The Texas Higher Education Coordinating Board
Community and Technical College Division

presents

ANNUAL COORDINATING BOARD UPDATE

PARTICIPANT PACKET

NOVEMBER 8, 2000
1:30 - 3:00 PM CT

In association with

STARLINK®
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AGENDA

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EMAIL/FAX/CALL-IN INSTRUCTIONS

There are three way in which you can interact with the panelists:

E-MAIL: You may e-mail your questions in advance to Henry Hartman at hhartman@dccc.edu and panelists will address them during the teleconference.

FAX: Before November 1, fax to 972.669.6699
On November 1, fax to 1.888.935.2012

CALL: You are encouraged at any time during the program to call in your questions and comments.

The toll-free telephone number for call-in questions is:
1.888.935.2010

HOW IT WORKS: Your call will be answered by a member of our staff, who will ask for your name and site location. You will then be put on hold. While you are on hold, you will be able to hear the videoconference through the telephone. Stay on the line so we can communicate with you if necessary.

If your call should be accidentally disconnected, call again and tell the operator you were disconnected while waiting to ask a question.

When prompted or introduced by the program host, give your name and site location, and state your questions as clearly and succinctly as you can. Please be aware that while you are asking your question and while it is being answered you will be “on the air.” Please remain on the line until your question has been answered and your call has been disconnected.

BETTER AUDIO: To minimize the possibility of any technical or program difficulties that may be caused by audio feedback, we suggest you locate the telephone away from the audio speaker at your site.
FAX-IN QUESTION SHEET

FAX: 1.888.935.2012

Enter your question or comment below in 25 words or less and print clearly so that the moderator can read the question.
Panel

Rob Franks
Program Director for Tech Prep
THECB

David Gill
Program Director for Research
THECB

Lindle Grigsby
Dean of Workforce Education
Eastfield College

Bernadette Hence
Program Director for WECM
THECB

Julie Leidig
Director of Instructional Programs
THECB
The Texas Higher Education Plan

Closing the Gaps
• Participation
• Success
• Excellence
• Research

View plan at: www.thecb.state.tx.us.

Close the Gaps in Participation

By 2015, close the gaps in enrollment rates across Texas to add 500,000 more students.

Close the Gaps in Participation

Strategies:
• Make the recommended high school curriculum the standard and require it for university admission by 2008.
Close the Gaps in Participation

Strategies:
• Recruit, prepare, and retain additional well-qualified educators.
• Ensure that all students and their parents understand the benefits of higher education.

Close the Gaps in Participation

Strategies:
• Ensure that students are able to participate and succeed in higher education regardless of ability to pay.

Close the Gaps in Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.
Close the Gaps in Success

Strategies:
• Increase graduates in critical fields (engineering, computer science, math, physical sciences, allied health, nursing, teaching).

Close the Gaps in Success

Strategies:
• Carry out the state's Uniform Recruitment and Retention Strategy.
• Reward increases in retention and graduation

Close the Gaps in Success

Strategies:
• Create incentives for seamless student transitions.
• Make partnerships and collaborations between businesses and institutions a part of the culture.
Close the Gaps in Excellence

By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.

Close the Gaps in Excellence

Strategies:
• Establish ladders of excellence for different types of institutions.

Close the Gaps in Excellence

Strategies:
• Require each public college and university to identify one or more programs or services to improve to a level of nationally recognized excellence and prepare a strategic plan to accomplish this goal.
Close the Gaps in Excellence

Strategies:
• Identify peer institutions for each public institution and establish excellence benchmarks.

Close the Gaps in Excellence

Strategies:
• Fund competitive grants to community & technical colleges and universities to match business contributions for acquiring equipment & software & maintaining high-tech instructional laboratories (requires legislative action).

Close the Gaps in Research

By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion.
Close the Gaps in Research

Strategies:
• Permit universities, like health science centers, to retain all overhead income for grants and contracts.

Close the Gaps in Research

Strategies:
• Establish the Texas Science and Engineering Collaborative to expand research in focused areas through collaboration among institutions.

Close the Gaps in Research

Strategies:
• Increase funding for the Advanced Research/Advanced Technology Programs, with the additional money designated for matching grants from other sources (requires legislative action).
Close the Gaps in Research

Strategies:
• Establish a competitive grant program to expand research and research capacity at developing research universities.

Transfer

• Four approved field of study curricula (early childhood education, middle grades certification, general business, music)

Transfer

• Next fields: engineering, engineering technology, nursing, and computer science
• Improve university understanding of the WECM
• Encourage concurrent admission partnerships
Academic Course Guide Manual (ACGM) Revision

- Addendum published summer 2000
- New version to be published in the spring / new organization
- Comments needed now
- Send comments to:
  CouchDD@thecb.state.tx.us
WECM UPDATE ..... 2000

WECM REMINDER

• ALL programs should be 100% converted to WECM

• Except CIP 51 (Health Programs) TEACHOUT until August 2001

WECM 2000 Deadlines

• Deadline for implementing new WECM courses: September 2001

• Change in implementation schedule: 1 yr to implement courses

• Allow smooth, seamless transition
WECM Maintenance Process

- Faculty driven product & process
- Causes courses to STAY current

WECM Maintenance Committee Membership

- Three representatives from:
  - TACE
  - TACTE
  - TACRAO
  - At-Large Members
  - Coordinating Board Staff

WECM Maintenance Committee

- At-Large members appointed by the Assistant Commissioner
- Will have 4 new members in January 2001, due to term expiration
Improved Communication

- Electronic newsletter
- Campus WECM specialists
- Better use of Listservs
- Updates on WECM website
- WECM Maintenance minutes on web

UPCOMING Course Review Workshops

- Four scheduled in 2001
- Faculty nominations accepted from Technical Deans, Vice-Presidents, Continuing Education Directors
- Update CB Contact List

UPDATING CB CONTACT LIST

Janis A. Hutchins
Dean of Technical Programs
Lamar State College Port Arthur
P. O. Box 310
Port Arthur, Texas 77641-0310
Janis.Hutchins@lamarpa.edu
409 984-6236 voice/ 409 984-6000 fax
Two Pilot Workshops co-sponsored by:

- Skill Standards Awareness Project &
- The WECM Maintenance Project

<table>
<thead>
<tr>
<th>Machinist I &amp; II</th>
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<tr>
<td>Richland College</td>
<td>TSTC- Harlingen</td>
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<td>Nov. 9-10, 2000</td>
<td>Feb. 8-9, 2001</td>
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WECM Maintenance Update

- Evaluating Special Topics and Local Needs Courses for WECM inventory update
- Vendor-specific courses can be taught with the vendor name in the title

WECM Maintenance Update (cont.)

- Expanded feedback including reasons for course changes
- Feedback for course changes will be posted on the web
WEBSITE Updates


WEBSITE Updates since Jan 2000

**Added** - recently developed new course additions or edits to existing courses that require a RUBIC, COURSE NO., or CIP code change

WEBSITE Updates since Jan 2000

**Edited** - existing WECM courses, slightly modified to correct or enhance for increased usability
WEBSITE Updates since Jan 2000

- **Deleted**

  - eliminated courses
  - but may be used until August 2001

  -- may be available under a new course no., CIP, or rubric
Statewide Articulation

- Align TEKS/WECM courses
- Award credit at any college
- Reduce “conditions”
- Increase student participation
- Smooth transition
- Emphasize meetings & PD

Statewide Articulation

- Guidelines
  - simplify processes
  - gain more counselor support
- Crosswalks
  - New PEIMS code number
  - Noted in WECM & on transcript

Statewide Articulation

- Participation
  - recent survey indicates that 65 colleges intend to participate on a voluntary basis
Statewide Articulation

• Computer Science / CIS
• Engineering-related
• Health Professions
• Business Education
• Electronics
• Drafting & Machining Technology

Statewide Articulation

• Computer Maint. & Networking
• Child Care and Development
• Marketing/Management
• Agriculture
• Automotive Technology
• Criminal Justice

Statewide Articulation

• Dr. Carrie Brown
  Brownpcn@lcc.net
  www.techpreptexas.org
Evaluation

- National Tech Prep Evaluation
  - definition of TP student (S&P)
  - definition of TP completer
  - definition of TP course participant

Evaluation

- Local TP Consortium Evaluation
  - site-based
  - peer-reviewed (TP “experts”)
  - objective and quantitative

Evaluation

- Local TP Consortium Evaluation
  - constructive not punitive
  - input from all stakeholders
  - Three-year cycle

www.techpreptexas.org
The Navy Tech Prep Model

• Benefits
  – to service personnel
  – to colleges (IE criteria)
  – to local students

The Navy Tech Prep Model

• Art. Courses & dual-credit
• 2-4 college semesters
• Workplace training (Navy)
  – AAS degree
• Linkages to baccalaureate programs
• Graduate program links

The Navy Tech Prep Model

• Model for life-long learning
• Model applicable to other military services as well as regional business and industry
• Local residents get degrees from local community and technical colleges
The Navy Tech Prep Model

- Electronics - Communications and Nuclear
- Yeoman – Office Administration and Para-legal
- Linguistics – Foreign Language
- Heavy Equipment - Construction

The Navy Tech Prep Model

- Culinary Arts – Cook/Steward
- Nursing – LVN, ADN, BSN
- Criminal Justice – Master at Arms

The Navy Tech Prep Model

- 98-99 one program at SAC
- 99-00 five programs
- 00-01 seventeen programs under development
- James Jones
  Jbjones@mail.ctcd.cc.tx.us
Tech Prep Program
Conversions

NEW! IMPROVED! EASIER!
If there are no program changes

• One page notification form
• Sample 6-year plan
• Can be sent anytime
• Rob Franks
  Franksrt@thecb.state.tx.us
Continuing Education Measures & Criteria

CONTINUING EDUCATION

MEASURES

and

STANDARDS

PROPOSED

INSTITUTIONAL EFFECTIVENESS

A Review Process

for Texas’

Community & Technical Colleges

CE/CB COMMITTEE

Charlotte Biggerstaff
Mike Cady
Susan Couch
Lindle Grigsby
Donna Guthrie

Arleene Loyd
Aubrey Sharpe
Ruben Torres
Steve Vassberg
Kay Hale, CB
Continuing Education Measures & Criteria

WORKFORCE DEVELOPMENT

College efforts to support the needs of the local industry

Continuing Education Measures & Criteria

ADULT LITERACY

College Shows Documented Evidence of Serving Literacy Needs in the College District

Continuing Education Measures & Criteria

QUALITY of STATE FUNDED CEU COURSES

“Quality of state funded CEU courses is documented based on the following SACS criteria”
Continuing Education Measures & Criteria

THE CHARGE
“...to develop and recommend new standards and measures for the evaluation of Continuing Education...”

Continuing Education Measures & Criteria

28
Evaluative Measures and Standards

Continuing Education Measures & Criteria

WHY?
Continuing Education Measures & Criteria

Merely Modeling
SUCCESS
Is No Longer Good Enough

Continuing Education Measures & Criteria

RAISING THE BAR
We believe that meeting these measures & standards will assure that your CE program is ready for prime time

Continuing Education Measures & Criteria

BUREAU OF MEASURES AND STANDARDS
Consistency
Continuing Education Measures & Criteria

THE PREMIS

The Continuing Education Unit: Guidelines
Page 9

EXEMPLARY
Is Not Just A WORD
It Is A MINDSET
DATA RESOURCES

PERKINS GRANT
MANAGEMENT AND
INSTITUTIONAL
EFFECTIVENESS

CB Data Resources

- Annual Data Profile
- IE Data Resources
- ASALFS
- Perkins Measures & Standards
- LBB Measures

CB Data Resources

- Annual Licensure Report
- Student Migration Report
- Fact Book
- College Profiles
Good tool for overall institutional analyses
- Directly useful for Institutional Researchers

Indicators relating to:
- Enrollments
- Retention
- Remediation
- Graduation/Persistence
- Faculty

Reports tabled by:
- Gender
- Ethnicity
- Special Populations
IE Data Resources

- Supports site visits
- Designed to match measures in instrument
- Includes program data

Automated Student and Adult Learner Follow-Up System

- tracks graduates and non-returners
- CE grads included
- Incarcerated students not included

Perkins Measures & Standards

- Used to complete self evaluation
- Data provided for district-level and program-level measures
**LBB Measures**

- Support college reporting for LBB measures
- May be augmented by college data
- Address Qs to LBB

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**Licensure Report**

- Used to assess IE of technical programs
- Licensure pass rates a CTC performance measure

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**Student Migration Report**

- Tracks student location Fall-to-Fall
- Results broken off by general demographics and program type
Fact Book

Contains general statistical information about colleges
- includes longitudinal analyses
- includes faculty and financial data

College Profiles

Quick reference: one-page snapshots of summary statistics

Other Resources
UPCOMING PROGRAMS

December 7, 2000 WITH A LITTLE HELP FROM MY FRIENDS...
1:30-3:00 p.m CT IMPLEMENTING INFORMATION TECHNOLOGY INTO
THE CURRICULUM

February (TBA), 2001 SELF-LEADERSHIP
11:30 a.m.-12:30 p.m. CT

March 7, 2001 ANNUAL PERKINS BIDDER’S CONFERENCE
1:30 - 3:00 p.m. CT

March 22, 2001 THE PORTFOLIO AS A STUDENT LEARNING AND
1:30-3 p.m. CT ASSESSMENT TOOL

April 10, 2001 A WORKSHOP ON STREAMING VIDEO
1:30-3 p.m. CT

April 19, 2001 STAYING THE COURSE: RETAINING ONLINE
1:30-3 p.m. CT STUDENTS

May 17, 2001 MINORITY ACCESS TO HEALTH CARE:
9 a.m.-5 p.m. CT A CONTINUING EDUCATION CREDIT CLASS

August (TBA), 2001 BIANNUAL LEGISLATIVE UPDATE

For more information, visit our website at: www.starlink.dcccd.edu.
EVALUATE THIS VIDEOCONFERENCE . .

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Timeliness of topic</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>Objectives clearly stated and supported with effective program elements (discussions, videos, interviews, demos, etc.)</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Moderator</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Panelists or Instructor</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>Technical quality</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Overall evaluation of program</td>
<td>5 4 3 2 1</td>
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Local site activities were held? _____YES _____NO

Circle the most convenient day and time for you to attend a videoconference:

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<tr>
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<td>12-3pm</td>
<td>3-6pm</td>
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1. Institution name:________________________________________________

2. My current position is: (circle one)
   a. Board Member
   b. Faculty
   c. Administrator/Professional Staff
   d. Classified Staff
   e. Other___________________

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?