



Programs Report

Program Review: Accounting

Program Review: Air

Conditioning/Refrigeration (TDCJ)

Program Review: Automotive Technology

Program Review: Business

Program Review: Computer Science

Information Technology (TDCJ)

Program Review: Criminal Justice

Program Review: Drafting & Design
Technology

Program Review: Electrical & Power Transmission (TDCJ)

Program Review: Fire Science Technology

Program Review: Horticulture (TDCJ)

Program Review: Legal Assistant
Technology

Program Review: Management

Program Review: Mechanical Engineering
Technology

Assistant

Program Review: Medical Nursing
Assistant - Advanced

Program Review: Small Business Management

Program Review: Small Business Management (TDCJ)

Program Review: TVCC General Education Core Curriculum
Program

Program Review: Welding (TDCJ)

Program Name: Program Review: Accounting
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

Accounting AAS Degree and Certificate Level 1

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

1.1 A. Name of program

Accounting

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations N/A

Accounting Quick Books External Industry Certification
50% of the students that took the Quick books examination passed.

1.5.1 Program Certifications/Accreditations N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

12

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

No Change

1.6.2 If change from last year, describe the change

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

1.7 F. Enrollment/Faculty Overview

381 Students were Enrolled as Accounting Classes including Financial And Managerial Accounting

and including 1303 Introduction to Accounting and all of the related OSA and Certificate Accounting related courses, Including the students at the TDCJ Units..
The Coordinating Board is Reporting 45 graduates in Prior Years and that does not include the last two years because the report is two years behind.

1.7.1 Number of students enrolled in program

46

1.7.2 Number of program graduates during prior year

11

1.7.3 Notable Increases/Comparisons/Changes

Number of graduates appear to have increased slightly. ---by 2 or 3

1.7.4 Why are there changes in enrollment, if applicable

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

1.7.5 Number of full-time faculty members

4

1.7.6 Number of part-time faculty members

1

1.7.7 Number of program coordinators

3

1.8 G. Describe what changed from last year

Accounting 1304 was placed in the Occupational Skills award because of TSI ruling

1.9 H. Advisory Board (Workforce)

The advisory board of the Accounting, Business, Office Technology, Medical Office, and Management meet to discuss what the board thought would be a path to proceed in the future. The first Accounting OSA award was presented to Tammy Shafter. It was announced that 50% of the students that took the Quick Books Certification examination passed the test.. The Board also suggested that a new OSA in the field of Entrepreneurship be established.

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

[business-mgt-med-offitech adv minutes](#) [PDF 860 KB AUG 13, 2018]

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

April 30,2018

1.9.1.2 b. Recommendations from meeting

Continue with the Occupational Skills awards and the industry certifications continue to teach soft skills and communications skills both written and oral continue to teach teamwork.

1.9.1.3 c. Changes made as a result of recommendations

Continue to make available the Industry certification tests available to the students to try to get their national certification.

2 II. Mission Statement

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

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

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

3.1 Artifact Scoring Results

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

10

3.1.4 Empirical and Quantitative Skills

8.83

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 instrument will measure the students ability to read and interpret Accounting data and make decisions on their experience in the classroom and on the job. Reasoning and Calculation skills will also be stressed. Upon completion of certain evaluation instruments that measure the core criteria of the program the instrument will be scored to measure the skills of the student.

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

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

Goal 1 ACNT 1303 and ACCT 2401:

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

Goal 2 ACNT 1303 and ACCT 2401

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

Goal 3 ACCT 2401

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

3.2.5 Data Analysis/Findings

Presented the Occupational Skills Awards to members that could be present and reserved the

presentations to others who could not be present.

Continue to emphasize communication, English, accounting, management and medical skills to our students in class and provide presentation and group work as possible.

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.
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

Eighty seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is a face to face course.

On hundred per cent (100%) of the students evaluated in ACCT 2401 scored higher than the 70% necessary to achieve success on the objective evaluated.
The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

One hundred per cent of the students In the ACCT 2402 accessed achieved success on the objective evaluated. This is a face to face class..

3.3.1 Student Learning Outcome

The Students in ACNT 1303 and ACCT 2401 will be able to Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

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

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

Goal 1 ACNT 1303 and ACCT 2401:

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

Goal 2 ACNT 1303 and ACCT 2401

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

Goal 3 ACCT 2401

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

Goals for ACCT 2402

(1) Student will be able to calculate the following Accounting Analytical Measures. Working capital, current ratio, quick ratio, accounts receivable turnover, number of days sales in receivables, inventory turnover, number of days sales in inventory, ration of fixed assets to long-term liabilities, ration of liabilities to stockholders equity, number of times interest charges are earned, number of times preferred dividends are earned, ration of sales to assets, rate earned on assets, rate earned on stockholder equity, rate earned on common stockholders equity, earnings per share(EPS) on common stock, price-earnings (P/E) ratio, dividends per share, dividend yield.

(2) Student will be able to describe a cost object, classify a cost as a direct material, direct labor or factory overhead cost. Student will be able to identify a product or period costs and classify a cost as a prime or conversion cost.

3.3.4 Data Analysis/Findings

Eighty seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is a face to face course.

One hundred per cent (100%) of the students evaluated in ACCT 2401 scored higher than the 70% necessary to achieve success on the objective evaluated.

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal. Face to Face course

One hundred per cent of the students In the ACCT 2402 accessed achieved success on the objective evaluated. This is a face to face class..

3.3.4.1 Face to Face Courses

Eighty seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is a face to face course.

One hundred per cent (100%) of the students evaluated in ACCT 2401 scored higher than the 70% necessary to achieve success on the objective evaluated.

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

One hundred per cent of the students In the ACCT 2402 accessed achieved success on the objective evaluated. This is a face to face class..

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

This was an on-line course.

ACCT 2401 Goal (1) In the Distance learning class for Accounting 2401, seventy seven per cent (77%) of the students accessed for this objective had success in achieving the objective.

Goal (2) Eighty two per cent (82%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

ACCT 2402-- Goal (1) Ninety two percent of the students that were evaluated achieved success on the stated objective. This is a distance ed course.

ACCT 2402 Goal (2)(1)Eighty four per cent of the students accessed achieved success on the objective evaluated. This is an on line class. Only sixteen per cent of the student did not achieve the objective.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

In this particular year for the measurement of the LEAPS. the students in the Distance Education courses did not do as well as the face to face students in the classes in the program. Distance students will be provided the same access to the cardinal success center as the face to face students that did not meet the minimum level of achievement needed to be successful in the program. In some of the Accounting Distance Ed classes the students achieved the goal and in other classes students did not achieve the goal, it was a mixed bag of success and non acheivement.

4 IV. Recommendations

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

4.1 Improvement

Increase the number of students in the Accounting Program, possibly through the Dual credit program.

4.1.1 Justification for Improvement

Hopefully more individuals with the dual credit high schoolt program will enroll in the program giving it additional students.

4.1.2 Description or Improvement

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

Program Name: Program Review: Air Conditioning/Refrigeration (TDCJ) Program
Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

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

1.1 A. Name of program

Air Conditioning/Refrigeration

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations VGI-EPA Certification

1.5.1 Program Certifications/Accreditations VGI certification

1.5.2 Licensing/Certification Requirements NA

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

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

1.6 E. Number of distinct courses currently offered in program

6

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

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

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

45

1.7.2 Number of program graduates during prior year

43

1.7.3 Notable Increases/Comparisons/Changes

NA

1.7.4 Why are there changes in enrollment, if applicable

NA

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

1

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

1.9 H. Advisory Board (Workforce)

N/A

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

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

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

N/A

1.9.1.2 b. Recommendations from meeting

N/A

1.9.1.3 c. Changes made as a result of recommendations

N/A

2 II. Mission Statement

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Increase course completion rates in the workforce education courses

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

3.1 Artifact Scoring Results

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

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

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

3.2.1 Program Goal

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

3.2.2 Institutional Target

Graduation and Persistence Rates

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

3.2.5 Data Analysis/Findings

Successful course completion:

2013. 96.9%
2014. 97.3%
2015 97.7%
2016 99.3%
2017 95.6%

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

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

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

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

3.3.4.1 Face to Face Courses

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

No distance education courses offered.

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.

4 IV. Recommendations

Improvement to program.

4.1 Improvement

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

4.1.1 Justification for Improvement

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

4.1.2 Description of Improvement

The instructors having the backing of TVCC to be able to pursue face to face continuing education classes or online classes during lock down.

Program Name: Program Review: Automotive Technology
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed Automotive Technology

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

1.1 A. Name of program

Automotive Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Service and Production Industry

1.4 D. External Certifications or Accreditations

1.4.1 Program Certifications/Accreditations

NA

1.4.2 Licensing/Certification Requirements

NA

1.4.3 Monitoring Entity (if applicable)

NA

1.4.4 Identify Any Reporting Guidelines

NA

1.5 E. Number of distinct courses currently offered in program

9

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

No Change

1.5.2 If change from last year, describe the change

N/A

1.6 F. Enrollment/Faculty Overview

1.6.1 Number of students enrolled in program

22

1.6.2 Number of program graduates during prior year

5

1.6.3 Notable Increases/Comparisons/Changes

Graduation rate for this year was a 64% decrease from prior year. It is worth noting that low graduates in 2015 of 4, rebounded in 2016 to 13, before falling off again in 2017 to 5. It appears that department experiences cyclical rates. The reason is not immediately evident.

1.6.4 Why are there changes in enrollment, if applicable

Enrollment dropped from 24 in prior year to 22. The department stays pretty consistent at this level.

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

N/A

1.8 H. Advisory Board (Workforce)

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

Discussion on enrollment and how to increase, as well as incorporate more electronic diagnostic into curriculum

[Auto advisory committee minutes](#) [PDF 73 KB OCT 5, 2018]

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

11/18/2017

1.8.1.2 b. Recommendations from meeting

The committee recommended that the instructor make contact with college recruiter to devise a plan to make presentations to high school seniors. The also recommended incorporating more electronic diagnostics into curriculum.

1.8.1.3 c. Changes made as a result of recommendations

No real opportunities other than a revamping of Career Day have been achieved toward contacting more students. New diagnostic equipment was purchased with Carl Perkins funds.

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

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

6.8

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

5

3.1.8 Technology Skills

8.42

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

3.2.5 Data Analysis/Findings

Course completion statistics

2015-16: 86.1%

2016-17: 80.2%

2017-18: 74.8%

Fall 2017 had dismal completion rates of 65% bringing the overall for the year down. There were no dual credit contact hours generated for this program. The instructor has expressed an interest in providing dual credit instruction.

3.2.6 Program Goal Result

Not met

3.2.7 Summary of Implications/Conclusions

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

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

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

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

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

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

No distance courses offered

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

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

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

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

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

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

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

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

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

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

The Benchmark is Achieved

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

No distance courses offered

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)

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

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

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

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

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

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

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

80% of student completed the side clearance check and determined the side clearance to be in specification.

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

Student Learning Outcomes were met. Will increase benchmark and evaluate the next group of students with same SLOs.

4 IV. Recommendations

4.1 Improvement

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

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

A new diagnostic machine has been added to the program. The faculty needs additional training on its use and implementation.

4.2 Improvement

Continue updates to facility

4.2.1 Justification for Improvement

The present facility is small and crowded. A larger facility would be beneficial. Some improvements have been made to the current facility but more are needed.

4.2.2 Description of Improvement

Tool rooms have been remodeled and organized. Greatly increasing efficiency.

Program Name: Program Review: Business
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

General Business AAS Degree and Certificate Level 1

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

1.1 A. Name of program

General Business

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations N/A

1.5.1 Program Certifications/Accreditations

N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

6

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

No Change

1.6.2 If change from last year, describe the change

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

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

383

1.7.2 Number of program graduates during prior year

35

1.7.3 Notable Increases/Comparisons/Changes

There was an increase in program graduates from the previous reporting cycle.

1.7.4 Why are there changes in enrollment, if applicable

There was an increase in online offerings and additional industry marketing.

1.7.5 Number of full-time faculty members

3

1.7.6 Number of part-time faculty members

0

1.7.7 Number of program coordinators

2

1.8 G. Describe what changed from last year

No change.

1.9 H. Advisory Board (Workforce)

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

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

[ADVISORY COMMITTEE MEETING MIN April 2018 NEW FORMAT](#) [XLSX 46 KB MAY 14, 2018]

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

April 30, 2018

1.9.1.2 b. Recommendations from meeting

Several Advisory Committee members stated the following industry skills are essential in the workplace: written & oral communication skills, attention to detail, soft skills training emphasizing work ethic/professionalism and knowledge of QuickBooks and Excel.

1.9.1.3 c. Changes made as a result of recommendations

Increase the emphasis on industry certifications by Certiport in the Entrepreneurship Small Business certification and the Intuit Quickbooks and Microsoft Word and Excel.

2 II. Mission Statement

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

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

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

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

3.1 Artifact Scoring Results

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

8.39

3.1.2 Communication Skills

7.7

3.1.3 Critical Thinking Skills

4.03

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

10

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

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

GOALS:

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

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

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

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

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

3.2.5 Data Analysis/Findings

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

Students will choose a manager with 2-5 years of management experience and set up an interview. During the interview, the student will ask a set of eight questions related to the managers position. The

student will prepare the assignment after the interview and include the detailed responses by using complete sentences

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

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

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

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

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

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

3.2.6 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.
This program was slightly below the state standards for placement.
Continue to promote dual credit opportunities to area schools
Efforts will be made to promote transfer opportunities.

3.3 Student Learning Outcomes and Findings

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

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

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

3.3.1 Student Learning Outcome

LEAPS ASSESSMENT REPORTS:

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

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

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

In the Introduction to Business classes for Fall 2017, 115 students completed the team project which consisted of explaining the form of business ownership and created an outline of a business plan for the selected business. 115/122 or 94% met the Student Learning Outcome by scoring 70% or better.

In the Introduction to Business classes for Spring 2018, 62 students completed the team project which consisted of explaining the form of business ownership and created an outline of a business plan for the selected business. 62/62 or 100% met the Student Learning Outcome by scoring 70% or better.

In Business Ethics Fall 2017, TDCJ, 17 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 17 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

There were two POFT 1301 lecture classes in Fall 2017. 25 total students completed the business memo editing and rewriting assignment. All 25 students that were evaluated completed the assignment with a score of 70% or higher. The objective was met because 100% of the students that were evaluated completed the assignment with a score of 70% or higher.

There were two POFT 1301 lectures classes in Spring 2018. 38 total students completed the business memo editing and rewriting assignment. 31 students completed the assignment with a score of 70% or higher. 7 students received a grade below 70%. Therefore, 82% of the evaluated students completed the assignment with a score of 70% or higher and the objective was met.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

BUSG 1301 was not offered as a distance course in Fall 2017 or Spring 2018.

In Business Ethics Fall 2017 online, 11 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 11 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

In Business Ethics Spring 2018 online, 29 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. 24 students met the objective by making a score of 70% or above. The overall class objective was met because 82.8% of the class members that completed the case study met the learning outcome.

In the POFT 1301 Fall 2017 online class 19 out of 22 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 70% or higher. 3 students did not attempt the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2018 online class 14 out of 21 students completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 70% or higher. 7 students did not attempt the assignment. Therefore, the class objective was not met because only 67% of the students completed the assignment with a score of 70% or higher.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

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

4 IV. Recommendations

Incorporate new course materials and more digital content, such as "My Biz Lab", "Connect", and "Cengage". Use more TedTalks that are content specific to supplement the F2F and online classes.

4.1 Improvement

Incorporate new course materials and more digital content, such as "My Biz Lab", "Connect", and "Cengage". Use more TedTalks that are content specific to supplement the F2F and online classes.

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

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

Program Name: Program Review: Computer Science Information Technology (TDCJ)
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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

19

1.7.2 Number of program graduates during prior year

10

1.7.3 Notable Increases/Comparisons/Changes TDCJ - Computer Science

Class enrollment slightly decreased last year. Almost double the start of this year.

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

Changes to RPD enrollment policies have decreased the number of students we were able to enroll in classes.

Dr. Hurley has been working with RPD to get that 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

1

1.8 G. Describe what changed from last year

Only enrollment.

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 ability to Create, Save, Modify, and Display Web Pages and Web sites using an HTML editor and a Web Page Browser.

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

3.3.2 Assessment Instrument

TVCC Institutional Research Report

3.3.3 Describe Criteria and process used to measure student learning outcome

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

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 facility 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: Criminal Justice
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Criminal Justice

1.2 B. Description of Degree(s)

Associate of Arts

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 B. Description of Degree(s)

Certificate, Level 1

1.6 C. Pathway

Public Services

1.7 D. External Certifications or Accreditations

NA

1.7.1 Program Certifications/Accreditations

NA

1.7.2 Licensing/Certification Requirements

NA

1.7.3 Monitoring Entity (if applicable)

NA

1.7.4 Identify Any Reporting Guidelines

NA

1.8 E. Number of distinct courses currently offered in program

19

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

Decrease

1.8.2 If change from last year, describe the change

Elective WECM courses removed because of lack of interest/low enrollment.

1.9 F. Enrollment/Faculty Overview

1.9.1 Number of students enrolled in program

232

1.9.2 Number of program graduates during prior year

12

1.9.3 Notable Increases/Comparisons/Changes

The low number of graduates in comparison to the high number of students enrolled is due to an anomaly with TVCC internal data. All Criminal Justice majors in the university transfer program are awarded an AA in Liberal Arts as is all other university transfer student at TVCC. Therefore, not all of these graduates are attributed to the department.

1.9.4 Why are there changes in enrollment, if applicable

A significant increase in enrollment over previous period. Possibly due to changes in marketing as well as word of mouth among students pertaining to popularity of new instructor.

1.9.5 Number of full-time faculty members

2

1.9.6 Number of part-time faculty members

5

1.9.7 Number of program coordinators

1

1.10 G. Describe what changed from last year

No Change

1.11 H. Advisory Board (Workforce)

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

Discussion pertaining to Correctional Certificates and transfer credits to University level resulted in a recommendation of removal from catalog of CJLE 1333, CJSA 1347, CJSA 1325. Furthermore, the recommendation also included replacing CJCR 1304 with CRIJ 2328 and replacing CJSA 1348 with CRIJ 1307 in the Correctional Certificate.

[CJ Advisory Committee Minutes](#) [DOCX 19 KB OCT 5, 2018]

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

03/28/2018

1.11.1.2 b. Recommendations from meeting

Recommendation of removal from catalog of CJLE 1333, CJSA 1347, CJSA 1325. Furthermore, the recommendation also included replacing CJCR 1304 with CRIJ 2328 and replacing CJSA 1348 with CRIJ 1307 in the Correctional Certificate.

1.11.1.3 c. Changes made as a result of recommendations

The recommended changes were adopted and the 2018-19 catalog reflects those changes.

2 II. Mission Statement

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

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

7.42

3.1.2 Communication Skills

10

3.1.3 Critical Thinking Skills

8.4

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

3.2.5 Data Analysis/Findings

Course completion statistics
2015: 87.2%
2016: 87.4%
2017: 88.1%

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

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

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

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Discuss and explain the establishment of organized police departments and the special problems with police departments.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

91% of students passed this course with a 75 or higher. 60% were projected to score 75 or higher.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

88% of student scored 75 or higher. 60% was projected to score 75 or higher.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

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

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

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

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

60% of evaluated students will score at least 75% in both review and written assignments, thereby demonstrating critical thinking and career entry skills.

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

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

82% of students completed the course with a 75 or higher. 60% projected to score 75 or higher.

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

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

3.4.4.4 Student Learning Outcome Result - Distance

Met

3.4.5 Summary of Implications/Conclusions

No changes

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Discuss and explain the establishment of organized police departments and the special problems with police departments.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

Reviews, assignments, tests and discussions will evaluate the outcome based upon the developed Rubric. 70% of students completing course will score 75 or higher based on rubric outcome.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

100% of students completed the course with a 75 or higher. 60% were projected to score 75 or higher.

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

82% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

3.5.4.4 Student Learning Outcome Result - Distance

Met

3.5.5 Summary of Implications/Conclusions

No changes

4 IV. Recommendations

4.1 Improvement

Increase completers

4.1.1 Justification for Improvement

Large enrollments with low numbers of completers

4.1.2 Description or Improvement

The low number of graduates in comparison to the high number of students enrolled is due to an anomaly with TVCC internal data. All Criminal Justice majors in the university transfer program are awarded an AA in Liberal Arts as is all other university transfer student at TVCC. Therefore, not all of these graduates are attributed to the department.

Program Name: Program Review: Drafting & Design Technology
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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

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

1.1 A. Name of program

Drafting & Design Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 C. Pathway

Business and Technology

1.6 C. Pathway

Science, Engineering, and Math

1.7 D. External Certifications or Accreditations

1.7.1 Program Certifications/Accreditations

NA

1.7.2 Licensing/Certification Requirements

NA

1.7.3 Monitoring Entity (if applicable)

NA

1.7.4 Identify Any Reporting Guidelines

NA

1.8 E. Number of distinct courses currently offered in program

17

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

No Change

1.8.2 If change from last year, describe the change

NA

1.9 F. Enrollment/Faculty Overview

1.9.1 Number of students enrolled in program

23

1.9.2 Number of program graduates during prior year

6

1.9.3 Notable Increases/Comparisons/Changes

Increase of 2 graduates in this year over last is due 2 students returning after a hiatus to finish their AAS degree.

1.9.4 Why are there changes in enrollment, if applicable

The prior year had 12 enrolled and 4 graduates. This department has always been cyclical in enrollment. One year's enrollment is not necessarily indicative of the coming year's graduates.

1.9.5 Number of full-time faculty members

1

1.9.6 Number of part-time faculty members

2

1.9.7 Number of program coordinators

1

1.10 G. Describe what changed from last year

No change

1.11 H. Advisory Board (Workforce)

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

Full acceptance was gained for changing ARCE 1352 Structural Drafting to ARCE 1315 Structural Steel Detailing and keep MATH 1314 as the preferred math requirement for the Drafting AAS.

[Minutes FALL17](#) [DOCX 18 KB OCT 5, 2018]

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

12/01/2017

1.11.1.2 b. Recommendations from meeting

Change ARCE 1352 to ARCE 1315.

Keep MATCH 1314 as required math course for Drafting AAS

1.11.1.3 c. Changes made as a result of recommendations

Recommended changes to AAS and Advanced Certificate were presented to C&I committee. Changes were approved and catalog updated to reflect the change.

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

Full acceptance was gained for adding a course to the Drafting AAS to provide the student with ability to measure parts for the purpose of reverse engineering. A skill that has become more necessary as some companies embark on the concept of product improvement.

[Minutes SP18](#) [DOCX 19 KB OCT 5, 2018]

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

05/04/2018

1.11.2.2 b. Recommendations from meeting MCHN 1320 Precision Tools and Measurement to Drafting AAS

Advisory Committee recommended that DFTG 1345 be moved to an either/or status with DFTG 2340 and MCHN 1320 Precision Tools and Measurement be added to Semester Three of the Drafting AAS.

1.11.2.3 c. Changes made as a result of recommendations

Plans are to make the recommended changes upon approval of the C&I committee at the Fall 18 C&I meeting.

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

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

8.5

3.1.3 Critical Thinking Skills

3

3.1.4 Empirical and Quantitative Skills

6.81

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

3.2.5 Data Analysis/Findings

Course completion statistics

2015: 95.6%

2016: 94.6%

2017: 75.1%

There were no Dual Credit offerings generated by this department.

3.2.6 Program Goal Result

Not met

3.2.7 Summary of Implications/Conclusions

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

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

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Not met

3.3.4.3 Distance Courses

No distance courses offered

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

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

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

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

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

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

drawing project and demonstrate 75% mastery of the use of technology in communicating the correct size, shape, appearance, and material of an object to be created.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

78% of enrolled students completed the project. Of these, 100% achieved 85% mastery or higher of the outcome.

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

N/A

3.4.4.4 Student Learning Outcome Result - Distance

N/A

3.4.5 Summary of Implications/Conclusions

I will raise the mastery level from 75% to 80%

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

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

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

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

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

I somehow failed to realize what the actual SLO was for this class. I undertook a different path that did not include the assignment listed for this SLO. I approached this LEAP with the SLO of "Students will be able to complete a 3D model of an assembly and correctly produce the required working drawings based on accepted industry standards.

71% of enrolled students completed this project. Of these, 80% demonstrated 90% mastery of the outcome.

3.5.4.2 Student Learning Outcome Result - Face to Face

Not met

3.5.4.3 Distance Courses

N/A

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

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

I will implement a contest approach to engage more students to participate in the project. Pay closer attention and utilize the correct SLO.

4 IV. Recommendations

4.1 Improvement

Increase distance learning options

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

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

Program Name: Program Review: Electrical & Power Transmission (TDCJ)
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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

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

N/A

1.4.3 Monitoring Entity (if applicable) N/A

N/A

1.4.4 Identify Any Reporting Guidelines

Determined by the LEAPS

1.5 E. Number of distinct courses currently offered in program

8

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

No Change

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

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

1.6.1 Number of students enrolled in program

40

1.6.2 Number of program graduates during prior year

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 into the students.

1.6.5 Number of full-time faculty members

1

1.6.6 Number of part-time faculty members

0

1.6.7 Number of program coordinators

1

1.7 G. Describe what changed from last year

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

1.8 H. Advisory Board (Workforce)

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

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

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

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

2.1 A. Mission

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

prison and to enhance the rehabilitative aspects of correctional education.

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Program has been very successful.

3.1 Artifact Scoring Results Not Available

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

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings Educate the Offender population

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 a purpose or goal

3.2.2 Institutional Target

Course Completion

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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%

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):

2013 72.3%, 2014 76.5%, 2015 95%, 2016 25%, 2017 60%

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

Met

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.

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: Fire Science Technology
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Fire Science Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 B. Description of Degree(s)

Certificate, Level 1

1.5 C. Pathway

Public Services

1.6 D. External Certifications or Accreditations Texas Commission on Fire Protection NA

1.6.1 Program Certifications/Accreditations

NA

1.6.2 Licensing/Certification Requirements

NA

1.6.3 Monitoring Entity (if applicable)

NA

1.6.4 Identify Any Reporting Guidelines

NA

1.7 E. Number of distinct courses currently offered in program

13

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

Decrease

1.7.2 If change from last year, describe the change

Program was updated following retirement of long time instructor.

1.8 F. Enrollment/Faculty Overview

1.8.1 Number of students enrolled in program

37

1.8.2 Number of program graduates during prior year

3

1.8.3 Notable Increases/Comparisons/Changes

Increase from 21 to 37.

1.8.4 Why are there changes in enrollment, if applicable

Increase from 21 to 37 is indicative of the updated and advertised program.

1.8.5 Number of full-time faculty members

0

1.8.6 Number of part-time faculty members

2

1.8.7 Number of program coordinators

1

1.9 G. Describe what changed from last year

The one fulltime faculty retired leaving the department run by 2 adjuncts.

1.10 H. Advisory Board (Workforce)

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

No Advisory Board formally met. Program coordinator is in contact with industry leaders on regular basis.

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

NONE

1.10.1.2 b. Recommendations from meeting

NA

1.10.1.3 c. Changes made as a result of recommendations

NA

2 II. Mission Statement

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

TVCC service area.

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

3.1.1 Career Entry Skills

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

Increase course completion rates in workforce education courses.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

3.2.5 Data Analysis/Findings

Completion rates:

2015: 95.8%

2016: 87.5%

2017: 90.8%

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

Course completions over the past few years would not be indicative of completion of the same courses. Apples to Oranges comparison. However, 90.8% completion rate a positive for this rebuilding program.

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Students will demonstrate the design and implementation of a fire and life safety education program by preparing a topic and presenting information to a specific audience.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

1Choose a fire and life safety topic and develop a lesson plan that is appropriate for the audiences demographics.

2Prepare a visual aid or activity for use during the presentation.

3Upload a video recording of the student giving a presentation. Extra credit will be given if the student presents to a live audience. The presentation will be graded using a rubric that evaluates the students knowledge of the topic, use of visual aids, the organization of information, professionalism, and the presentations appropriateness for the audience.

60% of evaluated students will present a topic of their choice and demonstrate 75% mastery of the design and implementation of a fire and life safety education program.

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

NA

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

Overall, the students did a great job with their presentations. The purpose of this assignment was to familiarize the student with selecting an appropriate topic for their audience and presenting that information effectively. The most common issue students faced was maintaining eye contact with the audience and have a confident appearance. This will come as they gain experience and knowledge in the fire service. This assignment was an opportunity for the students to gain more experience giving public presentations.

Highest Grade: 98

Lowest Grade: 81

Median: 92

Average: 91

5 students received a score of A

3 students received a score of B

0 students received a score of C
0 students received a score of D
0 students received a score of F

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

Instructor will provide more opportunities for presentations to help students become more confident in the final presentation. This will come in the form of milestones throughout the course which will build up to the final presentation.

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

Students will demonstrate their ability to identify hazardous materials and determine the appropriate level of response by evaluating information given during a scenario.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

1The student will be given a scenario involving hazardous materials.

2The student will identify the hazardous material involved in the scenario.

3Provided an Emergency Response Guidebook (ERG), the student will identify the correct guide number, describe the threats associated with the hazardous material, and develop an incident action plan.

60% of evaluated students will correctly identify the hazardous material, select the appropriate guide number, and develop an incident action plan consistent with their level of training.

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

NA

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

6 students received a score of 100 on the assignment

1 students received a score of 90 on the assignment

4 students received a score of 80 on the assignment

0 students received a score of 70 on the assignment

1 student received a failing score on the assignment*

Highest grade: 100

Lowest grade: 80

Common mistakes included determining evacuation distances and the application of water to the

hazardous material. Review will be conducted with students to clarify these topics.

*1 student stopped coming to class mid-semester and never submitted the assignment.

3.4.4.4 Student Learning Outcome Result - Distance

Met

3.4.5 Summary of Implications/Conclusions

Students will be encouraged to download the ERG app to their phone and use it in scenarios given periodically throughout the course. This will help the student gain familiarity with the ERG, recognize their ability to access and utilize the ERG, and provide accurate responses based on variables provided in the scenarios.

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

Based on information provided in a scenario, students will demonstrate their ability to identify various types of building construction and determine any threats that are commonly associated with that construction type under fire conditions.

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

1The student will be given a scenario that describes building construction features and fire conditions.

2The student will identify the construction type involved in the scenario.

3The student will describe common hazards associated with the identified construction type when under fire conditions.

60% of evaluated students will identify the building construction type and demonstrate 75% mastery of hazards commonly associated with the identify construction type.

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

Five students were evaluated on this outcome. Four students passed. All students passed the course. 40% of evaluated students identified the building construction type and demonstrated 75% mastery of hazards commonly associated with the identified construction type. The outcome was not met.

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

Met

3.5.5 Summary of Implications/Conclusions

Focus on this area and place more emphasis on this topic in future classes.

4 IV. Recommendations

4.1 Improvement

Continue the improvement that has been started in rebuilding this program. Focus on getting more completers through the program.

4.1.1 Justification for Improvement

Increasing number of completers based on enrollment would show a strengthening program.

4.1.2 Description of Improvement

It should be noted that many students are progressing in this new pathway and should increase the number of completers next year.

Program Name: Program Review: Horticulture (TDCJ)
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed Name “ TDCJ Education Program ” 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: Legal Assistant Technology
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

LEGAL ASSISTANT TECHNOLOGY AAS DEGREE AND CERTIFICATE LEVEL 1

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

1.1 A. Name of program

Legal Assistant Technology

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 B. Description of Degree(s)

Associate of Applied Science

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations

N/A

1.5.1 Program Certifications/Accreditations

N/A

1.5.2 Licensing/Certification Requirements

N/A

1.5.3 Monitoring Entity (if applicable)

N/A

1.5.4 Identify Any Reporting Guidelines

N/A

1.6 E. Number of distinct courses currently offered in program

13

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

No Change

1.6.2 If change from last year, describe the change

No Change

1.7 F. Enrollment/Faculty Overview

In the year 2016 11 Majors and a total of 56 students in the program. According to enrollment number for the 2017 year there were 40 students enrolled in the Legal Assistant program classes.

The Coordinating Board is reporting 38 graduates in the Prior Years and that does not include the last two because the report is two years behind.

1.7.1 Number of students enrolled in program

34

1.7.2 Number of program graduates during prior year

7

1.7.3 Notable Increases/Comparisons/Changes

Increase of small amount maybe 3

1.7.4 Why are there changes in enrollment, if applicable

Easier access for students to go online and take a course.

1.7.5 Number of full-time faculty members

0

1.7.6 Number of part-time faculty members

5

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

No change in plans are being made for the program. Plans are to recruit for the program at additional campuses.

1.9 H. Advisory Board (Workforce)

Program is now completely on line.

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

Advisory minutes are attached.

[LegaladvisMINSigned](#) [PDF 1,277 KB SEP 7, 2018]

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

August 1, 2018

1.9.1.2 b. Recommendations from meeting

Continue with the program so that the legal community will have some trained personnel to be available for employment in the community.

1.9.1.3 c. Changes made as a result of recommendations

Continue to grow the Legal Assistant Program and recruit as many students as Possible.

2 II. Mission Statement

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

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

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

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

3.1 Artifact Scoring Results

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

8.5

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

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

LEGAL TECHNOLOGY GOALS AND OBJECTIVES:

GOAL # 1 LGLA 1307 Law and the Legal Profession

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

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

Recognize and describe the major tasks that paralegals perform.

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

Goal # 2 LGLA 1345 Civil Litigation

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law; List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

Goal # 3 LGLA 2313 Criminal Law and Procedure

The student will be able to identify, define, and recognize the following elements in Criminal Law and Procedure

Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

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

3.2.5 Data Analysis/Findings

LGLA GOALS AND RESULTS

LGLA 1307 LAW AND THE LEGAL PROFESSION:

No enough students registered for the class for it to make consequently the class was not able to be accessed.

LGLA 1345 CIVIL LITIGATION:

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

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

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

3.2.6 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 study-buddy partnerships to help prepare for the next evaluation.

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

This program met the state standards for program completers.

This program was slightly below the state standards for placement.

Continue to promote dual credit opportunities to area schools

Efforts will be made to promote transfer opportunities.

GOAL # 1 LGLA 1307 Law and the Legal Profession --There were not enough student enrolled in this class for the class to make so no evaluation was conducted for this class.

Goal # 2 LGLA 1345 Civil Litigation--Ninety per cent of the students evaluated achieved the objective.

Goal # 3 LGLA 2313 Criminal Law and Procedure On hundred per cent of the students evaluated achieved the objective..

3.3 Student Learning Outcomes and Findings

LEGAL TECHNOLOGY GOALS AND OBJECTIVES:

GOAL # 1 LGLA 1307 Law and the Legal Profession

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

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

Recognize and describe the major tasks that paralegals perform.

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

Goal # 2 LGLA 1345 Civil Litigation

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law; List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

Goal # 3 LGLA 2313 Criminal Law and Procedure

The student will be able to identify, define, and recognize the following elements in Criminal Law and Procedure

Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

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

3.3.1 Student Learning Outcome

LGLA GOALS AND RESULTS--OUTCOMES

LGLA 1307 LAW AND THE LEGAL PROFESSION:

There were not enough student enrolled in this class for the class to make so no evaluation was conducted for this class.

LGLA 1345 CIVIL LITIGATION:

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

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

Students will complete the above assessments in a controlled environment and submit to the instructor. Statements will be completed according to the correct principles studied in the appropriate Legal Technology textbook and materials used in the class. .

3.3.4 Data Analysis/Findings

LGLA GOALS AND RESULTS--OUTCOMES

LGLA 1307 LAW AND THE LEGAL PROFESSION:

There were not enough student enrolled in this class for the class to make so no evaluation was conducted for this class.

LGLA 1345 CIVIL LITIGATION:

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

LGLA 2313 CRIMINAL LAW AND PROCEDURE:

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

3.3.4.1 Face to Face Courses

The program has been completely converted to an on-line internet offering. There are no face to face classes taught in LGLA at the present time.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

GOAL # 1 LGLA 1307 Law and the Legal Profession --There were not enough student enrolled in this class to conduct an evaluation of the class.

Goal # 2 LGLA 1345 Civil Litigation--Ninety per cent (90%) of the students evaluated achieved the objective.

Goal # 3 LGLA 2313 Criminal Law and Procedure On hundred per cent (100%) of the students evaluated achieved the objective..

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 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 in online chat session, to reduce withdrawals and promote retention and completion of program

4 IV. Recommendations

In this particular year for the measurement of the LEAPS. the students in the Distance Education courses did well. Although one of the LGLA classes did not have enough students make so that the results could have been computed. Distance students will be provided the same access to the cardinal success center as other students that did not meet the minimum level of achievement needed to be successful in the program.

4.1 Improvement

Increase the number of students in the LGLA Program, possibly through the help of the Local Lawyers and their Bar Associations in the surrounding counties. .

4.1.1 Justification for Improvement

Hopefully our recruiting efforts will improve the number of students that we have enrolling in the LGLA program. We may also be able to expand the program to other TVCC Campuses, this expansion would give the LGLA department an opportunity to reach more students in our expanded multi campus organization and provide greater opportunity for students to attend College legal classes.

4.1.2 Description or Improvement

Students could start in the LGLA Certificate Program and then complete it and then move forward to the AAS Degree in Legal Assistant. The LGLA department has an ongoing commitment to meet desired outcome criteria. Our Legal teaching faculty are constantly striving to be the best they can be by attending Legal seminars and bringing the latest changes in the law to our TVCC students.

Program Name: Program Review: Management
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed AAS in Management

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

1.1 A. Name of program

Management

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Business and Technology

1.5 D. External Certifications or Accreditations Entrepreneurship and Small Business Certification
Certiport, A Pearson Vue Business, offers a ESB Certification exam.

1.5.1 Program Certifications/Accreditations Southern Association Accreditation and THECB

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

1.5.2 Licensing/Certification Requirements N/A

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

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

1.5.4 Identify Any Reporting Guidelines N/A

1.6 E. Number of distinct courses currently offered in program

10

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

Increase

1.6.2 If change from last year, describe the change

In the Management AAS, Psychology was removed and Office Management added.

1.7 F. Enrollment/Faculty Overview Enrollment/Faculty Overview

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

At TDCJ, there is also an increase in enrollment due to more class offerings at each unit. The increase

at TDCJ was 411 in 2015, to 757 in the 2106-17 reporting period.

1.7.1 Number of students enrolled in program

383

1.7.2 Number of program graduates during prior year

22

1.7.3 Notable Increases/Comparisons/Changes

There was an increase in program graduates from the previous reporting cycle.

1.7.4 Why are there changes in enrollment, if applicable

Better recruitment methods used to promote the Business & Management career paths. Also, three new OSA's (Occupational Skills Awards) were implemented during this reporting cycle which may have contributed to the increase in enrollment. The Occupational Skills Awards are in Entrepreneurship, Technology Applications and in Accounting.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

1

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

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

1.9 H. Advisory Board (Workforce) Management Advisory Board

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

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

[ADVISORY COMMITTEE MEETING MIN April 2018 NEW FORMAT](#) [XLSX 46 KB MAY 9, 2018]

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

April 30, 2018 at the TVCC cafeteria conference room.

1.9.1.2 b. Recommendations from meeting

Several Advisory Committee members stated the following industry skills are essential in the workplace: written & oral communication skills, attention to detail, soft skills training emphasizing work ethic/professionalism and knowledge of QuickBooks and Excel.

1.9.1.3 c. Changes made as a result of recommendations

Increase the emphasis on industry certifications by Certiport in the Entrepreneurship Small Business certification and the Intuit Quickbooks and Microsoft Word and Excel.

2 II. Mission Statement Mission statement

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

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

Increase course completion rates in the Management AAS and Certificate.

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

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

3.1 Artifact Scoring Results

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

7.5

3.1.2 Communication Skills

7.5

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase or maintain licensure rate for programs subject to licensure.

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

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

3.2.1 Program Goal

Increase course completion rates in the Management AAS and Certificate.

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

Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Students will be given evaluation instruments throughout the semester by the instructor to measure the level of understanding the student has attained. These instruments will measure the 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).

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

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

3.2.6 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.

This program had a placement rate of 92.31%.

Continue to promote dual credit opportunities to area schools

Educate students about transfer opportunities to further their degrees.

3.3 Student Learning Outcomes and Findings

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

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

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

3.3.1 Student Learning Outcome

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

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

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, ten students 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 HRPO 2301, this class was not taught in the Fall 2017 and Spring 2018 semester as a face to face class, only offered online.

3.3.4.1 Face to Face Courses

Goal 1 BMGT 1327 In the Principles of Management lecture class, ten students 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 HRPO 2301, this class was not taught in the Fall 2017 and the Spring 2018 semester as a face to face class, only offered online.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

Fall 2017/ HRPO 2301: 12 students out of 12 completed this SLO and demonstrated an ability of 75% mastery of the objective.

Fall 2017/BMGT 1327: In the Distance Learning class, 18 students out of 21 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 75% mastery of the objective.

Spring 2018/BMGT 1327: In the online class, 29 students out of 32 completed the SLO, meaning 91% of the students evaluated demonstrated an ability of 75% mastery of the objective.

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

In the BUSG 2309 course: I can help the students be more successful, if I will require the business plan revisions immediately after HW 2, which is the rough draft of the business plan. I have noticed that if they are not required to immediately research and make the revisions they will not follow through and improve on their original submission of their business plan.

4 IV. Recommendations

Incorporate new course materials and more digital content, like "My Biz Lab" and " Connect" for Face to Face and online classes. Use more TedTalks that are content specific to supplement the F2F and online classes.

4.1 Improvement

Incorporate new course materials and more digital content, like "My Biz Lab" and " Connect" for Face to Face and online classes. Use more TedTalks that are content specific to supplement the F2F and online classes.

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

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

Program Name: Program Review: Mechanical Engineering Technology
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

1.1 A. Name of program

Mechanical Engineering Technology

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations

NA

1.5.1 Program Certifications/Accreditations

NA

1.5.2 Licensing/Certification Requirements

NA

1.5.3 Monitoring Entity (if applicable)

NA

1.5.4 Identify Any Reporting Guidelines

NA

1.6 E. Number of distinct courses currently offered in program

7

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

No Change

1.6.2 If change from last year, describe the change

NA

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

28

1.7.2 Number of program graduates during prior year

8

1.7.3 Notable Increases/Comparisons/Changes

A significant increase occurred from 0 in previous year to 8 in this year. I attribute that to the program gaining more ground at Athens High School.

1.7.4 Why are there changes in enrollment, if applicable

An enrollment decrease from 35 to 28 is due to the fluctuations at Athens High School. The instructor has implemented some initiatives that should make small increases in the future.

1.7.5 Number of full-time faculty members

1

1.7.6 Number of part-time faculty members

1

1.7.7 Number of program coordinators

1

1.8 G. Describe what changed from last year

No changes

1.9 H. Advisory Board (Workforce)

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

[MET Advisory 10-27-17](#) [PDF 43 KB OCT 18, 2018]

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

October 27, 2017

1.9.1.2 b. Recommendations from meeting

Provide students more soft skills, improved interviewing skills, and good work ethics and punctuality. Offer more COOP/Internship opportunities. Incorporate NIMS certifications.

1.9.1.3 c. Changes made as a result of recommendations

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

2 II. Mission Statement

2.1 A. Mission

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

2.2 B. Goals (should correspond to instructional AOs)

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

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

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

7

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

7

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

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

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

General Education Goals collect and analyze data of student attainment of critical thinking,

communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility provided by the general education core curriculum program

3.2.5 Data Analysis/Findings

Course completion statistics

2015: 93.5%

2016: 76.0%

2017: 82.4%

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

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

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

3.3 Student Learning Outcomes and Findings

3.3.1 Student Learning Outcome

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models/assemblies/drawings and exhibit proper dimensioning/design techniques.

To use learned techniques to independently design, evaluate, and create functioning parts.

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

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

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

3.3.4 Data Analysis/Findings

3.3.4.1 Face to Face Courses

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

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

no distance course

3.3.4.4 Student Learning Outcome Result - Distance

N/A

3.3.5 Summary of Implications/Conclusions

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

3.4 Student Learning Outcomes and Findings

3.4.1 Student Learning Outcome

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

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

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

Instructor will guide students through basic machine operation and requirements.

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

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

Demonstrate a working knowledge of each piece of machine equipment.

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

Fabricate prototype parts

Measure parts and compare to specifications for quality control

Determine fit form and function of finished parts

3.4.4 Data Analysis/Findings

3.4.4.1 Face to Face Courses

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

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

no distance courses

3.4.4.4 Student Learning Outcome Result - Distance

N/A

3.4.5 Summary of Implications/Conclusions

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

3.5 Student Learning Outcomes and Findings

3.5.1 Student Learning Outcome

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

Demonstrate operations of CNC machine controls

Compare and contrast the differences between conventional and CNC machines

Utilize CNC machine applications for machining of complete units

3.5.2 Assessment Instrument

LEAPs Results

3.5.3 Describe Criteria and process used to measure student learning outcome

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

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

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

Basic G code

Basic M code

Machine parts

Machine limitations

Tooling requirements

Basic math skill exercises

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

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

Demonstrate a working knowledge of each piece of machine equipment.

Determine fit form and function of finished parts

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

Fabricate prototype parts

Measure parts and compare to specifications for quality control

3.5.4 Data Analysis/Findings

3.5.4.1 Face to Face Courses

After completion of required instructor led tutorials/demonstrations and student assignments requiring demonstration of the ability to manually write Computer Numerical Control(CNC) programs for machine tools by converting part geometry from blueprints as well as using computer aided

manufacturing(CAM)to produce machine tool codes, offsets, and commands into a functional tool-path to operate a CNC machine, 80+ percent of students passed evaluation criteria.

3.5.4.2 Student Learning Outcome Result - Face to Face

Met

3.5.4.3 Distance Courses

3.5.4.4 Student Learning Outcome Result - Distance

N/A

3.5.5 Summary of Implications/Conclusions

Curriculum resources will be updated using newest revisions as well as supplemental online resources students may access.

4 IV. Recommendations

4.1 Improvement

Online options where possible

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

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

Program Name: Program Review: Medical Nursing Assistant - Advanced
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

Medical/Nursing Assistant Level 1 certificate - (Skilled Care in Health Sciences)

1.1 A. Name of program

Medical/Nursing Assistant

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Health Sciences

1.4 D. External Certifications or Accreditations

1. Certified Clinical Medical Assistant by National Healthcareers Association
2. Nurse Aide Certification (CNA) - optional - by Texas Department of Health and Human Services
3. Certified Phlebotomy - optional - by National Healthcareers Association

1.4.1 Program Certifications/Accreditations

Level 1 college certificate in Medical/Nursing Assistant

1.4.2 Licensing/Certification Requirements

Certification - CCMA (Certified Clinical Medical Assistant)

1.4.3 Monitoring Entity (if applicable)

General college oversight

Texas Department of Health and Human Services monitors CNA training.

1.4.4 Identify Any Reporting Guidelines

Report number of certification completers to TVCC Director of Strategic Planning, Effectiveness and Accreditation for distribution as needed.

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?

No Change

1.5.2 If change from last year, describe the change

NA

1.6 F. Enrollment/Faculty Overview

Faculty - 2 full time instructor on the Athens Campus

8 Part time adjunct faculty (imbedded instructors in dual credit) Brownsboro ISD, Scurry-Rosser ISD, Mabank ISD, Malakoff ISD, Fruitvale ISD, Kemp ISD, Frankston ISD, Eustace ISD.

1.6.1 Number of students enrolled in program

118

1.6.2 Number of program graduates during prior year

6

1.6.3 Notable Increases/Comparisons/Changes

Changes in enrollment in credit MNA because of the requirement that students should be functioning at a 10th grade literacy level to increase the passing percentage of certification exams.

Students seeking Nurse Aide Certification only or Certified Phlebotomy only are encouraged to take non-credit Fast track courses which do not require the literacy level. This program action was taken to (1) raise the certification pass rate and (2) to increase the program retention rate.

1.6.4 Why are there changes in enrollment, if applicable

Most of the enrollment changes are due to the students moving from credit to non-credit.

1.6.5 Number of full-time faculty members

2

1.6.6 Number of part-time faculty members

8

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)

Medical/Nursing Assistant Advisory Committee

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

Discussed and approved by the committee:

1. Supports development of new level 1 Basic Certificate (24 credits for outpatient care employment.

A. Supported Certified Clinical Medical Assistant industry certification by National Healthcareers Association as the capstone certification of the Basic Certificate.

B. Supported making the Basic Certificate training available as high school dual credit.

2. Supports changes in the previous level 1 certificate to now be called the Advanced certificate.

A. Supported the removal of the TSI academic achievement grade 10 functioning level as a certificate completion requirement.

B. Supported the addition of TECM 1303 Technical Math as a required course

C. Supported these two industry/state certifications as the capstone for the Level 1 certificate: State of Texas Health and Human Services Certified Nurse Aide Certificate (CNA); Certified Phlebotomy Technician (CPT) by National Healthcareers Association.

D. Supported to continue NURA 1401 and NURA 1160 (CNA) training as part of the Advanced certificate.

E. Supported changing PHAB 1164 - Practicum to PLAB 1191 - Special Topics in Phlebotomy to meet state practicum/clinical site evaluation requirements.

F. Supported the addition of a third semester to offer MDCA 1313 Medical Terminology

G. Supported the reduction in contact hours of NURA 1160 - clinical for Nurse Aide in Health Care from 96 to 80 contact hours. This was to facilitate the scheduling of ISDs offering the training as dual credit.
F. Supported the changing of MDCA 1260 - clinical/Medical Assistant to MDCA 1360- Clinical/Medical Nursing Assistant to be consistent with the same course offered in other TVCC Health Science programs.

3. Supported the addition of ECRD 1111 - Electrocardiography and/or ECRD 1011 for EKG certification training.

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

05/31/2018

1.8.1.2 b. Recommendations from meeting

Discussed and approved by the committee:

1. Supports development of new level 1 Basic Certificate (24 credits for outpatient care employment.

A. Supported Certified Clinical Medical Assistant industry certification by National Healthcareers Association as the capstone certification of the Basic Certificate.

B. Supported making the Basic Certificate training available as high school dual credit.

2. Supports changes in the previous level 1 certificate to now be called the Advanced certificate.

A. Supported the removal of the TSI academic achievement grade 10 functioning level as a certificate completion requirement.

B. Supported the addition of TECM 1303 Technical Math as a required course

C. Supported these two industry/state certifications as the capstone for the Level 1 certificate: State of Texas Health and Human Services Certified Nurse Aide Certificate (CNA); Certified Phlebotomy Technician (CPT) by National Healthcareers Association.

D. Supported to continue NURA 1401 and NURA 1160 (CNA) training as part of the Advanced certificate.

E. Supported changing PHAB 1164 - Practicum to PLAB 1191 - Special Topics in Phlebotomy to meet state practicum/clinical site evaluation requirements.

F. Supported the addition of a third semester to offer MDCA 1313 Medical Terminology

G. Supported the reduction in contact hours of NURA 1160 - clinical for Nurse Aide in Health Care from 96 to 80 contact hours. This was to facilitate the scheduling of ISDs offering the training as dual credit.

F. Supported the changing of MDCA 1260 - clinical/Medical Assistant to MDCA 1360- Clinical/Medical Nursing Assistant to be consistent with the same course offered in other TVCC Health Science programs.

3. Supported the addition of ECRD 1111 - Electrocardiography and/or ECRD 1011 for EKG certification training.

1.8.1.3 c. Changes made as a result of recommendations

1. TVCC developed and submitted a 24 credit Certified Clinical Medical Assistant (called Basic Medical Assistant) level 1 certificate with a proposed start date of fall 2018.

2. Selected the NHA CCMA Certified Clinical Medical Assistant as industry certification to be associated with the Basic Medical Assistant certificate.

3. Made these changes in the Advanced Level 1 Medical/Nursing Assistant Program

1. Addition of TECM 1303 Technical Math

2. Addition of a third semester in the summer for MDCA 1313- Medical Terminology

3. Implemented the change of contact hours in NURA 1160 - clinical from 96 to 80.

4. Added PLAB 1191 - Special Topics in Phlebotomy to required curriculum to support Certified Phlebotomy Technician certification training.

5. Removed PLAB 1164 - Phlebotomy Practicum from the MNA curriculum to meet program evaluation requirements set forth in the GWIPE.

6. Changed MDCA 1260 to MDCA 1360 for consistency between MNA and other TVCC Health Science course offerings.

2 II. Mission Statement

...to provide quality workforce skills training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service delivery area. (mission of CWE Department)

2.1 A. Mission

to provide local employers with qualified entry level medical employees: nursing homes, assisted living facilities, home health care, clinics, hospitals, blood labs, insurance companies, etc.

2.2 B. Goals (should correspond to instructional AOs)

3 III. Program Effectiveness and Student Learning

MNA program courses were evaluated and artifacts to support student learning were collected and evaluated.

3.1 Artifact Scoring Results

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

9.73

3.1.2 Communication Skills

6.78

3.1.3 Critical Thinking Skills

8.46

3.1.4 Empirical and Quantitative Skills

0

3.1.5 Personal Responsibility Skills

4.33

3.1.6 Social Responsibility Skills

0.75

3.1.7 Teamwork Skills

0

3.1.8 Technology Skills

0

3.2 Program Effectiveness Outcome and Findings

Artifacts that were gathered were pre and post tests from randomly selected sections.

Findings--

Average score on pre-test = 72%

Average score on post test = 97%

3.2.1 Program Goal

Average student progress in course to be at least a 20% gain based on the artifacts collected.

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

LEAPs Results

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

1. TVCC Level 1 Medical/Nursing Assistant Graduation = 6
2. National Healthcareers Certified Clinical Medical Assistant certification exam = 6 (100% pass rate of all students who elected to take the certification test.)
3. State of Texas Department of Aging and Disability Services nurse aide certification (CNA) pass rate = 95% (percentage is calculated on the test takers compared to test passers who became certified.)
4. National Healthcareers Certified Phlebotomy pass rate = 100% (all students attempting the test passed and were certified.)

3.2.5 Data Analysis/Findings

Students exceeded the goal of 20% increase. The average student increase was 25%

3.2.6 Program Goal Result

Met

3.2.7 Summary of Implications/Conclusions

Continue with current training and assessment method.

3.3 Program Effectiveness Outcome and Findings

Medical/Nursing Assistant students in NURA 1401, NURA 1160 and MDCA 1317 are making expected progress to become successfully MNA graduates.

3.3.1 Program Goal

Goal - Medical/Nursing Assistant program will

1. Graduated 10 students per year with the level 1 Medical/Nursing Assistant certificate
2. Have 75 students completed and pass the Texas CNA certifications through Texas Department of Aging and Disability Services/Texas Department of Health and Human Services.
3. Have 15 students complete and pass the national phlebotomy certification through National Healthcareers Association
4. Have 10 students complete complete and pass national Certified Clinical Medical Assistant certification through National Healthcareers Association.

3.3.2 Institutional Target

Credential, Certificate, or Diploma Rates

3.3.3 Assessment Instrument

LEAPs Results

3.3.4 Describe Criteria and process used to measure program effectiveness outcome

Criteria---

A positive completer by category is:

MNA graduates

CNA certification completers (data for Texas Health and Human Services)

Phlebotomy certification (data from National Healthcareers Association)

Certified Clinical Medical Assistant Certification (data from National Healthcareers Association).

3.3.5 Data Analysis/Findings

TVCC MNA program exceeded it's goals

3.3.6 Program Goal Result

Met

3.3.7 Summary of Implications/Conclusions

Summary -

The current instructional methods are successful. Only make changes when needed.

3.4 Student Learning Outcomes and Findings

Student learning success is related to their literacy level - TSI scores. Underachieving students had lower TSI scores.

3.4.1 Student Learning Outcome

Students with ability to read, write and do math at a minimal 10th grade level are successful and learning the curriculum and skills when the appropriate amount of learning time is applied.

3.4.2 Assessment Instrument

LEAPs Results

3.4.3 Describe Criteria and process used to measure student learning outcome

Students in selected course sections were given pre and post tests. These were collected as artifacts and evaluated.

3.4.4 Data Analysis/Findings DATA ANALYSIS

The program expectations have been met and exceeded for the term reviewed. It was anticipated that 10 studies would pass and complete the NHA CCMA and 14 completed for the term.

It was anticipated that 15 students would pass the CPT exam for Phlebotomy and 15 students passed the exam

It was anticipated that 75 students would pass the CNA exam for the term and 103 students took and passed the exam during this time period.

3.4.4.1 Face to Face Courses

Face to face courses are what is primarily taught in this program. They have all met the criteria set forth by the review and all outcomes were met as expected.

3.4.4.2 Student Learning Outcome Result - Face to Face

Met

3.4.4.3 Distance Courses

The only course that is taught as a distance learning course through this program is Body Systems. The results of the class indicate that all outcomes were met.

3.4.4.4 Student Learning Outcome Result - Distance

Met

3.4.5 Summary of Implications/Conclusions

As the program has exceeded its original projections and is progressing well, there is no recommendation for change at this time.

4 IV. Recommendations

No changes expected. Program is functioning in an efficient and productive manner.

4.1 Improvement

No improvement in program delivery is needed at this time. Program is functioning effectively and efficiently.

4.1.1 Justification for Improvement

No justification necessary

4.1.2 Description or Improvement

No improvement necessary

Program Name: Program Review: Small Business Management

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed Small Business Management Certificate

This certificate program is designed to help students be equipped to operate and manage a small business or become an entrepreneur.

1.1 A. Name of program

Small Business Management

1.2 B. Description of Degree(s)

Certificate, Level 1

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations ESB (Entrepreneurship and Small Business) Certification

Entrepreneurship and Small Business Certification exam

1.4.1 Program Certifications/Accreditations Occupational Skills Award in Entrepreneurship

1.4.2 Licensing/Certification Requirements N/A

1.4.3 Monitoring Entity (if applicable)

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

11

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

No Change

1.5.2 If change from last year, describe the change

1.6 F. Enrollment/Faculty Overview

This Small Business Management Certificate is very popular with our current student enrollment and all the courses are offered online on a rotating basis.

1.6.1 Number of students enrolled in program

383

1.6.2 Number of program graduates during prior year

13

1.6.3 Notable Increases/Comparisons/Changes

The Small Business Entrepreneurship Certificate shows an increase in enrollment during this reporting cycle, compared to the previous year.

1.6.4 Why are there changes in enrollment, if applicable

Better recruitment methods used to promote the Business & Management career paths. Also, the new Entrepreneurship OSA's (Occupational Skills Awards) was implemented during this reporting cycle which may have contributed to the increase in enrollment.

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

Implemented the OSA in Entrepreneurship as a stackable career path into this Small Business Management Certificate.

1.8 H. Advisory Board (Workforce)

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

[ADVISORY COMMITTEE MEETING MIN April 2018 NEW FORMAT](#) [XLSX 46 KB MAY 9, 2018]

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

April 30, 2018

1.8.1.2 b. Recommendations from meeting

Several Advisory Committee members stated the following industry skills are essential in the workplace: written & oral communication skills, attention to detail, soft skills training emphasizing work ethic/professionalism and knowledge of QuickBooks and Excel.

1.8.1.3 c. Changes made as a result of recommendations

Increase the emphasis on industry certifications by Certiport in the Entrepreneurship Small Business certification and the Intuit Quickbooks and Microsoft Word and Excel.

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

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

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3.1.1 Career Entry Skills

3.1.2 Communication Skills

3.1.3 Critical Thinking Skills

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

Increase course completion rates in workforce education courses

Maintain state averages of workforce education program

Increase dual credit contact hours in CTE-workforce education courses

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

3.2.1 Program Goal

Increase course completion rates in the Small Business Management Certificate.

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

Increase dual credit contact hours in CTE-workforce education courses

3.2.2 Institutional Target

Strategic Plan: Workforce Success

3.2.3 Assessment Instrument

Carl Perkins Data/Reports

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

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

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

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

3.2.6 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.

This program had a placement rate of 92.31%.

Continue to promote dual credit opportunities to area schools

Educate students about transfer opportunities to further their degrees.

3.3 Student Learning Outcomes and Findings

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

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

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

3.3.1 Student Learning Outcome

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

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

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

Spring 2018/BUSG 2309: In the Distance Learning class, 19 students out of 22 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 70% or better mastery of the objective.

3.3.4.1 Face to Face Courses

This class was not offered Face to Face except at TDCJ in 2017-18.

During Fall 2017 at TDCJ, 50 students met the student learning outcome out of 52 students enrolled, resulting in 96% meeting the benchmark successfully and scoring 70% or above.

During Spring 2018 at TDCJ, 29 students or 100% met the student learning outcome, by scoring 70% or above.

3.3.4.2 Student Learning Outcome Result - Face to Face

Met

3.3.4.3 Distance Courses

Spring 2018/BUSG 2309: In the Distance Learning class, 19 students out of 22 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 70% or better mastery of the objective.

3.3.4.4 Student Learning Outcome Result - Distance

Met

3.3.5 Summary of Implications/Conclusions

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

4 IV. Recommendations

The Small Business Plan outline and the instructor feedback, needs to be followed immediately with the students revised copy and not wait until the end of the semester. In other words, shorten the required time for the revised business plan to be submitted.

4.1 Improvement

The Small Business Plan outline and the instructor feedback, needs to be followed immediately with the students revised copy and not wait until the end of the semester. In other words, shorten the required time for the revised business plan to be submitted.

4.1.1 Justification for Improvement

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

4.1.2 Description or Improvement

After the first draft/outline of the Small Business Plan is submitted, then the revised copy must be submitted within a 2 week period of receiving the instructor feedback, in order to keep the content fresh in the student's mind.

Program Name: Program Review: Small Business Management (TDCJ)
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

Small Business Management Degree

1.1 A. Name of program

Small Business Management

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 C. Pathway

Business and Technology

1.4 D. External Certifications or Accreditations Not available for TDCJ students
At TDCJ, there is not an external certification offered.

1.4.1 Program Certifications/Accreditations

N/A

1.4.2 Licensing/Certification Requirements

N/A

1.4.3 Monitoring Entity (if applicable)

COORDINATING BOARD

1.4.4 Identify Any Reporting Guidelines

N/A

1.5 E. Number of distinct courses currently offered in program

11

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

No Change

1.5.2 If change from last year, describe the change

No 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

383

1.6.2 Number of program graduates during prior year

22

1.6.3 Notable Increases/Comparisons/Changes

Significant increase

1.6.4 Why are there changes in enrollment, if applicable

This certificate and AAS degree require several semesters before completion. The number of students in the pipeline has been growing and the count of graduates reflects this pipeline growth.

TDCJ is responsible for transferring in students and TVCC accepts the available students as provided by 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)

N/A

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

[ADVISORY COMMITTEE MEETING MIN April 2018 NEW FORMAT](#) [XLSX 46 KB MAY 14, 2018]

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

April 30, 2018

1.8.1.2 b. Recommendations from meeting

Several Advisory Committee members stated the following industry skills are essential in the workplace: written & oral communication skills, attention to detail, soft skills training emphasizing work ethic/professionalism and knowledge of QuickBooks and Excel.

1.8.1.3 c. Changes made as a result of recommendations

Increase the emphasis on industry certifications by Certiport in the Entrepreneurship Small Business certification and the Intuit Quickbooks and Microsoft Word and Excel.

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

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

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

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

3.3.1 Student Learning Outcome

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of ten completed

the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

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

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

3.3.2 Assessment Instrument

LEAPs Results

3.3.3 Describe Criteria and process used to measure student learning outcome

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

3.3.4 Data Analysis/Findings

Goal 1 BMGT 1327 In the Principles of Management lecture class, eight students out of 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 online Small Business Management class, 29 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

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

4.1.1 Justification for Improvement

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

4.1.2 Description of Improvement

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

Program Name: Program Review: TVCC General Education Core Curriculum Program
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed

TVCC General Education Core Curriculum Program

1.1 A. Name of program

Associate of Arts: Liberal Arts

1.2 B. Description of Degree(s)

Associate of Arts

1.3 C. Pathway

Arts, Humanities, and Social Sciences

1.4 C. Pathway

Business and Technology

1.5 C. Pathway

Health Sciences

1.6 C. Pathway

Public Services

1.7 C. Pathway

Science, Engineering, and Math

1.8 D. External Certifications or Accreditations

N/A

1.8.1 Program Certifications/Accreditations

N/A

1.8.2 Licensing/Certification Requirements

N/A

1.8.3 Monitoring Entity (if applicable)

N/A

1.8.4 Identify Any Reporting Guidelines

N/A

1.9 E. Number of distinct courses currently offered in program

72

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

1.9.2 If change from last year, describe the change

1.10 F. Enrollment/Faculty Overview

1.10.1 Number of students enrolled in program

1.10.2 Number of program graduates during prior year

1.10.3 Notable Increases/Comparisons/Changes

1.10.4 Why are there changes in enrollment, if applicable

1.10.5 Number of full-time faculty members

1.10.6 Number of part-time faculty members

1.10.7 Number of program coordinators

1.11 G. Describe what changed from last year

1.12 H. Advisory Board (Workforce)

N/A

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

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

1.12.1.2 b. Recommendations from meeting

1.12.1.3 c. Changes made as a result of recommendations

2 II. Mission Statement

2.1 A. Mission

TVCCs General Education Core Curriculum Program provides students with a solid foundation of knowledge and skills which will assist them throughout life. Upon completion of the TVCC General Education program, students will be prepared to serve as informed and productive citizens, as well as lifelong learners.

2.2 B. Goals (should correspond to instructional AOs)

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 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

3.1.2 Communication Skills

7.36

3.1.3 Critical Thinking Skills

7.84

3.1.4 Empirical and Quantitative Skills

6.38

3.1.5 Personal Responsibility Skills

7.38

3.1.6 Social Responsibility Skills

5.59

3.1.7 Teamwork Skills

5.79

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings

3.2.1 Program Goal

Increase enrollment and employment rates of graduate students by 0.5% annually

3.2.2 Institutional Target

Graduation and Persistence Rates

3.2.3 Assessment Instrument

TVCC Institutional Research Report

3.2.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.2.5 Data Analysis/Findings

3.2.6 Program Goal Result

3.2.7 Summary of Implications/Conclusions

3.3 Program Effectiveness Outcome and Findings

3.3.1 Program Goal

Increase graduation rates by 0.5% annually

3.3.2 Institutional Target

Graduation and Persistence Rates

3.3.3 Assessment Instrument

TVCC Institutional Research Report

3.3.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.3.5 Data Analysis/Findings

3.3.6 Program Goal Result

3.3.7 Summary of Implications/Conclusions

3.4 Program Effectiveness Outcome and Findings

3.4.1 Program Goal

Increase the success rate of developmental course completion by 1% annually.

3.4.2 Institutional Target

Course Completion

3.4.3 Assessment Instrument

TVCC Institutional Research Report

3.4.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.4.5 Data Analysis/Findings

3.4.6 Program Goal Result

3.4.7 Summary of Implications/Conclusions

3.5 Program Effectiveness Outcome and Findings

3.5.1 Program Goal

Increase first college course completion rate by 0.4% annually.

3.5.2 Institutional Target

Course Completion

3.5.3 Assessment Instrument

TVCC Institutional Research Report

3.5.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.5.5 Data Analysis/Findings

3.5.6 Program Goal Result

3.5.7 Summary of Implications/Conclusions

3.6 Program Effectiveness Outcome and Findings

3.6.1 Program Goal

Increase course completion rate (contact hours) by 0.5% annually.

3.6.2 Institutional Target

Course Completion

3.6.3 Assessment Instrument

TVCC Institutional Research Report

3.6.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.6.5 Data Analysis/Findings

3.6.6 Program Goal Result

3.6.7 Summary of Implications/Conclusions

3.7 Program Effectiveness Outcome and Findings

3.7.1 Program Goal

Increase transfer rate by 0.4% annually

3.7.2 Institutional Target

Transfer Rates

3.7.3 Assessment Instrument

TVCC Institutional Research Report

3.7.4 Describe Criteria and process used to measure program effectiveness outcome

Data provided by TVCC office of institutional research and THECB accountability report

3.7.5 Data Analysis/Findings

3.7.6 Program Goal Result

3.7.7 Summary of Implications/Conclusions

3.8 Student Learning Outcomes and Findings

3.8.1 Student Learning Outcome

Communication

3.8.2 Assessment Instrument

LEAPs Results

3.8.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.8.4 Data Analysis/Findings

3.8.4.1 Face to Face Courses

3.8.4.2 Student Learning Outcome Result - Face to Face

3.8.4.3 Distance Courses

3.8.4.4 Student Learning Outcome Result - Distance

3.8.5 Summary of Implications/Conclusions

3.9 Student Learning Outcomes and Findings

3.9.1 Student Learning Outcome

Critical Thinking

3.9.2 Assessment Instrument

LEAPs Results

3.9.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.9.4 Data Analysis/Findings

3.9.4.1 Face to Face Courses

3.9.4.2 Student Learning Outcome Result - Face to Face

3.9.4.3 Distance Courses

3.9.4.4 Student Learning Outcome Result - Distance

3.9.5 Summary of Implications/Conclusions

3.10 Student Learning Outcomes and Findings

3.10.1 Student Learning Outcome

Empirical/Quantitative Skills

3.10.2 Assessment Instrument

LEAPs Results

3.10.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.10.4 Data Analysis/Findings

3.10.4.1 Face to Face Courses

3.10.4.2 Student Learning Outcome Result - Face to Face

3.10.4.3 Distance Courses

3.10.4.4 Student Learning Outcome Result - Distance

3.10.5 Summary of Implications/Conclusions

3.11 Student Learning Outcomes and Findings

3.11.1 Student Learning Outcome

Social Responsibility

3.11.2 Assessment Instrument

LEAPs Results

3.11.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.11.4 Data Analysis/Findings

3.11.4.1 Face to Face Courses

3.11.4.2 Student Learning Outcome Result - Face to Face

3.11.4.3 Distance Courses

3.11.4.4 Student Learning Outcome Result - Distance

3.11.5 Summary of Implications/Conclusions

3.12 Student Learning Outcomes and Findings

3.12.1 Student Learning Outcome

Personal Responsibility

3.12.2 Assessment Instrument

LEAPs Results

3.12.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.12.4 Data Analysis/Findings

3.12.4.1 Face to Face Courses

3.12.4.2 Student Learning Outcome Result - Face to Face

3.12.4.3 Distance Courses

3.12.4.4 Student Learning Outcome Result - Distance

3.12.5 Summary of Implications/Conclusions

3.13 Student Learning Outcomes and Findings

3.13.1 Student Learning Outcome

Teamwork

3.13.2 Assessment Instrument

LEAPs Results

3.13.3 Describe Criteria and process used to measure student learning outcome

LEAPs, CAAPs/ETS, CCSSEE, TVCC Graduating Student Survey

3.13.4 Data Analysis/Findings

3.13.4.1 Face to Face Courses

3.13.4.2 Student Learning Outcome Result - Face to Face

3.13.4.3 Distance Courses

3.13.4.4 Student Learning Outcome Result - Distance

3.13.5 Summary of Implications/Conclusions

4 IV. Recommendations

4.1 Improvement

4.1.1 Justification for Improvement

4.1.2 Description or Improvement

4.2 Improvement

4.2.1 Justification for Improvement

4.2.2 Description or Improvement

4.3 Improvement

4.3.1 Justification for Improvement

4.3.2 Description or Improvement

4.4 Improvement

4.4.1 Justification for Improvement

4.4.2 Description or Improvement

Program Name: Program Review: Welding (TDCJ)
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 I. Description of Program Being Reviewed TDCJ education program- Welding

1.1 A. Name of program

Welding

1.2 B. Description of Degree(s)

Associate of Applied Science

1.3 B. Description of Degree(s)

Certificate, Level 1

1.4 C. Pathway

Service and Production Industry

1.5 D. External Certifications or Accreditations

1.5.1 Program Certifications/Accreditations

None

1.5.2 Licensing/Certification Requirements

None.

1.5.3 Monitoring Entity (if applicable)

1.5.4 Identify Any Reporting Guidelines

None.

1.6 E. Number of distinct courses currently offered in program

6

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

No Change

1.6.2 If change from last year, describe the change

N/A

1.7 F. Enrollment/Faculty Overview

1.7.1 Number of students enrolled in program

84

1.7.2 Number of program graduates during prior year

78

1.7.3 Notable Increases/Comparisons/Changes

2017 84 students

Enrollment is dependent on the TDCJ determining if an inmate is eligible to enroll in classes. Maximum capacity per cycle is 46 students for both Welding Programs.

1.7.4 Why are there changes in enrollment, if applicable

Variables exist within the TDCJ which can affect enrollment, i.e., timely transfer of students, approval of students for enrollment, etc., by the Rehabilitation Programs Division of the TDCJ.

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

1.9 H. Advisory Board (Workforce)

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

B. TVCC also has an advisory committee for TVCC's welding classes

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

see attached file

[Fall 2017 Meeting](#) [DOCX 31 KB SEP 18, 2018]

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

September 18th 2017

1.9.1.2 b. Recommendations from meeting

It was discussed that adding a math class to the welding curriculum would probably decrease attendants for the welding program.

The TIG program has been a success at the Palestine campus.

1.9.1.3 c. Changes made as a result of recommendations

No math class will be added to the welding curriculum.

2 II. Mission Statement

2.1 A. Mission Mission Statement

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

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

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

3 III. Program Effectiveness and Student Learning

3.1 Artifact Scoring Results

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

9.13

3.1.2 Communication Skills

7.64

3.1.3 Critical Thinking Skills

8.2

3.1.4 Empirical and Quantitative Skills

3.1.5 Personal Responsibility Skills

3.1.6 Social Responsibility Skills

3.1.7 Teamwork Skills

3.1.8 Technology Skills

3.2 Program Effectiveness Outcome and Findings Institutional Targets

Increase course completion rates in workforce education courses

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

3.2.1 Program Goal General Education Goals

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

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

materials

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

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

Understand and appreciate cultural and ethnic diversity, identifying intercultural competence, knowledge of 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 93% 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

Students in all measured classes met the criteria from 80-85% as expected.

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

Adding student mentoring to improve the learning of the beginning students.

4.1.1 Justification for Improvement

The use of mentoring will help students to retain their knowledge for both the beginning student and the mentoring student.

4.1.2 Description or Improvement

The better advanced students will be assigned as mentors to the beginning students in the class to help share their knowledge and skills.

End of report