



Office of Institutional Research and Advancement

Procedure Manual for Faculty and Administrators

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Introduction and Purpose of Manual

The purpose of this procedures manual is multifold:

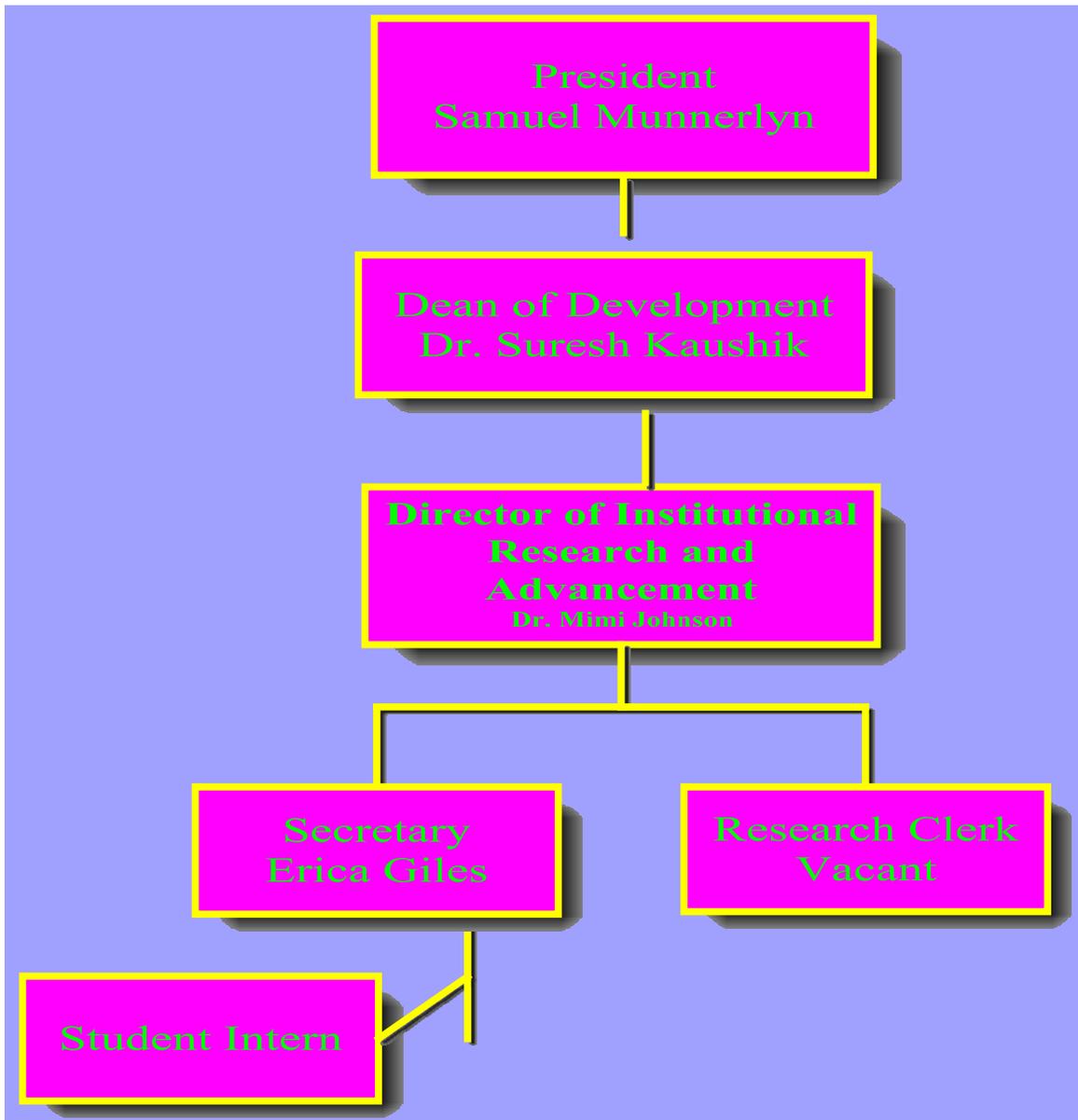
- to define the purview of Institutional Research at Trenholm Tech,
- to instruct administrators on how to properly complete reports and/or surveys that impact their respective areas,
- to instruct formal and prospective users on how to properly secure data and services from the Office of Institutional Research and Advancement, and
- to provide calendar details and preparation instructions for Office of Institutional Research and Advancement staff members.

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**Office of Institutional Research and Advancement
Organizational Chart**



Position Summaries

Institutional Research and Advancement

Director of Institutional Research and Advancement

The Director is responsible for management of the Institutional Research function of the College. The Director provides technical assistance to and coordination of the institutional planning and assessment activities; contributes to various institutional publications; and coordinates and directs the overall personnel and budgetary responsibilities for the Office of Institutional Research and Advancement.

This position also involves the collection, analysis, and presentation of qualitative, quantitative and statistical data pertaining to all Institutional Research, Strategic Planning, Institutional Effectiveness and Advancement functions of the College using mainframe and personal computers. This individual needs to be thoroughly familiar with data management, statistical analysis tools such as SPSS or SAS and relational database structures, microcomputer hardware, network and Internet applications, research and planning concepts, and presentation software in addition to direction, leadership, organization and administration of a fundraising and support organization.

Secretary

The Secretary assists with the coordination of an annual planning and evaluation system that guides the implementation of the strategic plan and monitors institutional effectiveness at the collegial, divisional, and departmental level, maintains institutional data for internal and external reporting. The Secretary performs secretarial and administrative functions for the department. This position is also responsible for assisting with accreditation functions for the College and completing under supervision all ad-hoc external surveys, such as Peterson's, Winter-Green Orchard House, etc.

Research Clerk

The Research Clerk is responsible for assisting with the functions of the Office of Institutional Research and Advancement. The Research Clerk will assist in the college-wide annual planning and assessment program, the preparation of the annual Fact Book, the development of various analytical reports for senior management and proposal preparation. The position also participates in an ongoing departmental effort to support a data driven approach to planning, evaluation, and decision-making. The integrity of the College is dependent on maintaining an environment that is confidential. Therefore, the selected individual must be able to maintain the confidentiality of sensitive material.

Student Intern

The Student Intern provides general clerical, word processing; and desktop publishing assistance to the Office of Institutional Research and Advancement. Responsibilities involve performing relatively repetitive computer tasks to include extensive data entry into SPSS and the AS400.

Definition of Institutional Research

“Institutional Research has a primary mission of providing information to support management decision-making. This unit works closely with the Information Technology staff in the design of databases and data files to serve faculty, staff, and student information needs.” This office is also responsible for the preparation and distribution of all internal and external reports of institutional and alumni data.

Listed below are some abbreviated definitions of institutional research.

1. **collect, analyze, evaluate and interpret**
...a primary function of institutional research is to systematically collect data, information and facts about the university. This is essential to meaningful studies. Institutional research also includes an evaluative, analytical, and interpretative function.
2. **variegated form of information**
Data may take many forms: tables and figures, summaries and lists, ratios and correlations, diagrams, and graphs.
3. **components or pertinent aspects**
The university is composed of students, faculty, staff, governing board, alumni, significant publics and other clients, or departments, divisions, activities or programs. Operational functions can be identified as academic/nonacademic, teaching/learning, or financial/academic/administrative.
4. **more efficient use**
The resources of the college may be human, financial time, space energy. The particular task of institutional research is to provide facts by which institutional decisions about the efficient use of these resources is based.

Data Reporting (Questionnaire Responsibilities)

The Office of Institutional Research and Advancement has the responsibilities for responding to national statistical surveys (see Appendix B) such as the Integrated Postsecondary Education Data System (IPEDS) or the National Center for Education Statistics, the Alabama Department of Postsecondary Education, the Alabama Commission on Higher Education, and the Council on Occupational Education.

When data forms/questionnaires are transmitted to the Institutional Research Office, they are reviewed with responsible operational units for accuracy and consistency, completed by the appropriate unit and submitted by the OIRA to the requesting external agency (see Institutional Research Requesting Information from Others).

The Office of Institutions Research responds to inquiries by predetermined criteria (see Questionnaire Procedures). Those selected, based on minimum standards, are prepared very carefully because the reported data released about H. Council Trenholm State Technical College should remain consistent. The OIRA staff takes this responsibility seriously because the data should reflect accuracy so that it continues to add credibility to the College.

Institutional Research is the central office responsible for the collection and dissemination of institutional numbers. Data by its very nature has the potential of being inaccurately reported or interpreted. This variable, taken in connection with the possibility of three or four different units reporting data at different times, provides quite a potential error factor. Therefore, **ALL “Routine Reports” to accrediting associations, federal, and state governmental agencies should be reviewed by the OIRA.**

QUESTIONNAIRE PROCEDURES

Purpose

The purpose of this section is to specify the procedures to be used in processing questionnaires from agencies and individuals outside the Office of Institutional Research and Advancement.

The questionnaire provides a systematic procedure to ensure quick responses to request. Each inquiry will be evaluated against appropriate qualification standards (see Minimum Standards Chart). All requests must meet minimum standards to be eligible for response. **However, at no time shall a questionnaire/request be responded to if it violates any institutional decision, policy or procedure.** Nevertheless, all data requests will be entered into the External Report Log.

Minimum Standards Chart

Criteria

- A. Agency/Individual
- B. Purpose of Inquiry
- C. Use of Information
- D. Confidentiality of Data

Request: Accepted Rejected

Procedures for Handling Questionnaires

1. Questionnaires are then logged in the External Report Log on the date received. Questionnaires will be evaluated by the minimum standards within two (2) working days or less after the request is date stamped. If the request can not be completed, this will be noted on the log and the requesting agency will be informed.
2. If qualified for completion, the questionnaires will be appropriately assigned. The request(s) will be completed and mailed before the due date.
3. If the work load/database does not permit the completion of the instrument within the period specified, a special letter will be mailed advising the requestor how long it will be before the inquiry will be completed.
4. Once a questionnaire has been completed, the completed instrument is sent to the requesting agencies and a copy is placed in the appropriate survey file.

Reports

Trenholm Tech responds to routine reports on an annual basis from the several external agencies. Each of these major reports provides accountability for the College with external stakeholders and includes the following:

1. *The Alabama College System Institutional Management Plan,*
2. *College Accountability Performance Profile,*
3. *Council on Occupational Education Annual Report, and*
4. *Career Technical Education report.*

The Alabama College System Institutional Management Plan

The Alabama College System is committed to providing quality educational opportunities for the people of the state and to enhancing economic development and the quality of life for the citizens of Alabama. The commitment to quality and accountability is embodied in the concept of the Model College. The Model College is based on quality standards and performance indicators that guide the planning and evaluation processes at the community and technical colleges while respecting and valuing the individual mission and goals of each institution. It is the responsibility of the college to demonstrate, through its planning and evaluation process, the use of results to improve performance and to enhance the quality of its educational programs and administrative and student support services. This process must involve broad representation of institutional personnel and the community. Although the style and format of planning and evaluation is not standardized, each college will provide evidence of this process to the Alabama Department of Postsecondary Education (ADPE) through two common planning documents, the Institutional Management Plan (IMP) and the College Accountability Performance Profile (CAPP).

The Institutional Management Plan will involve a three year planning and evaluation cycle with the first year being primarily planning and the second and third years being primarily evaluation and improvement. During the first year of the cycle, colleges will report on their plans for change or improvement in various college components. During years two and three, colleges will not only provide evidence of evaluation, but also demonstrate how the evaluative results are being used for improvement.

Common Elements of the Institutional Management Plan

In accordance with conditions of the Partial Consent Decrees, the Chancellor shall direct the President of each two-year college to prepare and submit an Annual Institutional Management Plan that will include plans for reorganizations, lateral transfers, and use of part-time and temporary employees.

The following sections describe a standardized summary assisting the college with planning and evaluation and enabling ADPE to compile selected planning data for internal and external use on the basis of common elements.

I. Organization and Administration

- A. Enrollment Goals
- B. Organizational Structure
- C. Personnel
- D. Accreditation Information

II. Instructional Programs

- A. Viability Criteria
- B. Inactive Program Status
- C. New Program Development
- D. Schedule of Program Review
- E. Summary of Program Review

III. Developmental Studies

IV. Learning Resources and Technology

- A. Distance Learning
- B. Management Information

V. Student Services

VI. Financial and Physical Resources

VII. Workforce Development and Adult Education

VIII. Exemplary Programs, Services, and Projects

IX. Institutional Effectiveness

X. Support

College Accountability Performance Profile (CAPP) Guidelines for Performance Components One Through Nine

GUIDELINES FOR PERFORMANCE COMPONENT ONE: ENROLLMENT MANAGEMENT

Description of Performance Component: Enrollment management involves two interdependent elements: student enrollment and program viability. Providing appropriate and viable degree, certificate, and diploma programs that attract, retain, and prepare capable students is central to the mission of community and technical colleges. Enrollment data (A.) include credit and non-credit unduplicated student headcounts for the fall semester for the current academic year and for each of the past three years. The enrollment average for the fall semester for the three years immediately preceding the current year provides a baseline for comparison with the fall semester of the current academic year and is used in determining the percent of change. This percent of change and the enrollment figures for the past three years provide evidence of the enrollment trend for a college.

Program viability (B.) addresses all associate degree, diploma, and certificate programs subject to state viability standards. These standards require that programs produce an average of 7.5 graduates per year over a three-year period. An instructional program inventory based on the Classification of Instruction Programs (CIP code) is maintained for each college by the Alabama Department of Postsecondary Education (ADPE). In cases where a college offers any combination of degree, diploma, and certificate programs within the same CIP code, the number of graduates is the total of students completing degrees, diplomas, or certificates.

In cases where institutions have merged, enrollment data will be combined in years reported prior to the merger. A brief explanation will be included in the President's Comments at the end of the CAPP document noting when the college was merged.

Data and Method of Data Collection: Enrollment data (A.) are the end-of-term fall semester credit and non-credit student enrollment figures reported for each institution in the Postsecondary Education Reporting System (PERS) of the ADPE. Program viability information (B.) is based on the standards reported above. The number of programs subject to the program viability standards is identified from each college's instructional program inventory and reported as "number of programs." The "number meeting viability standards" will be reported consistent with the viability criteria and the resulting percentage reported. Data for student enrollment and for program viability are collected from the PERS data base and the instructional program inventories maintained by the ADPE.

Data for all aspects of **Performance Component 1** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the

college's designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT TWO: ACADEMIC TRANSFER PROGRAMS

Description of Performance Component: The success of community college transfer students in baccalaureate degree programs is an indicator of the quality of the educational experiences provided at community colleges. The two measures in this performance component both consider grade point average after enrollment at a four-year state university, but differ in the amount of credit earned at a community college. One performance indicator (A.) is the percentage of students who earn an associate degree or almost all of the credit for an associate degree (60 or more sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. The second performance indicator (B.) is the percentage of students who earn at least 24 but no more than 59 semester credit hours (sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. Comparison of results for the two indicators may provide information about the impact of the amount of credit earned at a community college. To be included in the CAPP for a particular community college, a university must have at least 10 students from that community college who met the credit hour requirement(s) at the community college and then met the criterion of 30 hours attempted at the identified university.

Some technical colleges in the Alabama College System may not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

Data and Method of Data Collection: Data are collected through the ACHE student tracking system on two cohorts of students. Indicator A includes the first cohort made up of those who were enrolled at a particular community college at any time during the period of summer 2000 through spring 2002 and not enrolled at any other Alabama Community College within the specified period, earned at least 60 sch at the community college, and attempted 30 sch at the specified state university, with summer 2005 being the end of the period for tracking university enrollment. The number of students meeting these three conditions is the divisor, or denominator. The number of students from the cohort who achieved an overall grade point average (GPA) of 2.0 or better is the dividend, or numerator. The result, or quotient, multiplied by 100 provides the percentage of students meeting the criterion of 2.0 or better. The percentage of students achieving a 3.0 or better GPA is determined by repeating the steps above using the number of students earning a 3.0 or better instead of 2.0 or better. A report is generated for each community college identifying the success rate of its transfer students for each state university where at least 10 students meet the conditions of earning at least 60 sch at the community college and attempting at least 30 sch at the state university. Additional rows will be added as necessary.

To collect and calculate the data for the second cohort (B.), the same process is used with one difference. The second cohort will have earned between 24 and 59 sch at a community college, instead of 60 sch.

Some colleges do not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

The academic years to be included in a cohort will be modified each year as data requirements may suggest. These data will be provided from the Alabama Commission on Higher Education to the ADPE for each community college. Each college will receive a copy of its report. Data for all aspects of **Performance Component 2** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the designated institutional representative has questions, he or she may contact the Director of Academic Programs in the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT THREE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Description of Performance Component: Career and technical education programs provide instruction designed to prepare individuals for initial employment or career advancement in the workplace. These programs are designated by appropriate CIP codes in the academic program inventory, but do not include Health Professions programs included under CIP codes 51.0601 through 51.9999 for the purpose of CAPP. Completion of career and technical education programs may result in the award of a short-term certificate, certificate, diploma, or associate degree. Significant indicators of quality and performance for career and technical programs include (A.) student success on licensure or certification examinations, (B.) student success in obtaining employment and/or continuing their education, and (C.) the degree of satisfaction of employers with the performance of program graduates in the workplace.

*Data and Methods of Data Collection: **The primary data source for this component of the CAPP is the 2004-05 College Career/Technical Performance Data Report due on October 31, 2005. This section of the CAPP does not include Health Professions Programs listed in the following Guidelines for Performance Component Four: Health Professions Programs and designated by CIP codes 51.0601 through 51.9999. All other Career and Technical programs are included in data for this component of CAPP.***

Consistency and clarity in terminology are crucial for career and technical programs. A “Completer” is an individual who has met all requirements for completion or graduation from a short-term certificate, certificate, diploma, or associate degree in a career or technical program. An individual who meets completion or graduation requirements for more than one award in a program with the same CIP code during a single data collection period is counted once as a “Completer” for that data collection period based on the

higher award earned. An individual who meets completion or graduation requirements for more than one award in the same program with the same CIP code during different data collection periods is counted as a “Completer” for each data collection period. The number of “Completers” and the percentage placed in employment and/or continuing education are derived from college records on program completers and student follow-up.

The period for data collection is consistent with that for the **2004-05 College Career/Technical Performance Data Report**. This period is from the first day of the summer semester through the final day of the subsequent spring semester in the year preceding the CAPP report. For example, the spring 2006 CAPP will include data from the beginning of summer 2004 through the end of spring 2005. Each college will be responsible for deciding the most appropriate data reporting period for non-credit training courses that overlap spring and summer semesters.

Pass rates (A) on licensure and certification examinations, whether written or performance, are valuable indicators of program quality. Student performance on these examinations is recognized by industry as measuring and documenting attainment of skill levels or competencies essential for entry-level success (e.g., American Welding Society Certified Welder, ASE Certified Automotive Technician). Each college is responsible for gathering and maintaining the pass rates of “Completers” for each examination. Reporting for the purposes of CAPP includes 1) the total number of “Completers” taking examinations during the reporting period, and 2) the overall pass rate of “Completers” on all examinations. The overall pass rate is **NOT** a function of items 1 and 2 since each unique examination may be administered multiple times and a “Completer” may be required to take several unique examinations to fulfill program requirements. Columns A30, A31, and A32 of the **2004-05 College Career/Technical Performance Data, Imperative I**, minus those “Completers” in the Health Professions, provide data for completing the three cells related to pass rates (A) on licensure and certification examinations.

Job placement (B.) is an important aspect of program quality. For the purposes of CAPP, each college is responsible for reporting the number of career and technical programs it offers, the number of “Completers”, the number of “Completers” placed in jobs or continuing their education, and the percent of success in job placement. Data for these indicators can be found in column C3 of the **2004-05 College Career/Technical Performance Data, Imperatives III, IV, V**, in column A8 under **Imperative I**, and in columns A46 and A47 under **Imperative I**. Again, it is important to subtract the number of “Completers” in the Health Professions programs under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Employer satisfaction (C.) with preparation of “Completers” provides a final performance indicator for career and technical programs. Each college is responsible for gathering and maintaining employer satisfaction data for each of its career and technical programs and may use methods it deems appropriate. The number of “Completers” placed in jobs in field, the number of employers surveyed, the number of employers responding, and the percentage of respondents indicating overall satisfaction with the performance of

“Completers” comprise the performance indicators. The data can be found, respectively, in column A33 of the **2004-05 College Career/Technical Performance Data, Imperative I**, and in columns C12, C13, and C16 under **Imperatives III, IV, and V**. Consistent with other data for this performance component, it is important to subtract the number of “Completers” in the Health Professions under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Each college is responsible for entering data in each of the cells for these indicators for **Performance Component 3** on the Web-enabled **CAPP**. If the designated institutional representative has questions, these should be addressed to the Director of Academic Programs at the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT FOUR: HEALTH PROFESSIONS PROGRAMS

Description of Performance Component: Quality programs that prepare capable and qualified personnel for the health professions are crucial to the mission and responsibility of community colleges. Performance indicators must consider the success of graduates who are first-time test takers on licensure or certification examinations (A) as well as each program’s ability to attract and retain capable students (B.). The pass rates of first-time examinees on licensure examinations in the health professions are useful performance indicators for health professions programs. For the purposes of the College Accountability Performance Profile, the Health Professions include:

Clinical Laboratory Technology

Dental Assistant

Dental Hygienist

Dental Lab Technology

Diagnostic Medical Sonography

Emergency Medical Technology/Technician

Health Information Technology

Medical Assistant

Medical Transcription

Mental Health Technology

Pre-Nursing General Studies

Nursing (RN)

Nursing (LPN)

Nurse Assistant/Aide

Occupational Therapy Assistant

Optical Technology

Pharmacy Technician

Physical Therapist Assistant

Polysomnographic Laboratory Technology

Radiologic Technology

Respiratory Therapist

Surgical Technology

Veterinary Assistant

H. Councill Trenholm State Technical College

A program's ability to admit and retain students with the potential for success is crucial in responding to the needs for qualified personnel in the health professions. Some Health Professions programs employ selective admissions criteria to increase the likelihood of student retention and success in programs. Selective program admissions standards refer to any qualifications a program may require for students to begin specific course work in the program. These may include but are not limited to passing grades in specific courses, a minimum grade point average, successful completion of specific courses, personal interviews, assessment or placement scores, or similar requirements. The development, application, and continuous evaluation of viable program admissions standards are crucial in student retention.

Data and Methods for Data Collection: Data on pass rates for first-time examinees on state and national licensure or certification examinations for Nursing and Emergency Medical Services are made available to the Research and Information Services Division of the ADPE. Other health professions boards and agencies report their pass rates directly to each college. Boards or agencies vary in their reporting periods with some reporting data for an academic year while others report data for a calendar or fiscal year. Data on pass rates for Nursing and Emergency Medical Services will be compiled by the Alabama Department of Postsecondary Education for programs at each college for the academic, calendar, or fiscal year immediately preceding the CAPP report. Data on pass rates for all other health professions programs are the responsibility of each college and should be reported for the academic, calendar, or fiscal year immediately preceding the CAPP report. In all cases, pass rate data must consider only first-time examinees. The following is an example of the report format.

Name of Examination	2005 Annual Reporting Period	No. of First-Time Examinees	Pass Rate of First-Time Examinees	Nat'l Pass Rate
NCLEX RN	Oct. 1-Sept 30			
NCLEX PN	Oct. 1-Sept 30			
EMT BASIC	Jan. 1-Dec 31			
EMS Paramedic	Jan 1-Dec 31			
ARRT Radiologic Tech.	Jan 1-Dec 31			

Retention is important particularly for those programs that employ selective admissions criteria. Data related to program retention must consider multiple years rather than a snapshot of a single year. The retention rate for a particular program is determined by first counting the number of students **admitted to the specific health professions program** between fall 2001 and up to but not including summer 2005 (i.e., "No. Students Admitted Since Fall 2001"). This number should not be confused with the number of students admitted to the college who expressed an interest in entering a health professions program. The second step is to count the number of students from among all those admitted between fall 2001 and up to but not including summer 2005 who have

completed graduation requirements (i.e., “Number of Graduates”). The third step is to count the number of students admitted between fall 2001 and up to but not including summer 2005 who are still enrolled and attempting to complete graduation requirements (i.e., “No. of Students in Progress”). The fourth step is to add the numbers in the columns entitled “Number of Graduates” and “No. of Students in Progress” to determine the combined number of students graduating or still enrolled in the program (i.e., “Total of Grads + Students in Progress”). The final step is to divide the “Total of Grads + Students in Progress” by the number of students admitted to the health professions program between fall 2002 and up to but not including summer 2005 for the specific program. This result (or quotient) multiplied by 100 will yield the retention for the specific health professions program. The time period to be included will be modified each year as necessary.

Each college is expected to maintain data on both pass rates (A.) and retention rates (B.) Data for **Performance Component 4** should be entered directly by each college on the Web-enabled **CAPP** document. Additional rows may be added to accommodate all examinations and health professions programs. If the designated institutional representative has questions, these should be referred to the Director of Academic Programs at ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT FIVE: DEVELOPMENTAL STUDIES

Description of Performance Component: Developmental studies are designed to develop competencies in English, mathematics, and reading essential for student success in college-level courses. Two performance indicators that provide evidence of the quality of developmental studies are (A.) the percentage of students meeting the requirements in developmental courses and (B.) the success rate (i.e., earning a C or better) of former developmental students in subsequent college-level English and/or mathematics courses. Together, these two performance indicators permit a college to determine the pass rate in developmental courses and if the standards in developmental courses are sufficiently rigorous to prepare students for success in college-level courses.

Data and Method of Data Collection: Developmental courses in English, mathematics, and reading are defined as those courses numbered below 100 for which no academic credit toward a degree is awarded. The number of students completing a developmental course is defined as only those enrolled at the end of the term and does not include students who officially have withdrawn. The number of students earning a passing grade is defined as those who meet the standards for successful course completion as defined by the grading system of the college (e.g., C or better, S for satisfactory, P for pass) and are eligible to advance to the next level either in the developmental course sequence or to academic credit courses. The percent of students passing is calculated by dividing the number earning a passing grade by the number of students enrolled at the end of the term, multiplying by 100, and rounding to the nearest tenth. Those students who receive a grade of “Incomplete” or “In Progress” are counted in the denominator as enrolled at the

end of the term, but are not counted as earning a passing grade and are not included in the numerator.

Colleges are expected to maintain records of the student success rate for all developmental courses. For the purpose of the CAPP report, data for all English courses should be combined, data for all mathematics courses should be combined, and data for all reading courses should be combined. Data should include all developmental courses taught in the fall semester for the current academic year in which the CAPP is submitted.

To determine the success of developmental students in college-level courses, performance in English 101 and Mathematics 100 or Mathematics 116 is targeted. Only those students who have completed the appropriate developmental course requirement within the last three terms should be considered. For English 101, the number of former developmental students included in the sample is all those students who passed the necessary developmental English requirement within the last three terms. For Mathematics 100 and Mathematics 116 courses, the number of former developmental students included in the sample is all those students who previously passed the necessary developmental mathematics requirement within the last three terms. In both cases, the number of students earning a grade of "C" or better is defined as those earning a passing grade as defined by the college. The percent of students earning a grade of "C" or better is calculated by dividing this number by the number of former developmental students enrolled, multiplying by 100, and rounding to the nearest tenth.

Colleges are expected to review regularly the student success rate of former developmental students in college-level courses. However, for the purpose of the CAPP report, data on the success of former developmental students in all sections of English 101 for fall semester 2005 will be used. Similarly, data on the success of former developmental students in Mathematics 100 and Mathematics 116 for all sections of both courses for fall semester 2005 will be used.

Data for all aspects of **Performance Component 5** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT SIX: LEARNING RESOURCES AND TECHNOLOGY

Description of Performance Component: The development of information literacy for lifelong learning among students requires access to library collections and services through both traditional and electronic modes. The infusion of technology into the curriculum is an important component in preparing students for the information age. In addition, the use of technology in instructional delivery enables the college to provide access to education for a greater number of students. Performance indicators in this component focus on the satisfaction of the primary users of library collections and services (A.) and the college's use of technology in the delivery of instruction (B.).

Data and Method of Data Collection: Surveys of student and faculty satisfaction provide the data for evaluation of library collections, services, and electronic information access (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to library collections, library services, and electronic information access may continue to use such procedures and should report data for summative items such as “Overall, I am satisfied with the library collections,” “Overall, I am satisfied with the library services,” and “Overall, I am satisfied with access to electronic information resources.” Colleges that do not have well-established procedures should use the survey provided by the Alabama Department of Postsecondary Education and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in library collections, library services, and access to electronic information resources. Special attention should be given to including faculty members in the survey and to reporting the results separately for the faculty. Unless already established in the planning and evaluation process of the college, surveys related to library collections, library services, and electronic information access should be administered sometime around mid-term in a semester. The survey for students should be broadly representative of the student body and include students at the freshman and sophomore levels across a broad array of academic transfer, career and technical, and professional programs.

The use of electronic information technology to enhance access to educational opportunities for students involves two primary options, Web delivery of courses via the Internet and site-to-site video/teleconference delivery. Web courses on the Internet are defined as those that deliver instruction electronically to students without requiring regularly scheduled face-to-face interaction with the instructor. Internet courses may require completion of examinations on campus and may provide for conferences with the faculty member. Site-to-site video/teleconference courses include two-way audio-video instruction provided to designated sites with regularly scheduled class times involving face-to-face interaction with the instructor. Other forms of electronic delivery of courses may include videotape, compact discs, cable television, or additional forms of delivery. The total number of semester credit hours generated through Internet courses, through site-to-site video/teleconference course delivery, and through other forms of electronic technology delivery for the fall semester 2005 should be reported. Semester credit hours generated through regularly scheduled courses delivered in a traditional face-to-face instruction as well as courses blending electronic information technology with traditional instructional delivery are not included in this report.

Each college is responsible for compiling and reporting data for **Performance Component 6** and inserting the data directly on the Web-enabled version of the **CAPP** document. If the designated institutional representative has questions related to the two indicators for this component, these questions should be addressed to the Director of Academic Programs at ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT SEVEN: STUDENT SERVICES

Description of Performance Component: Student services (A.) includes a wide array of activities including admission, orientation, and advising of students, vital support services such as financial aid, academic support, and auxiliary services, and planning for collegiate transfer and/or careers. Student services also may include co-curricular activities designed to enrich the educational experience of students and provide opportunities for personal development. Because of differences in the mission, size, and tradition among institutions, variations may occur among colleges in the scope of student services. Colleges may differ in some of the services included in this performance component and may expand on the programs, services, or activities reported on the College Accountability Performance Profile

STARS (B.) is an important resource for use in planning for collegiate transfer. Appropriate and timely planning by students is crucial in facilitating easy transition from the community college to a four-year university.

Data and Method of Data Collection: Surveys of student satisfaction are the source of data for evaluating the array of student services (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to student services may continue to use such procedures and should report data for summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities”. Colleges that do not have well-established procedures may use survey items related to the various student services provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement in specific student services. The data reported on the CAPP should include the results only for the broader, summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities.”

Careful attention should be given to ensure the reliability and validity of survey information. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response. In colleges where an established planning and evaluation processes are already in place, a brief description of the time of administration of the survey and the sample employed may be useful.

Colleges may report student satisfaction results for additional student services (e.g., residential housing, intramurals) by listing them on additional rows available on the College Accountability Performance Profile and reporting survey results.

Data on the use of the STARS by students and faculty is derived from institutional reports provided periodically by the STARS office at Troy University. Data on the usage

rates from these reports should be included for the current year and the two previous years. Data will be provided for each college by the ADPE from reports submitted by the STARS office at Troy University.

Each college is responsible for providing the data for student services (A.) in **Performance Component 7** and for entering the percentages directly on the Web-enhanced version of the **CAPP**. Additional rows may be added to accommodate the scope of the college's student services programs. STARS data (B.) will be provided by the ADPE from annual reports received from the STARS office located at Troy University and changes in the data for this indicator are not permissible. If questions exist about the STARS data, the designated institutional representative should contact the Director of Academic Programs in the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT EIGHT: FINANCIAL AND PHYSICAL RESOURCES

Description of Performance Component: Wise stewardship of financial resources is crucial to an institution's performance. The degree to which the institution expends its resources on instruction and services to students (A.) provides an indication of institutional priorities. Physical facilities including classrooms and laboratories as well as equipment for instruction (B.) are crucial in providing an environment conducive for teaching and learning. A campus environment in which faculty and students feel safe and secure and where adequate attention is given to the appearance and upkeep of facilities (C.) provides a positive climate for educational programs.

Data and Method of Data Collection: The percentage of an institution's expenditures for instruction and student services (A.) is based on the total amount of funds expended for instruction, academic support, and student services (i.e., the numerator) divided by operating expenditures defined as total operating expenditures minus depreciation, auxiliary enterprises, and scholarships (i.e., the denominator). Data will be collected at the end of each year from financial reports from institutions that are maintained in the ADPE and reported on the CAPP. Amounts used in calculating the ratio will be available for review by each institution.

Student satisfaction regarding classroom and laboratory facilities and equipment for instruction will utilize results from student surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to classroom and laboratory facilities and equipment may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I am satisfied with the laboratory facilities," and "Overall, I am satisfied with the equipment for instruction". Colleges that do not have well-established procedures may use survey items related to the classroom and laboratory facilities and equipment provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement. The data reported on the CAPP should include the results only for the broader, summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I

am satisfied with the laboratory facilities,” and “Overall, I am satisfied with the equipment for instruction”. Unless already established in the planning and evaluation process of the college, surveys related to classroom and laboratory facilities and equipment for instruction should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Student satisfaction regarding campus safety, appearance, and maintenance of facilities also will utilize results from student satisfaction surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to campus safety, appearance, and maintenance of facilities may continue to use such procedures and should report data for summative items such as “Overall, I feel safe and secure on campus,” “Overall, I am satisfied with the appearance of campus facilities,” and “Overall, I am satisfied with the maintenance of facilities on campus”. Colleges that do not have well-established procedures may use survey items provided by the ADPE and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in campus safety and in the appearance and maintenance of facilities. Unless already established in the planning and evaluation process of the college, surveys related to campus safety, appearance, and maintenance of facilities should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Data for indicator A. of **Performance Component 8** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Changes in these figures are not permissible. Data for the other indicators (B and C) are entered directly by the college.

GUIDELINES FOR PERFORMANCE COMPONENT NINE: WORKFORCE TRAINING AND ADULT EDUCATION

Description of Performance Component: Workforce training responds to the specific needs and requests made to the community college from business and industry in the service area. Colleges differ in the degree to which workforce training is a crucial component of their mission. For those colleges involved in workforce training, a prompt and effective response to the requests of employers is vital in fulfilling their needs for a well-trained workforce. Adult education is in its initial years as a component of the mission of community colleges. Enrollment and the success of students in gaining and retaining employment and in achieving educational and training goals are key performance measures.

Data and Method of Data Collection: Federal and/or state reports related to workforce training and adult education provide data for performance indicators for these two areas.

Workforce training data include (A.) the number of requests for workforce training, number of clients served, and the number of participants. Additional workforce training data include satisfaction with the workforce training (B.) such as the number of employers surveyed, the number of employers responding, and the percentage indicating overall satisfaction for the reporting period required by the federal or state agency. These data are reported in the **2004-2005 College Performance Report on Business and Industry Services** submitted by each college in October 2005 for the period from summer 2004 through spring 2005. This report is derived from data submitted by each college in the on-line **TBI/Business and Industry Services Activity Report**.

Data on enrollment and key performance measures for adult education (C.) are derived from two sources: the **National Reporting System of the Office for Vocational and Adult Education** and the **Alabama Reporting System for Adult Education**. Data for adult education enrollment is **the total for Column B of Table 4 in the National Reporting System for Vocational and Adult Education**. Data for the number entering employment, number retaining employment, number entering postsecondary education/training, and the number obtaining high school diploma or GED are in **Table 1, Columns 1, 2, 3, and 4, respectively of the Alabama Reporting System for Adult Education**. The reporting period for all these data is July 1 of one year to June 30 of the next year. All these data are also available on the **State Board of Education Adult Education Report Card** each year. These report cards usually are released about mid-February each year for the previous fiscal year.

Data for all aspects of **Performance Component 9** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If a designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.

GUIDELINES FOR PERFORMANCE COMPONENT TEN: SIGNIFICANT INSTITUTIONAL ACCOMPLISHMENTS

Description of Performance Component: This component is designed to enable the institution to provide information about noteworthy achievements undertaken during the 2005-2006 academic year. The institution should cite its three most significant accomplishments in 300 words or less. These may be activities initiated, in progress, or completed during the year.

ALABAMA COLLEGE SYSTEM

College Accountability Performance Profile

Spring, 2006

Performance Component 1: Enrollment Management

A. Enrollment trend from fall semesters and current year percent of change from three-year average*

Fall 2002 Enrollment			Fall 2003 Enrollment			Fall 2004 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total

Fall Enrollment Three-Year Avg			Fall 2005 Enrollment			Fall 2005 % of Change (+ or -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total

** includes credit and non-credit student headcount*

B. Number of degree, diploma, and certificate programs and percent that meet state viability criteria

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria

Performance Component 2: Academic Transfer Programs

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university, and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA

Performance Component 3: Career and Technical Programs (excluding Health Professions Programs)

A. Pass rate (%) of completers* passing licensure or certification examinations for the most recent college career/technical performance reporting period

No. of Completers Taking Examinations	No. of Completers Passing Examinations	Pass Rate (%) for Completers

** Completers defined according to Perkins criteria*

B. Percent of completers employed and/or continuing their education

No. of Career and Technical Programs	Number of Completers	No. Completers Employed and/or Continuing Ed. Prog.	% of Success in Placement for Completers

C. Percent of employers indicating satisfaction with employment preparation of completers

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction

Performance Component 4: Health Professions Programs

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-Time Examinees Passing Exam	Pass Rate (%) on Examination

B. Retention rates for health professions programs using selective admissions standards from admission* to graduation for all students admitted in past four academic years

Name of Health Prof. Program	No. Students Admitted Since Fall 2001	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)

**Admission is defined according to policies specific to the health professions program*

Performance Component 5: Developmental Studies

A. Percent of students completing developmental courses and earning a passing grade in the fall semester 2005

Developmental Course Subject	No. Students Enrolled at End-of-Term	No. of Students Earning Passing Grade	Percent of Students Earning Passing Grade
English			
Mathematics			
Reading			

B. Percent of students who met developmental course requirements in English or mathematics in the previous three semesters and earn a grade of “C” or better in collegiate credit English or in collegiate credit mathematics courses in fall semester 2005

Course	No. of Former Dev. Students Enrolled	No. Earning a “C” or better	Percent of Students Earning “C” or better
English 101			
Math 100 or 116			

Performance Component 6: Learning Resources and Technology

A. Percent of students and faculty indicating satisfaction with library collections, services, and electronic information access

	Library Collections	Library Services	Electronic Information Access
Student Satisfaction			
Faculty Satisfaction			

B. Percent of semester credit hours produced for fall 2005 through electronic information technology course delivery to enhance access to educational opportunity for students

Total SCH Produced In Fall 2005	SCH Produced via Internet Course Delivery		SCH Produced via Video/Teleconference Delivery		SCH Produced via Other Technology Delivery	
	No. SCH	% of Total	No. SCH	% of Total	No. SCH	% of Total

Performance Component 7: Student Services

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	Percent Indicating Satisfaction with Quality
Admissions			
Orientation			
Registration			
Advising			
Academic Support Services			
Financial Aid			
Book Store			
Business Office			
Student Activities			

B. Trend in STARS usage by students and faculty/ staff

Users	2003 Calendar Year	2004 Calendar Year	2005 Calendar Year
Students			
Faculty/Staff			

Performance Component 8: Financial and Physical Resources

A. Percent of college operating expenses spent on instruction and student services

FY '05 Operating Expenses Total	Expenses for Instruction	Expenses for Student Services	Total Spent for Instruction & Student Services	% Spent on Instruction & Student Services

B. Percent of students indicating satisfaction with classrooms, laboratories, and equipment for instruction

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment

C. Percent of students indicating satisfaction with college safety, appearance, and maintenance

Number of Students Responding	Percent Indicating Overall Satisfaction with College:		
	Safety	Appearance	Maintenance

Performance Component 9: Workforce Training and Adult Education

A. Trends in number of requests, number of clients served, and number of participants in workforce training provided by the college

Data Elements	2003	2004	2005
No. of Workforce Training Requests			
No. of Clients Served			
No. of Participants Trained			

B. Trends in employer satisfaction with workforce training provided by the college

Data Elements	2003	2004	2005
No. of Employers Surveyed			
No. of Employers Responding			
Percent of Employers Indicating Overall Satisfaction			

C. Student enrollment and key performance measures in Adult Education programs

Enrollment and Key Performance Measures	2004	2005
Adult Education Enrollment		
No. Entering Employment		
No. Retaining Employment		
No. Entering Postsecondary Educ./Training		
No. Obtaining HS Diploma or GED		

D. Overall grade earned by college in Adult Education for 2005:

Performance Component 10: Significant Mission-Related Accomplishments in 2005-06

A. Identify and describe, in 300 words or less, the college's three most significant accomplishments in relation to its mission and goals for the 2005-06 academic year (Summer 2005 through Spring 2006).

President's Comments about any aspect of Institution's Response on CAPP:

Council on Occupational Education Annual Report

The College is required to complete an annual report on completion, placement, and licensure passage rates for the Council on Occupational Education. Program Coordinators and Division Heads are responsible for maintaining this data for their respective program and submitted it to the Office of Institutional Research and Advancement on the appropriate form (see below) when requested. This report is usually due in early December to the Council on Occupational Education. The data from this report serves as the official reporting data on completion, placement, and licensure passage rates for the College each year.

The form used to collect the data is shown on the next page. The instructions needed to complete the form are immediately following the data collection form. An excel spreadsheet is electronically sent by the Office of Institutional Research and Advancement to the appropriate faculty administrator in October for completion.

Frequently Asked Question

1. I am responding to your question regarding the COE Annual report scenario regarding the person who earned a C-26 certificate but re-enrolled in the AAT Degree program. Since that person re-enrolled in the same reporting period within the same program of study, you can count that individual under Line #4 "Still Enrolled". It won't negatively affect on your institutional totals at all.

Completion, Placement, and Licensure Form

-----Names of Award-----

Campus: _____							Totals
Reporting Period: _____							
Enrollment	1.	Beginning Enrollment					
	2.	New Enrollees					
	3.	Cumulative Enrollment (Sum of Rows 1 and 2)					
	4.	Students Still Enrolled					
Completion	5.	Non-Graduate Completers					
	6.	Graduate Completers					
	7.	Total Completers (Sum of Rows 5 and 6)					
Placement	8.	Non-Graduate Completers Employed in Positions Related to Field of Instruction					
	9.	Graduate Completers Employed in Positions Related to Field of Instruction					
	10.	Total Completers Employed in Positions Related to Field of Instruction (Sum of Rows 8 and 9)					
	11.	Graduate Completers Employed in Positions Unrelated to Field of Instruction					
Licensure	12.	Graduate Completers Waiting to Take Licensure Exam					
	13.	Graduate Completers Who Took Licensure Exam					
	14.	Graduate Completers Who Passed Licensure Exam					
	15.	Graduate Completers Unavailable for Employment					
	16.	Graduate Completers Who Refused Employment					
	17.	Graduate Completers Seeking Employment/Status Unknown					
	18.	Withdrawals					
	19.	Sum of Rows 12, 15, and 16					
	20.	Difference - Row 6 minus Row 19					
	21.	Difference - Row 7 minus Row 19					
	22.	Graduation Rate (%)					
	23.	Total Completion Rate (%)					
	24.	Graduate Placement Rate (%)					
	25.	Total Placement Rate (%)					
	26.	Licensure Exam Pass Rate (%)					

**Annual Completion, Placement, and Licensure Form
For Postsecondary Programs
-- Public and Non-Public Institutions --**

At the top of the form, list the reporting year (end date - month & year) for which you are providing information. The reporting year listed <u>must</u> cover 12 months. Institutions may choose the most recent 12-month period that provides accurate and complete data for all of the rows on this form. The reporting period selected can be any consecutive 12-month period starting not earlier than April 1, 2002 and ending no later than June 30, 2004. Data must be reported for all programs shown on the latest COE Approved Programs List.	
Row 1	Beginning Enrollment: the total number of students enrolled in the program on the first day of the reporting period (12 consecutive months). <i>(The number of students enrolled in a program as of the first day of the reporting year means the number of students who were enrolled in each program on the last day of the previous reporting year and remained in school on the first day of the current reporting year.)</i>
Row 2	New Enrollees: the number of new, unduplicated enrollments for the program during the reporting period <u>minus</u> the following: A. Students who transferred to another program within the institution; B. Students who received a 100% refund of tuition after withdrawal from the program or those who stopped attending class after the first day; and, C. Secondary students (Some institutions may be required to report completion rate data for secondary students on a separate form.)
Row 3	Cumulative Enrollment: Sum of rows 1 and 2.
Row 4	Students Still Enrolled: the number of students who are enrolled in each program at the <u>end</u> of this reporting year, and have continued in their program. TIP: This will be the number for 'Beginning Enrollment' for the next reporting period.
Row 5	Non-Graduate Completers: the total number of students who left a program before graduation but have acquired sufficient competencies for employment in the field of instruction or related field as evidenced by such employment.
Row 6	Graduate Completers: the number of students who have demonstrated the competencies required for a program and have been awarded the appropriate certificates, diplomas, and/or degrees upon completion. TIP: The sum of rows 9, 11, 12, 15, 16, and 17 must equal the number in this row.
Row 7	Total Completers: Total of rows 5 and 6. TIP: The sum of rows 10, 11, 12, 15, 16, and 17 must equal the number in this row.
Row 8	Non-Graduate Completers Employed in Positions Related to Field of Instruction: As defined, a non-graduate completer must be employed in the field of instruction; therefore, the number in this row must be the same as the number reported in row 5. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 9	Graduate Completers Employed in Positions Related to Field of Instruction: graduates who (1) are employed in the field of instruction pursued, (2) have entered the military, or (3) are continuing their education.
Row 10	Total Completers Employed in Positions Related to Field of Instruction: Total of rows 8 and 9.
Row 11	Graduate Completers Employed in Positions Unrelated to Field of Instruction: graduates who are now employed in fields unrelated to the field of instruction for which they enrolled.
Row 12	Graduate Completers Waiting To Take Licensure Exam: the number of graduates who have completed their programs of instruction and are waiting to take

	<p>a state- or federally-administered licensure exam, or those graduates who took an exam and are still waiting for pass/fail results.</p> <p><i>(A licensure examination program is a program of instruction where the graduate must pass a licensure examination in order to become employed in the field of instruction pursued. The term 'certification' is used by the Council to describe an optional credential a student may obtain to demonstrate competency in a specialized field of work.)</i></p> <p>TIP: If any completer waiting to take a licensure exam is already employed in a position related to the field of instruction, DO NOT include them in this row.</p>
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Row 13	Graduate Completers Who Took Licensure Exam are those graduates who have completed taking state- or federally-administered licensure exams and have received pass/fail results.
Row 14	Graduate Completers Who Passed Licensure Exam (self explanatory) TIP: The number reported in this row cannot exceed the number in row 13. Do not report data from graduates of prior reporting periods.
Row 15	Graduate Completers Unavailable for Employment: the number of graduate completers documented to be unavailable for employment because of situations such as pregnancy, other serious health-related issues, caring for ill family members, death, etc.
Row 16	Graduate Completers Who Refused Employment: the number of graduate completers for whom the institution has documented evidence that the completers failed to keep interview appointments, enrolled in the program of instruction strictly for personal use, or simply refused an employment offer in the field of instruction.
Row 17	Graduate Completers Seeking Employment/Status Unknown: the number of graduate completers who are currently seeking employment in the field for which they were instructed, AND those graduate completers who cannot be traced for follow-up purposes.
Row 18	Withdrawals: the number of students who withdrew from their respective programs of instruction without acquiring marketable skills.
Row 19	Sum of Rows 12, 15, and 16: total the numbers in rows 12, 15, and 16 and enter here. TIP: The number reported in this row cannot exceed the number reported in row 6.
Row 20	Difference - Row 6 minus Row 19: subtract the number in row 19 from the number in row 6 and enter the result here.
Row 21	Difference - Row 7 minus Row 19: subtract the number in row 19 from the number in row 7 and enter the result in this row.
Row 22	Graduation Rate: A. For each program, take the cumulative enrollment number listed in row 3, subtract the number of students still enrolled listed in row 4. B. Divide the number of graduate completers listed in row 6 by the total obtained in 'A' above and multiply by 100. This is the graduate completion rate for the program.
Row 23	Total Completion Rate: A. For each program, take the cumulative enrollment number listed in row 3, subtract the number of students still enrolled listed in row 4. B. Divide the number of completers listed in row 7 by the total obtained in 'A' above and multiply by 100. This is the overall completion rate for the program.
Row 24	Graduate Placement Rate: divide the number in row 9 by the number in row 20 for each program and multiply by 100.

Row 25	Total Placement Rate: divide the number in row 10 by the number in row 21 for each program and multiply by 100.
Row 26	Licensure Exam Pass Rate: divide the number who passed licensure exams (row 14) by the number who took the exams (row 13) and multiply by 100.

Finishing the Form

TIP: To balance the figures on the form, add the figures in rows 4, 7, and 18. The result should equal the number in row 3.

TIP: To determine compliance with Commission requirements, calculate institutional percentages by totaling all rows for each campus, add campus totals together for each row, and perform the calculations for rows 23, 25, and 26 using those totals. Compare the results with the 2004 Requirements for Completion, Placement, and Licensure.

Career and Technical Education Report

The College completes the Career/Technical Education Performance Report annually. This report is due to the Alabama Department of Postsecondary Education on October 31st of each year. It provides information on cohort graduation, student achievement and nontraditional student data. The data for this report is compiled from the PERS reports, employment data and follow-up data collected from students each semester.

Each semester faculty are asked to distribute to currently enrolled students the Career Technical Follow-up Form, which is found on the College's intranet under forms, to collect completion, education, and employment data. This data is inputted into the AS400 and reports are generated to complete the Career/Technical Education Performance Report.

Below is information describing and defining items on the Career/Technical Education Performance Report:

KEY TO SPREADSHEET DATA CATEGORIES

Information in this subsection pertains to those data categories appearing in the Section I spreadsheet. Data categories that are self-explanatory (e.g., "total enrollment", "# full completers") are not addressed. Therefore, not all spreadsheets are addressed.

Spreadsheet: 2004-2005 College Career/Technical Education Performance Data: Imperative I

Spreadsheet Column	Description
A3	# of entering new freshmen career/technical education students in fall 99-00 who completed 15 or more credit hours of technical course work fall 98-99 through summer 99-00 (fall 1998 cohort). <i>Department of Postsecondary Education provides this figure to colleges.</i>
A4	# of students in fall 1999 cohort who completed graduation requirements by the end of summer term 2002-2003. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A10	# of full completers whose education enrollment and/or employment status was known.
A12	# of full completers taking the ACT Work Keys Applied Mathematics assessment.
A13	# of full completers scoring at or above the ACT Work Keys Applied Mathematics target levels identified for their programs.
A15	# of full completers taking the ACT Work Keys Reading for Information assessment.
A16	# of full completers scoring at or above the ACT Work Keys Reading for Information target levels identified for their programs.
A18	# of full completers taking the ACT Work Keys Locating Information

	assessment.
A19	# of full completers scoring at or above the ACT Work Keys Locating Information target levels identified for their programs.
A21	# of full completers taking the ACT Work Keys Applied Technology assessment.
A22	# of full completers scoring at or above the ACT Work Keys Applied Technology target levels identified for their programs.
A24	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses summer 02-03 through spring 03-04. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A25	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses summer 02-03 through spring 03-04 with a 2.0 or higher GPA in academic coursework for that time period. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A27	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses summer 02-03 through spring 03-04. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A28	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses summer 02-03 through spring 03-04 with a 2.0 or higher GPA in technical coursework for that time period. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A30	# of full completers taking licensure/certification exams applicable to their career/ technical program and whose pass/fail status is known.
A31	# of full completers passing licensure/certification exams applicable to their career/ technical program.
A33	# of full completers employed in any occupational field (total number of employed full completers).
A35	# of summer 01-02, fall 02-03, and spring 02-03 full completers that appear in the State Unemployment Insurance records database as employed during the first full quarter calendar year following program completion date. <i>Department of Postsecondary Education provides this figure to colleges.</i>

A36	# of summer 01-02, fall 02-03, and spring 02-03 full completers that appear in the State Unemployment Insurance records database as employed during the first and third full quarter calendar years following program completion date. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A38	# of full completers employed in occupations related to their career/technical program.
A40	# of full completers who entered or remained in the military following program completion.
A42	# of full completers who were on a foreign aid or church mission following program completion.
A44	# of full completers who, following program completion, continued their education or training in any field.
A46	# of full completers who, following program completion, were employed in any occupational field and/or who continued their education or training in any field.

Note: Columns that are self-explanatory in the spreadsheets are not listed (e.g., “total enrollment”).

Spreadsheet: 2004-2005 College Career/Technical Education Performance Data: Imperative II

Spreadsheet Column	Description
B8	# of students who remain enrolled in the same program the summer semester or fall semester immediately following the end of the data collection period.
B10	Total enrollment (regardless of gender) in all programs identified as nontraditional for either gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B11	# of males enrolled in male nontraditional programs + # of females enrolled in female nontraditional programs. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B13	# of students who completed graduation requirements in programs identified as nontraditional for either gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B14	# of full completers of programs that are nontraditional for their gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B16	# of career/technical programs for which articulation agreements with secondary programs in the college service area are applicable.
B17	# of career/technical programs that have articulation agreements with secondary programs.

**Spreadsheet: 2004-2005 College Career/Technical Education Performance Data:
Imperatives III, IV, V**

Spreadsheet Column	Description
C22	# of all students (not limited to full completers) enrolled during data collection period whose employment placement status (e.g., employed in related occupation, entered military) or education placement status (e.g., retained enrollment in current program, continuing related education at a different college) was known after data collection period.

Institutional Effectiveness Cycle

Table of Institutional Effectiveness Tasks and Timeframes

Summarize Prior Year Results			
December			
	Task/Report	Participants	Outputs go to:
	Publish Council on Occupational Education (COE) Report	Institutional Research	Unit Performance Reports Program Reviews
	Develop Perkins Plan	Dean of Technical Education / Strategic Analysis Team	Unit Plans
	Publish Facilities Master Plan update	Dean of Finance/ President's Cabinet	Strategic Plan
	Develop and publish Facilities Utilization Report	Dean of Finance	Annual Performance Report Strategic Plan
	Document Exemplary Programs	Dean of the College	Institutional Management Plan Annual Performance Report Strategic Plan
	Develop and publish Annual Financial Statement	Dean of Finance	Strategic Plan

Review Prior Year Results			
January			
	Task/Report	Participants	Outputs go to:
	Conduct Annual Performance Review	Institutional Planning Council	Strategic Plan Unit Plans Facilities Master Plan Marketing Plan Technology Plan
	Develop and publish Annual Enrollment Reports	Institutional Research/Information Technology	Annual Performance Report Strategic Plan
31	Develop and publish Use of Analysis of Results for Quality Improvements	Unit Heads/ Institutional Research	Annual Performance Report Strategic Plan
31	Develop and publish Unit Performance Results Reports	Unit Heads/ Institutional Research	Annual Performance Report Strategic Plan Unit Plans
31	Develop and publish Annual Summary of Accomplishments	President's Cabinet/ Institutional Research	Annual Performance Report Strategic Plan

Develop Next Year's Plans			
February			
	Task/Report	Participants	Outputs go to:

	10	Conduct Culture Survey	Institutional Research	Annual Performance Report Strategic Plan
	10	Conduct Institutional Effectiveness Survey	Institutional Research	Annual Performance Report Strategic Plan
	20	President's Cabinet Retreat – Develop Institutional Priorities and Strategic Initiatives	President's Cabinet Invited specialists	Strategic Plan
	20	Publish Compendium of Survey Results	Institutional Research	Annual Performance Report Strategic Plan
	20	Summarize and publish Marketing Plan Results	Public Relations Coordinator/ Marketing Team	Annual Performance Report Strategic Plan
	20	Summarize and publish Annual Facility Improvements/Construction Results	Facilities Director	Annual Performance Report Strategic Plan
	20	Document and publish Technology Plan Results	Dean of Information Technology, Safety and Security	Annual Performance Report Strategic Plan
	20	Document and publish Safety and Security Plan Results	Dean of Information Technology, Safety and Security	Annual Performance Report Strategic Plan
March				
		Task/Report	Participants	Outputs go to:
	3	Strategic Planning Retreat – Revise Strategic Plan	Institutional Planning Council	Unit Plans
	24	Develop and submit Unit Plans	Unit Heads Unit Employees	Budgets
	24	Develop and submit Unit Budgets	President Deans Unit Heads Unit Employees	Budget proposal for Postsecondary
April				
		Task/Report	Participants	Outputs go to:
	28	Conduct annual Program Reviews and publish abstracts of the reviews	Curriculum Committee	Institutional Management Plan Annual Performance Report Strategic Plan
May				
		Task/Report	Participants	Outputs go to:
	31	Develop Institutional Management Plan	Deans/Institutional Research	Strategic Plan Unit Plans
		Conduct Exiting Completer Survey	Institutional Research/ Admissions	Annual Performance Report Unit Plans

Review Program Progress				
	Each Semester			
		Task/Report	Participants	Outputs go to:
		Conduct New Student Survey	Dean of Student Services/Institutional	Annual Performance Report

			Research	Strategic Plan Unit Plans
		Annually		
		Task/Report	Participants	Outputs go to:
		Conduct Employer Satisfaction Survey	Institutional Research	Annual Performance Report Unit Plans
		Conduct Student Satisfaction Survey	Dean of Student Services/Institutional Research	Annual Performance Report Strategic Plan Units Plans
		Conduct Alumni Survey	Institutional Research	Annual Performance Report Unit Plans
		Conduct Registration Satisfaction Survey	Institutional Research/ Admissions	Annual Performance Report Unit Plans
		Conduct Advisory Committee Surveys	Institutional Research/Program Coordinators	Annual Performance Report Unit Plans

Strategic Planning

Procedures

The Strategic Plan is a five-year vision and supporting goals and strategies for achieving that vision. The Strategic Plan is reviewed annually and adjusted for changes in college and community factors influencing the strategic vision and the ability of the college to realize that vision. The Strategic Plan formulates the planning environment for the annual unit plans developed by the functional units of the college – both administrative and instructional units. Associated plans include the College’s Facilities Master Plan, Facilities Maintenance Plan, Technology Plan, Campus Safety and Security Plan, and Marketing Plan

Step 1:

Request the following information from the college leadership:

- Significant accomplishments of the prior academic year
- Outcomes of the prior year’s strategic initiatives, including recommendations for the future with regard to each initiative
- Updates to the Facilities Master Plan
- Updates to the Facilities Maintenance Plan
- Updates to the Technology Plan
- Updates to the Campus Safety and Security Plan
- Updates to the Marketing Plan
- Unit Performance Results for all units
- Quality Improvement Reports for all units

Step 2:

Using the materials gathered in Step 1, prepare a draft Annual Performance Report for review at the President’s Cabinet Strategic Planning Retreat

Step 3:

Gather student and community demographic data, identifying shifts in quantities and characteristics for review at the President’s Cabinet Strategic Planning Retreat. Update the Environmental Scan and Baseline Data documented in the present Strategic Plan

Step 4:

Review the strategic materials gathered in Steps 1 and 3 with the College President to establish the strategic planning theme for the upcoming year

Step 4:

Establish the date and prepare the agenda for the President's Cabinet Strategic Planning Retreat.

Step 5:

Complete the logistics for the President's Cabinet Strategic Planning Retreat, including guest speaker(s) and send notifications to members of the President's cabinet.

Step 6:

Conduct the President's Cabinet Strategic Planning Retreat, assuring the development of revised strategic initiatives for the following year and the assignment of cabinet members to direct and report on the initiatives during the following year.

Step 7:

Draft the College's revised Strategic Plan based on the outcome of the President's Cabinet Strategic Planning Retreat for presentation to the Institutional Planning Council at the Annual College Leadership Strategic Planning Meeting.

Step 8:

Schedule and prepare the agenda for the Annual College Leadership Strategic Planning Workshop and provide notification to all members of the Institutional Planning Council.

Step 9:

Conduct the Annual College Leadership Strategic Planning Workshop, assuring that all unit heads and college leadership understand the unit planning process, the new strategic initiatives and their roles in carrying out those initiatives, the budgeting process, and the planning/fiscal constraints for the upcoming budget year.

Step 10:

Revise, as needed, and publish the revised Strategic Plan for the subsequent five year cycle and the Annual Performance Report for the previously completed academic year. Upload these reports to the TrenholmTech web site and the TrenholmTech SACS Vault.

UNIT PLANNING

Unit Planning Procedures for IR Staff:

The Unit Plans must be prepared in adequate time to support the budgeting process, which generally occurs during the months of March and April. These plans are to reflect unit support of the College Goals, as published in the College Catalog, the Strategic Vision and Goals established by the most recent Strategic Planning Workshop. And the fiscal constraints identified by the State Department of Postsecondary Education and further refined by the President of the College.

Step 1:

Revise, as needed, the Unit Planning Form and upload to the Intranet (make sure that the correct planning year is set in the header of the form).

Step 3:

Establish the target date for completion of the unit plans and notify all unit heads to begin their unit plans.

Step 4:

Gather the Unit Plans, convert to PDF files, and place in an electronic holding folder for later publication as the Annual Unit Plans for the College.

Step 5:

When all Unit Plans have been received, merge the individual unit plans into the Annual Unit Plans document, maintaining a separate section for administrative units and instructional units. Upload this document to the Intranet and the SACS Vault.

Unit Planning Procedures for Unit Heads:

The annual budget justifications depend upon your Unit Plans. Use the Unit Goal/Objective form for documenting your unit plan. Enclosed are the following documents to assist you in your planning:

1. Strategic Plan
2. The individual unit plan you submitted for the current year
3. The individual unit plan and unit performance results you submitted for the most recent completed year
4. The annual data collected for the Abbreviated Program Review for your program (instructional programs only)
5. The unit planning form to be used for stating next year's goals and objectives

6. Instructional Units only: Your Internal Program Review for the current academic year.

Prepare your unit plan by doing the following:

1. Review your plan and results to identify areas that need to be reworked, continued, or terminated.
2. Review the performance and survey data summarized in the Abbreviated Annual Program Review.
3. Review your plan and department budget status for the current year to refresh your memory about your plan that you are currently operating under.
4. Instructional Units only: Review your progress using your Program Review form. This form provides you with trend information on enrollment, completion, graduation, job placement, and licensure for the past three years and provides you with a format to do an internal review of your programs. Review the results of your most recent Program Advisory meetings to help determine whether any adjustments need to be made in your program curriculum, instructional strategies, or lab equipment.
5. Be sure to identify your “critical” needs, whether for personnel, supplies and materials, or equipment (**Instructional Units: The critical equipment needs for applicable programs will be carried forward to the Perkin’s Needs Assessment list**). Any item that will require new funds above last year’s budget must be supported by unit goals/objectives that are themselves derived from your analysis of student and industry needs.
6. Review the Institutional Goals and Strategic Initiatives documented in the enclosed Strategic Plan for 2005-2010. Your unit goals and objectives must support one or more of the strategic initiatives and/or institutional goals.
7. Document your new unit plan on the enclosed Unit Goal/Objective form. You have been sent an interactive PDF document by email that you should use to prepare the plan that you will be submitting to the Office of Institutional Research and Advancement.
8. Prepare your budget request forms as instructed on a separate set of instructions.

REPORTING UNIT RESULTS

Unit Results Reporting Procedures for IR Staff:

The Unit Results form the basis for the Annual Performance Report. The form is used to capture the actual results of the prior year and relate those results to the unit plans drawn up for that year. The forms include a section for explaining any variance from the plan, particularly for explaining results that fail to meet the planned objectives for the unit. This explanation of variance forms the basis for planning improvements into the subsequent planning cycle.

Step 1:

In December, create a master template for the new report year by using the Unit Results template Word document maintained in the Forms subdirectory of the Unit Planning directory.

Step 2:

Send the Unit Results forms to the Unit Heads for completion.

Step 3:

Provide performance data, when requested by the Unit Heads.

Step 4:

Collect the completed Unit Results from the Unit Heads.

Step 5:

Review the Unit Results received from the Unit Heads to ensure that the Actual Results are stated correctly to correspond to the Expected Results/Objectives and related Performance Indicator documented on the corresponding Unit Plan. Negotiate corrections by the Unit Heads, as needed, to properly complete the Unit Results forms.

Step 6:

Enter the *Actual Results* into the *Summary of Objectives and Results* spreadsheet used for documenting the “closing of the loop” in the Annual Performance Report.

Step 7:

Convert completed Unit Results forms into pdf documents for inserting into the Annual Performance Report.

Unit Results Reporting Procedures for Unit Heads:

Step 1:

Upon receipt of the Unit Results Word template from the Office of Institutional Research, retrieve copies of the Unit Plans submitted for the report year for your unit. These copies can be retrieved from the Institutional Research **Planning Documents** web page.

Step 2:

Using the Unit Plans and the Unit Results form, create one Unit Result form for each Unit Objective in your Unit Plans.

Step 3:

Enter the following data into a Results form for each unit objective:

Unit Name

Unit Head

Unit Goal #

Associated Unit Objective #

Performance Indicator (from the corresponding Unit Plan form)

Expected Result (from the corresponding Unit Plan form)

Step 4:

Enter the following data into the Unit Results form:

Actual Result: Be sure to word the Actual Result as a measurable outcome directly related to the stated objective on the Unit Plan.

Explanation of Variance: This section is a key element of Institutional Effectiveness and accreditation. The explanation must state the conditions and situations that prevented the objective from being met. This information forms the basis for the Action Plan that follows to improve the unit's performance during the next planning and execution cycle.

Use of Finding/Action Plan: Your response to this item forms the anchor point for "closing the loop" in the institutional planning/execution system. Your Unit Plans for the next cycle will be based, in part, on this particular item.

Disposition: Indicate whether your unit is finished with this item or whether it is to be continued or modified as part of the next planning cycle.

Step 5:

Review the completed Unit Results forms with your division chair and return a copy of the completed Unit Results forms to the Office of Institutional Research.

REPORTING UNIT QUALITY IMPROVEMENT

Unit Quality Improvement Reporting Procedures for IR Staff:

The Unit Quality Improvement Report supports the Annual Performance Report by documenting the results of prior analysis and planning that leads to improvement in unit performance. This report is the final, unit-based document that “closes the loop” on the institutional effectiveness process of the institution. The form is used to record quality improvements attained during the prior year and relate those improvements to the unit plans drawn up for that year and other unit activities, such as Advisory Committee meetings, student surveys, focus group meetings, and so on, that address quality improvement issues.

Step 1:

In December, create a master template for the new report year by using the Quality Improvement template Word document maintained in the Forms subdirectory of the Unit Planning directory.

Step 2:

Send the Quality Improvement forms to the Unit Heads for completion.

Step 3:

Provide performance data, when requested by the Unit Heads.

Step 4:

Collect the completed Quality Improvement forms from the Unit Heads.

Step 5:

Review the Quality Improvement forms received from the Unit Heads to ensure that the responses identify and document actual improvements and appropriate explanations for the improvements. Negotiate corrections by the Unit Heads, as needed, to properly complete the Quality Improvement forms.

Step 6:

Enter the *Improvement Achieved* into the *Summary of Objectives and Results* spreadsheet used for documenting the “closing of the loop” in the Annual Performance Report.

Step 7:

Convert completed Quality Improvement Report forms into pdf documents for inserting into the Annual Performance Report.

Unit Results Reporting Procedures for Unit Heads:

Step 1:

Upon receipt of the Quality Improvement Word template from the Office of Institutional Research, begin documenting improvements that occurred in your unit’s performance during the report year, paying particular attention to the Action Plans stated on the prior year’s Unit Results. Add any other actions that may have taken place, even if not documented on Unit Plans, so that all actions leading to quality improvements are captured for the Annual Performance Report.

Step 2:

Create one Quality Improvement form for each important improvement occurring in your unit performance during the report year.

Step 3:

Enter the following data into a Quality Improvement form for each improvement to be documented:

Unit Name

Unit Head

Description of Improvement Achieved

Indicator(s) of Need for Improvement: describe any survey, measurement, unit performance result, focus group activity, memo, feedback, workshop, or other catalyst that provided you with the notion that this improvement needed to be made.

Specific Actions that Led to Improvement: describe the actions/activities taken that created this improvement.

Impacts: identify the institutional goals, initiatives, unit goals, unit objectives, or other impacts of this improvement.

Student Benefits: Of particular value are any identified student benefits resulting from this improvement.

Step 4:

Review the completed Quality Improvement forms with your division chair and return a copy of the completed Quality Improvement forms to the Office of Institutional Research.

The Annual Performance Report

The Annual Performance Report is completed in January each year to serve as the basic planning input document for the next planning cycle. The Annual Performance Report hosts the following institutional data:

- Annual Accomplishments
- Strategic Initiative Outcomes
- Summary of Survey Results and Other Analytical Instruments Used to Identify Needs for Improvement
- Summary of Unit Objectives and Results (including Programmatic learning Outcomes)
- Unit Results
- Quality Improvements

Annual Performance Report Procedures for IR Staff:

Step 1:

In November, request that each functional unit of the college (as determined by the President's Cabinet), prepare a description of significant accomplishments that occurred during the immediately preceding academic year.

Step 2:

In December, complete the measurements of strategic initiative results for the immediately preceding academic year and place them into a new Annual Strategic Indicator Outcomes Report. This report is for review by the President's Cabinet at the Annual President's Cabinet Retreat in January. The purpose of this retreat is to review the strategic initiatives for the prior year and revise/establish strategies for the next planning cycle. This report is inserted as a section of the Annual Performance Report.

Step 3:

In December, publish the survey results of the just completed academic year as the current Compendium of Survey Results. Develop a summary of these results into brief paragraphs for each survey. Highlight the key results, such as high points and low points or significant changes from prior year.

Step 4:

When all Unit Results and Quality Improvement reports have been collected from the Unit Heads and summarized into the spreadsheet Summary of Unit Goals and Results, insert this spreadsheet (Word table document) into the Annual Performance Report.

Step 5:

When all Unit Results and Quality Improvement reports have been collected from the Unit Heads, convert the forms to Adobe PDF files. Group the PDF documents into four PDF files: (1) Administrative Unit Performance Results, (2) Instructional Unit Performance Results, (3) Administrative Unit Quality Improvement Reports, and (4) Instructional Unit Quality Improvement Reports.

Step 6:

Insert the four PDF documents created in Step 5 into the Annual Performance Report and publish the Annual Performance Report on the web.



PROGRAM REVIEW PROCESSES

MONTGOMERY, ALABAMA

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- 1. Overview of Trenholm Tech Program Review Process 1
 - A. Abbreviated Annual Program Review Process 2
 - B. Comprehensive Five-Year Program Review Process 3
 - C. Comprehensive Program Review Follow-Up Process 5

1 Overview of Trenholm Tech Program Review Process

The *Program Review Process* applies to all instructional programs and has two parts:

1. An Abbreviated Program Review (conducted annually on every program)
2. Comprehensive Program Review (conducted once every five years on each program)

The **Annual Abbreviated Program Review** is conducted by the *Program Coordinator* with the assistance of the *Office of Institutional Research* and the *Business Office*. The *Abbreviated Program Review* provides input to the *Institutional Effectiveness Annual Unit Plan* for the Program Unit.

The **Comprehensive Program Review** is conducted once every five years by the *College's Curriculum Committee*. An Abstract of the Comprehensive Program Review is included in the *Institutional Management Plan*; and, if needed, a *Follow-Up Action Plan* is developed to remediate any shortcomings of the program to assure program continuity and viability according to Alabama Commission on Higher Education and Alabama Department of Postsecondary Education standards.

2 Abbreviated Annual Program Review Process

Process Steps

1. **Program Coordinator** initiates the process by obtaining a blank *Instructional Program Review Executive Summary* form and filling in sections A and B.
2. **Program Coordinator** forwards *Executive Summary* form to **Institutional Research Office**.
3. **Program Coordinator** begins gathering information for section G-Industry Partner job Opening Projections and section G-Anticipated Industry Trends That Will Affect Changes in Curriculum and/or Equipment.
4. **Institutional Research Office** completes sections C, D, E, G-Hourly Wage Rates, G-Occupational Employment Projections, and the College-Wide Previous Year and Program Previous Year data for section H-Program Goals and Objectives, and then forwards the *Executive Summary* form to the **Business Office**.
5. The **Business Office** completes section F and returns the *Executive Summary* form to the **Program Coordinator**.
6. **Program Coordinator** completes section G-Industry Partner Job Opening Projections and section G-Anticipated Industry Trends That Will Affect Changes in Curriculum and/or Equipment from information obtained in Step 3.
7. **Program Coordinator** conducts a meeting of the Program Faculty/Staff to review the data provided in sections A, B, C, D, E, F, and G to develop goals and objectives for section H and the *Institutional Effectiveness Unit Plan*.
8. **Program Coordinator** forwards completed *Executive Summary* sections A through H and *Institutional Effectiveness Unit Plan* for program to **Office of Institutional Research**.

3 Comprehensive Five-Year Program Review Process

Process Steps

1. Once every five years, steps 1 through 6 are completed as for any abbreviated annual program review.
2. **Program Coordinator** gathers supporting documentation required for Schedules A through F:
 - Schedule A – Instructional Performance/Student Learning Assessment Data*
 - Schedule B – Curriculum and Course(s) of Study Assessment Data*
 - Schedule C – Facilities, Equipment, and Resources Assessment Data*
 - Schedule D – Quality of Student Experience Assessment Data*
 - Schedule E – Institutional Support Assessment Data*
3. **Program Coordinator** conducts an internal review meeting to define the Uniqueness of Program required by section I of the *Executive Summary* and to identify and document strengths, challenges, and suggested plans of action for each of the schedules A through E.
4. **Program Coordinator** documents Uniqueness of Program in section I of the *Executive Summary* and documents the outcomes of the internal review in sections J of the *Executive Summary*.
5. **Program Coordinator** forwards completed *Executive Summary* and associated Schedules A – E to the chair of the College’s **Curriculum Committee** with a request for a formal Program Review.
6. **Curriculum Committee Chair** distributes the *Executive Summary* and supporting documentation to the Curriculum Committee and convenes a meeting of the Curriculum Committee and Program Faculty/Staff to review the *Executive Summary*, identify findings and develop recommendations, as appropriate, and to complete Section K – Overall Program Summary and Recommendations.
7. **Curriculum Committee Chair** develops *Abstract of Program Review* for inclusion in the College’s *Institutional Management Plan*.
8. **Curriculum Committee Chair** forwards *Abstract of Program Review* to the **Institutional Research Office**.
9. **Curriculum Committee Chair** forwards the *Executive Summary* to the **Dean of the College** and a copy of the *Executive Summary* to the **Institutional Research Office**.
10. **Dean of the College** reviews the *Executive Summary* and initiates a Program Review Follow-Up if recommended by the Curriculum Committee.

11. If a **Program Review Follow-Up** is required, the *Dean of the College* assigns a *Follow-Up Coordinator* to work with the *Program Coordinator* to develop a *Follow-Up Plan of Action* to mitigate any consequential findings requiring remediation.
12. The *Follow-Up Plan of Action* is monitored by the Office of the *Dean of the College* to assure its progress and completion according to the agreed upon schedule of Action Items.

5 Comprehensive Program Review Follow-Up Process

Process Steps

1. The President appoints a ***Program Review Follow-Up Coordinator***. This person may be the institution's *Institutional Effectiveness Coordinator* or the *Program Review Coordinator* or some other person designated by the President.
2. The *Program Review Follow-Up Coordinator* extrapolates "Findings" and "Recommendations" from the ***Program Review Report*** and places into worksheet cell of the ***Program Review Follow-Up Plan*** for appropriate category.
3. The *Follow-Up Coordinator* meets with the *Program Coordinator* to discuss the findings and recommendations and to begin developing a list of appropriate follow-up actions to guide the *Program Coordinator* in completing the next step.
4. The *Program Coordinator* develops proposed ***Follow-Up Action(s)*** and reviews with direct supervisor and *Follow-Up Coordinator* to determine appropriate follow-up action(s) and expected start and end date for each action.
5. The *Program Review Follow-Up Coordinator* places the agreed upon *Follow-Up Action(s)* and *Scheduled Dates* into appropriate worksheet cells of *Program Review Follow-Up Plan*.
6. One week in advance of *Scheduled Start Date*, the *Follow-Up Coordinator* contacts the *Program Coordinator* to confirm that the *Scheduled Start Date* is not in jeopardy.
7. The day after the *Scheduled Start Date*, the *Follow-Up Coordinator* contacts the *Program Coordinator* to confirm that the scheduled follow-up action has been initiated. If the action has not been initiated, the *Follow-Up Coordinator* determines the reason for the delay and informs the President of a schedule jeopardy. The *President*, *Program Review Follow-Up Coordinator*, and *Program Coordinator* agree on a new *Scheduled Start Date*. The *Follow-Up Coordinator* posts the new date in the appropriate cell of the worksheet.
8. One week in advance of *Scheduled End Date*, the *Follow-Up Coordinator* contacts the *Program Coordinator* to confirm that the *Scheduled End Date* is not in jeopardy. If the action has not been completed, the *Follow-Up Coordinator* determines the reason for the delay and informs the President of a schedule jeopardy. The *President*, *Program Review Follow-Up Coordinator*, and *Program Coordinator* agree on a new *Scheduled End Date*. The *Follow-Up Coordinator* posts the new date in the appropriate cell of the worksheet.
9. The day after the *Scheduled End Date*, the *Follow-Up Coordinator* contacts the *Program Coordinator* to confirm that the scheduled follow-up action has been completed. If the action has not been completed, the *Follow-Up Coordinator* determines the reason for the delay and informs the President of a schedule jeopardy. The *President*, *Program Review Follow-Up Coordinator*, and *Program*

- Coordinator* agree on a new *Scheduled End Date*. The *Follow-Up Coordinator* posts the new date in the appropriate cell of the worksheet.
10. When each planned action has been completed, the *Follow-Up Coordinator* posts the *Actual End Date* and signs off on the Action Item(s) that have been completed.
 11. Upon request by the *President*, the *Follow-Up Coordinator* prepares a status report that lists the Action Items Started and Completed and Action Items whose scheduled start and end dates are in jeopardy.

Program Reviews Schedule

Name of Program to be Reviewed	*CIP Code	Year of Proposed Review	Date of Last Review
Horticulture	01.0603	2010	2005
Radio/Television Broadcast Production	10.1014	2006	1996
Computer Information Systems	11.0101	2009	2003
Cosmetology	12.0403	2009	2003
Culinary Arts/Hospitality Management	12.0503	2008	2003
Air Conditioning and Refrigeration	15.0501	2007	2003
Automotive Service Technology	15.0803	2007	2003
Early Care and Education	20.0201	2008	2003
Interior Design	20.0501	2008	2003
Apparel & Design	20.0303	2008	2003
Electrical Technology, E & I	46.0302	2010	2005
Building Construction, Carpentry, Cabinetmaking, Plumbing	46.0499	2008	2003
Industrial Electronics Technology	47.0105	2006	2000
Industrial Maintenance Technology	47.0303	2010	2005
Automotive Collision Repair	47.0603	2006	2001
Diesel Mechanics	47.0605	2007	2003
Drafting and Design Technology	48.0101	2010	2005
Graphics Communications	48.0299	2006	2000
Machine Tool Technology	48.0507	2010	2005
Welding	48.0508	2010	2005
Truck Operator	49.0205	2007	2003
Dental Assisting	51.0601	2010	2005
Medical Assisting Technology	51.0801	2010	2005
Emergency Medical/Paramedic	51.0904	2010	2005
Practical Nursing	51.1613	2007	2002
Nursing Assisting/Home Health Aide	51.1614	2006	2002
Massage Therapy	51.3501	2009	New Program in 2005
Accounting	52.0302	2009	2003
Office Technology	52.0401	2009	2003

*Use 2000 edition of CIP codes.

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year **AFTER** the review is completed.

(Twenty percent of all programs must be formally reviewed each year as required by State Board Policy 903.01).



PROGRAM REVIEW DATA COLLECTION PROCEDURES

MONTGOMERY, ALABAMA

Each instruction program is to be provided a copy of this form in preparation for the Annual Planning Cycle. Sections A – H are to be completed annually. Once every five years, the program will be subject to a Comprehensive Program Review (Sections I and F and supporting exhibits A – F).

A. Program Information (IE Office)

Program Name: _____	CIP Code: _____
Program Coordinator: _____	Program Code _____
Division: _____	Division Chair: _____

Section A is filled in by the Institutional Research Office. The Program Name is obtained from the College Catalog, as revised by any interim amendments. The CIP Code and Program Prefix are documented on the approved Academic Inventory provided by the Department of Postsecondary Education. The Program Coordinator name, Division Name, and Division Chair name should be verified by the Dean of the College / Assistant Dean of Technical Education before entering them on the form.

B. Award Information ((IE Office)/Division Secretary)

	AAT CER C26	Award Title	Credit Hours	Semester Contact Hours
Award 1				
Award 2				
Award 3				
Award 4				
Award 5				
Award 6				

The list of awards for the program should be obtained from the College Catalog, as revised by any interim amendments. The credit hours for each award are also documented in the College Catalog. The Dean of the College / Assistant Dean for Technical Education or Division Office for the program should provide the “Semester Contact Hours”.

C. Enrollment Information – Unduplicated Headcount / Fall Term of Review Year
(IR/IT Offices)

Total Enrollment	Award 1 / Award 7	Award 2 / Award 8	Award 3 / Award 9	Award 4 / Award 10	Award 5 / Award 11	Award 6 / Award 12

Unduplicated fall enrollment figures should be obtained from the IT/MIS Coordinator. Data may not be available by Award. If it is, in addition to posting the total Enrollment, the enrollment should be distributed to each award as listed in Section B above.

Enrollment Trends (Unduplicated Academic Year) (IR/IT Offices)

	2000-01	2001-02	2002-03	2003-04	2004-05
New Students					
Program Enrollment					
Program Graduates					
Annual Credit Hours					
Fall Full-Time Headcount					
Fall Part-Time Student Credit Hours					
Program Fall FTE (FT HC+PT_CrHrs/12)					

Enrollment trend data is provided each year by the IT/MIS Coordinator and carried forward from year to year by the IR Department to maintain a rolling five year trend line. Data is obtained by the IT/MIS Coordinator as follows:

New Students (unduplicated for the academic year – SHUHC: Fall, Spring, Summer):

Program Enrollment (unduplicated for the academic year – SHUHC: Fall, Spring, Summer):

Program Graduates (for the academic year – SHUHC: Fall, Spring, Summer):

Annual Credit Hours (for the academic year – SHUHC: Fall, Spring, Summer):

Full-Time Fall Headcount (SHUHC: for the fall term only):

Part-Time Fall Student Credit Hours (Query: for the fall term only- Query Report: CREDPROD):

Program Fall FTE: The IR department calculates the *Program Fall FTE* from the data provided, using the formula documented in the Program Fall FTE box of the form.

Enrollment Demographics – Fall Term (IR/IT Offices)

Gender/Status	Total	Male	Female	Full-Time	Part-Time
Headcount					
Program %					
College %					

Enrollment headcount demographic data for the fall term are provided by the IT/MIS Coordinator. The IR department calculates the program and college percentages.

Race	White	Black	Hispanic	Native American	Asian	Other
Headcount						
Program %						
College %						

Enrollment ethnic/race demographic data for the fall term are provided by the IT/MIS Coordinator. The IR department calculates the program and college percentages.

Average Age of Students	2000-01	2001-02	2002-03	2003-04	2004-05
Program					
College					

Average age of enrolled fall term students is provided by the IT/MIS Coordinator (SHUHC). These data are retained on a five-year cycle.

D. Program Performance Trends (IR Office)

	2000-01	2001-02	2002-03	2003-04	2004-05
Completion Rate					
Placement Rate					
Licensure Rate					
Retention Rate					
Attrition Rate (within term dropout)					
Fall FTE Students					
Fall FTE Instructors					
Student/Teacher Ratio					
Annual Credit Hours					
Annual Credit Hours/FTE Instructor					

These columns are used to display five-year trends. As each new year is compiled, the oldest year should be removed. All columns should rotate to the right so that the most recent year appears in the last column on the right.

Completion Rate: The IR Department uses the data from the COE Annual Report.

Placement Rate: The IR Department uses the data from the COE Annual Report.

Licensure Rate: The IR Department uses the data from the COE Annual Report.

Retention Rate: The IR Department uses the fall-to-fall cohort rate determined by the Dean of Student Services.

Attrition Rate: The “drop-out” or “within-term withdrawal” rate for the fall term is obtained from the IT/MIS Coordinator. This information comes from the SHUHC EXIT DATA BY TERM LIMITED TO FALL TRM.

Fall FTE Students: The IR Department carries this information forward from C Enrollment Trends – Program Fall FTE.

Fall FTE Instructors: The IR Department calculates this number from the Instructor Load Report for the fall term generated by the IT/MIS Coordinator (**CUFTL(Faculty Load by Term)**). The total assigned credit hour load for which each instructor is paid is divided by 14 to obtain the Full-Time Equivalent Instructor value. To obtain the credit hours paid, it may be necessary to coordinate this information with the administrative assistant to the Dean of the College / Assistant Dean for Technical Education.

Student/Teacher Ratio: This ratio is calculated by the IR Office by dividing the Fall FTE Instructor value into the Fall FTE Students value.

Total Credit Hours: This number is obtained from the fall term report generated by the IT/MIS Coordinator (Query Report: :CREDPROD)..

Part-Time Credit Hours: This number is obtained from the fall term Query of CREDIT HOUR PRODUCTION PART-TIME STUDENTS WITH HEADCOUNT AND CREDIT HOURS DISPLAYED generated by the IT/MIS Coordinator (Query Report: :CREDPROD).

Credit Hours/FTE Instructor: This number is calculated by the IR Department by dividing the FTE Instructor value obtained above into the Total Credit Hours for the academic year for the program.

E. Program Satisfaction Trends (IR Office)

	2000-01	2001-02	2002-03	2003-04	2004-05
Employer Satisfaction					
Student Satisfaction					
Alumni Satisfaction					
Exiting Completer Satisfaction					
Advisory Committee Satisfaction					

Employer Satisfaction: Obtained from the Employer Satisfaction survey conducted by the IR Department each year during the summer term.

Student Satisfaction: Obtained from the Student Satisfaction Survey conducted by the IR Department **<need approx date or timeframe>**

Alumni Satisfaction: Obtained from the Alumni Satisfaction Survey conducted by the IR Department **<need approx date or timeframe>**

Exiting Completer Satisfaction: Obtained from the Exiting Completer Satisfaction Survey conducted by the **<need name of office that performs this function>** just prior to the end of each term.

Advisory Committee Satisfaction: Obtained from the Advisory Committee members as part of semi-annual advisory committee meeting for each program.

F. Program Cost/Investment Trends (Business Office)

	2000-01	2001-02	2002-03	2003-04	2004-05
Instructional Cost					
Equipment Maintenance/ Replacement					
New Equipment (not replacement of non-repairable equipment)					

Instructional Cost: Provided by the Business Office and obtained from the final budget report for the academic year; includes instructional salaries, supplies, and expenses.

Equipment Maintenance/Replacement: Obtained from the Business Office for program instructional equipment repaired or replaced during the academic year.

New Equipment: Obtained from the Business Office for program instructional equipment purchased during the year, above and beyond replacement of aged equipment. This data is most likely provided by the Perkins Fund, but on occasion it could be provided by the Technology Fees fund.

G. Program Opportunities/Industry Trends

Hourly Wage Rates for Local Service Area (IE Office/Department of Industrial Relations Labor Market Info)

SOC Code	Occupational Title	Entry Level	Average	Experienced

SOC Codes are obtained from the Bureau of Labor Statistics (www.bls.gov). Program Coordinators must provide the SOC Codes and Occupational Titles that apply to their programs and furnish these to the IR Department. This step may be a one-time thing unless the government changes SOC Codes or if the program changes its curriculum to address the needs of occupations not previously addressed by the program. Wage rates for entry level employees, average of all employees, and high point wages for experienced employees are obtained from the Alabama Comprehensive Labor Market Information System (ACLMIS) via the web link: <http://www2.dir.state.al.us/vlmi> Access the data by selecting Job Seekers > Labor

Market Information > Occupational Profile > A Specific Metropolitan Area in Alabama > Montgomery > Occupational Group > Specific Occupation using the Occupational Titles provided by the Program Coordinator.

/

Occupational Employment Projections (IE Office/ALDIR Labor Market Information)

Occupational Title	Projected Employment		Annual Percent Change		Total Annual Openings	
	State	Local	State	Local	State	Local

Obtain the Employment projection data from the Alabama Comprehensive Labor Market Information System (ACLMIS) via the web link: <http://www2.dir.state.al.us/vlmi/labormarket.asp> Access the data by selecting Occupational Profile > Statewide > Montgomery > Occupational Group > Specific Occupation using the Occupational Titles provided by the Program Coordinator. and repeat for A Specific Metropolitan Area in Alabama.

Industry Partner Job Opening Projections (Program Coordinator)

Industry	12 – 18 Months	2 – 5 Years	10 years

Program Coordinators must develop the Industry Partner Job Opening Projections and Anticipated Industry Trends by working with their industry contacts. The Coordinators should contact the HR directors of the larger industries in their program area to obtain forecast data to be entered in these boxes.

Anticipated Industry Trends That Will Affect Changes in Curriculum and/or Equipment (Program Coordinator)

Description of Anticipated Change	Timeframe in Which Changes Will Be Needed

H. Program Goals and Objectives (IR Department, Program Coordinators)

Program Performance Results	College Previous Year (IR Office)	Program Previous Year (IR Office)	Objective Next Year (Program Faculty)
Enrollment Growth Rate			
Completion Rate			
Placement Rate			
Licensure/Certification Rate			
Retention Rate			
Attrition Rate (withdrawals)			
Student/Teacher Ratio			
Credit Hours/FTE Instructor			

The IR Office provides the college-wide data for the Previous Year column and the Program Previous Year column. The Program Coordinator completes the Objective next Year column based on joint discussion with the program faculty members.

Enrollment Growth Rate for each program and for the college is calculated as the unduplicated head count growth from fall to fall each year.

Completion Rate is obtained from the COE Annual Report.

Placement Rate is obtained from the COE Annual Report.

Licensure Rate is obtained from the COE Annual Report.

Retention Rate is obtained from the fall-to-fall Cohort Retention Study conducted by the Dean of Student Services.

Attrition Rate is the “within term” dropout or withdrawal rate obtained from the SHUHC EXIT DATA BY TERM LIMITED TO FALL TRM report provided upon request by the IT/MIS department.

Student/Teacher Ratio is calculated by dividing the Fall Term FTE Faculty into the fall Term FTE Students calculated by the IR Department for Table C above.

APPENDICES

APPENDIX A - GLOSSARY - Career Technical Education Report

Academic skills - Those skills, including communications, mathematics, science and literacy proficiencies, necessary for career success and continued learning.

Alabama College System Credentials Document - Document received by a career/technical education program completer. An ACS Credentials Document includes a list of the academic, technical, technological, and employability competencies attained by a student.

Alternative completer - Individual who meets alternative completer criteria established in program viability legislation (Act 96-557) or in subsequent guidelines and procedures.

Applicable programs (relative to articulation agreements) - Postsecondary career/technical education programs for which there are corresponding secondary programs from which students can readily matriculate. Colleges identify applicable programs based on secondary education career/technical program offerings in service area.

Applicable programs (relative to industry accreditation/certification) - Career/technical education programs for which there is an industry accreditation/certification body or state-developed certification standards identified.

Articulation agreement - Agreement between secondary and postsecondary career/technical education programs establishing a seamless curriculum between the programs in grades 11 through 14. Under the agreement, qualifying students may receive postsecondary credit for certain high school courses taken as part of their secondary career/technical education program. The applicable high school courses ("articulated courses") are specified in the articulation agreement.

Business and industry services – Services including but not limited to, employee assessments, training (customized or general), and consultation.

Career clusters – Sixteen descriptive headings identified by the U.S. Department of Education within which career/technical education programs are grouped. Colleges report certain career/ technical education performance data by cluster. Certain data related to short-term non-credit training are also reported by cluster; colleges select the most appropriate cluster within which to report non-credit training data. Curricula may be developed around career clusters in instances where a broad approach to the instructional program is appropriate. (See Appendix B for cluster headings and pertinent career/technical programs.)

Career/technical education - Organized educational activities that 1) offer a sequence of courses that provide individuals with the academic, technical, and technological knowledge and skills needed to prepare for further education and careers requiring less than a baccalaureate degree; and 2) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

Career/technical education program - Education program designated by CIP code as “career/technical” that culminates in the awarding of a short certificate, certificate, diploma, or associate degree to program graduates. Career/technical programs include provisions for academic course requirements. See Appendix B for a list of career/technical education programs by career clusters in The Alabama College System.

Career/technical education student – Student who at any point during data reporting period declared a career/technical education major.

CIP (Classification of Instructional Programs) code - Six-digit numerical classification in the form xx.xxxx that identifies instructional program specialties and provides standard terminology for secondary and postsecondary education programs

Condition (relative to special populations) - physical, mental, socioeconomic, or other special needs situation.

Courses-only career/technical education offering - Group of related career/technical education courses in a specific CIP code for which the college has Department of Postsecondary Education approval to offer, but for which the college does not offer an award.

Data collection period - First day of summer semester through final day of following spring semester for the period immediately preceding the performance report/plan modifications due date. Colleges determine the most appropriate data collection period within which to report data on courses or other activities that overlap spring and summer semesters. See Appendix E for key to spreadsheet required data categories.

Degree program - Program in which courses are creditable toward an associate degree in The Alabama College System.

Developmental education courses - Non-credit remedial courses designed to provide individuals a level of academic proficiency needed for success in postsecondary education programs.

Disabled - Individual with disability as defined in Section 3(2) of the Americans With Disabilities Act. The following are recognized as characterizing an individual as disabled: 1) multi-handicapped, 2) deaf-blind 3) hearing impaired, 4) uncorrectable visually impaired, 5) speech impaired, 6) orthopedically handicapped, 7) other health impaired, 8) severe behaviorally handicapped, 9) developmentally handicapped (mentally retarded), 10) specific learning disability, 11) autistic, or 12) traumatic brain injured.

Displaced homemaker - An individual who--
(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
(ii) has been dependent on the income of another family member but is no longer supported by that income; or
(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically disadvantaged - Individual eligible to receive a Pell grant or similar needs-based financial aid.

Exiter - Student who exits program or training course for any reason during data collection period. Exiters include full completers and leavers including alternative completers.

Full completer- Individual who exits a career/technical education short-term certificate, certificate, diploma, or associate degree program having successfully completed all course requirements for graduation/completion. An individual who completes graduation/ completion requirements for more than one award in the same program CIP code during a single data collection period is counted once as a full completer for that data collection period, having earned the higher award. An individual who completes graduation/completion requirements for more than one award in the same program CIP code during different data collection periods is counted as a completer for each data collection period.

Full completers employed - Full completers who obtained or retained employment at any time between date of program completion to due date of college performance report (October 31).

Full completers employed in military - Full completers who obtained or retained their primary employment in the military at any time between date of program completion to due date of college performance report (October 31). This does not include military reservists and members of the National Guard.

Full-time instructor in career/technical education - Full-time instructor teaching at least 50% of his/her credit hour production during the data collection period in courses categorized under a career/technical education CIP code in the ACS Course Directory. These credit hours do not include those taught in core academic subjects such as language arts and mathematics even though the core academic subjects may be required for completion of a career/technical education program.

Gender – Male or female.

Graduation cohort - Entering new freshmen career/ technical education students in fall semester four academic years prior to the data reporting period (e.g., for the 2004-05 performance report, this would be fall semester 1999-00) who completed 15 or more credit hours of technical course work fall semester of initial enrollment through the end of the following summer semester.

Imperative - As related to *Workforce 21*, an imperative is a directive essential to providing effective career/technical education and services that meet the needs of students and employers.

Incarcerated - Individual who is confined to a correctional facility and for whom his/her career/technical education is provided within the correctional facility.

Individuals preparing for nontraditional training and employment - Individuals enrolled in a career/technical education program for which the primary employment outcome is nontraditional for the gender of those individuals (e.g., men enrolled in LPN programs, women enrolled in welding programs). See Appendix C for career/technical programs with primary employment outcomes being nontraditional for each gender.

Industry Accreditation/Certification Body - Organization that, by accrediting or approving a career/technical education program in its industry area, certifies that the program facilities, training equipment, instructors, and curriculum meet the quality criteria established by that organization (e.g., MIMS certification of Machine Tool Technology programs).

Industry certification - Certification that a career/technical education program, student, or instructor has met quality criteria established by the applicable industry.

Leaver - Exiter who is not a full completer (includes alternative completers).

LEP (Limited English Proficient) - Individual: 1) for whom English is not the primary language and/or 2) who is or has been enrolled in an English as a second language (ESL) class.

Noncredit training - Training that is typically short-term and may or may not culminate in an institutional award (e.g., skills proficiency credential) or industry certification. College credit is not earned in noncredit training, even though a proficiency credential or an industry certification may be awarded. Noncredit training is not creditable toward an award in a degree or a non-degree program.

Non-degree program - Program in which courses are not creditable toward an associate degree in The Alabama College System.

Nontraditional employment - Employment in an occupation in which fewer than 25% of the employees are of one's gender. See Appendix C for career/ technical programs with primary employment outcomes being nontraditional for each gender.

Other education barriers - These can be a variety of factors as the term is not defined by the U.S. Department of Education. Other education barriers can include, but are not limited to, lack of academic preparation or ability, lack of transportation, and burdensome family situations such as inadequate childcare. Colleges must determine if an individual faces other education barriers not identified on data collection forms.

Overall positive perception - As related to employers of full completers: An overall positive perception is indicated by a mean rating above 3.0 on a 5-point Likert scale where 1=lowest rating, 3=neutral rating, and 5=highest rating in response to the statement "overall perception of how well the employee's career/technical education program or training prepared him/her for employment".

As related to completers/leavers: An overall positive perception is indicated by a mean rating above 3.0 on a 5-point Likert scale where 1=lowest rating, 3=neutral rating, and 5=highest rating in response to the statement "overall perception of how well your career/technical education program or training prepared you for your current or intended employment".

On survey instruments that do not use a 5-point Likert scale, a mean rating that is above the neutral rating on the scale indicates an overall positive perception.

Placement status - As related to students, their employment and/or education enrollment status following career/technical program or training completion or after the data collection period and prior to submission of the annual performance report (e.g., employed related, unemployed, military, continuing related education, church mission, remained enrolled in program). Placement status is reported on the **total** career/technical education and training student population, and is not limited to completers.

Positive leaver - Leaver who has accomplished his or her goal for program or course enrollment.

Program - See "Career/Technical Education Program".

Program degree creditability type – Career/technical programs can be degree programs (associate degree is an option in The Alabama College System) or non-degree programs (associate degree is not an option in The Alabama College System).

Race - Categories used to describe racial groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are:

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

The race is unknown/other if institutions are unable to place them in one of the specified racial/ ethnic categories.

Referral/assistance type - Referred by or receiving assistance from one or more of the following: Workforce Investment Act Individual Training Account, Workforce Investment Act youth program, Alabama Fatherhood Initiative, Leadership in Child Care Scholarship, Alabama Technical Scholarship, Trade and Adjustment Act, State Board of Education Tuition Reduction

Related education or training - Education program or training directly related to a student's previous career/technical education program (e.g., architecture and drafting design technology).

Related occupation - Occupation directly related to the training an individual received in a career/technical education program or training course (e.g., radiology technician and radiologic technology).

Retainer - Individual who remains enrolled in the same program the summer semester or fall semester immediately following the end of the data collection period.

Skills proficiency credential - Document issued by college to exiters of noncredit training activities that lists the skills or competencies that students mastered during the training activity.

Special enrollment program - 1) Early College Enrollment Program, 2) Dual Enrollment, or 3) covered by secondary/postsecondary articulation agreement.

Special populations - Includes 1) individuals with disabilities; 2) individuals who are economically disadvantaged; 3) individuals preparing for non-traditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; 6) individuals who are LEP; and 7) individuals with other barriers to educational achievement.

Status Known - Figures reported in this category represent those individuals for whom the requested employment and education placement statuses are known. Note that a person's status is known even if the person is unemployed and not continuing any education or training.

Student - generic term applied to individual enrolled in credit or noncredit coursework or training activity (includes students in degree programs, non-degree programs, noncredit training, and customized training).

Students who took academic coursework - career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses during the data collection period. Academic courses are those that fall under a CIP code not designated as "career/technical".

Students who took technical coursework - career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses during the data collection period. Technical courses are those that fall under a CIP code designated as "career/technical".

Technical competencies - Occupational-specific skills including the abilities to perform required job tasks.

Technical competency assessment - Assessment instrument or procedure used to determine a student's attainment of technical competencies.

Technical update - Professional development activity designed to update instructors' occupational skills related to the career/technical education programs in which they teach.

Technological skills - Skills related to the understanding and use of current and emerging technologies.

Training area (pertaining to noncredit training) - Occupational training area denoted by department code under which training activity is submitted to the Department of Postsecondary Education. Does not apply to customized training/TBI.

Unduplicated headcount - The number derived when counting students in a particular population once by a determined code such as a social security number.

Workforce 21 - Long-range strategic plan for secondary and postsecondary career/technical education in Alabama; foundation of the State Plan for Career/Technical Education.

WorkKeys® assessments - Assessment instruments used to determine an individual's levels of applied academic, technological, problem solving, and employability skills attainment. Specific WorkKeys® assessments and target skill attainment levels are identified for career/ technical education programs.

WorkKeys® Target Levels - WorkKeys® assessment levels identified by industry advisory committee members as needed by graduates of various career/technical programs. Target levels are applicable to students in certificate and associate degree programs.

WorkKeys® Targeted Instruction – Instruction prescribed based on the difference between an individual's current level of Work Keys skill attainment as indicated by Work Keys assessments and desired level of Work Keys skill attainment.

APPENDIX B - EXTERNAL REPORTS

1. Alabama Commission on Higher Education (ACHE)
 - Tuition and Fee Schedule
 - Space Data Report
 - Annual Utilities Cost and Consumption Report
 - FICA Survey
 - Retirement Survey
 - Preliminary Fall Enrollment
 - Facilities Inventory and Space Utilization
 - Facilities Master Plan/Capital Projects Request
2. Integrated Postsecondary Education Data System (IPEDS)
 - Human Resources Survey
 - Institutional Characteristics Survey
 - Fall Enrollment Survey
 - Finance Survey
 - Completions Survey
 - Graduation Rate Survey
 - Student Financial Aid Survey
3. Alabama Department of Postsecondary Education
 - College Accountability Performance Profile
 - Institutional Management Plan
 - Career/Technical Education Annual Performance Report
4. Council on Occupational Educational Annual Performance Report
5. Open Doors Annual Census of Foreign Students Survey
6. Campus Crime and Security Survey
7. NAFEO Fall Enrollment, Completion and Finance Surveys
8. Volunteer and Information Center Community Resources Directory
9. Peterson's Annual Survey of Undergraduate Institutions
10. Falcon Management Group (Admissions Data)
11. Chronicle Guidance – Two-Year and Four-Year College and MyeCareers101
12. Chronicle Guidance – Vocational School Manual and MyeCareers101
13. The College Board Annual Survey
14. Wintergreen Orchard Survey
15. ACT Institutional Data Questionnaire