

# Institutional Effectiveness

Report Card 2005

### TEXAS STATE TECHNICAL COLLEGE HARLINGEN

### INSTITUTIONAL EFFECTIVENESS REPORT CARD 2005

Prepared by Institutional Effectiveness & Research July 2006

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#### Introduction

The TSTC Harlingen Institutional Effectiveness Report Card presents a concise up-to-date report on the state of the College for the FY 2004 and FY 2005 biennium. The performance standards contained within reflect the multi-dimensional nature of the institutional effectiveness process. Included in these standards is a series of critical success factors, or *Indicators of Success* (IS) and their corresponding performance measure in terms of an expected outcome or state-imposed benchmark that evaluates many aspects of the institution's achievement. Thus, the *TSTC Harlingen IE Report Card* recognizes the vague nature of quality by approaching the topic from several perspectives. Because there is no set universal criteria that determines the excellence and effectiveness of an institution, TSTC Harlingen has chosen to demonstrate quality through conformance to the specifications of the institutional *Purpose* and *Expanded Statement of Purpose*: through its comparison to peer institutions or baseline data that shows continual improvement: and through feedback received from various institutional constituencies.

Like the purpose statement that guides the role and scope of TSTC Harlingen activities, the *Indicators of Success* (IS) identify the expected outcomes that are and are not achieved; they identify the aspects of the institution that are excelling as well as demonstrating weaknesses. The IS are not arbitrary, but rather were developed as a means to be accountable for the College's performance and to set minimum standards of excellence that are expected by the institution itself. These indicators are the key elements that must go right for the College to flourish and achieve all of the roles and expectations set out in the statutory *Purpose Statement* and *Expanded Statement of Purpose*. By focusing the planning and evaluation activities of the college on this small group of important factors, the College can demonstrate how the institution as a whole is doing in a relatively straightforward manner. The College uses the IS as benchmarks and measures the results of any changes made in the future against that benchmark. Improvement efforts continue to be developed and written into the appropriate plan.

Although the measurement of achievement of the purpose statement is essential, many positive outcomes are not represented by the formal success indicators and measures used by the College. The process of strategic planning requires the organization to focus not only on its vision, but on giving attention and priority to weaknesses in the expected outcomes. Often unanticipated outcomes occur which provide a more comprehensive picture of the College's impact on its constituency. As such, the *TSTC IE Report Card* also appends a section to the report of outcomes from the IS. The "*Collegewide Examples of Improvements*" section provides this perspective and serves to identify the college's outstanding accomplishments for the FY 2004 and FY 2005 biennium.

The *Institutional Effectiveness Report Card* provides information on a number of factors essential to the success of the College. This information is utilized by administrators, divisions, departments, services and programs to revise the *TSTC Harlingen Strategic Plan*, the *TSTC Harlingen Operational Plan*, and *Unit Action Plans* to provide focus and direction for future planning. By giving attention and resources to college priorities and

shortfalls in reported outcomes, the institution maintains focus and direction in its efforts to demonstrate achievement of its purpose, thereby improving TSTC Harlingen as a whole. The *Institutional Effectiveness Report Card* is distributed biennially to all campus personnel, including members of the Student Congress, and is published on the website for the Institutional Effectiveness and Research Office.

#### The Seven Indicators of Success

The seven IS are key components of the *Purpose Statement* and *Expanded Statement of Purpose*. The college identified these "success factors" as the most essential elements that TSTC Harlingen should be accountable for in demonstrating compliance with its mission and the effectiveness with which it performs these essential elements. The following briefly summarizes the IS. The specific performance measures for each IS are found in the "Outcomes" section of this report which details the extent to which TSTC Harlingen achieved its expected outcomes for the FY 2004 and FY 2005 biennium.

#### IS No. 1: Student and Employee Satisfaction

TSTC Harlingen recognizes that satisfied constituents are necessary for the true effectiveness of any organization. Even if all other performance measures were met, dissatisfied constituents are a primary mechanism of determining the excellence in which all programs, services, and activities are delivered. The absence of constituent satisfaction implies that an institution is giving more priority to the operations and processes established rather than making the student or employee a priority.

First and foremost, IS #1 demonstrates the extent to which students (including students enrolled in non-credit offerings) and employees are satisfied with the environment in which they learn and work.

#### IS No. 2: Educational Achievement

Central to the mission of any institution of higher education is the extent to which students enrolling at the institution achieve their educational goals and the college meets its educational standards. Students attend two-year colleges, and especially technical colleges, for a variety of reasons. Although the college's primary function is to prepare skilled technicians for the workforce, students access TSTC for other reasons as well. Many students choose to upgrade existing skills for the job market or to expose themselves to different occupations in their search for the appropriate field for their skills and aptitudes.

IS #2 measures the extent to which TSTC Harlingen is successfully developing the students' cognitive abilities and ensuring that they attain the necessary skills to be successful upon graduation. This IS contains several embedded performance standards that the college is held to by the THECB as well as some local standards set to ensure student attainment of basic skills and general education competencies. This indicator

measures student goal attainment, retention rates, course completion rates, and the achievement and satisfactory application of basic skills.

#### IS No. 3: Graduate Placement/Performance

Perhaps the IS most relevant to the statutory purpose of the institution, IS #3 demonstrates the impact that TSTC Harlingen actually has on the development of a skilled Texas workforce and the extent to which the education and training received at TSTC is appropriate to the evolving state workforce. The performance standards associated with this indicator encompass state benchmarks for student achievement, including graduate placement rates and licensure pass rates, but also include more local expectations with regard to graduate satisfaction with their education and training, employer satisfaction with the graduate's skills, as well as the percentage of graduates who are employed in a field relating to their major.

#### IS No. 4: Enrollment Management

TSTC Harlingen believes that access is of utmost importance in serving its students. IS #4 not only measures access to college credit programs and courses, but also requires analysis and attention to the access of special populations to TSTC programs, services, and activities. For any organization to be effective, it must have an adequate supply of "business" or "traffic" to keep it viable. Enrollment helps secure institutional funding, and ensures that TSTC Harlingen is producing enough graduates to meet its purpose. Furthermore, access to education has been a service that has driven TSTC Harlingen to continue to create opportunities for the communities and individuals it serves.

#### IS No. 5: Institutional Improvement

TSTC Harlingen advocates the principles of continuous quality improvement and maintaining standards of excellence. This continuous quest for self-improvement is essential to performance and prohibits institutional complacency. IS #5 measures instructional and faculty quality, the quality of student learning, the integrity of the institutional effectiveness process and the responsiveness of the institution to its constituencies.

#### IS No. 6: Institutional Support and Resource Management

IS #6 encompasses operations and responsibilities of both administrative and financial services. TSTC Harlingen expects efficiency and effectiveness to be the hallmarks of its commitment to serving and supporting the College's goals and meeting the needs of the college community. This indicator measures maintenance and utilization of the college's physical facilities, the safety and security of the campus, the management of information technology resources, and the accounting and expected goals of the college's financial services.

#### IS No. 7: Economic Development

Central to the statutory purpose of TSTC is the impact the institution will have on the economic development and business and industry competitiveness in Texas. IS #7 measures the impact of TSTC Harlingen economic developing by measuring participation and satisfaction of individuals in the college's non-credit offerings. Additionally, the college continues to increase targets for the number of economic development activities TSTC Harlingen offers and participates in.

#### TSTC Harlingen Outcomes for the FY 2004 and FY 2005 Biennium

TSTC Harlingen met or exceeded all Indicators of Success and their respective performance measures for all programs and offerings with the exception of thirteen overall. The report of actual outcome results contained in the next section of this report outlines in detail the programs, services, or activities that did not meet expected outcomes.

TSTC Harlingen performed exceptionally well (defined as more than 5 percentage points above the standard) in the areas of Educational Achievement, completion rates, retention rates, and student success in general education courses. All non-credit and economic development activities also far exceeded expected outcomes.

The college met or exceeded all other performance measures used to justify the attainment of each indicator. The table below summarizes the items contained within this report that exceeded the standards with more than 5 percentage points during the previous biennium:

Items with Exceptional Performance	TSTC Rating	Standard
No. 1 Student and Employee Satisfaction	Rating	
Student satisfaction ratings for Special Projects programs	95.4%	80%
No. 2 Educational Achievement		
Completion Rates for Full-time Students Receiving Remediation	51%	40%
Completion Rates for Part-time Students not Receiving Remediation	57%	40%
Completion Rates for Part-time Students Receiving Remediation	49%	40%
Retention Rates from Fall to Spring of full-time first-time-in-college stu	dents	
<ul> <li>Not Receiving Remediation</li> </ul>	75%	70%
<ul> <li>Receiving Remediation</li> </ul>	81%	70%
Retention Rates from Fall to Spring of part-time first-time-in-college stu	ıdents	
<ul> <li>Not Receiving Remediation</li> </ul>		50%
<ul> <li>Receiving Remediation</li> </ul>	65%	50%
Percentage of contact hours completed is not more than five percentage points below the state average	89.6%	83.8%
AAS graduating students will pass their TSTC General Education core	86%	70%

courses with a grade of "C" or better.			
No. 6 Institutional Support and Resource Management			
The College will be within 5% points above or below the national	19% abov	e national	
average of square feet maintained per custodial worker	ave	rage	
No. 7 Economic Development			
Participant satisfaction rate of completers of Contract Training and Continuing Education			
courses on End-of-Course Surveys			
。 НЕР	96%		
<ul> <li>Continuing Education</li> </ul>	92%	80%	
<ul> <li>Apprenticeship</li> </ul>	92%	00%	
o Contract Training	87%		

Despite the attainment of the majority of performance measures that support each indicator, the college did identify the following items where outcomes were less than expected.

Items Not Meeting Performance Standard		STC ating	Standard
No. 1 Student and Employee Satisfaction			
Ratings for overall student satisfaction will meet or exceed national ben Levitz SSI	chma	rks on tl	ne Noel-
<ul> <li>Safety and Security</li> </ul>	4	.62	4.81
No. 2 Educational Achievement	•		
15 Graduates over 3-year period: Active workforce education programs produce 15 graduates over 3 years (except new programs which received CB approval, or were first offered within the last 3 years)	89	.30%	90.00%
Student Attainment: Postsecondary students completing more than 23 SCH during the academic year will achieve a "C" average or better	86	.66%	88.75%
	Graduates		3%
	01	502	Increase
Number of AAS and Certificates awarded will increase by 3% per			517
year for the next 5 years.	03	495	503
	04	530	510
	05	551	546
No. 3 Graduate Placement/Performance			
Graduate Success: Graduates responding to the TSTC <i>Graduation</i> Follow-up survey will respond that they are employed, continuing their education, or entered the military.  Graduate Employment: Graduates responding to the TSTC  Graduation Follow-up survey will respond that they are employed in a field related to their major.	8 resp	.3% of gonded t	data: Only graduates o the TSTC of Follow-up yey.

Non-Traditional (Enrollment and Completion)					
<u> </u>					
<ul> <li>Enrollment</li> </ul>	<ul> <li>Enrollment</li> <li>23.8% of programs d</li> </ul>				
<ul> <li>Completion</li> </ul>	not meet	standard			
No. 6 Institutional Support and Resource Management					
The results of the Room Utilization Report will indicate the college me	eets or exceeds	THECB			
standards.					
<ul> <li>Classroom hours</li> </ul>	15.13	38			
<ul> <li>Laboratory hours</li> </ul>	21.26	25			
Student satisfaction ratings for security issues will meet or exceed national benchmark on the Noel-Levitz SSI	5.25	5.38			
The College will be within 5% points above or below the national average for acres maintained per groundskeeper	41.5% les	verage is ss than the average			
Housing students will maintain a 75% satisfaction rating with ove policies as reflected on the annual Student Housing Evaluation.	_ <del>_</del>	ervices and			
<ul> <li>Furniture</li> </ul>	50.7%				
<ul> <li>Appliances</li> </ul>	62.0%				
<ul> <li>Outside lighting</li> </ul>	67.7%				
<ul> <li>Response from College Police</li> </ul>	63.1%	75%			
<ul> <li>Parking areas</li> </ul>	66.2%	7570			
<ul> <li>Number of social and recreational activities</li> </ul>	58.4%				
<ul> <li>Telephone assistance/etiquette of Housing Department</li> </ul>	64.9%				
<ul> <li>Housing Department hours of operation</li> </ul>	71.4%				
Housing occupancy					
College Housing will show an increase of at least 1% per biennium in student housing occupancy		decreased by 10% the			
last blennum					
Student satisfaction for parking will meet or exceed national benchmar Levitz SSI.	ks for rating o	n the Noel-			
<ul> <li>Parking lots are well-lighted and secure.</li> </ul>	4.59	4.93			
<ul> <li>The amount of student parking on campus is adequate.</li> </ul>	3.69	4.16			

TSTC Harlingen is concerned about all areas where standards are not met, though outcomes were generally close to the benchmarked standards. The philosophy that "close is good enough" is not endorsed at the college, as administrators accept nothing less than meeting, but preferably exceeding, all expected outcomes. Without the self-discipline to accept nothing less than excellence, an institution cannot thrive. All items outlined in the table above are presented in more detail in the body of the report that follows.

#### **Plan for Improvement**

The results of the TSTC Harlingen's performance against the IS for the past biennium serves to drive the next cycle of strategic and operational planning scheduled to occur during the Summer and Fall 2008. The issues identified above as not meeting

performance standards will be researched and studied further to determine the causes for not attaining the expected results. This analysis and evaluation will occur in the appropriate standing committee, IE committee, or college council.

Once priorities are established (i.e., increasing the number of AAS and Certificates awarded), these will be integrated into the appropriate planning level. Primary priorities requiring immediate attention and resources will be addressed in the next revision of the *TSTC Harlingen Strategic Plan*. Once this plan lays out visions and priorities, these are integrated into the next *Five-Year Operational Plan* which identifies the performance measures to evaluate the attainment of each vision and priority, the resources needed to achieve the intended outcomes, and the individuals assigned to oversee the accomplishment of each goal and objective.

While the administration and other key personnel develop the *Strategic* and *Operational Plans*, the IE Measures and Standards Committee will begin its biennial review of the performance measures used to support each indicator. The committee may recommend adjusting standards and expected outcomes for areas where measures may have been too conservative or too ambitious.

#### **How to Use the IE Report Card**

The *IE Report Card* presents each of the seven indicators with the corresponding performance standards used to support achievement of each indicator. The narrative under each performance standard outlines the extent to which the institution, program, service, student body or activity met the expectation that was pre-established by TSTC Harlingen. It also specifies the specific programs struggling to meet each expected outcome and highlights the areas of exceptional institutional performance.

This is intended to help guide the planning efforts of the institution in the upcoming planning cycle and help keep the institution on course in supporting its purpose and role. By doing so, TSTC Harlingen ensures that demonstration of achievement of our mission is essential to the integrity of our operations and our commitment to excellence.

The section that follow the presentation of performance standard, "Collegewide Examples of Improvement" are included to summarize many of the unexpected outcomes of the College's IE process and to demonstrate the effectiveness of the planning/budgeting, assessment and evaluation cycle in continual improvement of TSTC Harlingen.

## IS No. 1: (revised 7/21/03) STUDENT AND EMPLOYEE SATISFACTION

#### **DEFINITION:**

The extent to which students and staff are satisfied with the environment in which they learn and work.

- \*\*Student Satisfaction with their College Environment
- \*\*Employee Job Satisfaction
- \*\*Non-credit Student Satisfaction with their Training and Learning Environment

#### **PERFORMANCE STANDARDS:**

#### **STUDENTS**

- Ratings for overall student satisfaction will meet or exceed national benchmarks on the Noel-Levitz SSI. (3, 5, 10)
- This standard was partially met. Only 1 area did not meet comparison group benchmark.

Student Satisfaction compared to other Community, Junior & Technical Colleges

Fall 2004				
10 areas above comparison group	Mean			
10 areas above comparison group benchmark	TSTC	Comparison Group		
Academic Advising/Counseling	5.25	5.10		
Academic Services	5.50	5.30		
Admissions and Financial Aid	5.12	5.00		
Campus Support Services	5.13	4.85		
Campus Climate	5.23	5.19		
Concern for the Individual	5.15	5.13		
Instructional Effectiveness	5.40	5.31		
Registration Effectiveness	5.39	5.31		
Service Excellence	5.20	5.13		
Student Centeredness	5.29	5.26		
1 area did not meet comparison group		Mean		
benchmark	TSTC	Comparison		
Deficilitat K		Group		
Safety and Security	4.62	4.81		

#### **EMPLOYEES**

- Rating for overall employee satisfaction will meet or exceed state benchmarks on the Survey of Organizational Excellence for organizations of similar size and organizations with similar missions in the dimension analysis. (3, 5, 10)
- ✓ All five areas of the dimensions analysis were above or equal to the benchmark for similar size organizations and similar mission on the 2005-2006 survey.

Dimension	TSTC	Similar	Similar
Dimension	Score	Size	Mission
Work Group	362	351	359
Accommodations	358	344	348
Organizational Features	378	369	312
Information	366	356	358
Personal	376	369	372

#### **NON-CREDIT OFFERINGS**

- Student satisfaction ratings for all course completers enrolled in Continuing Education and Contract Trainings will meet or exceed 80%. (3, 5, 7, 10)
- Student level of satisfaction exceeded the 80% standard for the course completers of the previous two fiscal years. See Appendix A
  - Student satisfaction ratings on all course completers enrolled in Special Projects programs will meet or exceed 80%. (3, 4, 5, 7, 10)
- ✓ Student overall level of satisfaction exceeded the 80% standard by attaining 92.7% for FY 2004 and 98.1% for FY 2005.

#### \*Justification for Performance Measures

- 3 = Southern Association of Colleges and Schools (SACS)
- 4 = TSTC System Agency Strategic Plan
- 5 = TSTC Harlingen Strategic & Operational Plans
- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 10 = TSTC Customer Service Committee Standards

- ➤ Noel-Levitz Student Satisfaction Inventory
- > Survey of Organizational Excellence
- Special Projects Evaluation Results
- ➤ Continuing Education Course Evaluation Results

## IS No. 2 (revised 7/21/03) EDUCATIONAL ACHIEVEMENT

#### **DEFINITION:**

The degree to which students achieve educational goals and meet educational standards.

- \*\*Student Goal Attainment
- \*\*Persistence
- \*\*Degree Completion Rate Remediation and Completion (Full-Time Only)
- \*\*Degree Completion Rate Remediation and Completion (All Students)
- \*\*Demonstration of Critical Literacy Skills

#### **PERFORMANCE STANDARDS:**

- Completion Rates for Full-time Students not Receiving Remediation 50% of full-time first-time-in-college students not receiving remediation will receive a degree or certificate, or transfer within 3 years. (1, 2, 3, 9)
- ✓ Standard was met at 52% (Source: Data Resources for Perkins Measures and Standards)
  - Completion Rates for Full-time Students Receiving Remediation 40% of full-time first-time-in-college students receiving remediation will receive a degree or certificate, or transfer within 4 years. (1, 2, 3, 9)
- Standard was met at 51% (Source: Data Resources for Perkins Measures and Standards)
  - Completion Rates for Part-time Students not Receiving Remediation 40% of part-time first-time-in-college students not receiving remediation will receive a degree or certificate, or transfer with 6 years. (1, 2, 3, 9)
- Standard was met at 57% (Source: Data Resources for Perkins Measures and Standards)
  - Completion Rates for Part-time Students Receiving Remediation 40% of part-time first-time-in-college students receiving remediation will receive a degree or certificate, or transfer within 7 years. (1, 2, 3, 9)
- Standard was met at 49% (Source: Data Resources for Perkins Measures and Standards)
  - Retention Rates from fall to spring of Full-time First-time-in-college Students (taking greater than 12 Semester Credit Hours [SCH]) Retention from fall to spring of students who did and did not receive remediation is not more than five percentage points below the state average, or meets Perkins Standard of 70%. (1, 2, 3, 6, 9)

- ✓ Standard was met at 75% on students who did not receive remediation and 81% on students that did receive remediation (Source: Data Resources for Perkins Measures and Standards)
  - Retention Rates from fall to spring of Part-time First-time-in-college Students (taking 6 to 11 Semester Credit Hours [SCH]) Retention from fall to spring of part-time students who did and did not receive remediation is not more than five percentage points below the state average, or meets Perkins standard of 50%. (1, 2, 3, 6, 9)
- ✓ Standard was met at 59% on students who did not receive remediation and 65% on students that did receive remediation (Source: Data Resources for Perkins Measures and Standards)
  - Course Completion Percentage of contact hours completed is not more than five percentage points below the state average. (Fall). (1, 2, 3, 9)
- ✓ Standard was met at 89.59%; Statewide 83.80% (Source: Data Resources for LBB Performance Measures)
  - 15 Graduates Over 3-Year Period 90% of all active workforce education programs produce 15 graduates over 3 years (except new programs which received CB approval, or were first offered within last 3 years). (1, 2, 6, 9)
- Did not meet standard, 89.30% (Source: Data Resources for Perkins Measures and Standards)
  - Students Attainment 88.75% of postsecondary students completing more than 23 SCH during the academic year will achieve a "C" average (2.0 GPA) or better. (2, 6)
- Did not meet standard, 86.66% but we increased from 79.18% in 2003. (Source: Data Resources for Perkins Measures and Standards)
  - Number of Associate Degrees and Certificates awarded will increase by 3% per year for the next 5 years. (5, 6, 9)
- **Did not meet standard. (Source: TSTC Colleague Database and PREP Online)**

Year	Total	0/ Changa
2001	502	% Change
2002	488	-3%
2003	495	1%
2004	530	7%
2005	551	4%

- 100% of graduating students will successfully complete the TSTC General Education core courses. (1, 3, 6)
- ✓ Standard met--this is a TSTC requirement for all graduating students.

• 70% of AAS graduating students will pass their TSTC General Education core courses with a grade of "C" or better. (3, 6, 7)

#### ✓ Standard met at 86.4%

#### Fiscal Year 2005

Total Graduates taking Gen Ed Courses at TSTC	287
# passing with a grade of "C" or better	248
# not passing	39
% of AAS graduating students passing	86.4%

#### \*Justification for Performance Measures

- 1 = Texas Higher Education Coordinating Board (THECB)
- 2 = Carl D. Perkins Higher Education Act of 1990
- 3 = Southern Association of Colleges and Schools (SACS)
- 4 = TSTC System Agency Strategic Plan
- 5 = TSTC Harlingen Strategic & Operational Plans
- 6 = THECB Closing the Gaps Targets
- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 9 = Texas Legislative Budget Board (LBB)/Legislative Appropriations Request Measures and Projections

- > Texas Higher Education Coordinating Board Annual Data Profile
- > Texas Higher Education Coordinating Board Perkins Measures and Standards
- Texas State Technical College Colleague Data System Cohort Tracking Reports

## IS No. 3: (revised 7/21/03) GRADUATE PLACEMENT/PERFORMANCE

#### **DEFINITION:**

The rate of graduate placement and the degree of employer satisfaction with graduate performance.

- \*\*Placement Rate in the Workforce
- \*\*Employer Assessment of Students
- \*\*Licensure Pass Rates

#### **PERFORMANCE STANDARDS:**

- 100% of all Workforce Education Programs will place 90% of their graduates within one year of graduation (3-year average), except new programs. (1, 2, 6, 9)
- This standard was partially met. Of the 31 CIP code majors, the following 6 did not place 90% of their graduates within one year of graduation.

CIP	Major	%
11020100	Computer Programming	83%
15040100	Biomedical Engineering Related Technology	89%
15040300	Electromechanical Technology/Technician	88%
15100100	Construction/Building Technology	73%
47010100	Electrical & Electronics Equipment	88%
51080100	Medical Assistant	86%

(Source: ASALFS and CBM116 2001-2002 Graduates)

- Licensure Pass Rate 90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for last three years for the specific licensure exam. (1, 2, 6, 9)
- This standard was partially met. Although three programs fell below the 90% standard for Year 2002, none fell below the 90% standard for Years 2003 and 2004.

  (Source: THECB 2003 Statewide Licensure Report)

CIP	Major	Tested	Passed	%	State Average
12.0503	Culinary Arts*	77	27	35%	80%
47.0607	Aircraft Maintenance Tech – Airframe	2	1	50%	86%
47.0607	Aircraft Maintenance Tech – General	6	5	83%	93%

<sup>\*</sup>TSTC Harlingen Culinary Arts Certificate and AAS graduates do not take a licensure exam. The licensure pass rates quoted are continuing education short course graduates who take CE courses in Food Handling. The licensure test is a test offered by the State of Texas, and is required by some local city governments in order for persons to be certified to handle food in city restaurants. The low passage rate of graduates is a reflection of the fact that not all graduates are required to take the licensure exam in order to work in all area restaurants.

• Employer Satisfaction of Overall Training – 85% of employers responding to the TSTC *Employer Follow-up Study* will rate the overall training received by the TSTC graduate as "very good" or "good". (1, 3, 7, 9)

#### ✓ Standard met at 86%

- Graduate Success 90% of graduates responding to the TSTC *Graduation Follow-up* survey will respond that they are employed, continuing their education, or entered the military. (1, 3, 7, 9)
- Insufficient data; only 46 out of 551 (8.3%) graduates responded to the TSTC Graduation Follow-up survey. However, the Placement office gets this information from another source.
  - Graduate Employment 80% of graduates responding to the TSTC *Graduation Follow-up* survey will respond that they are employed in a field related to their major. (1, 3, 7, 9)
- Insufficient data; only 46 out of 551 (8.3%) graduates responded to the TSTC Graduation Follow-up survey. However, the Placement Office gets this information from another source.

#### \*Justification for Performance Measures

- 1 = Texas Higher Education Coordinating Board (THECB)
- 2 = Carl D. Perkins Higher Education Act of 1990
- 3 = Southern Association of Colleges and Schools (SACS)
- 4 = TSTC System Agency Strategic Plan
- 6 = THECB Closing the Gaps Targets
- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 9 = Texas Legislative Budget Board (LBB)/Legislative Appropriations Request Measures and Projections

- Institutional Effectiveness Measures and Standards: Automated Student and Adult Learner Follow-up System
- ➤ Data Resources for Perkins Measures and Standards
- > TSTC Employer Follow-up Results from Annual Report
- > TSTC Graduation Follow-up Results from Annual Report
- > THECB Annual Data Profile (Cumulative Outcomes for Graduates)
- > THECB Statewide Licensure Report
- ➤ Carl Perkins Measures & Standards (Measure IV Employment & Outcomes)

## IS No. 4: (revised 7/21/03) ENROLLMENT MANAGEMENT

#### **DEFINITION:**

Access to a wide variety of programs and services that address student needs.

- \*\*College Enrollments
- \*\*Non-Traditional Enrollments and Completions
- \*\*Contact Hour Generation
- \*\*Minority and Special Populations Enrollments Completions

#### PERFORMANCE STANDARDS:

- Access and Equity of Women, Minorities, and Special Populations The proportion of women, minorities, and special populations in all semester credit hour technical education enrollment is comparable (equal or greater than 5%) to overall college enrollment, or shows improvement compared to overall college enrollment. (2, 6)
- This standard was partially met. (Source: Data Resources for Perkins Measures and Standards) See Appendix B
  - Non-Traditional (Enrollment and Completion) The percentage of male/female students enrolled in programs leading to non-traditional occupations for their gender is 25%, or improving at the rate of 1% per year until it reaches 25% \*AND\* the percentage of male/female graduates in programs leading to non-traditional occupations for their gender is 25%, or improving at a rate of 1% per year until it reaches 25%. (2, 6)
- Did not meet standard. (Source: Data Resources for Perkins Measures and Standards)

  See Appendix C
  - Headcount enrollment will meet or exceed *Closing the Gaps* 5-year increment targets. (1, 5, 6, 9)
- ✓ Standard was met in the previous three years, but the change decreased by 225.

Fall Term Year	Projected Enrollment	Actual	Change
2003	3422	4243	821
2004	3542	4666	1124
2005	3666	4565	899

- Fall Headcount enrollment will increase by 3% per year. (1, 5, 6, 9)
- This standard was partially met. Fall headcount enrollment did not increase by 3% during the Fall 2003 or Fall 2005 term. (Source: Colleague Database)

Fall Term Year	Enrollment	Projected 3%	Enrollment
2001	3842	Increase	••
2002	4246	3957	>289
2003	4243	4373	<130
2004	4666	4370	>296
2005	4565	4806	<241

- Number of Minority students enrolled will increase by 3% per year. (1, 5, 6, 9)
- This standard was partially met. Items in red indicate a decline in minority enrollment and not reaching the 3% increase. (Source: Colleague Database)

Students	2002	2003	2004	2005
Black	50	43	51	87
Asian	45	38	44	96
American Native	5	6	11	12
Hispanic	8745	9306	9219	11059
International	73	312	565	122

- Number of Contact Hours in academic subjects will increase by 3% per year. (1, 5, 6, 9)
- Did not meet standard for 2004.

Year	Contact Hours	Projected 3% Increase
2001	744,000	3% IIICI ease
2002	940,572	766,320
2003	1,100,000	968,789
2004	1,084,160	1,133,000

- Number of Contact Hours in vocational/technical subjects (includes Adult Supplemental and Apprenticeship) will increase by 2% per year. (1, 5, 6, 9)
- **Did not meet standard for 2004.**

Year	Contact Hours	Projected 2% Increase
2001	1,640,132	2 /0 11101 @ 3 @
2002	1,792,926	1,672,935
2003	1,900,771	1,828,785
2004	1,468,448	1,904,573

#### \*Justification for Performance Measures

- 1 = Texas Higher Education Coordinating Board (THECB)
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- 6 = THECB Closing the Gaps Targets
- 9 = Texas Legislative Budget Board (LBB)/Legislative Appropriations Request Measures and Projections

- ➤ Data Resources for Perkins Measures and Standards (Measure X Non-Traditional:
  - Enrollment and Completion, and Measure III Access to Technical Programs)
- > THECB CBM-001
- > TSTC Colleague Data Systems Report IE Measures and Standards

## IS No. 5: (revised 7/21/03) INSTITUTIONAL IMPROVEMENT

#### **DEFINITION:**

Institutional use of the planning, assessment, and evaluation cycle outlined in the TSTC Institutional Effectiveness Handbook to improve the educational and support programs and processes of the College.

- \*\*Student Development/Quality
- \*\*Instructional Quality
- \*\*Faculty Qualifications/Quality
- \*\*Planning and Evaluation

#### **PERFORMANCE STANDARDS:**

• Faculty Qualifications – 100% compliance with SACS Criteria. (1, 3, 7, 8)

#### ✓ Meeting standard as of Spring 2006

- 100% of college supervisory units have approved, written objectives via biennial Unit Action Plans. (1, 3, 5, 7, 8)
- Standard met. All 2005-2007 Unit Action Plans can be located and viewed at https://secure.harlingen.tstc.edu/UAP/UAPRpts.aspx
  - 90% of all Instructional and Student Affairs supervisory units assess student learning outcomes and produce results of assessment findings a minimum of once per biennium. (3, 7, 8)

#### Standard met.

• 90% of college supervisory units use assessment, statistical data, survey or other evaluation results and responses elicited directly from affected constituencies to create improvement plans a minimum of once per biennium. (3, 5, 7, 8)

#### Standard met.

- 75% of all TSTC graduates will meet all established assessment outcomes for their program of study (program and general education). (3, 5, 6, 7, 8)
- Standard met.

• 75% of all TSTC graduates will meet all established Student Affairs outcomes. (3, 5, 6, 7, 8)

#### Standard met.

• Instructional Support Departments will achieve 75% of established outcomes relating directly to student development/outcomes. (3, 5, 6, 7, 8)

#### Standard met.

- 70% of issues identified as requiring improvement by the Institutional Effectiveness Research Committee and/or other TSTC Harlingen standing committee(s) will demonstrate improvement on subsequent assessment/evaluation results. (3, 5, 7, 8)
- Data collection cycle in progress; Institutional Research Committee set for outcomes analysis through Fall 2007 for current cycle.
  - 90% of employees will complete an approved professional growth plan annually. (1, 3, 5, 7, 8)
- ✓ Standard met. 95.1% of employees completed an approved professional growth plan.
  - 75% of employees will complete a minimum of 8 professional development hours per biennium. (1, 3, 5, 7, 8)
- Standard met. Only about 5 % of employees did not complete the minimum requirement of 8 professional development hours.
  - Every second biennium, the institution will elicit input from all major constituencies (students, employees, business/industry) prior to updating and revising its TSTC Harlingen Strategic and Operational Plans to ensure that the institution is meeting its mission. (3, 7)
- Ongoing; 2 Strategic Planning Retreats were held in Summer 2004. The TSTC Harlingen Strategic and Operational Plans were updated and revised in Spring 2005.

#### \*Justification for Performance Measures

- 1 = Texas Higher Education Coordinating Board (THECB)
- 3 = Southern Association of Colleges and Schools (SACS)
- 4 = TSTC System Agency Strategic Plan
- 5 = TSTC Harlingen Strategic & Operational Plans
- 6 = THECB Closing the Gaps Targets
- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 8 = TSTC System Operating Standards (SOS)/TSTC Harlingen Campus Operating Procedures (COP)

- ➤ Institutional Effectiveness Measures and Standards: CBM008
- Planning and Assessment Cycle Outcomes for Instruction and Student Affairs Units
- Human Resources Educational/Work experience Records for each Faculty Member
- Constituent Feedback from Surveys, meeting Minutes, Research, Focus Groups, and Other Information Gathering Activities
- ➤ Unit Action Plans
- > TSTC Harlingen Strategic and Operational Plans
- > Documentation Submitted by Standing Committees

# IS No. 6 (revised 7/21/03) INSTITUTIONAL SUPPORT AND RESOURCE MANAGEMENT

#### **DEFINITION:**

Institutional Support and Resource Management encompasses operations and responsibilities of the College's Administrative and Financial Services. In each area, efficiency and effectiveness are hallmarks of the commitment to serving and supporting the College's goals and meeting the needs of the college community.

#### PERFORMANCE STANDARDS:

#### ROOM UTILIZATION

- The results of the Room Utilization Report will indicate the college meets or exceeds the THECB standards. (1, 5, 7)
- Did not meet standard. TSTC Harlingen fell below the Texas Higher Education Coordinating Board (THECB) standards for classroom and laboratory utilization for the Fall 2005 reporting period. THECB standards are 38 hours for classroom and 25 hours for laboratory. TSTC Harlingen attained 15.13 hours for classroom and 21.26 hours for laboratory. Currently, efforts are underway to improve utilization.

#### **MASTER PLAN**

- The TSTC Harlingen Master Plan will be updated each biennium. (1, 3, 5, 7)
- Update scheduled for publication by fall 2006.

#### PHYSICAL PLANT

- The College will be within 5 percentage points above or below the national average of square feet maintained per maintenance worker (Avg. = 113,376 s.f.).(7)
- ✓ 604,605 sq. ft. = 86,372 sq. ft. / maintenance worker (7 maintenance workers). The average is .9% greater than the national average (85,572/sf).
  - The College will be within 5 percentage points above or below the national average of square feet maintained per custodial worker (Avg. = 20,440 s.f.). (7)

- ✓ 604,430 sq. ft. = 24,177 sq. ft. / custodial worker (25 custodial workers). This average is 19% more than the national average (20,311/sf). However, our custodial workers do not maintain large sections of the campus such as welding, machining, and automotive labs yet the square footage is included in their total.
  - The College will be within 5 percentage points above or below the national average for acres maintained per groundskeeper (Avg. = 15 acres). (7)
- © Did not meet standard. 166 acres = 20.75 acres / groundskeeper (8 groundskeepers). This average is 41.5% less than the national average (50 acres).
  - Administrative costs as a percent of the total Physical Plant budget will not exceed the national average of 10.2%. (7)
- \$216,945 Administrative Costs = 7.6% (\$2,864,805 Total Physical Plant Budget)
  Administrative costs as a percentage of the total Physical Plant budget were reduced to
  7.6% during FY 2006. This was a direct result of securing additional funds for the Utility line item and reducing the administrative costs.

#### SAFETY

- Student satisfaction rating for safety issues will meet or exceed the national benchmarks on the *Noel-Levitz SSI*. (1, 3, 7, 10)
- Did not meet standard in question 31 of the Noel-Levitz SSI, "The campus is safe and secure for all students" obtaining a mean score of 5.42, 0.01 below the national benchmark.
  - Employee satisfaction rating for safety issues will meet or exceed state benchmarks for organizations or similar size and mission on the *Survey of Organizational Excellence*. (1, 3, 7, 10)
- ✓ Met standard in question 37 of the 2005 Survey of Organizational Excellence, "We have sufficient procedures to ensure the safety of employees in the workplace" in both similar size and similar mission benchmarks obtaining a mean score of 4.05, 0.06 above the benchmark groups.

#### COLLEGE POLICE

- Student Satisfaction ratings for security issues will meet or exceed national benchmarks on the Noel-Levitz SSI. (1, 3, 7, 10)
- Did not meet standard in question 31 of the Noel-Levitz SSI "The campus is safe and secure for all students" obtaining a mean score of 5.42, 0.01 below the national benchmark

- Employee overall satisfaction ratings with all security and College Police issues as indicated in the *TSTC Internal Assessments* will be above or equal to 75%. (1, 3, 4, 7, 10)
- Data not available; The College Police Internal Evaluation is scheduled to be administered July 24, 2006.

#### PRINTING PRODUCTION

- Employee satisfaction ratings on internal Printing Production Survey will reflect a 75% satisfaction rating each biennium. (3, 7, 10)
- Data not available; The Printing Production Internal Evaluation is scheduled to be administered September 25, 2006.

#### **STUDENT HOUSING**

- Housing students will maintain a 75% satisfaction rating with overall housing services and policies as reflected on the annual Student Housing Evaluation. (3, 7, 10)
- Did not meet standard; 8 of the 15 survey items related to student satisfaction fell below 75%.

Survey Items	%
Furniture	50.7
Appliances	62.0
Outside lighting	67.7
Response from College Police	63.1
Parking areas	66.2
Number of social and recreational activities	58.4
Telephone assistance/etiquette of Housing Department	64.9
Housing Department hours of operation	71.4

- College Housing will show an increase of at least 1% per biennium in student housing occupancy. (5, 7)
- Did not meet standard; student housing occupancy decreased by 10% during the last Biennium.

Biennium	Total	#	Occupancy %
Dieminum	Capacity	Occupied	Occupancy 70
1999-2001	9,576	4,907	51%
2001-2003	9,562	5,870	61%
2003-2005	9,552	4,881	51%

#### **NETWORK SERVICES**

- Student Satisfaction ratings for technology issues will meet or exceed national benchmarks on the Noel-Levitz SSI. (1, 3, 7, 10)
- ✓ Met standard in question 34 of the Noel-Levitz SSI, "Computer labs are adequate and accessible" obtaining a mean score of 5.72, 0.29 above the national benchmark.

#### **UTILITIES**

- The college will secure the most advantageous electrical rates by issuing a "Request for Proposals" for this utility every three years. (5, 7)
- Standard was met in August 2005 when TSTC issued a RFP and a subsequent contract with the General Land Office for electricity for the college. At the time of signing the contract, TSTC Harlingen received the most advantageous rate.

#### PARKING MANAGEMENT

- Student satisfaction for parking will meet or exceed national benchmarks for rating on the *Noel-Levitz SSI*. (3, 7)
- **Did not meet standard in parking related questions of the Noel-Levitz**

Question	TSTC Mean Score	National Score
24. Parking lots are well-lighted and secure.	4.59	4.93
39. The amount of student parking on campus is adequate.	3.69	4.16

#### FINANCIAL SERVICES

• TSTC will meet or exceed HUB vendor goals for the six current procurement categories reported, **OR** increase its contracts awarded to HUB vendors by 1% per year for each category until targets are met or exceeded. (1, 5)

				Statewide
Procurement Category	TSTC %	TSTC %	TSTC %	Adjusted
	2003	2004	2005	<b>HUB Goals</b>
1. Heavy Construction	No Activity	No Activity	No Activity	6.6%
2. Building Construction	5.2%	1.6%	100%	25.1%
3. Special Trade	52.2%	62.2%	49.8%	47.0%
4. Professional Services	19.5%	44.4%	82.5%	18.1%
5. Other Services	19.6%	19.7%	23.6%	33.0%
6. Commodity Services	17.4%	20.4%	13.0%	11.5%

- Standard met in five out of six procurement categories in Fiscal Year 2003. Three procurement categories were met by exceeding the statewide adjusted HUB goals, and one had no activity. The fifth procurement category, Other Services, met the second option of the performance standard by increasing toward the targeted goal by more than 1%. The sixth procurement category, Building Construction, did not meet the performance standard due to the fact that there was only one large building construction project, the Learning Resource Center, and neither the contractor nor the architect were HUB vendors.
- Standard met in four out of six procurement categories in Fiscal Year 2004. Three procurement categories were met by exceeding the statewide adjusted HUB goals. One category, Heavy Construction, had no activity. The fifth procurement category, Other Services, did not meet the second option of the performance standard by increasing toward the targeted goal by more than 1% but remained the same. The sixth procurement category, Building Construction, did not meet the performance standard due to the fact that there were only 2 remodeling projects and no buildings being constructed. Both contractors were HUB vendors.
- Standard met in five out of six procurement categories in Fiscal Year 2005. The first procurement category, Heavy Construction, had no activity. Four procurement categories were met by exceeding the statewide adjusted HUB goals. The fifth procurement category, Other Services, did meet the second option of the performance standard by increasing toward the targeted goal by more than 1%.
  - Administrative costs will be monitored as a percent of total expenditures in appropriated funds to remain below 10% annually in an attempt to direct funding towards student and faculty costs. (1, 3, 7)
- **✓** Performance standard met in accordance with the Performance Report from the State of Texas Legislature Budget Board.

FY 2001	9.40%
FY 2002	8.35%
FY 2003	8.87%
FY 2004	8.53 %
FY 2005	8.77%

- Calculation of the Net Total Current Revenues to Total Current Fund Revenues ratios will demonstrate that the institution does not exceed its approved budget for each fiscal year. (1, 3, 7)
- **✓** Standard met by maintaining a positive ratio

Fiscal Year	%
2001	1.49%
2002	1.54%
2003	5.55%
2004	7.44%
2005	4.85%

- The College will maintain 100% compliance for all reporting requirements with Federal and State funding agencies to maximize return on investment and cash utilization.
- ✓ Standard met, 100% compliance with all legal reporting requirements and did not have any requests for reimbursement rejected.
  - TSTC will minimize interest paid to vendors in accordance with the prompt payment law by decreasing the amount of interest paid for late payments by 10% annually until interest paid equals less than \$100 per year. (1, 3, 7)
- **✓** Standard met with over 10% decrease in the amount of interest paid to vendors.

Total delayed payment interest		
FY 2002	\$688.55	
FY 2003	\$406.28	
FY 2004	\$132.49	
FY 2005	\$ 98.79	

#### \*Justification for Performance Measures

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- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 10 = TSTC Customer Service Committee Standards

- ➤ Noel-Levitz Student Satisfaction Inventory
- Survey of Organizational Excellence
- > Federal and State Reporting Agencies
- > TSTC Harlingen IPEDS Report (Finances)
- > Federal, State, TSTC System and Internal Audits
- > TSTC Colleague Data System
- > Texas Building and Procurement Commission

# IS No. 7: (revised 7/21/03) ECONOMIC DEVELOPMENT

#### **DEFINITION:**

The degree to which economic development participation, continuing education, and contract training initiatives and programs support local businesses and industries in a manner that enhances economic development for the TSTC service area and the State of Texas.

- \*\*Number of training contracts developed (WIA, Apprenticeship, Skills Development, or other company/state/federal-funded contracts)
- \*\*Number of non-credit workforce training courses offered for business and industry (Special non-credit courses)
- \*\*Satisfaction levels of students participating in contract training and non-credit courses
- \*\*Satisfaction levels of business or industry served by contract training
- \*\*Participation in economic development activities

#### **PERFORMANCE STANDARDS:**

- Participant satisfaction rate of completers of contract training and continuing education courses on End-of-Course Surveys will exceed 80% satisfaction and goal attainment ratings with the training provided. (1, 2, 3, 6, 7, 10)
- ✓ Standard met. Each of the 4 areas under Economic & Workforce Development obtained satisfaction ratings above the 80% benchmark.

Program	FY 2005
HEP	96%
Continuing Education	92%
Apprenticeship	92%
Contract Training	87%

• Business & industry satisfaction rate with TSTC-provided training programs will exceed 80% "satisfaction" and "expectations" ratings on survey to business/industry funding training activities, or by written confirmation of satisfaction from industry partners each year. (1, 2, 3, 6, 7, 10)

- Data not available; Information required is not going to be released due to pending investigation.
  - Number of training contracts, apprenticeship training classes, and non-credit workforce training courses negotiated, and numbers of participants served each year, will equal or exceed FY 2003 baselines for level of activity. (5, 6, 7)
- Data not available; Information required is not going to be released due to pending investigation.

#### \*Justification for Performance Measures

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- 3 = Southern Association of Colleges and Schools (SACS)
- 4 = TSTC System Agency Strategic Plan
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- 7 = TSTC Harlingen Institutional Effectiveness Committee(s)
- 10 = TSTC Customer Service Committee Standards

- Non-credit End-of-Course Student Evaluation Survey Reports
- ➤ End of Program Business & Industry Evaluation Survey Reports
- ➤ End of Year Report of Contracts
- > End of Year Report on Apprenticeship Training
- > THECB CMB-001 Report, and End-of-Year Report on CE
- > Professional Growth Plans of College Administrative Officers

#### **Instructional Improvements**

## ACADEMIC ENGLISH IMPROVEMENT NARRATIVE

Instructors have been utilizing technology in the classroom to make more effective presentations and showing students how they can use technology to research and gather information. Four instructors are using WebCT to enhance their on-campus and distance learning classes. An essay contest for high school students is currently being created. The format of the contest will be finalized over the summer and information will be sent out to high schools early in the fall semester. The department has also created a proposal for a campus wide literary magazine. The magazine is scheduled to begin accepting submissions in the fall with the first issue to be printed in spring 2007.

## AGRICULTURAL TECHNOLOGY IMPROVEMENT NARRATIVE

The cohort of students were first tested in the beginning of Fall 2003 and testing results show that students were at a subject knowledge level of approximately 50%. This test includes subject matter covered in Animal Science, Entomology, Crop Science, Agricultural Economics, Agricultural Business, and Marketing of Ag Products. Students showed an improvement in subject knowledge based on their test scores of Summer '04, and by the Spring '05 we see students comprehension level at an average of 83%.

We will continue testing our students as they progress through the program of study, and the test shall be updated based on new course content, which is reflective of changes in technology and other agriculture processes.

## AIR CONDITIONING REFRIGERATION TECHNOLOGY IMPROVEMENT SUMMARY

The Air Conditioning Refrigeration Technology has improved with purchases of Carl Perkins monies. We have purchased 2 new ice machines & commercial reach-in refrigerators & freezers, 4 new high performance vacuum pumps, new refrigeration cycle trainer, and 2 lab top computers & projectors, duct fabrication duct machine for 1", 1½", 2" duct board & cutting hand tools for 1/1/2" duct board, refrigeration gauges for new refrigerants, walk-in cooler, 5 central air conditioning units, refrigeration equipment to make portable trainers.

The 2 lab tops & projectors have made it possible enhance our program in 2 of our classrooms. It allows us to teach by using power point in the classrooms. It enables our students to better understand and see actual electrical schematic's, presentations, pictures up on the screen. This has been a valuable tool in our teaching.

#### AUTO COLLISION TECHNOLOGY IMPROVEMENT NARRATIVE

The Auto Collision Department came up with a plan to correct and improve the ratings of the Noel-Levitz Student Satisfaction Inventory and the Graduate Exit Surveys to stated standards and above. The plan was put into practice right away. At the end of the next survey cycle, all of the ratings improved and were above the stated standard. Our plan included more student involvement in clubs, AUB, VICA, more one-to-one advisement, and caring for the student as a person and not a number. We even provided verbal testing to students with limitations and they were given every opportunity to succeed. We have been able to provide the required welding qualifications from I-Car that is a requirement for car dealerships and pro-shops to our students and our industry. We are currently working on bringing the new required aluminum welding qualification by I-Car to our students and the local industry.

## AUTOMOTIVE TECHNOLOGY IMPROVEMENT NARRATIVE

The Automotive Technology Program has been awarded HEAF funding to expand the existing automotive facility by 16,000 square feet. Extensive planning has been put into its design to accommodate growth and give birth to an AAS degree fall 2007 and a heavy duty diesel curriculum in the near future.

In May of 2005 the automotive program obtained its master recertification through the National Automotive Technicians Education Foundation (NATEF). In order for automotive programs to be NATEF certified they must meet program standards in 10 areas. Our near perfect score in certification standards ensures students get the best hands on training available backed by the implementation of industry standards.

## AVIATION MAINTENANCE TECHNOLOGY IMPROVEMENT NARRATIVE

In FA/05 a fee was added to the aviation maintenance student's tuition to cover the written, oral, and practical FAA examinations for the airframe and powerplant licensing. This was done because the testing was quite expensive and resulted in few graduates testing for their license. (Our FAA Norms Report 4<sup>th</sup> QTR showed only 4 graduates testing in a 2-year period.)

At the end of this semester (which is the first graduating class to use the monies set aside out of their tuition) we will have 15 students eligible to test and 8 have already confirmed that they will be testing at the end of August. We expect 98% of graduates will test. For FA/06 we will have 14 eligible to test for their powerplant license.

On another note, the Aviation program has been taking on outside work for the past year. This has increased our exposure to outside industry and gives our students more hands on experience while driving our cost of materials down. Customers must pay for their own materials and supplies.

## BUILDING CONSTRUCTION TECHNOLOGY IMPROVEMENT NARRATIVE

The Building Construction Program has continued to modify and update its existing course structure to better prepare students to meet industry needs. Courses such as Masonry have been integrated with other courses—Masonry became part Exteriors. This has allowed the space to add CADD (Computer Aided Drafting and Design) to the program. BCT students will now be able to use the technology of AutoCad for such tasks as estimating, building modification, and blueprint reading.

## BUSINESS OFFICE TECHNOLOGY IMPROVEMENT NARRATIVE

Business Office Technology has successfully developed four Marketable Skills Achievement Award plans which have been approved by both the BOT Advisory Committee and the TSTC Curriculum Committee. These MSAs will be offered Fall 2006, one year ahead of schedule!

With Phase I of this goal complete, program faculty and staff move forward with Phase II—advertising and recruiting. Following are titles for the BOT Marketable Skills Achievement Awards to be offered beginning Fall 2006:

Bookkeeping Clerk Computer Applications Clerk General Office Clerk Law Office Assistant

All of these BOT programs are 12 semester credit hours in length, consisting of four courses. One major goal in this process is to have these program completers continue into one of our certificate or degree programs after completing a BOT Marketable Skills Award. In fact, all courses in the 12-credit-hour plans transfer to one or more of the other BOT programs of study!

## CHEMICAL ENVIRONMENTAL TECHNOLOGY IMPROVEMENT SUMMARY

The Chemical environmental Department focused on obtaining funds for the upgrade and purchase of new equipment since the data from the Noel Levitz Satisfaction Survey and graduate Exit Surveys indicated dissatisfaction with the current equipment. The program received funds for the purchase laboratory equipment, including two gas chromatography (GC) systems, one high performance liquid chromatography (HPLC) system, two capillary column gas chromatography systems, and two stand-alone variable wavelength detectors for liquid chromatography and HPLC. Funding was also approved for the purchase of two flash-point analyzers, an atomic absorption spectroscopy system (AA) and a bench-top polymer molding machine. Donations of equipment were also procured, including a differential scanning calorimeter (DSC), a UV-VIS spectrophotometer, and a computer-controlled vacuum distillation unit. The Chemical-Technology program will continue to seek funding for the purchase of updated laboratory technology in order to better prepare our students in the field.

## COMMUNICATION AND HUMANITIES IMPROVEMENT NARRATIVE

The Communication and Humanities Department is completing recommendations for a Communication Field of Study to go with the Academic Core. Fely Balcos, the department chair started using WebCT in her classes in the Spring 06. The rest of the faculty will implement WebCT in their classes as soon as they get their training. A new teacher's computer station is in the process of being installed in D-124 where all the ARTS 1301 classes are held. This multimedia instructor work station will greatly enhance the teachers' presentations of their lessons. The department held its first *Speech-off* persuasive speech contest and plans to conduct this contest annually.

#### COMPUTER NETWORKING AND SECURITY TECHNOLOGY

(former Network Information Management Technology)

Student annual assessment reports conducted in 2005 showed a need to update computer equipment and computer software, and provide retention measures for students. As a result of these survey results the Computer Networking and Security Technology (CNST) department applied for a MSDN Academic Alliance Program grant in the Fall of 2002. This grant was renewed in 2005.

The grant allowed for the program to provide software applications such as Microsoft Windows Server 2003, Microsoft Windows XP Professional, Microsoft Visual Studio .NET, Microsoft Visio 2003, Microsoft Project 2003, and Microsoft Virtual Machine to our students (free of charge). These applications, if purchased at retail would cost students in excess of \$2000.

The program qualified for Perkins grants in 2005 to update desktop computers and to purchase servers for student use in the program's labs.

The program's 2003->2005 UAP goal to meet or exceed the student attainment standard, with **educational achievement** as the **indicator of success** was achieved by implementation of a **strategy** of providing 30 hours per week of tutoring and/or supplemental instruction to NIM(CNST) at-risk students. The strategy was implemented through coordination with the Office of Student Success.

## COMPUTER SCIENCE SOFTWARE DEVELOPMENT PROGRAM (former Computer Science Technology)

The CSSD program had several courses that transferred into the program due to a Division of Labor assessment completed by the VP of Instruction, the CIS Division Director and the Curriculum Director. Courses are still in the process of review and revision.

Graduate GPA was at 72.3 therefore tutoring labs were implemented for CSSD students and faculty members were mentors for HATSS program in order to assist students achieve their goals. Of the graduates within this program of study, 55.6 percent were reported as passing the General Education Core with a 2.0 or above. Faculty Advisors were informed to stress the importance of the academic courses to their students.

The Noel-Levitz SSI had several items targeted for improvement concerning student satisfaction and actions for improvement. These areas included the development of a CSSD certificate, the review and inventory of faculty competencies, an increased awareness of upward articulation agreements for CST students, a review course offerings and alignment of these offerings with current student cohort needs, an incorporation of student adds/drops in all departmental CIS, and a need for faculty to provide student progress after every unit exam. All but item number 2 have been completed and implemented.

The CSSD department is dedicated towards the continual improvement of our department for student's success and satisfaction.

#### COMPUTER SYSTEMS MANAGEMENT TECHNOLOGY PROGRAM

Course revision and improvement is a continual program task. During this year there were several courses that transferred to the program due to a Division of Labor assessment completed by the VP of Instruction, the CIS Division Director and the Curriculum Director. The added courses were reviewed and re-written in order to align them with WECM learning objectives. Courses re-written were ITSC 1305 PC Operating Systems, ITSC 2339 PC Help Desk, and ITSC 1325 PC Hardware. One course, CPMT 1304 Microcomputer System Software was also added to the instructional course listing.

Additionally program courses, course information sheets and laboratory assignments were added to a web site on the CSMT web-server.

Tutoring labs were implemented for CSMT students and faculty members were mentors for HATSS program in order to assist students achieve their goals.

The Noel-Levitz SSI had one item which was targeted for improvement and it was the ensuring that students are notified of their performance throughout the semester. Faculty were informed of this student concern and were provided information on training of grading software being offered by the TRC.

Although computer desks and chairs were purchased for the CSMT classrooms and student satisfaction was increased there is still the need for workbenches, and more computer teardown equipment for students to work with. We will continue to purchase these items as the budget allows.

The CSMT department is dedicated towards the continual improvement of our department for student's success and satisfaction.

## DEVELOPMENTAL MATH DEPARTMENT IMPROVEMENT NARRATIVE

The first two sections of quick review courses were taught during Fall 05 with over 60% of the students advancing one more levels. The first high school section is scheduled this month and two college sections are scheduled for Fall 06. The first "double time" course is scheduled for Fall 07.

The developmental math labs were restructured creating a computer lab and a separate tutoring lab. All equipment in the computer lab was upgraded and the tutoring lab was equipped with computers as well. Faculty is now present to assist students in all scheduled computer lab sections and faculty members also assist in the tutoring lab for 16 hours each week.

## HEALTH INFORMATION TECHNOLOGY IMPROVEMENT SUMMARY

A plan was devised to promote intrusive advising for all returning students. The Department Chair will serve as advisor to these students in an effort to enhance communication between the student and the program, increasing student retention. For new students, a program orientation manual will be developed. All new students will be required to attend a program orientation where the manual will be reviewed with the student prior to advisement on scheduling.

Faculty will be required to attend sensitivity trainings by Support Services to increase a better understanding of specific student situations. Faculty will also attend a Making the

Grade workshop offered by the TRC. The use of an electronic grade book will ensure that faculty have a tool at their disposal to continuously provide students with feedback regarding their performance throughout the semester.

The HIT department faculty and staff are dedicated towards continued improvement in program student satisfaction.

## MACHINING TECHNOLOGY IMPROVEMENT NARRATIVE

The Machining Technology Department has been successful in attracting female students to the program over the last six years. The department currently has three gender equity students or a total or 13% of the students and we are looking to increase that number by two to three additional in September. If all goes well in September 2006, we are looking forward to having over 20%. Recruiting efforts have focused on increasing the number of female students in the program and they are bearing fruit. Since 2001 the department has averaged from a low of 7.89% female students to a high of 45.45%. Our goal is to achieve an enrollment of 25% of the underrepresented gender students on a yearly basis and we believe it is attainable.

Student surveys, PAIT reviews in 2000 and 2003, and the Coordinating Board Site visit in 2001, as well as our Advisory Board, all suggested upgrading the grinding equipment in the Machining Technology Lab. It became a 5-year goal to add three new surface grinders to the lab in 2001. We have acquired two new surface grinders in the last nine months which is helping the student to machine ratio in the lab. This goal is now 66% complete and the last grinder is expected in the next year.

For the last three years the Machining Technology Department has co-hosted, with the Chemical Technology Department, the Rio Grande Valley Society of Plastic Engineers Conference here at TSTC. We are also helping to co-host the conference this year which is to be held in August 2006. The SPE's association with the Machining Technology Department and TSTC has been very beneficial. For the last three years the SPE has awarded three \$500.00 scholarships to the Machining and Chemical Technology Departments, and this year they have upped it to four \$600.00 Scholarships.

The data from the department's new pre- and post-exams is now coming on line. Preliminary data from the 2003-2004 year was reviewed by the Advisory Board last August and more complete data is now available. This data is currently being reconciled into a graphic format and will be available for presentation to the Advisory Board at the annual meeting in August 2006. This data covers a pre-test at entry to the program and an end-of-semester test administered after each of the first three semesters. This data also reviews the lab projects completed during the first three semesters of the program. While not complete, this data suggest that students have an entry level of knowledge in this

career field of less than 30%, and after one year, an exit level of knowledge of approximately 79%. The data points out areas where the focus needs to be increased.

## MEDICAL INFORMATION SPECIALIST IMPROVEMENT SUMMARY

Activities to be implemented include the revision and modification of the practicum assessment instrument to better assess student progress toward successful completion of required competencies. Improvements to instructional delivery will be made through the hiring of additional personnel to assist instruction with computer courses and through the purchasing of visual aides equipment and updated hardware and software. To increase student satisfaction, a student study room in Building L will also be provided.

The MIS/T department faculty and staff are dedicated towards continued improvement in program student satisfaction.

## SOCIAL/BEHAVIORAL SCIENCE IMPROVEMENT NARRATIVE

Our department has increased the image of TSTC by continuing to conduct the Student Success Campaign cooperatively through the Student Success Committee. We now have Student Success posters around the campus. We are now in the process of promoting student success through our new CORE classes. The CORE banners have been completed and are up in the Irma Rangel, Science and Technology Building and in Building U.

Most of our courses already have a presence on the Web. We are in the process of increasing the effectiveness of instruction by installing multimedia stations in departmental classroom D-125. Room W-133 should have the equipment installed during the Fall 2006 semester.

The responsibility for EA advisement has been partially removed from this department. The primary advisement center is now located in the Counseling Office. We will continue to work with counseling to facilitate this process.

## TEACHER ASSISTANT PROGRAM IMPROVEMENT SUMMARY

The Teacher Assistant Program supports the mission of TSTC Harlingen by preparing students in a wide range of technical educational competencies and by providing a basic foundation in teaching methodologies for effective roles as teacher assistants in public or non-public schools. The Teacher Assistant Program is a new technical program at TSTC and is expecting its first graduates during the Spring 2005 semester. Once the TA program produces its first graduates, data will become available concerning essential

outcomes and skills, student satisfaction, educational achievement, and graduate placement. A faculty review of the Noel-Levitz Student Satisfaction Survey indicated that student satisfaction was above 85% for each of the 32 items relating to instruction. Student end-of-course surveys indicate that over 94.7% of all TA students recommend both our instructors and TA courses.

Several unit action plan goals have been written for the 2005–2007 cycle to facilitate population growth, enhance instructional delivery, and to foster graduate critical thinking skills. In order to increase the number of underrepresented gender students in the program, a unit action plan goal (Goal #1) was written which included strategies to purchase recruitment equipment and involve current underrepresented gender students in recruitment efforts. In order to enhance instructional delivery and foster critical thinking throughout the curriculum, strategies were also developed to design web components in several TA courses and participate in college critical thinking pilots (Goals #2 and #3). Finally, a feasibility study has also been proposed for the development of a Teacher Assistant Training Center in order to increase the effectiveness of instruction. As TA program graduate data becomes available goals and strategies will continue to shift and evolve in order to support the mission of TSTC Harlingen.

#### WELDING TECHNOLOGY IMPROVEMENT SUMMARY

Past departmental assessments and their results have been tied to the Welding Technology Program UAPs for funding approval.

Carl Perkins funding has been approved for the purchase of 60 welding power sources at a rate of twenty per year over a three year period.

The Welding Technology Program has received 40 of the 60 requested power sources. This new equipment has allowed the program to improve its capabilities in regard to instruction and individual assignment of a power source to each student enrolled.

### **Institutional Improvements**

The following activities represent a variety of physical, fiscal and administrative accomplishments.

#### ALLIED HEALTH SCIENCE BUILDING

TSTC Harlingen proposes to construct a 15,000 gsf addition to the Health Science Technology Building to address shortages in biology laboratories and dental related labs. The enrollment in these classes is causing over-utilization of existing space and limiting enrollment. TSTC Harlingen agrees to remove 15,000 E&G SF from its inventory by January 2007 if the new space included in this project would create a surplus of space on the campus.

#### AUTOMOTIVE DIESEL BUILDING

TSTC Harlingen proposes to construct a 16,000 gsf addition to the Automotive/Diesel Building to address the need to provide an Automotive Technology program and to allow TSTC Harlingen to offer a Diesel Mechanics classes. TSTC Harlingen agrees to remove 16,000 E&G SF from its inventory by January 2007 if the new space included in this project would create a surplus of space on the campus.

#### **BOOKSTORE**

The Bookstore has recently enhanced its Web site by offering on-line textbook ordering to students. The Web site feature includes photos of the textbook including summaries of the content. The site has given students the ability to purchase their textbooks on-line, and either pick-up the order at the bookstore, or have the order shipped directly to their home, thereby providing faster customer service. Payment options currently include Visa and MasterCard, but will continue to be enhanced by providing the ability to order with Financial Aid. In addition to on-line textbook ordering, there will also be the ability to purchase merchandise and submit faculty adoptions on-line. These implementations are ongoing.

In order to better serve our students, the Bookstore hours of operation have been extended. The Bookstore is now open on Saturdays from 8 a.m. to Noon during the fall and spring semesters. The Saturday hours are not available during the slower summer terms.

Yet another customer service improvement is providing service to our Brownsville ITEC extension. Sales of textbooks are provided in Brownsville by bookstore staff for a limited

time during the beginning of each semester. The ITEC students also have the ability to order on-line through our Web site to have their order shipped to them directly.

The Higher One Credit Card was recently implemented on our campus, which has also allowed students to use this card to charge purchases at the Bookstore. In addition to this improved customer service implementation, the Bookstore is able to provide greater service to students by handling the check and cashiers check deposits and payments made to their Higher One Credit Card. These transactions are sent in daily via DHL providing faster account service.

Bookstore vending machines providing students with needed supplies after store hours were extended to two other locations on campus to include the Library and the Senator Eddie Lucio Building. A recent request was made for a vending machine to be placed in the Aviation Building and is currently being processed.

#### **CAFETERIA IMPROVEMENTS**

In an effort to keep staff and students informed, our Cafeteria menu is now posted on the TSTC Web site. The menu is updated on a weekly basis. The hours of operation are also included on the menu for the convenience of our patrons. Special event menus such as those for Thanksgiving or Valentine's Day are posted on flyers in the dining room area. Keeping everyone informed about the weekly menu is our way of making people feel welcome. We have visited the Police Academy to welcome them to TSTC and let them know what we have to offer. An informal contact has also brought in a few customers from the airport and a nearby grocery store.

We have addressed the need for an affordable meal by adding the Monster Taco to our menu. This taco consists of a meat choice (chicken fajitas, beef fajitas, carne guisada, or picadillo) topped with rice and beans, which is served on a flour tortilla. This item has been a great success. It is evident that staff and students are visiting the Cafeteria regularly since our sales have shown a steady increase.

#### **COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)**

The College Assistance Migrant Program is a program designed to meet the needs of students with migrant and seasonal farm working backgrounds. CAMP offers eligible migrant students pre-college transition and first year support services to help develop the skills necessary to succeed in college. CAMP collaborates with TSTC-Harlingen faculty, student services, outreach program and community based agencies to improve educational and career opportunities.

For the reporting period, the CAMP program conducted outreach methods to identify and recruit the proposed CAMP participants. Program continued to establish close linkages with the High School Equivalency Program (HEP), school district personnel, community organizations, migrant education counselors, state and local agencies such as Workforce Center and Motivation Education and Training (MET) that worked with the

migrant population, and the TSTC-Harlingen college community in informing eligible students of opportunities offered by CAMP.

As part of the support services offered by CAMP, all participants were required to and were provided with individual and group assistance in filling out financial aid, scholarship applications and supporting documents. Financial aid follow-up assistance for CAMP students on financial aid documents, information on scholarships available and other necessary assistance are on going throughout the semesters.

To enhance the college image and reputation, the instruments and sources used to meet the objective were as follows: enhancement and management CAMP website, distribution of flyers, brochures, and Power Point presentations. Program established close linkages with the High School Equivalency Program (HEP), TSTC Educational Opportunity Center (EOC), school district personnel, community organizations, migrant education counselors, state and local agencies such as Cameron Works and the Motivation Education and Training (MET) that worked with the migrant population, and the TSTC-Harlingen college community in informing eligible participants of opportunities offered by CAMP.. Through these linkages, CAMP was able to enhance the college image and reputation.

#### **CULTURAL ARTS CENTER**

TSTC Harlingen has found that a Cultural Arts Center is needed to provide a facility for meetings, productions, demonstrations for students, faculty and staff, etc. This facility is needed as there is no such facility currently on campus. This center would allow those types of presentations to occur on campus. Student organizations and clubs could also have a place to meet. TSTC Harlingen agrees to remove 17,750 E&G SF from its inventory by August 2007 if the new space included in this project would create a surplus of space on the campus.

#### **EDUCATIONAL OPPORTUNITY CENTER**

Texas State Technical College/Educational Opportunity Center is made possible through a grant from the U.S. Department of Education (2002-2007). EOC serves 1,000 students annually for a total of 5,000 students from the target counties in the Rio Grande Valley. As of the grant's inception EOC has served 3922 providing them with knowledge of high tech careers, secondary and post secondary opportunities, and assistance with admissions and financial aid applications. EOC has expanded services to six satellite offices throughout the Rio Grande Valley with the support of community agencies.

#### HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

The High School Equivalency Program at TSTC with the support of its staff, the college community and other agencies, has made a positive impact upon the migrant and farm worker population in the area. The program serves as an educational connection for migrant students who want to obtain their GED, access higher education, and attain financial security. Most importantly, the program helps fill a critical gap by educating and transitioning migrants to higher education, the military, and/or employment.

For the reporting period, the HEP program conducted outreach methods to identify and recruit the proposed HEP participants. The instruments and sources used to meet the objective were as follows: distribution of flyers, media services (newspaper, television, and radio), brochures, Power Point presentations, documentation of information distribution sites, presentation logs, referral contact records, documentation of sources and numbers of recruitment contacts, records on file of eligibility documentation, tabulation of student TABE scores, initiation of new student files, entry of student records into the student database, and a program roster. Program established close linkages with the College Assistance Program (CAMP), TSTC Educational Opportunity Center (EOC), school district personnel, community organizations, migrant education counselors, state and local agencies such as Cameron Works and the Motivation Education and Training (MET) that worked with the migrant population, and the TSTC-Harlingen college community in informing eligible participants of opportunities offered by HEP. Through these linkages, HEP was able to maximize student services and increase referrals and enrollment.

As part of the support services offered by HEP, all participants were required to attend and were provided with individual and group assistance in filling out financial aid, scholarship applications and supporting documents. The HEP staff, Educational Opportunity Center (EOC), and the Office of Financial Aid assisted students with FAFSA and scholarship applications. Financial aid follow-up assistance for HEP students on financial aid documents, information on scholarships available and other necessary assistance was also provided. TSTC HEP assisted students who did not qualify for financial aid by helping them obtain available scholarships and/or referring them to the local Workforce Investment Act (WIA) office and TSTC-CAMP.

#### **ID CENTER**

One of the business office components is the ID Center with its **Mustang Bucks** and new ID **TechOne Card**. The concept of Mustang Bucks offers the student a card with a stored value credit program. This is simply a method of depositing cash on your card, which can then be spent at various places on campus rather than carrying cash.

Some locations on the campus that accept the card include the: Cafeteria, Bookstore, copy machines, Bookstore vending machines, Coca-Cola vending machines (available at 1/3 of machines campuswide), and snack vending machines (available at 1/2 of machines campuswide).

There are three ways to buy Mustang Bucks: 1.) Go to the cashier's window in the Student Services Building. Make a payment of any amount for Mustang Bucks and have it placed on your card there; 2.) Go to the CSVT (Card System Value Terminal) located in the Learning Resource Center. It is located to the right when you enter the Library, and looks like an ATM. Insert cash in any amount and have it placed on your ID Card there; 3.) Request that any amount up to a limit of \$50 be transferred from the financial aid credit in your student account to your ID TechOne Card as Mustang Bucks. The Mustang Bucks concept has been in effect since May 9, 2005. With the inception of the **TechOne Card**, convenience is one swipe away.

The TechOne ID MasterCard, introduced as the TechOne Card Higher One, has partnered with Texas State Technical College Harlingen to offer its students financial products and services that provide the ultimate convenience and ease of use. The card gives the student access to campus facilities, school events, meal plans, and academic discounts. It gives students purchasing clout and universal acceptance of a Debit MasterCard®. Whether making purchases, getting cash, paying bills, using free checking, or 24-hour 7-day-a-week banking, this card has the most convenient, powerful any easy-to-use combinations to help students manage their finances.

#### INSTITUTIONAL EFFECTIVENESS & RESEARCH IMPROVEMENTS

The Institutional Effectiveness & Research Office has developed the Institutional Effectiveness & Research Web site where faculty and staff can request information by using a query tool for the data they need for their specific area. A data tracking system to support the data needs for various statistics has been created in order to satisfy the need for research data collection. The site uses a drop-down box and allows the user to select from a variety of enrollment, graduate, or demographic information. This tool has been very effective in providing essential data with a few clicks of the mouse.

WebSurveyor is also a new addition we now use frequently at our college. The majority of our surveys are now distributed electronically and continue to be anonymous. The use of WebSurveyor has enabled us to reduce the time span between data collection and the report of survey results, since WebSurveyor eliminates the need for using the manual scanning process.

The IE&R office has assumed the responsibility of the *Program Assessment and Improvement Team* (PAIT) process. A schedule for the programs pending review has been created in coordination with Instructional Services. The PAIT review process is an on-going process, and PAIT training will continue for peer reviewers in coordination with Instructional Services. The most current procedures on TSTC Harlingen Policy No. 3.22, *Assessment and Improvement of Instructional Programs* are followed. The PAIT Handbook has also been updated by the IE&R office to include the latest information from the *General Institutional and Personnel Requirements for Workforce Education Programs* (GIPWE) Web site. PAIT reviews that have occurred are stored electronically and can be tracked through the IE&R Web site.

#### **INTRAMURALS**

The Intramurals Department will continue to develop strategies to promote usage of the Field House by TSTC Harlingen students to increase the percentage of students using the facility upwards from 30%. Also, in an effort to promote the image of the College, Intramural staff will investigate the possibility of offering a limited number of general public memberships to the community and to allow off-campus usage of the facility for community events, particularly during semester breaks.

Satisfaction with the hours of operation of the Field House, while still satisfactory, remain lower than satisfaction with the courtesy, knowledge and helpfulness of the staff. Intramural staff will investigate the possibility of offering weekend hours to students, particularly for the benefit of Housing students, and of extending the evening hours beyond 8:00 p.m.

Intramural staff will also work with other college departments in an effort to develop a wellness program for faculty, staff and students. This was identified as a college initiative in the 2005-9 Operational Plan.

#### **INVENTORY CONTROL**

In previous years, all inventory change requests were accumulated and processed prior to sending out the yearly inventory update requests throughout the campus. In order to improve the service they provide to our college, the employees at Inventory Control are now processing inventory change requests on a daily basis, as the requests come in. This allows them more time to review the changes for accuracy and make any necessary changes, prior to requesting the yearly updates from all departments on campus. The need for fewer corrections at the close of the year will make the inventory process easier for everyone and eliminate errors.

#### LAND

The purchase of land has become a top priority for construction and growth purposes at TSTC Harlingen. Our college is becoming land locked with no room for growth or expansion. The land adjacent to the campus is the only space that is available and suited for growth. TSTC Harlingen submitted a request to our Board of Regents for approval to purchase this land. The purchase was approved and we will use the land in accordance with the Campus Master Plan.

#### LEARNING RESOURCE CENTER

TSTC library has made major milestones towards informing and increasing awareness of the library facility and the services offered to the TSTC community as well as the general public.

To further encourage the general public to use the facility, the Network Services department together with AT&T, established TSTC Library as a hot spot for internet connection for students personal computers for a monthly or daily fee. This also encourages the general public to use their personal computers here at the library.

Faculty members are beginning to use more library material for classroom work and taking advantage of our reserve section for their students research and other projects. The library study rooms are now being utilized by various faculty members for discussion groups as well as viewing instructional videos. The library now offers the ability for prospective Allied Health and Biomedical Technology students to fill in the Clinical Backgrounds Checks that are later submitted to Campus Police.

The library received a copier that enables students, staff and faculty to make black and white copies using their Mustang swipe cards or TechOne Card. This is especially convenient since the library is open until 9:00 pm. A money transaction machine enabling students and the TSTC community to add money to their Mustang or TechOne card accounts and check their balance and a school supplies vending machine were also installed in the library for student use.

## PLACEMENT OFFICE IMPROVEMENT SUMMARY

The annual assessment reports for the Placement Office indicated a need to improve in graduate job placement, job skills acquisition, follow-up survey retrieval, and customer satisfaction with services received. As a result of these assessments, the Placement Office implemented job skills workshops, biannual job fairs, and we modified our follow-up strategies to optimize our survey retrieval. Our Departmental assessment results showed improvements in all measurable areas, and we were able to capture baseline data for future assessments. The placement office has experienced a 62% increase in student usage. While no action is required within the departmental area of assessment, improvement of overall services is included in the department's Unit Action Plan for the present biennium. These improvements extend to increasing job preparation workshops, promotion of the Job Placement Office via webpage, and hosting job fairs. The improvements reflect suggested recommendations made by the placement office advisory committee members.

#### RISK MANAGEMENT PLAN

A Risk Management Plan was developed and implemented for the well-being of our students, faculty and staff. The Business Continuity Plan, as it is known, addresses the disaster recovery associated with TSTC Harlingen and TSTC System. The team involved works on planning out all the details in order to limit the time it takes to recover from a disaster. The Business Continuity Plan covers all the steps of an emergency from escalation, to notification, and plan activation.

#### STUDENT LIFE

The Office of Student Life recognizes the need to promote the engagement of students in a variety of events and activities on campus. The focus has been to promote the advancement of leadership skills and to enhance the image of TSTC. A partnership was established with Valley Colleges and Universities to provide leadership training to students from our combined educational systems. Actions will be taken to improve the participation in this and similar events. Response to this effort has been positive and the Office of Student Life will continue to contribute to this project and others like this and to assess the results through student surveys and evaluations.

#### STUDENT SUCCESS

Action will be taken to improve student performance scores from 70 percent to 75 percent on pre/post tests that measure knowledge of learning strategies. Actions will include identifying difficult test items and reviewing these items as part of class presentations and student assignments. Current Unit Action Plans call for improved tracking of student performance through the development of an e-portfolio which will include a student statement on the value of learning strategies for student success.

#### **UPWARD BOUND NARRATIVE**

High School drop out numbers and numbers of people living in poverty continue to stagger in Cameron County, the target area of the Texas State Technical College Harlingen Upward Bound program. The TSTC Harlingen Upward Bound program has developed partnerships among schools, colleges, and community services through which each partner has brought something invaluable to the mix. All the initiatives in Upward Bound are designed to give young minds the tools and equipment necessary for them to explore and expand their ideas, theories, and options thus equipping these participants to compete in today's job market after they have successfully completed a postsecondary education. This area's population continues to profit from a program to reduce the drop out rate both in high school and college.

#### **WIA**

For the reporting period, the program conducted outreach methods to identify and enroll eligible WIA and GED/ESL participants. The program established close linkages with the community organizations, state and local agencies such as Texas Workforce Centers. Provided orientations and tours for all case managers and conducted continuous contacts to ensure the dissemination of accurate and up to date information.

Special Projects used the following instruments and sources to enhance the college image and reputation: enhancement and management of Workforce Training Division website, distribution of flyers, brochures, and Power Point presentations. Program established close linkages with the Economic Development Board, Chamber of Commerce and Hispanic Chamber of Commerce, school district personnel, community organizations, state and local agencies. Additional it addressed community certification needs by holding sessions in school and center to present information about the program offers. Through these linkages, Special Projects was able to enhance the college image and reputation.

# **Appendix A**

### CUSTOMER SATISFACTION REPORT FY 2004-2005

APPRENTICESHIP							
OCCUPATION							
Plumbers & Pipefitters	86%						
Electricians*	PENDING						
Carpenters*	PENDING						
Firefighters	94%						
Industrial Training	96%						
CONTINUING EDUCATION							
COURSE NAME							
Motorcycle Course	95%						
Food Service Certification*	PENDING						
Phlebotomy	88%						
Med-Aide	96%						
Sign Language	95%						
Real Estate	96%						
Computer Literacy	95%						
Spanish	95%						
Truck Driver	91%						
Ground School Pilot	78%						
Welding*	PENDING						
Substitute Teaching*	PENDING						
Police Academy	93%						
On-Line	NA						
Concurrent Enrollment	96%						
Others	90%						
Testing Center	NA						
CONTRACT TRAINING							
COURSE/ORG.							
Special Projects (TEAM)	87%						
MTC							
SDF							
Other							

<sup>\*</sup> Records not available due to pending investigation

# **Appendix B**

### Appendix B: Access and Equity of Women, Minorities, and Special Populations.

As a technical college with all students enrolled in technical education, there is no "non-technical" comparison group. TSTC Harlingen monitors the access and achievement of all special populations in total. If the institution sees a significant decline in the numbers of special populations served, initiatives are implemented to address weaknesses in the access and achievement of each special population category. Currently, the increased participation of Black students in technical education at TSTC is a priority for the Strategic Enrollment Management Plan (Uniform Recruitment and Retention Plan, Closing the Gaps.)

	2002-03	2003-04	2004-05
Women	52%	51%	52%
MINORITIES			
Black	<1%	<1%	<1%
Asian	<1%	<1%	<1%
Native American	<1%	<1%	<1%
Hispanic	86%	83%	87%
SPECIAL POPULATIONS			
Economically Disadvantaged	69%	29%	59%
Individuals with disabilities	4%	3%	3%
Displaced Homemakers	1%	1%	<1%
Limited English	1%	<1%	<1%
Single Parents	7%	5%	2%
Academically Disadvantaged	7%	84%	71%

# **Appendix C**

Appendix C: Although 21 programs fell below the 25% standard for male/female students in non-traditional occupations, 11 did have the 1% increase per year in enrollment and 6 in completions. Areas marked in red indicate programs that did not meet the 25% standards nor improved by 1% increase per year.

CIP	Major	Enrollment			Completions		
		2002-2003	2003-2004	% Change	2002-2003	2003-2004	% Change
131500	Teacher Assistant/aide	3.85%	8.61%	4.76%	0.00%	0.00%	N/A
150300	Electrical & electronic Engineering related Technology	11.21%	8.08%	-3.13%	6.67%	27.27%	20.60%
150400	Electromechanical Instrumentation & Maintenance Technology	21.70%	16.75%	-4.95%	13.04%	25.00%	11.96%
151000	Construction/building Technology	7.79%	10.71%	2.92%	11.11%	18.18%	7.07%
151200	Computer Engineering Technologies/technician	N/A	16.00%	16.00%	14.29%	9.09%	-5.20%
151300	Drafting/design Engineering Technologies/technician	N/A	13.62%	13.62%	25.58%	10.71%	-14.87%
220300	Legal Support Services	N/A	11.54%	11.54%	0.00%	0.00%	0.00%
470100	Electrical & Electronics Equipment Installers & Repairers	0.00%	0.00%	0.00%	0.00%	N/A	0.00%
470200	Heating, Air Conditioning, & Refrigeration Mechanics & Rep	4.00%	1.92%	-2.08%	2.94%	3.85%	0.91%
470600	Aviation Technology	1.85%	6.12%	4.27%	0.00%	0.00%	0.00%
470603	Autobody/collision and Repair Technology/technician	0.00%	4.00%	4.00%	0.00%	0.00%	0.00%
470604	Automobile/Automotive Mechanics Technology/technician	4.17%	3.08%	-1.09%	5.56%	4.76%	-0.80%
480500	Precision Metal Workers	26.67%	4.00%	-22.67%	45.45%	0.00%	-45.45%
480508	Welding Technology	2.74%	1.92%	-0.82%	0.00%	0.00%	0.00%
510600	Dental Services	20.93%	23.05%	2.12%	20.00%	18.03%	-1.97%
510700	Health & Medical Administrative Services	6.45%	6.21%	-0.24%	2.50%	6.52%	4.02%
510801	Medical/clinical Assistant	20.59%	21.59%	1.00%	9.09%	9.09%	0.00%
510909	Surgical Technology/technologist	31.79%	31.62%	-0.17%	26.67%	19.05%	-7.62%
511600	Nursing	19.12%	22.73%	3.61%	3.85%	5.00%	1.15%
520300	Accounting	N/A	N/A	N/A	N/A	8.00%	8.00%
520400	Administrative & Secretarial Services	8.14%	13.49%	5.35%	10.71%	4.55%	-6.16%