Technical College System of Georgia

Performance Accountability Review (PAR) Handbook
What you need to succeed!

Updated: October 2017

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PERFORMANCE ACCOUNTABILITY REVIEW

The Performance Accountability Review (PAR) supports continuous improvement in the quality and effectiveness of technical programs and services within the Technical College System of Georgia (TCSG). It is the capstone of the annual self-evaluation, Performance Accountability System (PAS).

PAS Trend Data reports provide useful data regarding an institution's effectiveness. In turn, the PAR provides human interaction to validate self-evaluations conducted through PAS, of standard operating procedures, and adds critical analysis to the interpretation of regular operations. By combining a peer review with the college's self-evaluation, the PAR includes a rigorous level of assessment and leadership into the determination of performance accountability.

PURPOSE OF THE PAR

The purpose of PAR is to verify that program standards are being properly implemented, to monitor the implementation of improvement plans and to verify the college's compliance with federal Perkins regulations.

Additionally, each college may determine further uses of its PAR. Frequently, this will include completing planning and improvement projects as part of the preparatory process for the review or as a preview for subsequent reviews by accrediting agencies.

TYPES OF PARs

There are two types of PAR, the **Standard PAR** and the **Internal Controls Review for Perkins**.

The Standard PAR provides an in-person analysis of each college's compliance with state standards and federal Perkins regulations regarding instructional programs and college operations, as well as federal policies regarding Perkins monies. The review is conducted by peers from other colleges within the Technical College System of Georgia and occurs once every six years.

The Internal Controls Review for Perkins, however, is purposed solely to monitor the College's compliance with fiscal policies and federal regulations regarding the use and documentation of Perkins monies. Each college receives an assessment score annually. The assessment score is to determine whether the institution will have a Perkins review in addition to the Standard PAR. (Note: Colleges can have both a Standard PAR and a Internal Controls Review for Perkins in the same fiscal year.) The assessment score is based upon the following four categories:

1. Audit Score (each college will receive a score equal to double the official audit score—unless the college received an official score of '1', which equates to no audit findings; in this case, the college will receive a '0' audit score, for the Internal Controls Review for Perkins process)
2. Perkins PAR findings (0 to 6 points, based upon the severity of the findings)
3. Amount of Perkins grant (1 point per $250,000)

4. Perkins performance (1 point per measure missed by the total college population)

PAR AS PART OF THE PAS CYCLE

The Performance Accountability System Application contains two components:

1. Program Assessment
2. College-wide Assessment

The first component in the Performance Accountability System is based on the assessment of the effectiveness of the college's programs that culminate in a technical certificate of credit, a diploma, or an associate degree.

Analysis will be conducted annually by all program groups. A program group may contain degrees, diplomas, and technical certificates of credit within the same subject area. Groups are identified by TCSG. Component I consists of four compliance measures based on TCSG program standards. Programs which do not meet all four mandatory compliance measures must submit a Standard Corrective Action Plan. A copy of the Standard Corrective Action Plan is located in Appendix A.

Three key performance indicators have been identified to determine the overall effectiveness of each program group. A key performance indicator is defined as a measure of an essential outcome of an instructional program. Key performance indicators have an associated benchmark. The benchmarks are determined by a formula. To provide context for the key performance indicators and to assist in the analysis, five additional measures are supplied at the same time. These measures are not benchmarked and are for information only. Program groups not achieving a benchmark in any key performance indicator are required to complete a Program Group Performance Improvement Plan.

The second component of the Performance Accountability System is composed of the college wide measures. The three college wide measures address general standards that apply to the college as a whole. A college that does not meet a college wide measure must complete a Standard Corrective Action Plan.

Every six years, each college has a Standard Performance Accountability Review to complete the PAS cycle. The most recent PAS report submitted to the State Office is used as the information base for the review. The PAR team, comprised of peers from other colleges, verifies the institution's PAS annual self-evaluation and makes further determination of the institution's performance. The team reports its findings to the president of the college under review, who then responds with an answering report. Both reports are forwarded to the Commissioner of TCSG. The Commissioner may make recommendations and a final written report is then made to the college, allowing further opportunities for response. The recommendations from the PAR may

then be used to plan improvements for the college's next PAS report, thus beginning the cycle anew.

Standard Performance Accountability Review (PAR)

PAR MEASURES

A Standard PAR is required of all technical colleges on a six-year cycle. Results of Standard PARs indicate whether the reviewed institution is in compliance with state and federal requirements. The review includes a check of institutionally implemented college-wide measures which include work ethic, warranty activity, and the Carl D. Perkins federal grant. In addition, the review includes a check of instructional compliance measures at the program level. Specifically, the PAR is comprised of a peer team review of:

- The college's response to **three** college-wide measures. (CS-1, CS-4/CS-4(i) and CS-7)
- The college's response to **four** program compliance measures. (CS-2, CS-3, CS-5 and CS-6)
- The college's response to the Perkins Funding Application and management of Perkins funds measures. (AP-1.A – AP-1.M and AP-2)

The following tables list the PAR Checksheet Measures.

THREE COLLEGE-WIDE MEASURES

CS-1: College Wide
Degree, diploma, and technical certificate of credit program courses are transferable subject to the determination of the receiving college assuring that accreditation requirements are met.
CS-1.A (02-02-09)
Course credit may be awarded for courses completed with a "C" or better or other evidence that denotes successful course completion from a college, university or other postsecondary institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.   ***Suggested Documentation:*** *Catalog*   ***Reference:*** *State Board Policy/ Procedure # 5.1.8. Articulation and Transfer*

Each institution follows a uniform (CS-4) or an institutionally developed (CS-4(i)) work ethic model. Use the criterion that corresponds with your institution.

CS-4: College-Wide (Uniform Work Ethic Model)   *Job retention and advancement competency areas are integrated into the curriculum of each degree, diploma, and technical certificate of credit program and referred to collectively as Work Ethic.*

CS-4.A (02-06-01) (02-06-02)

A uniform work ethic model for teaching, marketing, and evaluating employability skill/work ethic, utilizing appropriate student/teacher/employer interaction is being followed. Any institutionally developed work ethic model must be approved in writing by the Commissioner of TCSG.

Suggested Documentation: Correspondence from Commissioner or designee regarding approval if using an institutional developed model.

Reference: Work Ethic Program Plan

CS-4.B (02-06-02)

The general student body is oriented on the importance of good work ethic.

Suggested Documentation: Student Orientation Records/Documentation

Reference: Work Ethic Program Plan

CS-4.C (02-06-02)

Work ethic instruction is conducted on a regular basis.

Suggested Documentation: Syllabi (Representative Sample)

Reference: Work Ethic Program Plan

CS-4.D (02-06-02)

A formal system is in place for instructors to give feedback to their students for exceptional or unacceptable work behavior exhibited in the class.

Suggested Documentation: Work Ethic Evaluation Forms (Representative Sample)

Reference: Work Ethic Program Plan

CS-4.E (02-06-02)

A semester work ethic grade for all non-Learning Support courses completed is issued to students and placed in the student's permanent academic record. The assignment of work ethic grade in Learning Support courses is optional.

Suggested Documentation: Course Grade Books (Representative Sample)

Reference: Work Ethic Program Plan

CS-4.F (02-06-02)

The grades assigned for work ethic are:

exceeds expectations = 3, meets expectations = 2, needs improvement = 1, and unacceptable = 0.

Suggested Documentation: Catalog

Reference: *Work Ethic Program Plan*

CS-4.G (02-06-02)

The work ethic program is regularly marketed to students, faculty/staff, and business/industry.

Suggested Documentation: *Marketing Materials*

Reference: *Work Ethic Program Plan*

CS-4(i): College-Wide (Institutionally Developed Work Ethic Plan)
Work Ethic instruction and Job Acquisition and Retention Skills are integrated into the curriculum of the program.

CS-4.A(i) (02-06-01) (02-06-02)

A uniform model for teaching, marketing, and evaluating employability skill/work ethic, utilizing appropriate student/teacher/employer interaction is being followed. Any institutionally-developed work ethic model must be approved in writing by the Commissioner of the Technical College System of Georgia.

Suggested Documentation: *Correspondence from Commissioner or designee regarding approval if using an institutionally-developed model.*

Reference: *Work Ethic Program Plan*

CS-4.B(i) (02-06-02)

The general student body is oriented on the importance of good work ethic.

Suggested Documentation: *Student Orientation Records/Documentation*

Reference: *Work Ethic Program Plan*

CS-4.C(i) (02-06-02)

Work ethic instruction is conducted in a course or courses of each program.

Suggested Documentation: *Syllabi (Representative Sample)*

Reference: *Work Ethic Program Plan*

CS-4.D(i) (02-06-02)

Colleges adhere to their work ethic grading policy as stated in their approved institutionally developed work ethic model.

Suggested Documentation: *Course Grade Books (Representative Sample), Catalog, Relevant Student Assessment Documents*

Reference: *Work Ethic Program Plan*

CS-4.E(i) (02-06-02)

The work ethic program is regularly marketed to students, faculty/staff, and business/industry.

Suggested Documentation: *Marketing Materials*

Reference: *Work Ethic Program Plan*

CS-4.F(i) (02-06-02)

Learning outcomes for the work ethic model are included in each program. By including work ethic learning outcomes, each program teaches and assesses the 10 work ethic traits.

Suggested Documentation: Course Syllabi, Program Outcomes, Student Handbook, Relevant Student Assessment Document

Reference: Work Ethic Program Plan

CS-4.G(i) (02-06-02)

The following statement will appear in each syllabus, website, and college catalog:

The TCSG instructs and evaluates students on work ethic in all programs of study. Ten work ethic traits have been identified and defined as essential for students success; appearance, attendance, attitude, character, communication, cooperation, organizational skill, productivity, respect, and teamwork.

Suggested Documentation: Course Syllabi (Representative Sample), Website, Catalog

Reference: Work Ethic Program Plan

CS-4.H(i) (02-06-02)

The college transcript will include a statement indicating the student has successfully completed the work ethic assessment.

Suggested Documentation: Student Transcripts (Representative Sample)

Reference: Work Ethic Program Plan

CS-7: College-Wide
The Technical College System of Georgia will warrant every graduate from programs offering a technical certificate of credit, diploma or associate degree in a state governed college.

CS-7.A (State Board Policy 5.1.7.)

The college has established a uniform system for processing warranty claims and reporting warranty claims (warranty information must be sent to the TCSG data center).

Suggested Documentation: Written Policies And Procedures For Processing Warranty Claims

CS-7.B (State Board Policy 5.1.7.)

The college shall issue this warranty in writing to each student who entered a program on or after the mandated standards implementation date for the applicable program standard.

Suggested Documentation: Catalog

CS-7.C (State Board Policy 5.1.7.)

The college shall communicate this warranty to employers, guaranteeing that graduates can perform each competency as identified in the industry-validated standard or program guide.

Suggested Documentation: Advisory Committee Meeting Minutes for the last three years (if the program group has existed for three years)

CS-7.D (State Board Policy 3.4.1.)

The college maintains evidence of annual submission and approval of the following Emergency Preparedness, Health, Safety and Security plans:

- Emergency Operations Plan (EOP)

- Business Continuity Plan (BCP)

- Exposure Control Plan for Occupational Exposure to Bloodborne and Airborne Pathogens/Tuberculosis (ECP)

- Hazard Communication Program Plan(HCPP) (as well as most recently required Hazardous Material Inventory)

- Annual Security Report (ASR) (Clery Act)

System Office verification with the TCSG Emergency Manager that the college is in compliance prior to the on-site visit.

Note: 7.D. was added to the checksheet beginning January 1, 2016 and replaces CS. 6.B, CS. 6.C and CS. 6.D

FOUR PROGRAM COMPLIANCE MEASURES

CS-2: Program Group
Each degree, diploma, and technical certificate of credit program utilizes or exceeds minimum standards and competencies consistent with statewide program requirements.

CS-2.A (02-02-02, 02-02-03, 02-02-06)

Program standards, competencies, exit points, and minimum course credit requirements designated for each major code are established by the program-specific standards of the State Board of the Technical College System of Georgia.

Each degree, diploma, and technical certificate of credit program is assigned a state wide major code and utilizes essential standards and competencies designated for that statewide major code. Program components designated for a given degree, diploma, and technical certificate of credit program major code include, but are not limited to:

1. essential general education, basic skills, and occupational courses (as applicable); and

2. minimum number of total semester credit hours required for graduation.

Suggested Documentation: Catalog

Reference: General Program Standards

CS-3: Program Group
The essential content of each course is consistent statewide for courses having the same alphanumeric code.

CS-3.A (02-04-01)

Course content is defined in terms of competency areas taught. The program-specific standards of the State Board of the Technical System of Georgia detail the essential competency areas for each course identification code.

The content of each course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the course content reflect student, community, and employment market needs, and advances in the subject area and occupational field.

The overall content of each course is consistent with established program learning outcomes.

Suggested Documentation: Course Competency Assessment Documents & Syllabi (Representative Sample)

Reference: General Program Standards

CS-3.B (02-04-05)

Each program implements the statewide grading scale.

The grading of each program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 60 to 69% is a D, and 0 to 59% is an F.

Suggested Documentation: Catalog, Syllabi (Representative Sample)

Reference: Program Standards

CS-3.C (02-04-03)

Any occupation- based instructional experience that is a degree, diploma, and technical certificate of credit program requirement or elective is:

- Listed as a course having a course identification code.
- Awarded course credit and requires tuition.
- Subjected to the same minimum requirements for statewide course title, course description, and essential competency areas as any other degree, diploma, and technical certificate of credit program course.
- Controlled and supervised by program faculty, and/or an employee possessing appropriate instructor qualifications designated to coordinate work experience courses.
- Managed through the use of prescribed, written individual training plans that detail required student learning and performance objectives, and appropriate agreements between colleges and work experience supervisors, including specifying the on-site employer representative responsible for guiding and overseeing student learning experiences and participating in written evaluation of the student.

Grading for labs, practica, internships, and clinicals is based on student attainment of course competencies.

Suggested Documentation: Institutional Employer Agreements, Student Training Plans

Reference: Program Standards

CS-3.D (02-04-06)

A system for instructional laboratory management is developed and implemented by the faculty of each program.

The faculty of each program that incorporates laboratory work into its curriculum develops and implements a written laboratory management system.

The laboratory management system is disseminated to program students and faculty.

College policy regarding safety, liability, and laboratory operation are reflected in each program laboratory management procedure.

The laboratory management system is consistent with the relevant program-specific standard guidelines for laboratory management.

The laboratory management system is consistent with the goals and objectives of the program.

Suggested Documentation: Lab Management Plan/Procedures, Lab Progression Check Sheets, Syllabi (Representative Sample)

CS-3.E (02-04-07)

The faculty of each program that includes live work as part of its curriculum develops and implements a written live work plan.

The plan will include:

- A statement that live work shall always involve student participation and that live work may not be performed solely by instructors.
- Procedures that must be followed when live work is conducted (scheduling procedures, forms, etc.).
- A statement to inform the customers that they assume the risk of the work being performed.
- That the students and facilities may not be used for personal gain or profit or to compete with private enterprises.
- The costs related to the services (i.e. fees and/or purchase of parts/supplies) for the customer.
- That all Live Work Projects shall comply with the Governor's Executive Order on Ethics.

Suggested Documentation: Live Work Plan/Procedure

Reference: State Board Policy/Procedure # 5.1.11 and 5.1.11p Live Work Projects

CS-5: Program Group
A program advisory committee provides expert support for each of the program areas.

CS-5.A (02-08-01)

Program advisory committees assist in evaluation of strategic, safety and operational plans.

Program advisory committees review and recommend requirements of existing degree, diploma, and technical certificate of credit offerings.

Program advisory committees provide advice regarding curriculum content to ensure that courses relate to present and future employment needs.

Program advisory committees make suggestions regarding the modification, addition, or deletion of course offerings.

Program advisory committees make recommendations regarding the design and use of physical facilities.

Program advisory committees make recommendations regarding the selection and maintenance of equipment.

The program advisory committee assists in evaluation of program effectiveness, job development, job placement, and program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

The program advisory committee reviews and recommends requirements for admissions, program content and length, program objectives, instructional materials and tests, equipment, technology, methods of evaluation, and level of skills and/or proficiency required for completion of new, existing, and revised programs.

College administration provides documented evidence that program advisory committee recommendations are considered with specific action taken.

Suggested Documentation: Advisory Committee Meeting Minutes for the last three years (if the program group has existed for three years)

CS-5.B (02-08-02)

The membership of each program advisory committee is representative of the community and employment market served by the program.

The faculty of each program area, in cooperation with the administration of the college, selects the advisory committee.

The program advisory committee includes a cross-section of representatives from program related businesses and industries.

The program advisory committee includes program related business and industry representatives who have varying occupational positions.

The program advisory committee is comprised of at least three members external to the college

Suggested Documentation: Advisory Committee Membership List (complete with Name and Title and Company)

CS-5.C (02-08-03)

The program advisory committee has an annual program of work on file.

The program advisory committee follows an agenda, developed from the annual program of work, which is distributed to members prior to each meeting.

The program advisory committee meets a minimum of two times annually with at least three members present who are external to the college; one of these meetings may be electronic in nature.

The program advisory committee elects officers, including a chairperson and a secretary.

The program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

The program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The program advisory committee members are invited to make periodic classroom visits to the college.

Suggested Documentation: Advisory Committee Agendas, Advisory Committee Meeting Minutes for the last three years (if the program group has existed for three years), Program of Work for the last three years (if the program group has existed for three years)

CS-6: Program Group
Each degree, diploma, and technical certificate of credit program provides a safe and healthy environment for students and staff.

CS-6.A (02-11-01)

The physical facility, furnishings, equipment, supplies, signage and practices of the degree, diploma, and technical certificate of credit program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the degree, diploma, and technical certificate of credit program.

Suggested Documentation: Classroom/Laboratory Safety Inspections, Supply/Equipment Inventory

CARL D. PERKINS FUNDING AND APPLICATION MEASURES

AP-1- Perkins Performance Measure
AP-1.A (section 1 of plan) The College will ensure that the career and technical education programs required under section 135(b) will be carried out with funds received under this title; ***Suggested Documentation:*** *Perkins Five-Year Plan and documentation supporting plan implementation.*
AP-1.B (section 2 of plan) The College will ensure that the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113; ***Suggested Documentation:*** *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.C (section 3 of plan)
 	
The College will ensure that it will—
 	
• Offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A).
• Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—
    ◦ The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).
    ◦ Career and technical education subjects.
• Provide students with strong experience in, and understanding of, all aspects of an industry.
• Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
• Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).
 	
Suggested Documentation: *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.D (section 4 of plan) The College will ensure that comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). ***Suggested Documentation:*** *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.E (section 5 of plan)

The College will ensure that parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

Suggested Documentation: *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.F (section 6 of plan)

The College will ensure that it will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

Suggested Documentation: *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.G (section 7 of plan)

The College will ensure that it will evaluate and continuously improve the performance of the eligible recipient;

Suggested Documentation: *Perkins Five-Year Plan and documentation supporting plan implementation.*

AP-1.H (section 8 of plan)

The College will ensure that it will—

- Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.
- Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Suggested Documentation: Perkins Five-Year Plan and documentation supporting plan implementation.

AP-1.I (section 9 of plan)

The College will ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Suggested Documentation: Perkins Five-Year Plan and documentation supporting plan implementation.

AP-1.J (section 10 of plan)

The College will ensure that it will promote preparation for non-traditional fields.

Suggested Documentation: Perkins Five-Year Plan and documentation supporting plan implementation.

AP-1.K (section 11 of plan)

The College will ensure that career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Suggested Documentation: Perkins Five-Year Plan and documentation supporting plan implementation.

AP-1.L (section 12 of plan)

The College will ensure that it will improve—

- The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
- The transition to teaching from business and industry.

Suggested Documentation: Perkins Five-Year Plan and documentation supporting plan implementation.

AP-1.M

The College implemented its Perkins Local Improvement Plan for FY 2015 and is implementing its Perkins Local Improvement Plan FY 2016 (as appropriate).

The College implemented its Five Year Plan.

Suggested Documentation: Perkins Local Improvement Plans FY 2015 and 2016 and documentation supporting plan implementation

AP-2- Perkins Budget

AP-2.A

The College will ensure that all budget items for the Perkins grant are in compliance with federal funding regulations, and that expenditures for the previous and current fiscal years are supported by valid evidence.

Funds have been/will be expended in each of the nine mandated areas.

Appropriate justifications for Perkins expenditures have been written.

Supplanting of funds has not occurred.

Amendments have been requested when needed.

No more than 5% of funds have been spent on administrative activities.

Time and effort reports are maintained on all personnel with mixed cost objectives. Semi-annual certifications are maintained for all other personnel paid out of Perkins funds.

Equipment (minimum $1,000 value) purchased from Perkins funds must be tagged, inventoried, and housed appropriately. Equipment must be located where designated on the inventory.

Suggested Documentation: Perkins Application Budgets FY 2017 and FY 2018**, PeopleSoft G/L Combined Detail Report, Purchase Orders, Perkins Personnel Expenditures, Amendment Approval Letters and Supporting Documentation, Time and Effort Reports, Semi-Annual Certification forms, Program Trial Balance, Budget Comparison Report, Perkins Equipment Inventory, Interviews (i.e. Perkins-paid and Perkins-relevant personnel)

** If the PAR occurs prior to November 1st, the PAR team will review Perkins budgets for FY 2016 and FY 2017.

STANDARD PAR PROCESS

The Standard Performance Accountability Review involves a series of events that take place over a period of time. These events/processes include the following components:

1. Selecting and Confirming Institutions, Teams, and Programs
2. PAR Training and Process Overview
3. On-Site Review: Analysis, Verification, and Synthesis
4. Exit Conference and Summary Report
5. Final Team Reports and Outcomes
6. Commissioner's Review and Recommendations
7. Implementing Recommendations and Final Outcomes

Selecting and Confirming Colleges and Teams

- System Office staff distributes PAR scheduling forms.
- Host presidents and team leaders have an opportunity to list preferred weeks for conducting review [The month of the previous PAR will usually determine the month of the upcoming PAR.].
- The Office of Technical Education advises colleges of their confirmed selection for review with possible review dates for their selection.
- The Office of Technical Education finalizes the review dates and notifies colleges by mail/e-mail of the scheduled PAR.
- The college responds by arranging a date with the Office of Technical Education for a PAR pre- visit, which is an information session on preparing for the PAR.

The PAR team is comprised of six-to-ten reviewers, depending on the size of the college. Team members are drawn from various TCSG technical colleges. One or two observers may also be present. Each team has a leader who is president of a technical college. In addition, other team members are administrative level professionals of colleges and may include vice-presidents, directors, or coordinators. PAR team reviewers are typically persons whose primary responsibility includes oversight or management of PAS, Institutional Effectiveness, Student Affairs, Academic Affairs, Operations, or Administration.

Team Selection

The Office of Technical Education will use these established procedures for *selecting the team members and chair* for a Standard Performance Accountability Review:

- The team leader of a Standard PAR will be a president of a technical college. He or she may also assist in the review of instructional programs, student affairs, or other administrative level functions, as needed. His/her function is to provide clarification regarding any ambiguous items, policy, or areas of dispute.
- Office of Technical Education staff distributes the PAR schedule and volunteer forms to the colleges. Presidents throughout the system are expected to encourage staff members to volunteer as review team members in other PARs. A pool of volunteers is established from the returned volunteer forms.
- The Office of Technical Education will confirm each reviewer's assignment by email and/or phone call. The confirmation will include the name and address of the institution for review, the review date(s), lodging information, and other relevant details.
- The System Office staff then notifies the institution to be reviewed of the team members and again confirms the review dates.

There are four different types of members on each team. They are:

- College-Wide Reviewer(s)
- Instructional Program Reviewer(s)
- Perkins Budget Application Reviewer(s)
- Perkins Program Reviewer(s)

These members also review the Perkins purchased equipment and interview Perkins paid staff including the high school and special populations' coordinators.

The following charts provide details as to the types of documentation that each team member may expect to review during a PAR, and the expected expertise/knowledge base that a reviewer is expected to have.

College-wide Review

The College-wide reviewer serves at the administrative level in a TCSG technical college, possibly as head of student affairs, academic affairs, placement, special populations, or related area. Below is a typical assignment for such a reviewer. The grid displays the areas assigned and indicates the suggested documentation to be provided. Additionally, the grid specifies with whom the reviewer might meet to verify TCSG policies and procedures are being followed at the institution.

SUGGESTED DOCUMENTATION	1. Samples of Student Transcripts* 2. Student Handbook 3. College Catalog 4. Commissioner's Approval for Institutionally Developed Work-Ethic Model 5. Marketing Materials 6. Written Policies And Procedures for Processing Warranty Claims 7. Suggested Perkins Documentation 8. Student Orientation Records/Documentation 9. Course Grade Books 10. Syllabi 11. Work Ethic Evaluation Forms * A representative sample is acceptable for these documents. A representative sample includes at least: one example per program group and at least one example per instructor. In addition, a representative sample must include academic (GEN.ED.) courses taught within program groups. If a program group contains a diploma, then the sample must include at least **1** diploma level academic course. If a program group contains a degree, then the sample must contain at least **2** degree level academic courses .If a program group contains both diplomas and degrees, then the sample must include at least **1** diploma level academic course and **2** degree level academic courses.
RELEVANT PERSONNEL	• Vice President of Student Affairs • Directors of Counseling & Job Placement • Facilities Manager • Registrar • Vice President of Academic Affairs • Dean(s)

Instructional Program Reviewers

Instructional Program Reviewers serve at the administrative level at a TCSG technical college, possibly as Vice President of Academic Affairs or Dean. Below is a typical assignment for such a reviewer. The grid displays the areas assigned and indicates the suggested documentation to be provided. Additionally, the grid specifies with whom the reviewer might meet to verify TCSG policies and procedures are being followed at the institution.

Instructional Program Reviewers	
SUGGESTED DOCUMENTATION	1. Course Syllabi* 2. Institutional Employer Agreements 3. Student Training Plans 4. Lab Management Plans/Procedures 5. Lab Progression Checksheets 6. Live Work Plans/Procedures 7. Work Ethic Evaluation Forms* 8. Course Competency Assessment Documents 9. Program Outcomes 10. Course Grade Books* 11. Advisory Committee Meeting Agenda & Minutes (for the last three years) 12. Advisory Committee Membership List (Complete with Name, Title, and Company) 13. Program of Work 14. Catalog 15. Classroom/Lab Safety Inspections 16. Supply And Equipment Inventory * A representative sample is acceptable for these documents. A representative sample includes at least: one example per program group and at least one example per instructor. In addition, a representative sample must include academic (GEN.ED.) courses taught within program groups. If a program group contains a diploma, then the sample must include at least **1** diploma level academic course. If a program group contains a degree, then the sample must contain at least **2** degree level academic courses .If a program group contains both diplomas and degrees, then the sample must include at least **1** diploma level academic course and **2** degree level academic courses.
RELEVANT PERSONNEL	• Faculty • Live Work Site Supervisor if Applicable • Program Chairperson • Vice President of Academic Affairs • Dean(s)

Perkins Budget Application Reviewer

The Perkins Budget Reviewer serves at the administrative level in a TCSG technical, possibly as head of institutional effectiveness/research/PAS or related area. This reviewer is involved in completing the Perkins funding application at his/her institution (VPAS). Below is a typical assignment for such a reviewer. The grid displays the areas assigned and indicates the suggested documentation to be provided. Additionally, the grid specifies with whom the reviewer might meet to verify federal regulations are being followed at the institution.

Perkins Budget Reviewer	
SUGGESTED DOCUMENTATION	1. Perkins One Year Funding Application 2. Peoplesoft G/L Combined Detail Report 3. Purchase Orders 4. Perkins Personnel Expenditures 5. Amendment Approval Letters and Supporting Documentation 6. Time And Effort Reports 7. Semi-Annual Certification Forms 8. Program Trial Balance 9. Budget Comparison Report 10. Perkins Equipment Inventory
RELEVANT PERSONNEL	• Budget Director • Vice President of Administrative Services • Director of Accounting

Perkins Program Reviewer

The Perkins Program Reviewer serves at the administrative level in another TCSG technical college, possibly as head of institutional effectiveness/research/PAS or related area. This is a person who is responsible for the Perkins Plan at their college. Below is a typical assignment for such a reviewer. The grid displays the areas assigned, and indicates the suggested documentation to be provided. The grid specifies with whom the reviewer might meet to verify TCSG policies and procedures are being followed at the institution.

Additionally, the PAR will include a review of a sample of Perkins-paid equipment for the selected budget years. The team will monitor the college's use of the Perkins equipment as well as inventory procedures. Further, the review will include an interview of the High School Coordinator and Special Populations Coordinator regardless of funding, for compliance with Perkins regulations.

Perkins Program Reviewer	
SUGGESTED DOCUMENTATION	1. Perkins Five-Year Plan 2. Perkins Improvement Plan(s) 3. Semi-annual Certifications and/or Time and Effort Reports 4. Perkins Inventory List 5. Supporting Documentation
RELEVANT PERSONNEL	• Vice President of Instructional Effectiveness • Institutional Effectiveness Staff • Special Populations Coordinator • Director(s) of Instruction • High School Coordinator

PAR Logistics and Review Procedures

The review will be conducted through analysis, verification, and synthesis of the information provided by the reviewed college. The review materials will be gathered and organized in a large work area set aside for the team's use or electronically. Reviewers will follow the specific instructions for each measure under review as outlined on the review forms. They will take notes as to persons interviewed, samples taken and documents examined. The team will complete check-sheets and detail their findings as necessary. Each measure will be reviewed by verifying compliance through use of observable data sources. Only when the data for compliance have been analyzed and the compliance has been verified will the measure be reported as met.

Selecting and Confirming Program Groups To Be Reviewed:

- The system office will use the last PAS report and a random number selection system or computerized random number generator to select the programs that will be reviewed. . The PAR team will review 30% of the college's total program groups. All campuses that have full programs of study will be included in the selection of program groups to undergo review. No more than 9 program groups and no less than 3 program groups will be selected at a college. During the PAR pre-visit, a program group may be eliminated as a selection possibility if it is being phased out, currently has a minimal number of students and/or faculty, has been officiallyterminated through the State Board or if it has no students.

- On the day before the PAR visit, the system office will inform the president of the college of the program groups selected for review. The instructors and other college staff cooperatively compile the needed program materials for the review and make the components available to the team in a work room or electronically. The college staff members are required to provide a representative sample for documents that would require substantial duplication. These documents may include syllabi, work ethic evaluation forms, and course grade books. A representative sample of these documents includes at least one example per program group and at least one per full-time instructor. In addition, for academic courses, if a program group contains a diploma, then a representative sample must include at least 1 diploma level academic course; if a program group contains a degree, then the sample must contain at least 2 degree level academic courses. Finally, if a program group contains both diplomas and degrees then the sample must include at least 1 diploma level academic course and 2 degree level academic courses.

PAR Training and On-Site Review

The president of the college will welcome the team and give a brief overview of the institution, highlighting activities that are unique and outstanding. Afterwards, the team will be introduced to the institution's officials. The team members are ready to begin their individual assignments.

The designated system technical education staff is present at each on-site review to assist the team leader. The state staff is not part of the review team, but rather serves as a coordinator of review activities and as support to both the team and the reviewed college throughout each entire review process. The state staff will conduct training of team leaders and members on the morning of the review. During this time, the team will become familiar with the review process as well as the college to be reviewed as well as how the documentation is organized. The training will be no more than one half hour in length and participants will attain the following goals:

- Understand the Performance Accountability System and the importance of the peer review component.
- Have a basic knowledge of the standards and requirements of the PAR.
- Be aware of adequate documentation of compliance and improvement planning.
- Have a basic knowledge and use of the reporting procedures required during the review.

Materials for the training will include:

- The college's most recent PAS trend report.
- Supporting documentation for the standards and requirements for compliance.
- PAR check-sheets to be used for review.
- Team member assignments for the on-site review.

Periodically during the review, the team will convene to ascertain the status of data collection and to compile information for the report. If any of the data available is deemed insufficient or inadequate, the college will be notified immediately of the situation. Further data may be supplied then, if available.

When individual assignments are completed, the team will meet for reports and synthesis of the gathered information. By consensus, the team will determine the final outcome of the review and will agree upon the overall validity of the institution's self-evaluation. They will determine, collectively, what should be included in the exit report to the college.

Individual reviewers analyze documents provided by the institution. After the team conducts the records review, they verify answers by observing practices, pulling records, interviewing students and interviewing the college's staff responsible for programs or functions being reviewed.

Individually or in a group format, each reviewer informs the team chair and other team members of any problems or gaps in the information provided. A reviewer may also inform the team of

any best practices observed during the review. The team chair and reviewers agree on any items that may need further follow-up during the on-site review, as well as the most appropriate method of documenting the institution's best practices.

The Verification Summary Report is the official reporting mechanism for the Standard PAR. The Standard PAR Verification Summary Report may contain any/all of the following:

- **Recommendation(s):** A recommendation points out a violation of a policy, state standard or federal guideline; an expenditure of Federal Perkins monies for a purpose that is not in compliance with the current Perkins law.
- **Suggestions(s):** A suggestion points out an improvement that might be made in an educational program or in the operation of some part of the institution; and/or a questionable activity of the institution which is not a clear violation of a policy or state standard or federal guideline, but which is a concern to the team.
- **Commendation(s):** A commendation points out an outstanding achievement in an educational program or in the operation of some part of the institution.

Exit Conference and Summary Report

At the end of the review, the team leader and members discuss the draft report and make any necessary changes. The team leader then ends the PAR formally through an exit conference with the review team and the local president, who has the option of inviting members of the college's staff to the meeting. The team leader presents the report and gives a brief verbal summary of the team's findings. Individual reviewers will participate in the exit conference as directed by the team leader.

The team leader informs the college of the date the final report will be completed, **no more than thirty (30) working days after the review**. Should a corrective action be required, both the action expected and the times for verification will be included in the report.

Final Team Report and Outcomes
As soon as possible, typically within **ten (10) working days** following the on-site review, the team leader sends the final report to the president of the reviewed institution. The president receives the report and acknowledges it by preparing an institutional response to return to the team leader within **ten (10) working days**. The institutional response is a clarification or commentary written by the president. It may include further information, plans for corrective action, descriptions of changes already made, reactions to the team visit, or whatever response is appropriate to the findings of the team. The response is returned to the team leader. The final report, including the president's response, should be completed **no more than thirty (30) working days after the PAR**.

The team leader prepares a composite report (including a cover letter and both the final team report and the institutional response) and quickly submits it to the TCSG Commissioner through the state Office of Technical Education.

Commissioner's Review and Recommendations

The Commissioner will evaluate the institution on the basis of the report and supporting PAS annual analysis and plans. His/Her recommendations will be expressed in a letter to the college's president. The Commissioner's recommendations, emphasizing continuous improvement, will be determined as follows.

If the PAR produces negative findings, an institution may be asked to complete a specific corrective action or to have the PAR repeated during the next annual PAS cycle. Since the cause of a negative PAR report may vary from numerous problems to a single minor omission, specific conditions under which a repeat review will be recommended will vary also. The recommendation will depend on the apparent extent of the omission or problem and, in part, on comments and clarifications provided in the institutional response.

Implementing Recommendations: Final Outcomes

If the Commissioner has recommended that the institution repeat the PAR, the review will be arranged with the state Office of Technical Education. When an institution has completed a specific corrective action or a repeat review, the Office of Technical Education will keep a copy of the documentation on file for federal compliance purposes.

The Commissioner's recommendations will emphasize continuous improvement. Accordingly, the local institution should work to ensure that PAR team negative findings are corrected before the next review. PAS self-evaluation deficiencies should be corrected prior to the next review, if possible. When the PAR team makes a Perkins recommendation, the Office of Technical Education staff will monitor the college's corrective actions.

A copy of the PAS Annual Plans, the PAR Report, Institutional Response, and Commissioner's letter will be filed by the state Office of Technical Education as documentation of state monitoring required for federal compliance.