

Hewlett-Packard Company



Performance  
Accountability System  
Manual

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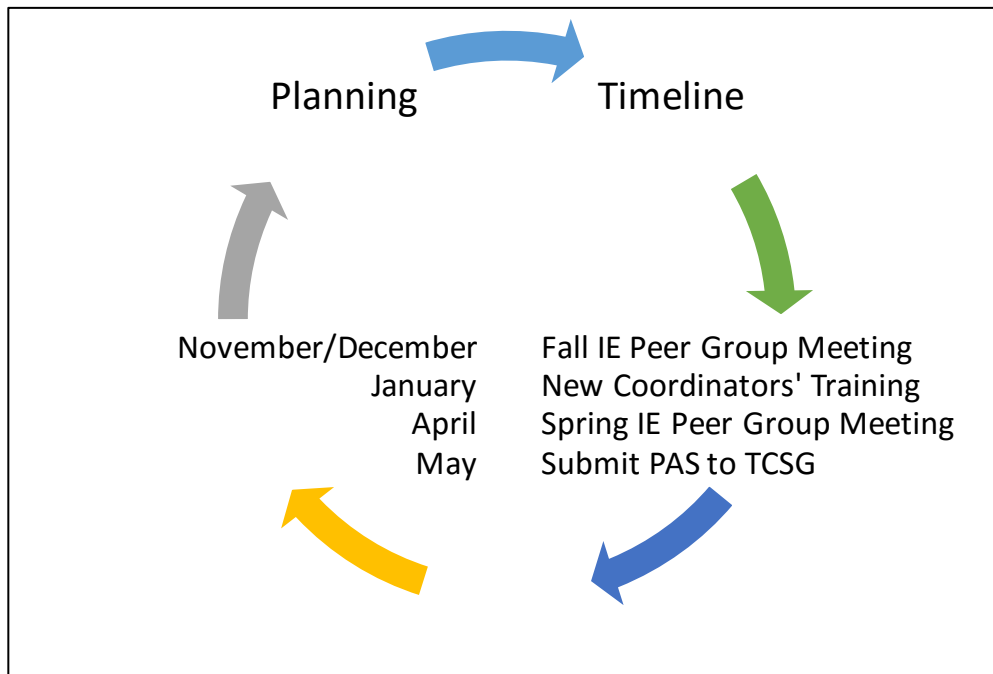
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## Performance Accountability System Overview

The Technical College System of Georgia (TCSG) developed the Performance Accountability System (PAS) to promote quality and excellence in technical education and training. PAS is used to evaluate the institutional effectiveness and efficiency of the programs offered by the technical colleges. PAS will measure the degree to which the technical colleges and the Technical College System of Georgia are successful in carrying out their mission. Inherent in this process is the premise that effectiveness is not simply a measurement process; rather it is fundamentally grounded in the belief that organizations cannot improve unless they can evaluate their current performance against established benchmarks and use the results of these evaluations as the basis for future planning.

The Performance Accountability System contains two components:

1. Program Assessment
2. College Wide Assessment



## **Program 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.

### **Program Group Analysis**

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 (see Appendix B) 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.

All deficiencies in key performance indicators will require a Program Group Performance Improvement Plan. The Program Group Performance Improvement Plan is located in Appendix C.

#### **PROGRAM GROUP COMPLIANCE MEASURES (Based On TCSG Program Standards)**

CS-2. Program Structure/Curriculum: Program Standards (02-02-03, 02-03-06)

CS-3. Instructional Content: Program Standards (02-04-01, 02-04-03, 02-04-05, 02-04-06, 02-04-07)

CS-5. Advisory Committee: Program Standards (02-08-01-02-08-02, 02-08-03)

CS-6. Health and Safety: Program Standards (02-11-01)

#### **KEY PERFORMANCE INDICATORS (Program Group Performance Measures)**

CP-1. *Retention Measure*. Program group retention rate compared to a benchmark

CP-2. *Graduation Measure*. Program group graduation rate compared to a benchmark.

CP-3. *Placement Measure*. Program group placement rate compared to a benchmark.

## **CONTEXTUAL MEASURES (Program Group Trend Measures)**

CP-4 Awards by PAS Program Group

CP-5 Total High School Enrollment by PAS Program Group

CP-6 Total Enrollment by PAS Program Group

CP-7 Total Credit Hours by PAS Program Group

CP-8 Total FTE Enrollment by PAS Program Group

## **Required Program Group Compliance Measures**

### **CS-2: Program Structure / Curriculum**

Each degree, diploma, and technical certificate of credit program utilizes or exceeds standards and competencies consistent with statewide program requirements.

#### **CS-2.A (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: Instructional Content**

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***

### **CS-5: Advisory Committee**

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 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

## **PAS Reports**

The central report of the Performance Accountability System is the PAS Trend Data Report. This report includes data on the key performance indicators and the PAS Program Group contextual metrics.

In addition a college's digital document library on the PAS website includes other reports of interest :

- College Wide Standard Measures Summary Report – Uniform Work Ethic Model or
- College Wide Standard Measures Summary Report – Institutionally Developed Work Ethic Plan
- Program Group Standard Measures Summary Report
- Program Group Performance Improvement Plan

## Key Performance Indicators (Program Performance Measures)

### CP-1 Retention Measure

**Measure Statement:** The program group meets or exceeds retention rate benchmark.

**Calculation of Key Performance Indicator – Retention:** Number Retained/Fall Cohort

**Definitions:** *Number Retained* is any student from the Fall Cohort who graduated that Fall Term or any subsequent term that year or the following year, from any program at any TCSG or USG college or was enrolled during any term the following year at any TCSG or USG college. *Fall Cohort* is any full-or-part time, first-time-at-the-college, regularly admitted student from all major code levels (TCC, Diploma, and Degree) except for high school and transient students.

**Calculation of Benchmark:** The retention rates of the institution's program groups are ranked from highest to lowest. The retention rates of the program groups in the 25<sup>th</sup> percentile are compared to their three year retention rate. Those program groups with a retention rate that falls in the 25<sup>th</sup> percentile AND with a retention rate below the program group three year retention rate have failed to meet the benchmark.

### CP-2 Graduation Measure

**Measure Statement:** The program group meets or exceeds the graduation rate benchmark.

**Calculation of Key Performance Indicator – Graduation:** Total Unduplicated Graduates/(Unduplicated Graduates + Unduplicated Non-Grad Leavers)

**Definitions:** *Total Unduplicated Graduates* is an unduplicated count of students over the two year period. Students who graduated from more than one program or in more than one year are counted exactly once. *Unduplicated Non-Graduate Leavers* is an unduplicated count of students who were enrolled during the two year period and did not graduate from any program at that college during the two year period and during the last term enrolled during the two year period, met the following criteria: they were not a special admit, were not student type transient or high school, had 12 or more cumulative credit hours at that college within the two year period, were enrolled with a primary major that is in a program major (major code is not DV00, IA00, SP00 or TR00), enrolled in at least one vocational course that was not subject 'SCT and not 'COMP' and not 'COLL', and were not enrolled at that college Spring Semester of the second year, and were not enrolled in Summer Semester at the end of the second year.

**Calculation of Benchmark:** The graduation rates of the institution's program groups are ranked from highest to lowest. The graduation rates of the program groups in the 25<sup>th</sup> percentile are compared to their three year graduation rate. Those program groups with a graduation rate that falls in the 25<sup>th</sup> percentile AND with a graduation rate below the program group three year graduation rate have failed to meet the benchmark.

### CP-3 Placement Measure

**Measure Statement:** The program group meets or exceeds the placement rate benchmark.

**Calculation of Key Performance Indicator – Placement:** (Employed in Field+Military+Employed in Related Field+Employed in Unrelated Field+Employed in Field & Continued Education+Employed in Related Field & Continued Education+Employed in Unrelated Field & Continued Education +Continued Education)/(Numerator + Not Employed)

**Definition:** *Placement Rate by Program Group* is based on awards conferred (duplicated graduates) but not student type HS. A placement rate of "N/A" indicates all placement data for the program falls into one of these categories: Refused Employment, Status Unknown, or Unavailable for Employment.

**Calculation of Benchmark:** The placement rates of the institution's program groups are ranked from highest to lowest. The placement rates of the program groups in the 25<sup>th</sup> percentile are compared to their three year placement rate. Those program groups with a placement rate that falls in the 25<sup>th</sup> percentile AND with a placement rate below the program group three year placement rate have failed to meet the benchmark.

The Key Performance Indicators are a part of the annual PAS Trend Data Report. Also part of the annual PAS Trend Data Report are five PAS Group contextual metrics, total enrollment, total awards, total high school enrollment, total credit hours, and FTE enrollment. These are summarized on the report to provide varied, data-rich environment for analysis of your PAS Program Groups.

#### **CP-4 Awards by PAS Group**

**Definition:** Awards conferred is a duplicated count of graduates.

**Calculation:** Sum of awards by PAS Program Group.

#### **CP-5 Total High School Enrollment**

**Definition:** Students enrolled in technical college courses who are also high school students.

**Calculation:** Sum of high school enrollment.

#### **CP-6 Total Enrollment by PAS Program Group**

**Definition:** Academic Year enrollment by PAS Program Group

**Calculation:** Sum of enrollment by PAS Program Group

#### **CP-7 Total Credit Hours by PAS Program Group**

**Definition:** Academic Year total of credit hours completed.

**Calculation:** Sum of credit hours by PAS Program Group

## **CP-8 Total FTE Enrollment by PAS Program Group**

**Definition:** Academic Year full-time equivalent enrollment.

**Calculation:** Sum of credit hours by PAS program group divided by 30

## **Justification for Non-Termination Process**

TCSG colleges run entire credit programs each leading to a Technical Certificate of Credit, Diploma, or Degree, and which train for an occupation. For data reporting purposes, those programs are combined into program groups containing all three levels within a program area. After a program group fails to meet all performance benchmarks for three years, a college must justify the continued existence of the program group. When writing the justification, colleges are required to be specific as possible. All justifications for non-termination focus on why the program group is needed in the community. Specific companies in the community should be listed and the number of program group graduates that have been hired. This document is not a corrective action plan but should discuss why a program group should remain open. All decisions regarding program group closure are made by the Commissioner.

## **Program Termination**

TCSG Colleges may request to terminate programs at any campus location utilizing two different methods. The first method of terminating programs is based on having no enrollment and no awards for six consecutive terms. Programs which meet these two criteria appear in Program Management in the Programs Termination (Purge) report each fall. The second method of terminating a program is to actively select it from the current program offerings listing for a campus. Authorized college personnel must submit a Program Termination Request to the TCSG Division of Academic Affairs for review. Upon final review, the program termination request is submitted to TCSG State Board for approval.

**ALL PAS METRICS AND BENCHMARKS ARE COMPUTED AT THE INSTITUTIONAL LEVEL.**



## **Program Group Performance Improvement Plan**

A program group will submit an improvement plan based on performance on the three key indicator measures. Deficiencies in any of the three key performance indicators for a given year triggers the completion of a Program Group Performance Improvement Plan by the deficient program group. The program faculty should develop an organized plan for improvement. After a viable strategy for the process has been identified, a written plan should be developed which would include areas selected for improvement, description of improvement project, desired results, tasks to be completed, completion date, and leader responsible. A copy of the Program Group Performance Improvement Plan is in Appendix C.

A Program Group Performance Improvement Plan is required when the Program Group performance on the three metrics of retention, graduation and placement do not meet the benchmark. A program group does not meet the benchmark when it falls into the 25<sup>th</sup> percentile and its current year rate is below the group 3 year average. These program groups are identified on the current year PAS Trend Data Report.

A Program Group Performance Improvement Plan should answer the following questions:

1. *What is the problem? (Results Analysis)*
2. *Why did performance fall below the threshold? (Identify Root Causes)*
3. *What are the next steps? (Plan Selection)*
4. *How will the solution be evaluated? (Plan Assessment)*
5. *How is performance going to be improved? (Plan Implementation)*

Performance Improvement Plans need to be approved by the Vice President of Academic Affairs and the President of the College.

*Note: New program groups will be exempt from meeting performance standards for three academic years. New program groups are not exempt in a Performance Accountability Review.*

Included in Appendix D are suggested projects, specifically indexed to the Key Performance Indicators (Retention, Graduation, and Placement). These projects may be used as an institutional resource to better determine why the program is not meeting the measure. In addition, the suggested projects can be of use to the institution as an additional resource to assist in the development of an improvement plan. While assessing the root causes for poor performance, the following internal and external factors should be examined in order to identify those areas that may have contributed to the program group's current status. Programs going through a second or third performance assessment should focus on the effectiveness of the goals established in the Program Group Performance Improvement Plan.

## Internal Factors

Consideration must be given to the following internal factors when probing for the reasons behind program deficiencies:

- Recruitment and promotion efforts
- Program admission policies
- Entry-level skills of students compared to curriculum expectations
- Accessibility of guidance and counseling services as well as materials including remedial instruction support services
- Availability of financial aid
- Time program is offered
- Administrative and academic support
- Information gleaned from exit interviews of both staff and students (especially early leavers)
- Appraisal of instructor's competency and performance

## External Factors

Consideration must be given to the following external factors when probing for the reasons behind program deficiencies:

- Employment demand
- Economic conditions of community and region
- Availability and use of community resources
- Typical wage and salary levels of program graduates
- Social value placed on program
- Community awareness of program's availability and purpose
- Image of the program within the community

Three options should be considered when analyzing the data collected during this assessment process:

- Should the program group be maintained but improved?
- Should the program group be maintained but modified?
- Should plans be developed to terminate the program group?

# Labor Market Analysis

## Introduction

The TCSG Mission Statement reads, *“The Technical College System of Georgia provides technical, academic and adult education and training focused on building a well-educated, globally competitive workforce for Georgia”*. An understanding of the labor market environment is essential to the effectiveness of programs. The Accountability and Institutional Effectiveness Division utilizes its account with Economic Modeling Systems Inc. (EMSI) to provide vital information to the colleges concerning the workforce setting in which they operate. Annually, the Division provides an updated Economy Overview, a Regional Jobs, Earnings, and Sales Report, and Occupation Projections table for each college’s service area. Specific occupation reports are provided on an as-needed basis for the colleges. These reports are crucial in the program approval process.

## General Guidelines

Labor Market Analysis, is intended to assist each college in determining its future needs for program improvement, modification, phase-out, expansion, or start-up. In the analysis, the college will identify and present information on the community as it impacts the programs and services the institution currently provides or will need to provide in the future. This section will be developed from a variety of public resources as well as institutional research.

For every program group with deficiencies in any of the three key performance indicators, a more detailed Labor Market Analysis should be considered. The findings of such research along with other pertinent data regarding the program area will support the recommendations concerning the viability of poorly performing program groups. Each college will conduct an occupational needs assessment every three years. The results of this assessment will be the basis for maintaining the highest quality technical education programs for the college’s service area and for the successful operation of the college on a continuing basis.

The assessment should include but not be limited to the following:

### 1. Labor Market Analysis

- Population/demographics – number, make-up (such as age, education, income, race, gender, etc.) and trends.
- Other social trends – such as the Workforce Investment Act, welfare to work, fatherhood initiative, etc.

- Business and employment trends – workforce size and trends, unemployment, major occupational areas, increasing/declining occupations, major types of employers, increasing/declining types of employers, major business openings/closings in the last three years and projected.
- Infrastructure trends – projected changes in road system, other transportation facilities, utilities, and other public services that may affect regional population and economic growth.
- Employment Demand Analysis - Research methodology should include Georgia Department of Labor data, Bureau of Labor Statistics Occupation Projections, EMSI reports, and local resources (e.g. local chambers of commerce or county data sources).

## **2. Program Advisory Committee Recommendations**

- Summation of major recommendations that have implications for instructional programs

## Available Data Resources

Changes taking place in the local, regional and global marketplace can be ascertained utilizing the following resources:

- **Georgia County Guide**- Can be ordered on-line at <http://www.countyguide.uga.edu/>
- **Georgia Department of Labor Market Explorer**- Several occupational reports are available in PDF format at <https://explorer.gdol.ga.gov/vosnet/Default.aspx>.
- Chamber of Commerce Annual Report- Usually available from your Chamber of Commerce's website.
- Program Advisory Committee Meetings- Each credit program should have a program advisory committee on the individual college level. These minutes will provide valuable information regarding committee members' comments and suggestions regarding program improvement.
- Census Population/Demographics- Information from the U.S. Bureau of the Census is at <http://www.census.gov/>.
- Statewide Data System - All technical colleges and divisions use the BANNER system to collect key data elements. TCSG identifies demographic characteristics, program enrollment, graduate, leaver, and placement information which each college enters for each student. The process of collection is automated. For more in-depth information regarding the Data Center and available reports, please go to their website <https://kms.tcsg.org>.

The Accountability and Institutional Effectiveness Division has an EMSI account, <https://www.economicmodeling.com>, and is able to run reports for the state of Georgia, the technical colleges' service areas or by county. The following EMSI reports are provided annually by service area and placed in each colleges' document library on the PAS website.

- An Economy Overview
- An Occupation Table
- The Regional Jobs, Earnings, and Sales Table

## College Wide Measures

### Introduction

The second component of the Performance Accountability System is composed of planning and college wide measures. The three college wide measures address standards that apply to the college as a whole.

### 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 # IV. J. Articulation and Transfer*

**Each institution follows a uniform (CS-4) or an institutionally developed (CS-4(i)) work ethic model. Only 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: Warranty**

**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 IV.I)**

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 IV.I)**

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 IV.I)**

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 II.D)**

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.*

## **Performance Accountability Review**

The Performance Accountability Review (PAR) is the capstone of the Performance Accountability System. The PAR was developed in support of the commitment to foster continuous improvement in the quality and effectiveness of technical and vocational programs and services. Even though data supplied through PAS reports may accurately describe a college's effectiveness, there is still a need for human interaction to validate self-evaluation of standard operating procedures and to add critical analysis to the interpretation of regular operations. Recognition of this need propelled the creation of the Performance Accountability Review. By combining a peer review with the college's self-evaluation, the PAR brings the highest level of leadership into the determination of performance accountability. Every six years, each college has a Performance Accountability Review to complete the PAS cycle.

The last PAS report submitted to the State Office is used as the information base for the review. The PAR team composed from college peers verifies the college's PAS annual self-evaluation and makes further determination of the college'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 responses. The recommendations from the PAR may then be used as assessment for improvements, planned and budgeted for in the college's next PAS report, thus beginning the cycle anew. For more in depth information regarding the PAR process please go to [http://teched.tcsg.edu/par\\_info.php](http://teched.tcsg.edu/par_info.php).