LAMAR INSTITUTE OF TECHNOLOGY

Technical Program Review of:

_____

For Academic Years _____ - _____

PART ONE: PROGRAM OVERVIEW

I.   Program Mission statement:

II.   Program Learning Outcomes (Upon completion of this program, the student will be able to):

> *Examples:* 1.) Explain environmental terminology and identify EPA regulations and guidelines. 2.) Demonstrate proficiency in the preparation of basic financial statements for an entity operating as a sole proprietorship. 3.) Demonstrate emergency communication procedures for public safety agencies. 4.) Demonstrate the ability to troubleshoot electrical and mechanical components.

III.   Student Learning Outcomes (SLOs) (Upon completion of the courses within the program, the student will be able to):

> *Examples:* 1.) Students will demonstrate and apply a working knowledge of Standardized Field Sobriety Testing (SFST) techniques. 2.) Complete Form 1040 (Individual Income Tax Return) accurately. 3.) Calculate body mass index (BMI) using English measurements. Perform energy efficiency assessment of residential HVAC unit.

IV.   Describe the need and/or demand for this program. (Attach industry-based trends, standards, labor market information, and Advisory Committee minutes, as needed.)

> *State Standard for Determination of Ongoing Program Need: Meets standard if need based on at least **two** of the following. Exceeds standard if four or more are present.*
> *1.) Industry Advisory Committee*
> *2.) Local and/or regional labor market trend data*

V.   **Provide programmatic accreditation information, if applicable.** (Attach documentation, if applicable.)

PART TWO: PROGRAM CURRICULUM

I.   Degree Plans. Attach degree plans for all award levels of the program. (Identify the capstone experience in each award where applicable.)

II.   General Education. List the general education courses in the associate (AAS) degree program. If program being reviewed does not include an associate degree, enter N/A.

State Standard for General Education Requirements: 100% of all associate degrees have at least 15 Semester Credit Hours (SCH) of general education. Must include at least one course in each of the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Sciences/Math. English Composition or Speech may not be accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to fulfill Humanities requirement.

COURSES IN ASSOCIATE DEGREE DESIGNATED AS GENERAL EDUCATION 15 Semester Credit Hours (SCH) minimum	
COMPONENT AREA	**COURSE SUBJECT and NUMBER**
Humanities / Fine Arts: • Communication • Language, Philosophy, and Culture • Creative Arts	
Social / Behavioral Science • American History • Government / Political Science • Social and Behavioral Sciences:	
Natural Science / Math: • Mathematics • Life and Physical Sciences	

III.   Workforce Education. Indicate compliance with Workforce Education Guidelines.

State Standard for Compliance with the Texas Higher Education Coordinating Board (THECB) Workforce Education Guidelines: 100% compliance for Associate of Applied Science (AAS) degrees and Certificate Awards - (1) curriculum linked to business and industry; (2) capstone experience; (3) program length; (4) compliance with Texas Workforce Education Course Manual (WECM) standards according to guidelines.

Workforce Education Guidelines		
1. Are the AAS and certificate awards linked to business and industry?	Yes ☐	No ☐
2. Do the AAS and certificate awards have a capstone experience?	Yes ☐	No ☐

3. Are the AAS and certificate awards the required program length?
    AAS = 60 SCH;
    Certificate 1 = 15-42 SCH;
    Certificate 2 = 30-51 SCH;
    Enhanced Skills Certificate 3 = 6-12 SCH;
    Advanced Technical Certificate = 16-45 SCH;
    AAS + Enhanced Skills Certificate = up to 72 SCH.
	Yes ☐	No ☐

4. Do the AAS and certificate awards comply with WECM standards?	Yes ☐	No ☐

IV.   Integrating Academic and Technical Education

State Standard for Integrating Academic and Technical Education: Program must include writing and use of computers. Exceeds standard if five or more are present, including required elements.

Integrating Academic and Technical Education (Answer the following questions by checking Yes or No)		
1. Does the program include writing? (required)	Yes ☐	No ☐
2. Does the program include use of computers? (required)	Yes ☐	No ☐
3. Are academic courses included in the curriculum?	Yes ☐	No ☐
4. Does program include evidence of identification, teaching, and assessment of critical thinking, problem solving, and communication skills?	Yes ☐	No ☐
5. Are technical applications included in academic courses?	Yes ☐	No ☐
6. Does program integrate academic and technical education in other ways? (List additional integrations, if any, in space below.)	Yes ☐	No ☐

V. Business and Industry Partnerships

State Standard for Business and Industry Partnerships: Active involvement with business/industry and documented evidence of at least two of the following affiliations. Exceeds standard if four or more are present.

Business and Industry Partnerships		
1. Does program have agreements for sharing facilities, equipment, labs, etc.?	Yes ☐	No ☐
2. Does program include internships/apprenticeships/co-op/ practicum/clinicals?	Yes ☐	No ☐
3. Is there on-site training *for* faculty at business/industry worksites?	Yes ☐	No ☐
4. Does program have contractual agreements with business/industry?	Yes ☐	No ☐
5. Does program have other business/industry partnerships? (List additional partnerships, if any, in space below.)	Yes ☐	No ☐

VI. Employer and Student Satisfaction

State standard for Employer and Student Satisfaction: College measures and documents employer and student satisfaction and uses results for program improvement. At least two (2) of the following are used. Exceeds standard if three (3) or more are used.

Employer and Student Satisfaction		
1. Is there documentation of Advisory Committee's satisfaction with the program?	Yes ☐	No ☐
2. Does program conduct a program-specific employer survey?	Yes ☐	No ☐
3. Does program use employer survey results to improve program?	Yes ☐	No ☐
4. Does program conduct a program-specific student survey?	Yes ☐	No ☐
5. Does program use student survey results to improve program?	Yes ☐	No ☐
6. Does program use other employer &/or student satisfaction assessments? List additional assessments in space below.	Yes ☐	No ☐

VII.   Course Syllabi

Course Syllabi		
1. Are the program's syllabi/addendums on file and online?	Yes ☐	No ☐
2. Are the program's faculty members following the syllabus template?	Yes ☐	No ☐
3. Are the student learning outcomes (SLOs) correct on the syllabi? See Workforce Education Course Manual (WECM).	Yes ☐	No ☐
4. Are associated course activities for each (SLO) included on the syllabi?	Yes ☐	No ☐
5. If applicable, are general education outcomes, associated class activities, and associated measures included on the syllabi?	Yes ☐	No ☐
6. Are syllabi current and updated regularly?	Yes ☐	No ☐
7. Are syllabi comprehensive?	Yes ☐	No ☐
8. Are course objectives listed on syllabi?	Yes ☐	No ☐
9. Are course objectives stated in behavioral terms?	Yes ☐	No ☐
10. Are course objectives from WECM listed?	Yes ☐	No ☐
11. Do CORE course syllabi include the CORE objectives?	Yes ☐	No ☐

VIII.   Transfer, Articulation and Dual Enrollment Agreements (Attach documentation, if applicable.)

> *State Standard for Linkages and External Agreements with Schools and Universities: Program has at least one agreement in place and is pursuing others as appropriate. Exceeds standard if four or more are present.*

Program Linkages and External Agreement Information			
Advanced articulated credit	AAS ☐	Cert ☐	N/A ☐
University transfer	AAS ☐	Cert ☐	N/A ☐
Inverted degree plans	AAS ☐	Cert ☐	N/A ☐
Dual enrollment	AAS ☐	Cert ☐	N/A ☐
Is this program transferable to a four-year institution?	Yes ☐	No ☐	
Does program have other transfer, articulation, or dual enrollment agreements? (List additional agreements, if any, in space below.)	Yes ☐	No ☐	

PART THREE: PROGRAM ACCESSIBILITY

I.   **Recruitment.** List efforts to recruit students into the program, including efforts to recruit diverse populations and underrepresented groups in non-traditional programs.

II.   **TSI Restrictions.** Of the concentration courses in this degree plan's requirements, list the courses that have Texas Success Initiative (TSI) restriction(s) and identify the restriction(s).

III.   **Placement.** What assessments are used to ensure students are placed in the proper courses?

IV.   **Performance Requirements.** What requirements does the program have in terms of physical or mental ability, performance assessments, safety standards, and insurability-risk management?

PART FOUR: PROGRAM RESOURCES

I. EQUIPMENT

> ***State Standard for Equipment and Facilities:*** *Equipment and facilities meet business and industry standards and are adequate and appropriate to support the program.*

1) What is the status of the supplemental learning materials and/or learning aids for this program?

☐ Satisfactory ☐ Needs Improvement

Comments:

2) What is the status of the equipment in the program?

☐ Satisfactory ☐ Needs Improvement

Comments:

3) What is the status of the computers/software in the program?

☐ Satisfactory ☐ Needs Improvement

Comments:

II. FACILITIES

1) What is the status of the space allotted to this program?

☐ Satisfactory ☐ Needs Improvement

Comments:

III. LIBRARY SERVICES

1) Analyze the library's collection in support of the program's curriculum.

☐ Extra funding is required to sufficiently meet the information needs of the program.

Recommendations for additions to the library collection:

Estimated budget impact: $

☐ This program requires no new library resources.

IV. FACULTY

1) Faculty Demographics

FACULTY DEMOGRAPHICS				
Demographic	**Academic Year ----**	**Academic Year ----**	**Academic Year ----**	**Academic Year ----**
Gender				
Male				
Female				
Ethnicity				
White				
Black				
Hispanic				
American Indian/Alaskan				
Asian				
Highest Degree Earned				
Doctorate				
Master				
Bachelor				
Associate				
Certificate				
Tenure Status				
Tenured				
Tenure Track				
Non-Tenure Track				
Faculty Full-Time Equivalent (FTE)				
Full-Time				
Part-Time				
Total Faculty				

2) Faculty Credentials, Experience, and Professional Development

State Standard for Faculty Support: Number of faculty is adequate to support the program. For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area.

Note. Use the following table to provide information for each faculty member in the program. Include full-time and part-time faculty members, along with dual credit instructors of record. Xitracs. Download a Faculty Roster from Xitracs and attach.

FACULTY CREDENTIALS, EXPERIENCE, AND PROFESSIONAL DEVELOPMENT							
Faculty Name	**Discipline**	**FT or PT?**	**Highest Degree**	**Date Degree Received**	**Current CV on file?**	**Years Exp in Field: Teaching**	**Years Exp in Field: Industry**
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							
License/Certification(s): Prof. Membership(s): Prof. Dev. Activities (past 3 years):							

PART FIVE: STATISTICAL DATA

I.   STUDENT HEADCOUNT

STUDENT HEADCOUNT				
STUDENT DEMOGRAPHIC	**Academic Year ----**	**Academic Year ----**	**Academic Year ----**	**Academic Year ----**
By Major				
Enter award name				
Enter award name				
Enter award name				
Enter award name				
By Gender				
Male				
Female				
By Ethnicity				
White				
Black				
Hispanic				
American Indian/Alaskan				
Asian				
By Status				
Full-Time				
Part-Time				
TOTAL				

II. STUDENT RETENTION RATES

STUDENT RETENTION (Number of students who enroll in a fall semester and return the following semester.)			
Academic Year (AY)	**Number in Cohort***	**Number of Students Retained**	**Retention Rate**
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
Three Year Average	**0**	**0**	**0%**

III. **Program Withdrawals**. Based on the past five years of student withdrawal feedback, what are the main reasons students are not completing the program?

IV. **COURSE CANCELLATIONS.** List any scheduled course(s) that was/were cancelled over the past three years and why.

COURSE CANCELLATIONS				
Semester	**Course(s)**			**Reason for Cancellation** (If other than low enrollment)
	Prefix, No., Section	**Course Name**	**Day & Time**	
Fall ----				
Spring ----				
Summer ----				
Fall ----				
Spring ----				
Summer ----				
Fall ----				
Spring ----				
Summer ----				

Fall ----				
Spring ----				
Summer ----				

V. NUMBER OF GRADUATES. Provide the number of graduates for each award for comparison of the last three academic years.

State Standard for Graduates: Program has fifteen graduates over a five-year period (except new programs approved by the THECB for implementation on or after September 1997).

NUMBER OF GRADUATES BY DEGREE AND CERTIFICATION					
AWARD	**ACADEMIC YEAR (AY)**				**TOTAL**
	AY ----	**AY ----**	**AY ----**	**AY ----**	
AAS Degree	0	0	0	0	0
Certificate (level 1)	0	0	0	0	0
Certificate (level 1)	0	0	0	0	0
Certificate (level 2)	0	0	0	0	0
TOTAL GRADUATES (Source: CBM009)	**0**	**0**	**0**	**0**	**0**

VI. TRANSFER RATES. Provide the graduate transfer rates for the last three years of available data.

GRADUATE TRANSFER RATE			
Academic Year (AY)	**Total Number of Graduates***	**Number of Graduates Continuing their Education****	**Transfer Rate**
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
Three Year Average	**0**	**0**	**0%**
*Unduplicated, may not match CBM009 data **THECB Automated Student and Adult Learner Follow-Up System Report and CB116			

VII. SUCCESS RATES

State Standard for Placement: Eighty-five percent of program graduates are placed within one year of graduation (except new programs approved by the Texas Higher Education Coordinating Board (THECB) for implementation on or after September 1997). Exceeds standards if three-year average placement rate is ninety-five percent or greater. Special provisions will be made for programs with fewer than ten graduates.

GRADUATE SUCCESS (PLACEMENT) RATE			
YEAR	**Total Number of Graduates***	**Number Employed and/or Continuing Education****	**Success Rate**
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
AY ----	0	0	0%
Three Year Average	**0**	**0**	**0%**
*Unduplicated, may not match CBM009 data ***THECB Automated Student and Adult Learner Follow-Up System Report and CB116*			

VIII. EXTERNAL TESTING & LICENSURE. List all licensure or certification tests and results, if applicable. Give data for the past three years.

State Standard for Licensure Pass Rate: Ninety percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard) OR the percentage of students who take licensure exams and pass is no more than five percentage points below state average for last three years for the specific licensure exam. Exceeds standard if pass rate is ninety-five percent or greater.

☐ Applicable (List below)   ☐ Not Applicable

PROGRAM LICENSURE AND CERTIFICATION PASS RATES (Program-Level Data)												
TYPE OF EXAM	**AY ----**			**AY ----**			**AY ----**			**AY ----**		
	Total # Tested	Total # Passed	Pass Rate	Total # Tested	Total # Passed	Pass Rate	Total # Tested	Total # Passed	Pass Rate	Total # Tested	Total # Passed	Pass Rate
Enter exam name.												
Enter exam name.												
Enter exam name.												

Enter exam name.												

PART SIX: PROGRAM REVIEW FINDINGS

Based on the review of this program, concisely identify program strengths and program improvement needs, and develop an action plan with associated dates to address the identified program improvement needs.

Program strengths:

Program improvement needs:

ACTION PLAN	
Improvement Plan Action Items	**Dates**

APPENDIX

ADVISORY COMMITTEE

Attach list of advisory committee members in *(list name, affiliation, gender, ethnicity, and if a small or large employer).* Also, attach copies of all advisory committee meeting minutes from the past three years.

State Standard for Advisory Committee Membership: Committee membership list reflects diversity of occupational field (gender, ethnicity, small and large employers) and is chaired by a business/industry member. Program does NOT meet standard if not chaired by business or industry member.

Committee is chaired by a business/industry member?   Yes ☐   No ☐

Committee membership reflects diversity?   Yes ☐   No ☐

List the dates that the Advisory Committee meetings were held within the past three years:

State Standard for Advisory Committee Activities: Advisory Committee must meet at least once per academic year, should have a quorum present, and perform the functions outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE). Official minutes must be recorded to include information specified in the GIPWE. Exceeds standard if committee meets at least twice per academic year, activities are well documented, and appropriate format is used.

Meeting #1: Click here to enter a date.	Meeting #2: Click here to enter a date.	Meeting #3: Click here to enter a date.
Meeting #4: Click here to enter a date.	Meeting #5: Click here to enter a date.	Meeting #6: Click here to enter a date.

PROGRAM ADVISORY COMMITTEE INFORMATION		
NOTE: The questions below reflect the Texas Higher Education Coordinating Board's (THECB) mandate for effective use of advisory committees, as noted in the Guidelines for Instructional Programs in Workforce Education (GIPWE). Please answer the following questions.		
1. How many times does the committee meet per academic year? (Committees should meet at least once.)	Once ☐	Twice ☐
2. Are the committee members (name, title, and affiliation) identified in the minutes?	Yes ☐	No ☐
3. Are the committee members' presence or absence from the meetings noted in the minutes?	Yes ☐	No ☐
4. Do the minutes include the names and titles of others present at the meeting?	Yes ☐	No ☐
5. Is the signature of the recorder included in the minutes?	Yes ☐	No ☐
6. Were committee members kept apprised of the program's performance throughout the year?	Yes ☐	No ☐
7. Do the minutes include evidence that industry partners have taken an active role in making decisions that affect the program?	Yes ☐	No ☐
8. Have the committee evaluated the goals and objectives of the program's curriculum?	Yes ☐	No ☐
9. Has the committee established workplace competencies for the program occupation(s)?	Yes ☐	No ☐
10. Has the committee suggested program revisions as needed?	Yes ☐	No ☐
11. Has the committee evaluated existing college facilities and equipment?	Yes ☐	No ☐
12. Has the committee identified local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities?	Yes ☐	No ☐
13. Has the committee assisted in the professional development of the faculty?	Yes ☐	No ☐
14. Has the committee assisted in promoting and publicizing the program to the community and to business and industry?	Yes ☐	No ☐
15. Has the committee represented the needs of students from special populations?	Yes ☐	No ☐
16. Do the meeting minutes reflect industry involvement?	Yes ☐	No ☐

Summarize recommendations from the advisory committee in the past three years:

What action was taken based on these recommendations?