 Teamwork Skills

8

3.1.8 Technology Skills

9.5

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

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 purpose or goal

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

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

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):

84.6% of students completed receiving the course certificate

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

All students will be able to individually demonstrate an understanding of the Principles of Electronic Circuitry

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):
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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

N/A

3.3.4.4 Student Learning Outcome Result - Distance

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 to 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 for future training exercises and professional growth.

4.1 Improvement

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

Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

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

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

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

Program Name: Program Review: Horticulture (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Texas Nursery and Landscape Association (TNLA)

1.5.1 Program Certifications/Accreditations

TNLA endorsement.

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

1.7.1 Number of students enrolled in program

80

1.7.2 Number of program graduates during prior year

83

1.7.3 Notable Increases/Comparisons/Changes

Increase in enrollment and certifications.

1.7.4 Why are there changes in enrollment, if applicable

More students were approved by RPD to enroll in the class.

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

No changes from previous year.

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)

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'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

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

When no score is displayed, the general education goal has not been measured.

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 Program Goal Result

Met

3.2.7 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 students 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 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

N/A

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

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

4 IV. Recommendations

4.1 Improvement

Improvement #1: Utilize faculty impacted by lock downs to assist with instruction in other units as credentials qualify them.

Improvement #2: Create a tutoring facility and strategy to improve student learning.

4.1.1 Justification for Improvement

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

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 of Improvement

Currently faculty are not utilized when lock downs 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 lock down period. We plan to also use these faculty members for recruiting and counseling students during these lock down 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: Program Review: Management
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed Management

The Management Program consist of an Occupational Skills Award, Small Business Entrepreneurship Certificate and AAS in Management

1.1 A. Name of program

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

Certiport, A Pearson Vue Business, offers a ESB Certification exam.

1.4.1 Program Certifications/Accreditations

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

1.4.2 Licensing/Certification Requirements N/A

1.4.3 Monitoring Entity (if applicable)

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

1.4.4 Identify Any Reporting Guidelines N/A

1.5 E. Number of distinct courses currently offered in program

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

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

1.6.2 Number of program graduates during prior year

1.6.3 Notable Increases/Comparisons/Changes

1.6.4 Why are there changes in enrollment, if applicable

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

More embedded faculty in the service area high schools are offering the workforce courses, such as Principles of Management and Supervision.

1.8 H. Advisory Board (Workforce)

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

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

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) 04/30/2019

1.8.1.2 b. Recommendations from meeting

1.8.1.3 c. Changes made as a result of recommendations

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)

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

3.2.2 Institutional Target

3.2.3 Assessment Instrument

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

3.3.2 Assessment Instrument

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 Student Learning Outcome Result - Face to Face

3.3.4.3 Distance Courses

3.3.4.4 Student Learning Outcome Result - Distance

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Manicure Nail Technology
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

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

No Change

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

1.6.2 Number of program graduates during prior year

1.6.3 Notable Increases/Comparisons/Changes

1.6.4 Why are there changes in enrollment, if applicable

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)

Fall_18_Minutes_Cosmo [PDF 98 KB OCT 17, 2019]

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

October 15, 2018

1.8.1.2 b. Recommendations from meeting

-Students need time management skills and money management skills
Include eyelash certificate

1.8.1.3 c. Changes made as a result of recommendations

eyelash course offered in Palestine one time
Instructors will inject activities to assist students in obtaining these life skills.

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 DATA OBTAINED

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

NO DATA OBTAINED

3.2.1 Program Goal

3.2.2 Institutional Target

3.2.3 Assessment Instrument

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Properly Apply TDLR approve 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

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

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 procedure in the performance and completion of a manicure and pedicure

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

Will be introducing more media and power point presentations for instruction.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Mastery of hand and arm manipulation and the importance of proper safety and sanitation application

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Classroom lectures and collective discussion will be used to help students understand the application process. Video streaming in conjunction with text book theory will used to reinforce understanding. 70% of students will complete textbook theory with 80% ability to accurately demonstrate workforce skills and evaluate creative thinking skills needed for entry-level employment.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

70% of students completing the Manicure program achieved the learning outcome by completing the textbook theory with 80% accurately demonstrating workforce skills and evaluating creative thinking skills.

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

NA

3.4.4.4 Student Learning Outcome Result - Distance

N/A

3.4.5 Summary of Implications/Conclusions

Students participated in group discussions with increased lecture retention and 70% understanding hands-on manipulation and sanitation application processes. Introduce more video streaming in conjunction with textbook and workbook instruction.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Understand the importance of anatomy, physiology, and histology to the nail profession.

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 and work book. Topic of study will be given to the class for research, and to prepare for an oral presentation. 70% of students completing the Manicure program will demonstrate academic skills and 80% will effectively demonstrate communication through an oral presentation

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

75% of students achieved the learning outcome understanding anatomy and physiology in the nail profession.

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

NA

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

75% of students performed well working in pairs researching and self testing on-line as apposed to group oral presentation. Additional assignments and smaller group activities will be implemented

4 IV. Recommendations

I just wonder if anyone is actually reading this stuff.

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 departments needs. Facility was not purpose built for this department. An existing building was adapted to create this program's facility.

4.1.2 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: Program Review: Medical Administrative Assistant
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

7

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

Added POFM 1317 back to the curriculum.

1.6 F. Enrollment/Faculty Overview

This program was placed in an on line format only--the face to face program is struggling and the on line format has caused the program to be more viable.

1.6.1 Number of students enrolled in program

39

1.6.2 Number of program graduates during prior year

9

1.6.3 Notable Increases/Comparisons/Changes

no major change --stable

1.6.4 Why are there changes in enrollment, if applicable

Program placed on an online basis only.

1.6.5 Number of full-time faculty members

1

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

added POFM 1317 Medical Administrative Support

1.8 H. Advisory Board (Workforce)

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

Advisory minutes, and the agenda are included.

2019 Advisory Committee sign-in sheet [PDF 87 KB OCT 11, 2019]

Advisory Committee Agenda 2019 [DOCX 104 KB OCT 11, 2019]

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

5/10/2019

1.8.1.2 b. Recommendations from meeting

encourage more students to take the National Certifications

1.8.1.3 c. Changes made as a result of recommendations

Encourage students to sit for the National Certification Test.

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.

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

The Medical Insurance and Medical Coding classes will be offered on line in the Spring semester 2018 and should have sufficient numbers to make.

3.3 Student Learning Outcomes and Findings

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.

3.3.1 Student Learning Outcome

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.

3.3.2 Assessment Instrument

Carl Perkins Data/Reports

3.3.3 Describe Criteria and process used to measure student learning 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.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

No face to face classes were offered. All classes were on line.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

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 F2F class Ninety five per cent of the students achieved success on this objective.

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

4 IV. Recommendations

No Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Medical Office Management
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

Medical Office Managers 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)

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

7

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

We have added back POFM 1317 Medical Administrative Support

1.6 F. Enrollment/Faculty Overview

This program was placed in an on line format only--the face to face program is struggling and the on line format has brought stability to this program.

1.6.1 Number of students enrolled in program

39

1.6.2 Number of program graduates during prior year

9

1.6.3 Notable Increases/Comparisons/Changes

stable about the same.

1.6.4 Why are there changes in enrollment, if applicable

Economy good tends to decrease enrollment in all programs.

1.6.5 Number of full-time faculty members

1

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

We added POFM 1317 to the program.

1.8 H. Advisory Board (Workforce)

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

Copy of ADVISORY COMMITTEE MEETING MIN April 2019 NEW FORMAT [XLSX 46 KB OCT 11, 2019]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) 5/30/2019

1.8.1.2 b. Recommendations from meeting

Encourage more students to sit for the National Certification Exams.

1.8.1.3 c. Changes made as a result of recommendations

Instructors will be encouraging students to participate more in taking of the National Certification examinations.

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

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 F2F class Ninety five per cent of the students achieved success on this objective. 95 % of students who completed the evaluation achieved the objective.

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

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 F2F class Ninety five per cent of the students achieved success on this objective.

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

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

3.3.4.1 Face to Face Courses

Only MDCA 1313 TERMINOLOGY was offered face to face This course had a 95% achievement rate.

MDCA 1300 CODING online
POFM 1327 INSURANCE online

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

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 F2F class Ninety five per cent of the students achieved success on this objective.

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

No Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Medical Transcription
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

Medical Transcriptions:

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

8

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 added three more courses

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

39

1.6.2 Number of program graduates during prior year

3

1.6.3 Notable Increases/Comparisons/Changes

similar

1.6.4 Why are there changes in enrollment, if applicable

No appreciable change

1.6.5 Number of full-time faculty members

1

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

Nothing Appreciable ---just rearranged the courses so that they would stack to other certificates and the Degree.

1.8 H. Advisory Board (Workforce)

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

Copy of ADVISORY COMMITTEE MEETING MIN April 2019 NEW FORMAT [XLSX 46 KB OCT 11, 2019]

1.8.1.1 a. Date of Meeting (mm/dd/yyyy) 5/30/19

1.8.1.2 b. Recommendations from meeting

Recommend courses so that they would stack to other certificate and degree.

1.8.1.3 c. Changes made as a result of recommendations

made certificates and degrees stackable

2 II. Mission Statement

Medical transcription personnel 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

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

3.1.1 Career Entry Skills

7

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

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.

Artifact Scoring Results

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.

Scoring results can range from 0-10 as follows: 10: Exemplary 7: Acceptable 3: Inadequate 0: Not attempted

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

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 F2F class Ninety five per cent of the students achieved success on this objective. 95 % of students who completed the evaluation achieved the objective.

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

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 F2F class Ninety five per cent of the students achieved success on this objective.

Xitrac's Program Report Page 5 of 7

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

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

3.3.4.1 Face to Face Courses

Only MDCA 1313 TERMINOLOGY was offered face to face

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

POFM 1300 Medical Coding----The student will recognize and Interpret symbols, coding conventions and guidelines used. Seventy seven (77) percent of the students achieved success on this objective.

POFM 1327 Medical Insurance--The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing. Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective,

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

Students succeeded in the assessment ---No additional recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Office Technology
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

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

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

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

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

No change

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

196

1.7.2 Number of program graduates during prior year

8

1.7.3 Notable Increases/Comparisons/Changes

Not significant

1.7.4 Why are there changes in enrollment, if applicable

1.7.5 Number of full-time faculty members

3

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

Courses were made stack able with OSA's, Certificates and Degrees.

1.9 H. Advisory Board (Workforce)

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

Copy of ADVISORY COMMITTEE MEETING MIN April 2019 NEW FORMAT [XLSX 46 KB OCT 11, 2019]

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

4/30/2019

1.9.1.2 b. Recommendations from meeting

Encourage more students to take the National Certification Examinations.

1.9.1.3 c. Changes made as a result of recommendations

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 High 10

3.1.1 Career Entry Skills

7

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 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 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.

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 ability 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.

Xitracs Program Report Page 5 of 8

POFT 2312 Business Communication---Students will be given evaluation instruments throughout the semester 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.

3.2.6 Program Goal Result

Met

3.2.7 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.

Xitracs Program Report Page 6 of 8

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

3.3.1 Student Learning Outcome

In the POFT 2312 Fall 2018 lecture class 10 of the 11 students completed the assignment with a score of 80% or higher, 1 students completed the assignment with a score below 80%. Therefore, the class objective was met because 91% of the students completed the assignment with a score of 80% or higher.

In the POFT 2312 Spring 2018 lecture class 2 out of 4 students completed the presentation assignment with a score of 80% or higher. 2 students did not complete the assignment. Therefore, the class objective was not met because only 50% of the students completed the assignment with a score of 80% or higher.

In the Fall 2018 POFT 1301 lecture class 15 of 18 total students completed the business memo editing and rewriting assignment. 15 students that were evaluated completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was met because 83% of the students that were evaluated completed the assignment with a score of 75% or higher.

In the Spring 2019 POFT 1301 lectures class 8 out 11 students completed the business memo editing

and rewriting assignment. 8 students completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was not met because 73% of the students completed the assignment with a score of 75% or higher.

POFI 2301 was not offered as a face-to-face lecture class in the Fall 2018 semester.

In the Spring 2019 POFI 2301 embedded dual credit lecture class, 22 students completed the business letter with an embedded table assignment. 20 students completed the assignment with a score of 70% or higher. Two students completed the assignment with less than 70%. The class objective was met because 91% of the students completed the assignment with a score of 70% or higher.

In the POFT 2312 Fall 2018 online course 13 of 17 students completed the presentation assignment. 12 students completed the assignment with a score of 80% or higher, 1 student completed the assignment with a score below 80%, 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.

In the POFT 1301 Fall 2017 online class 20 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 75% or higher. 1 student completed the assignment with less than 75%, and 9 students did not attempt the assignment. The class objective was met because 95% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFT 1301 Spring 2018 online class 14 completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 75% or higher. 5 students did not attempt the assignment. Therefore, the class objective was met because 100% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFI 2301 Fall 2018 online course 16 out of 20 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, one student completed the assignment with a score of less than 70%, and 3 students did not attempt the assignment. The class objective was met because 80% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 10 out of 11 students completed the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, and 1 student did not attempt the assignment. The class objective was met because 90% of the students completed the assignment with at least 70% mastery.

3.3.2 Assessment Instrument

TVCC Institutional Research Report

3.3.3 Describe Criteria and process used to measure student learning outcome

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.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

In the POFT 2312 Fall 2018 lecture class 10 of the 11 students completed the assignment with a score of 80% or higher, 1 students completed the assignment with a score below 80%. Therefore, the class

objective was met because 91% of the students completed the assignment with a score of 80% or higher.

In the POFT 2312 Spring 2018 lecture class 2 out of 4 students completed the presentation assignment with a score of 80% or higher. 2 students did not complete the assignment. Therefore, the class objective was not met because only 50% of the students completed the assignment with a score of 80% or higher.

In the Fall 2018 POFT 1301 lecture class 15 of 18 total students completed the business memo editing and rewriting assignment. 15 students that were evaluated completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was met because 83% of the students that were evaluated completed the assignment with a score of 75% or higher.

In the Spring 2019 POFT 1301 lectures class 8 out of 11 students completed the business memo editing and rewriting assignment. 8 students completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was not met because 73% of the students completed the assignment with a score of 75% or higher.

POFI 2301 was not offered as a face-to-face lecture class in the Fall 2018 semester.

In the Spring 2019 POFI 2301 embedded dual credit lecture class, 22 students completed the business letter with an embedded table assignment. 20 students completed the assignment with a score of 70% or higher. Two students completed the assignment with less than 70%. The class objective was met because 91% of the students completed the assignment with a score of 70% or higher.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

In the POFT 2312 Fall 2018 online course 13 of 17 students completed the presentation assignment. 12 students completed the assignment with a score of 80% or higher, 1 student completed the assignment with a score below 80%, 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.

In the POFT 1301 Fall 2017 online class 20 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 75% or higher. 1 student completed the assignment with less than 75%, and 9 students did not attempt the assignment. The class objective was met because 95% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFT 1301 Spring 2018 online class 14 completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 75% or higher. 5 students did not attempt the assignment. Therefore, the class objective was met because 100% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFI 2301 Fall 2018 online course 16 out of 20 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, one student completed the assignment with a score of less than 70%, and 3 students did not attempt the assignment. The class objective was met because 80% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 10 out of 11 students completed the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, and 1 student did not attempt the assignment. The class objective was met because 90% of the students completed the assignment with at least 70% mastery.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

All student outcomes were successful

4 IV. Recommendations

No Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Pharmacy Technician
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed Pharm Tech
Pharmacy Technician

1.1 A. Name of program

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Health Sciences

1.4 D. External Certifications or Accreditations

PTCB certification after passing PTCE

SCAT certification (Sterile Compounding and Aseptic Technique) through ACPE

1.4.1 Program Certifications/Accreditations

Pharmacy Technician Level 1 certificate

ASHP accreditation candidate

1.4.2 Licensing/Certification Requirements

Must pass PTCE or ExCPT test to receive pharmacy technician license from Texas State Board of Pharmacy.

1.4.3 Monitoring Entity (if applicable)

ASHP/ACPE is the accreditation entity

1.4.4 Identify Any Reporting Guidelines

Completion rate, graduation rate, pass rate on PTCE, job placement data

1.5 E. Number of distinct courses currently offered in program

10

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

New program to Trinity Valley Community College

1.6 F. Enrollment/Faculty Overview

13 Students enrolled in the Fall semester

1 FT faculty

1 PT faculty/lab instructor

1.6.1 Number of students enrolled in program

13

1.6.2 Number of program graduates during prior year

0

1.6.3 Notable Increases/Comparisons/Changes

New program - 13 enrolled, 1 moved at Christmas break therefore 12 completed.

1.6.4 Why are there changes in enrollment, if applicable

One student moved at mid-year.

1.6.5 Number of full-time faculty members

1

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

New program

1.8 H. Advisory Board (Workforce)

There is an advisory board that meets twice/year and consists of 11 outside community members

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

Advisory Committee Minutes 2-11-2019 [DOCX 18 KB MAY 30, 2019]

Advisory Committee Minutes August 21, 2018 [DOCX 18 KB MAY 30, 2019]

Advisory Committee Minutes February 7, 2018 [DOCX 19 KB MAY 30, 2019]

Advisory Committee Minutes February 7, 2018 - affirmation of 8.1-8.5 by committee [DOCX 19 KB MAY 30, 2019]

Advisory Committee Minutes July 12, 2016 [DOCX 17 KB MAY 30, 2019]

Advisory Committee Minutes May 24, 2016 [DOCX 17 KB MAY 30, 2019]

Advisory Committee Minutes November 15, 2016 [DOCX 17 KB MAY 30, 2019]

Pharmacy Tech Adv. Min. Feb. 9 2017 [DOCX 19 KB MAY 30, 2019]

Pharmacy Tech Adv. Min. March 8 2017 [DOCX 19 KB MAY 30, 2019]

Pharmacy Tech Adv. Min. September 14, 2017 [DOCX 21 KB MAY 30, 2019]

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

See 1.8.1.1

1.8.1.2 b. Recommendations from meeting

See 1.8.1.1

1.8.1.3 c. Changes made as a result of recommendations

See 1.8.1.1

2 II. Mission Statement

The Trinity Valley Community College Pharmacy Technician Program will provide quality academic

and workforce training, quality student support and will prepare and empower our students for success in achieving their Pharmacy Technician Certification as well as promote and enhance life-long learning for our students as well as the community. We will promote optimal pharmaceutical care in our community at an advanced level for institutional, community, and other pharmacy practice settings.

2.1 A. Mission

The Trinity Valley Community College Pharmacy Technician Program will provide quality academic and workforce training, quality student support and will prepare and empower our students for success in achieving their Pharmacy Technician Certification as well as promote and enhance life-long learning for our students as well as the community. We will promote optimal pharmaceutical care in our community at an advanced level for institutional, community, and other pharmacy practice settings.

2.2 B. Goals (should correspond to instructional AOs)

Standard 1: Personal/Interpersonal Knowledge and Skills

ENTRY-LEVEL

- 1.1 Demonstrate ethical conduct.
- 1.2 Present an image appropriate for the profession of pharmacy in appearance and behavior.
- 1.3 Demonstrate active and engaged listening skills.
- 1.4 Communicate clearly and effectively, both verbally and in writing.
- 1.5 Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
- 1.6 Apply self-management skills, including time, stress, and change management.
- 1.7 Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
- 1.8 Demonstrate problem solving skills.

ADVANCED-LEVEL

- 1.9 Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- 1.10 Apply critical thinking skills, creativity, and innovation.
- 1.11 Apply supervisory skills related to human resource policies and procedures.
- 1.12 Demonstrate the ability to effectively and professionally communicate with other healthcare professionals, payors and other individuals necessary to serve the needs of patients and practice.

Standard 2: Foundational Professional Knowledge and Skills

ENTRY-LEVEL

- 2.1 Explain the importance of maintaining competency through continuing education and continuing professional development.
- 2.2 Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.
- 2.3 Describe the pharmacy technicians role, pharmacists role, and other occupations in the healthcare environment.
- 2.4 Describe wellness promotion and disease prevention concepts.
- 2.5 Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technicians role.
- 2.6 Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.
- 2.7 Explain the pharmacy technician's role in the medication-use process.
- 2.8 Practice and adhere to effective infection control procedures.

ADVANCED-LEVEL

- 2.9 Describe investigational drug process, medications being used in off-label indications, and emerging drug therapies.
- 2.10 Describe further knowledge and skills required for achieving advanced competencies.
- 2.11 Support wellness promotion and disease prevention programs.

Standard 3: Processing and Handling of Medications and Medication Orders

ENTRY-LEVEL

- 3.1 Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the Pharmacists Patient Care Process.

- 3.2 Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.
 - 3.3 Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
 - 3.4 Prepare patient-specific medications for distribution.
 - 3.5 Prepare non-patient-specific medications for distribution.
 - 3.6 Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.
 - 3.7 Assist pharmacists in the monitoring of medication therapy.
 - 3.8 Maintain pharmacy facilities and equipment.
 - 3.9 Use information from Safety Data Sheets (SDS), National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List, and the United States Pharmacopeia (USP) to identify, handle, dispense, and safely dispose of hazardous medications and materials.
 - 3.10 Describe Food and Drug Administration product tracking, tracing and handling requirements.
 - 3.11 Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.
 - 3.12 Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.
 - 3.13 Use current technology to ensure the safety and accuracy of medication dispensing.
 - 3.14 Collect payment for medications, pharmacy services, and devices.
 - 3.15 Describe basic concepts related to preparation for sterile and non-sterile compounding.
 - 3.16 Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).
 - 3.17 Assist pharmacists in preparing medications requiring compounding of non-sterile products.
 - 3.18 Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.
 - 3.19 Explain accepted procedures in inventory control of medications, equipment, and devices.
 - 3.20 Explain accepted procedures utilized in identifying and disposing of expired medications.
 - 3.21 Explain accepted procedures in delivery and documentation of immunizations.
 - 3.22 Prepare, store, and deliver medication products requiring special handling and documentation.
- ADVANCED-LEVEL
- 3.23 Prepare compounded sterile preparations per applicable, current USP Chapters.
 - 3.24 Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).
 - 3.25 Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.
 - 3.26 Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.
 - 3.27 Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.
 - 3.28 Apply accepted procedures in inventory control of medications, equipment, and devices.
 - 3.29 Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications.
 - 3.30 Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required.
 - 3.31 Manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing.

Standard 4: Patient Care, Quality and Safety Knowledge and Skills

ENTRY-LEVEL

- 4.1 Explain the Pharmacists Patient Care Process and describe the role of the pharmacy technician in the patient care process.
- 4.2 Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.
- 4.3 Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.
- 4.4 Explain basic safety and emergency preparedness procedures applicable to pharmacy services.
- 4.5 Assist pharmacist in the medication reconciliation process.
- 4.6 Explain point of care testing.
- 4.7 Explain pharmacist and pharmacy technician roles in medication management services.
- 4.8 Describe best practices regarding quality assurance measures according to leading quality organizations.

ADVANCED-LEVEL

- 4.9 Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals.
- 4.10 Perform point-of-care testing to assist pharmacist in assessing patient's clinical status.
- 4.11 Participate in the operations of medication management services.
- 4.12 Participate in technical and operational activities to support the Pharmacists Patient Care Process as assigned.
- 4.13 Obtain certification as a Basic Life Support Healthcare Provider.

Standard 5: Regulatory and Compliance Knowledge and Skills

ENTRY-LEVEL

- 5.1 Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
- 5.2 Describe state and federal laws and regulations pertaining to pharmacy technicians.
- 5.3 Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.
- 5.4 Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.
- 5.5 Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.6 Describe Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), and United States Pharmacopeia (USP) requirements for prevention and treatment of exposure to hazardous substances (e.g., risk assessment, personal protective equipment, eyewash, spill kit).
- 5.7 Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).
- 5.8 Describe OSHA Hazard Communication Standard (i.e., Employee Right to Know).

ADVANCED-LEVEL

- 5.9 Participate in pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.10 Describe major trends, issues, goals, and initiatives taking place in the pharmacy profession.

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

To provide quality pharmacy technicians for the surrounding community.

3.2.2 Institutional Target

3.2.3 Assessment Instrument

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

3.2.7 Summary of Implications/Conclusions

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

3.3.2 Assessment Instrument

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 Student Learning Outcome Result - Face to Face

3.3.4.3 Distance Courses

3.3.4.4 Student Learning Outcome Result - Distance

3.3.5 Summary of Implications/Conclusions

4 IV. Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Ranch Management
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

1.10 H. Advisory Board (Workforce)

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

Fall 17 minutes [PDF 3,671 KB OCT 17, 2019]

Fall_18_Minutes_Ag [PDF 3,914 KB OCT 17, 2019]

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

November 2, 2018

1.10.1.2 b. Recommendations from meeting

Continue to focus on recruiting strategies

1.10.1.3 c. Changes made as a result of recommendations

Increased use of Facebook for advertising of program and ranch. Setup booth at state FFA convention. Setup booth at state high school rodeo championships.

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

NO DATA OBTAINED

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

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 has maintained a steady rate for the past 2 years.

3.2.6 Program Goal Result

Met

3.2.7 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 Student Learning Outcome Result - Face to Face

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

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 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

NA

3.4.4.4 Student Learning Outcome Result - Distance

N/A

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 or 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 student completing the program on campus after high school.

Program Name: Program Review: Small Business Management (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed Small Business Management

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 Not available for TDCJ students

1.4.1 Program Certifications/Accreditations Not available for TDCJ students

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

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

1.6.2 Number of program graduates during prior year

1.6.3 Notable Increases/Comparisons/Changes

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 TDCJ. The primary reason for increase in enrollment is due to TVCC offering more class sections to allow the students to complete their degrees/certificates.

1.6.5 Number of full-time faculty members

5

1.6.6 Number of part-time faculty members

4

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

The TDCJ program director increased the classes offered in Workforce Education in order to educate more offenders and help them pursue their Certificates or Degrees.

1.8 H. Advisory Board (Workforce)

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

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

1.8.1.2 b. Recommendations from meeting

1.8.1.3 c. Changes made as a result of recommendations

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 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 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

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 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

If students do not meet the minimum requirements of the goals of the program they will be work with the instructor 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

3.3.1 Student Learning Outcome

Goal 1 BMGT 1327 In the Spring 2019 (REVISE) 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 Spring 2019 (REVISE) 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 Fall 2018 Small Business Management lecture class, 69 students out of 69 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 100% 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(REVISE) In the Principles of Management lecture class, eight students out of 23 completed the manager interview with a mastery of 75% or above. The overall class objective was met because 100% of the students met the learning outcome.

Goal 2 BUSG 2309 In this Small Business Management lecture class, 69 students completed the final

project of preparing a Small Business Plan. The overall learning outcome was met, since 100% 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

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of 23 completed the manager interview with a mastery of 75% or above. The overall class objective was met because 100% of the students met the learning outcome.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

N/A

3.3.4.4 Student Learning Outcome Result - Distance

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

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

Program Name: Program Review: Welding
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 C. Pathway

Service and Production Industry

1.7 D. External Certifications or Accreditations

NA

1.7.1 Program Certifications/Accreditations

1.7.2 Licensing/Certification Requirements

1.7.3 Monitoring Entity (if applicable)

1.7.4 Identify Any Reporting Guidelines

1.8 E. Number of distinct courses currently offered in program

16

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

no change

1.9 F. Enrollment/Faculty Overview

1.9.1 Number of students enrolled in program

314

1.9.2 Number of program graduates during prior year

118

1.9.3 Notable Increases/Comparisons/Changes

none noted

1.9.4 Why are there changes in enrollment, if applicable

enrollment steady

1.9.5 Number of full-time faculty members

3

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

none noted

1.11 H. Advisory Board (Workforce)

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

Fall 2017 Welding Meeting [PDF 261 KB OCT 17, 2019]

Spring 2018 Welding Meeting [PDF 274 KB OCT 17, 2019]

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

May 11, 18

1.11.1.2 b. Recommendations from meeting

Discussed information that should be included on TVCC Welding Web Page, Project Show information, Job opportunities, Pictures from Project Show, Supporters page.

1.11.1.3 c. Changes made as a result of recommendations

on going

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 DATA OBTAINED

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 completions have remain steady and high

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

Some work remains for completers but dual credit contact hours have continued to increased.

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 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

NA

3.3.4.4 Student Learning Outcome Result - Distance

N/A

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 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

NA

3.4.4.4 Student Learning Outcome Result - Distance

N/A

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 Student Learning Outcome Result - Face to Face

Not met

3.5.4.3 Distance Courses

NA

3.5.4.4 Student Learning Outcome Result - Distance

N/A

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 not been modernized recently, and remains crowded. The department has the potential to have greater enrollment if the facility was larger.

4.1.2 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: Program Review: Welding (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 I. Description of Program Being Reviewed

TDCJ educational program- Welding

1.1 A. Name of program

Welding

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

1.4.1 Program Certifications/Accreditations

None

1.4.2 Licensing/Certification Requirements

None

1.4.3 Monitoring Entity (if applicable)

1.4.4 Identify Any Reporting Guidelines

None

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

1.6.1 Number of students enrolled in program

1.6.2 Number of program graduates during prior year

1.6.3 Notable Increases/Comparisons/Changes

1.6.4 Why are there changes in enrollment, if applicable

1.6.5 Number of full-time faculty members

2

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

2

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)

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

1.8.1.2 b. Recommendations from meeting

1.8.1.3 c. Changes made as a result of recommendations

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) 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

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 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 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

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, an career entry skills (LEAPs)

3.2.5 Data Analysis/Findings

a. 93% 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 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

With _____ 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

3.3.4.1 Face to Face Courses

N/A

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

N/A

3.3.4.4 Student Learning Outcome Result - Distance

3.3.5 Summary of Implications/Conclusions

Students have mastered the required skills and will be able to utilize these skills in their jobs once they are released.

4 IV. Recommendations

The required courses were changed to remain in alignment with the WECM requirements.

4.1 Improvement

New educational videos will be added as a learning resource.

4.1.1 Justification for Improvement

The use of these videos will allow student to hear and see information in a different way other than class lecture or demonstration. Adding another way for students to grasp information with a different learning style.

4.1.2 Description or Improvement

The educational videos will be incorporated into the class room and used as a resource for students to refer back to when needed at class.