

TSA Phase 2 Checklist

This checklist was developed to help you complete your program TSA efficiently. Please make sure you make an appointment with the Curriculum Department (ext. 76468), when you have a good draft of your Phase 2 documents. If you need any help with this process, please contact the Curr. Dept.

Documents you will need to gather before you begin:

- Phase 1 Approval Request for Your Program. (Michelle Gunderson will send you a copy, otherwise can be found in the WTCS Repository)
- Phase 2 – College Level Approval Request Form (This is the one you will fill out online.)

Information you will need to respond to the Phase 2 Form questions:

	Program outcomes and criteria for your program
	How you will thread the program outcomes across courses in your program (Assigned Outcomes Matrix or Curriculum Map)
	How you will assess the program outcomes (what assessment tool(s) will you use)
	How you will inform students about the assessment(s)
	How you will give students feedback about their performance on the assessment
	How your college will collect and manage the pass/fail data (Usually your college will already have a plan in place for this—you might need to find out what it is.)
	How your college will utilize the assessment data to improve teaching and learning in the program

Documents to print from WIDS

- Attachment C: Program Assigned Outcome Matrix

Other documents needed for submission

- Attachment F: Advisory Committee Minutes documenting that you shared the TSA Phase II process, the discussion of this TSA is noted, along with their input and support. Below is an example of language to satisfy this requirement:

The Phase 2 TSA was discussed with the Advisory Committee-John Doe explained the entire TSA process. The state worked with the faculty during Phase 1 to set the benchmark for all the colleges. The intent of Phase 2 is to determine how do we (MATC) know that students are able to meet the required competencies and how do we measure them? The Action Plan outlines the plan to meet the benchmarks for each course in the program. In the reporting phase, the instructor will have to meet with each student in each course to assess whether or not a student has met the criteria. He distributed the Phase 2 TSA plan for Culinary Arts and Culinary Management for review by the committee.

Vote to support approval of TSA Phase 2-Motion by John Doe to approve TSA action plan for Culinary Arts. 2nd by Jill Jones. All in favor.

- 4) Summarize how your college informs students of the assessment format and conditions, performance criteria and standard of performance. (limit of 500 characters)
Supporting documentation attached as “Attachment D”

- 5) Summarize how students will receive feedback on their performance of the assessment. (limit of 500 characters)
Supporting documentation attached as “Attachment E”

- 6) Summarize your process for collecting and managing the required pass/fail data on all program outcomes for program students in preparation for reporting the required data to the Client Reporting System. (limit of 500 characters)
Supporting documentation attached as “Attachment F”

- 7) Summarize how your college will use assessment data and incorporate the results to continually improve teaching and learning within the program. (limit of 500 characters)
Supporting documentation attached as “Attachment G”

- 8) Attach documentation of advisory committee’s acknowledgement of the TSA Phase II process and plan for obtaining advisory committee input on the TSA assessment in the future. (limit of 500 characters)
Supporting documentation attached as “Attachment H”

Signature of Instructional Services Administrator (ISA) responsible for this program

Signature: _____ Date: _____

Submitted By: _____

When document is complete, please submit this form and attached documentation via a single “.pdf” file, including attachments to programs@wtcsystem.edu

This guide is meant to provide recommendations of how to respond to the WTCS TSA Phase II questions presented in the *TSA Assessment Plan Approval Request Form*. For additional information please contact the Curriculum Department.

1. Describe how this plan is based on the Phase I assessment plan. (limit of 500 characters)

Indicate what information/material(s) or process this program is aligned with, ie. *WTCS TSA Assessment plan approved for Phase 1 of TSA*, from an outside credentialing body (indicate the name), etc.

2. Summarize your implementation plan for Student Assessment. Attach program outcomes course assignment matrix. (limit of 500 characters)

Add statements regarding implementation of TSA-what will you use, how will you use it, what specific assessments will you require of students?? Will you assess the outcomes in each course? Include how you will apply the program outcome summary (if you are using that method). Will faculty use rubrics aligned to the program outcome summary? This answer needs to be specific to your program. Attach Outcomes matrix from WIDS.

3. Attach the scoring guide on which the assessment is based.

Attach the guide you will use to score the assessment (the guide you use to report MET/NOT MET).

4. Summarize how your college informs students of the assessment format and conditions, performance criteria and standard of performance. (limit of 500 characters)

Determine how students are informed of the TSA expectations. Do you introduce them to the TSA process and expectations at the start of the program? Are students reminded of the program expectations throughout each course using the syllabus? Are expected outcomes indicated on rubrics for each assignment and assessment?

5. Summarize how students will receive feedback on their performance of the assessment. (limit of 500 characters)

Indicate the feedback type, for example: "The student's performance is reviewed with them individually using both verbal and written communications." For students that need additional support, add how your faculty or other services will assist them to improve performance.

6. Summarize your process for collecting and managing the required pass/fail data on all program outcomes for program students in preparation for reporting the required data to the Client Reporting System. (limit of 500 characters)

Describe how you/your program will collect the assessment information. Will it be in a capstone course (indicate course name and number)? From a culminating test? From an external assessment/test? From a portfolio? *Note: The Curriculum Dept. will add specific info on data collection as part of the reporting process.*

7. Summarize how your college will use assessment data and incorporate the results to continually improve teaching and learning within the program. (limit of 500 characters)

Add information regarding methods of program/student outcome reviews as part of your program's review process. Indicate how program assessment results are captured and reviewed for improvement by the faculty/Advisory Committees/prog chairs/Associate Deans, etc., and how often.

8. Attach documentation of advisory committee's acknowledgement/awareness of the TSA Phase II process and plan for obtaining advisory committee input on the TSA assessment in the future. (limit of 500 characters)

Attach current Advisory Committee minutes-must be from most recent semester. The minutes should contain details on the TSA discussion as well as Adv Comm support for the TSA process to move forward in the form of a vote.



Curriculum Linking Matrices

Purpose

The benefit of curriculum mapping is to see where the broad outcomes student needs when they exit the program (such as program outcomes, core abilities, or external standards) are being addressed in your courses.

Curriculum Matrices:

- Provide a visual representation of your program and allow you to see how your students progress through your curriculum
- Validates the cohesiveness of your program
- Shows connections between important pieces of the curriculum—outcomes we expect from students and courses students take to learn the outcome
- Give you an opportunity to see if your students have adequate opportunities to be introduced to the material, practice the material, and finally, master the material
- Identify places where the curriculum can be strengthened.



Questions Curriculum Matrices can Help You Answer

- Do students get adequate practice in a skill before they are expected to demonstrate mastery? Should faculty restructure one or more courses to improve the frequency and depth of practice that students encounter for some learning outcomes?
- Are the learning outcomes addressed in a logical order that allows students to progress from novice to greater levels of expertise?
- Do all required courses contribute to one or more program-level student learning outcomes?

Points to Consider

1. Not every course is going to link to every outcome. It makes sense that capstone courses, final clinical courses, internships etc. might link to all outcomes—but otherwise, courses will typically link to a selection of the outcomes.
2. Every outcome needs to be linked to at least one course. If an outcome is not linked—how will students learn or master it?
3. More linking isn't necessarily better. Linking everything, everywhere does very little to help you use the map to make decisions.

Curriculum Linking Matrices Activity Sheet

1. Discuss this Core Ability curriculum map.

- Does it make sense?
- Is it useful for program review? Why or why not?
- How could it be strengthened?
- What would you recommend to the program faculty?

Assign Core Abilities to Courses
* Denotes an associated course

Core Abilities	RAD100 SAMPLE: Intro to Radiography	RAD150 SAMPLE: Radiography Positioning I	RAD160 SAMPLE: Radiography Positioning 2	RAD200 SAMPLE: Radiography Patient Care and Education 1
Behave ethically	Introduced	Introduced	Introduced	Introduced
Communicate effectively	Introduced	Introduced	Introduced	Introduced
Cultivate global and cultural awareness	Introduced	Introduced	Introduced	Introduced
Demonstrate social interaction	Introduced	Introduced	Introduced	Introduced
Develop self-awareness	Introduced	Introduced	Introduced	Introduced
Think critically	Introduced	Introduced	Introduced	Introduced
Use mathematics	Introduced	Introduced	Introduced	Introduced
Use science and technology	Introduced	Introduced	Introduced	Introduced

Discuss this Program Outcome matrix.

- Does it make sense? Is it useful for program review? Why or why not?
- What does this matrix tell you about the program?
- What recommendations would you make to the program faculty?

Program Outcomes Course Assignment Matrix

Program Outcomes	RAD100: SAMPLE: Intro to Radiography	RAD150: SAMPLE: Radiography Positioning I	RAD160: SAMPLE: Radiography Positioning 2	RAD200: SAMPLE: Radiography Patient Care and Education 1	RAD250: SAMPLE: Radiography Image Production	RAD300: SAMPLE: Computed Tomography Introduction	RAD750: SAMPLE: CT Clinical	RAD825: SAMPLE: Clinical Experience 2	RAD850: SAMPLE: Clinical Experience 3
Perform diagnostic imaging procedures		Introduced	Practiced		Practiced	Practiced		Practiced	Assessed
Produce diagnostic images		Introduced			Practiced	Practiced		Practiced	Assessed
Practice radiation protection for the patient, self and others	Introduced	Practiced	Practiced		Practiced			Practiced	Assessed
Provide safe, efficient, and supportive patient care									
Model professional and ethical behavior consistent with the A.R.R.T. Code of Ethics	Introduced							Practiced	Assessed

How to Create Curriculum Matrices in WIDS

1. Navigate to <http://matc.wids.org> and sign in.
 - **Username:** the username you use for other things at your college (usually what comes before the @ sign in your email)
 - **Password:** the password you use to login to MATC email.



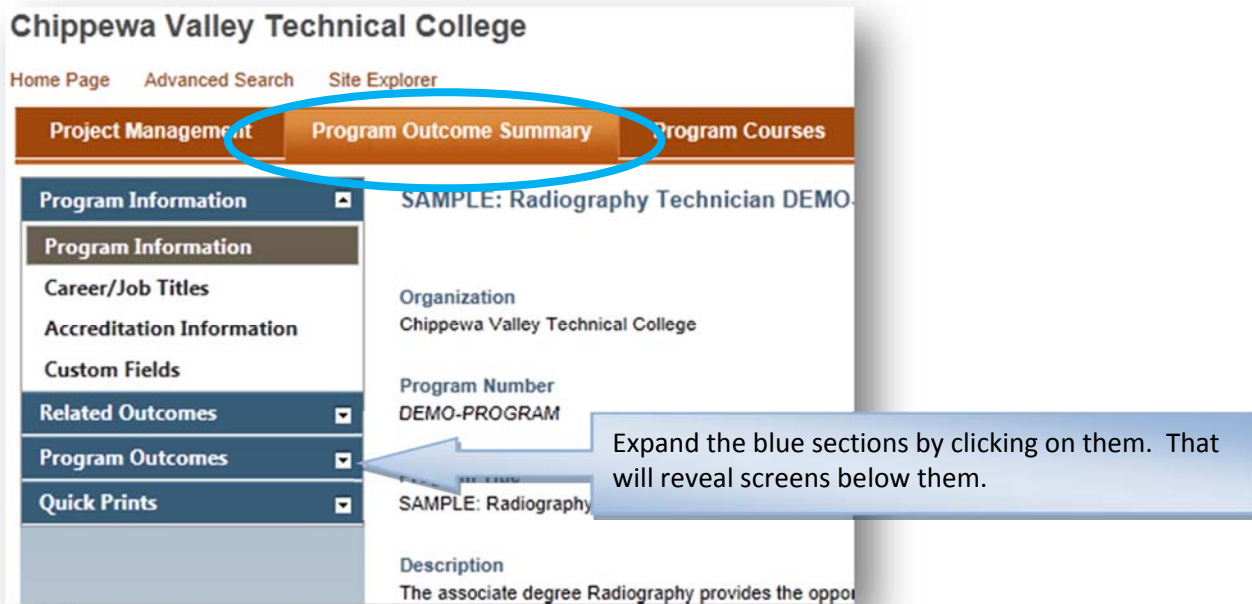
<http://matc.wids.org>

2. Your program will appear on your home page. Click the program title to open it.

TIP: If more than one project appears on your home page, make sure to select the PROGRAM you will be working on.

Type	Number	Project Title	Status	Role
Course	439-570	Tool & Die Theory 1	WIP	Project Developer
Course	457-154	Advanced Forming Processes	WIP	Project Developer
Course	420-527	Machinist Theory II NIMS	WIP	Project Developer
Course	420-525	Machinist Theory I NIMS	WIP	Project Developer
Course	439-575	Tool & Die Theory II	WIP	Project Developer
Course	457-365	Metal Fabrication 2	WIP	Project Developer
Course	420-386	CNC Machining Center Programming	WIP	Project Developer
Program	31-420-1	Machine Tool Operation	WIP	Project Developer
Program	10-457-2	Welding/Metal Fabrication Advanced Manufacturing Technology	WIP	Project Developer

3. You will land on the **Program Outcome Summary** tab.
4. Confirm the information under the **Program Outcome Summary** tab.

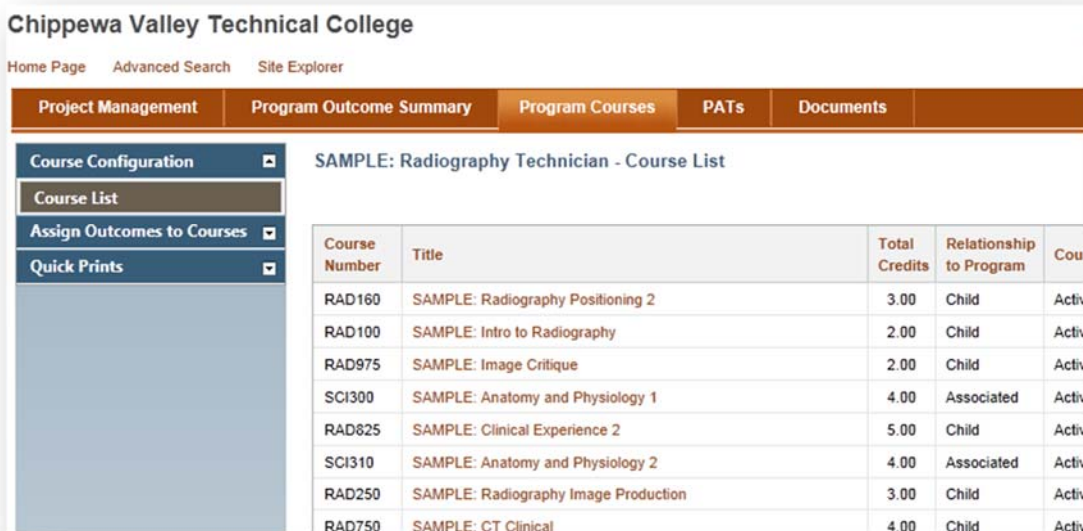


Tip: Your WIDS team has entered most of this information for you. Use the checklist below to conduct your review.

Section or Screen	Tips	Check if Complete
Program Information		
Program Information	<i>This information has been completed for you. Ensure that the data provided is correct.</i>	
Accreditation Information	<i>If your program has accreditation requirements you can enter them here—otherwise leave it blank.</i>	
Custom Fields	<i>Holds SOC codes with job titles</i>	
Related Outcomes		
Core Abilities	<i>All of the MATC core abilities should show here. If they don't, place the page into edit and add them.</i>	
External Standards	<i>If you have external standards to link, you can do so from here. If you don't have external standards—this will be blank. Not sure? Check with someone from your WIDS team.</i>	
Program Outcomes		
Program Outcomes <ul style="list-style-type: none"> • Assessment Strategies • Criteria 	<i>Ensure that the program outcomes on your screen are current. If they aren't—delete the incorrect ones and add the new ones. If desired—add your assessment strategies and criteria.</i>	
Linked Program Outcomes <ul style="list-style-type: none"> To core abilities To external standards 	<i>Leave this blank for now.</i>	

- Select the **Program Courses Tab** across the top. You will see a list of program courses on the screen. These are the courses you will use for mapping.

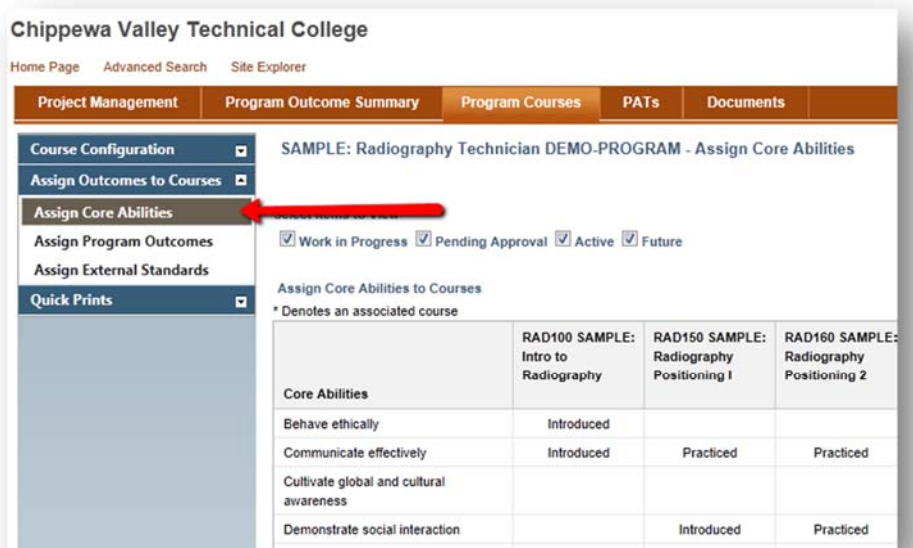
Important: If a course you need for mapping is not on the list, contact your WIDS facilitator.



- Click on **Assign Outcomes to Courses** in the left hand column.

- Click **Assign Core Abilities**. Click **Edit** in the upper right hand corner to begin editing on the page.


- Select the appropriate qualifier from the dropdown.
Make sure every program outcome is ASSESSED in at least one place; where you can gather evidence that they have learned. It is optional to use introduced and practiced.



- **INTRODUCED:** Where students are introduced to the outcome
- **PRACTICED:** Where the outcome is reinforced and students afforded opportunities to practice it
- **ASSESSED:** Where students have had sufficient practice and can now demonstrate mastery. Where you can collect EVIDENCE they can do it.

Assign Core Abilities to Courses
* Denotes an associated course

Core Abilities	RAD100 SAMPLE: Intro to Radiography	RAD150 SAMPLE: Radiography Positioning I
Behave ethically	Introduced ▼	▼
Communicate effectively	Introduced ▼	Practiced ▼
Cultivate global and cultural awareness	▼	▼
Demonstrate interaction	▼	Introduced ▼
Develop self-awareness	▼	▼

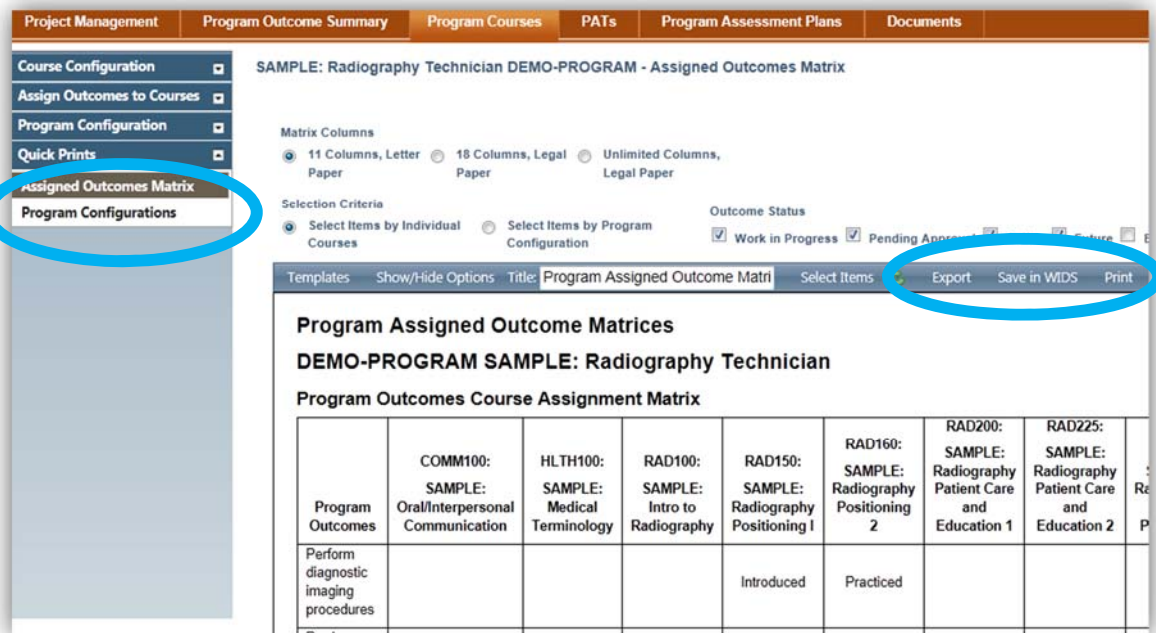


9. When finished, click **Save and Close** to save your work.

10. Continue by assigning Program Outcomes and External Standards (if you have them) to your courses.

11. To print your matrix, select **Quick Prints** from the left hand navigation. Select the **Assigned Outcomes Matrix** report. WIDS generates the report. Adjust the number of columns in the report if

desired. You should export the report as a Word or PDF and save it (you will need to send to the Curr Dept). You can Print the document from your screen. You can also save it to the Documents tab in WIDS by using the **Save in WIDS** option.



Program Assigned Outcome Matrices
DEMO-PROGRAM SAMPLE: Radiography Technician
Program Outcomes Course Assignment Matrix

Program Outcomes	COMM100: SAMPLE: Oral/Interpersonal Communication	HLTH100: SAMPLE: Medical Terminology	RAD100: SAMPLE: Intro to Radiography	RAD150: SAMPLE: Radiography Positioning I	RAD160: SAMPLE: Radiography Positioning 2	RAD200: SAMPLE: Radiography Patient Care and Education 1	RAD225: SAMPLE: Radiography Patient Care and Education 2
Perform diagnostic imaging procedures				Introduced	Practiced		

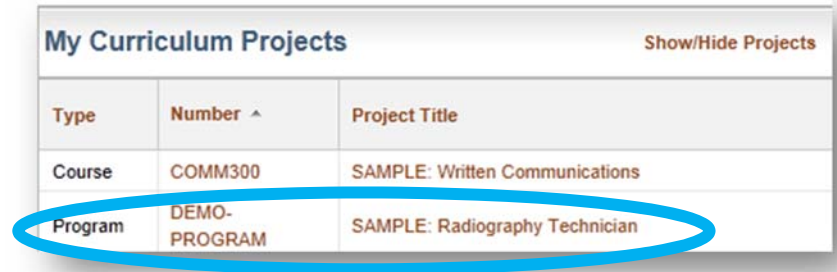
Finally, check your work to make sure you have completed the tasks on the Program Courses tab in WIDS:

Section or Screen	Tips	Check if Complete
Program Courses Tab		
Program Courses		
Course List	<i>This information has been completed for you. It should include a list of both program (child) and associated courses. If your list is incomplete, check with someone from your WIDS team.</i>	
Assign Outcomes to Courses		
Assign Core Abilities	<i>This matrix shows how your core abilities are linked to your courses.</i>	
Assign Program Outcomes	<i>This matrix shows how your program outcomes are linked to your courses.</i>	
Assign External Standards	<i>If you have external standards to link, you can do so from here. If you don't have external standards—this will be blank.</i>	

How to Request Approval for Your Program

Once you have completed your work in WIDS, you can request approval to make the program active in the WIDS system.

1. If you haven't already, open your program from your home page by clicking the project title to open it.

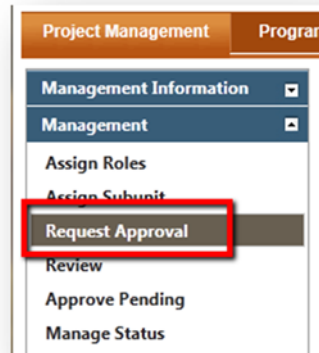


My Curriculum Projects Show/Hide Projects		
Type	Number ^	Project Title
Course	COMM300	SAMPLE: Written Communications
Program	DEMO-PROGRAM	SAMPLE: Radiography Technician

2. You will land on the **Program Outcome Summary** tab. Select the **Project Management** tab on the far left.

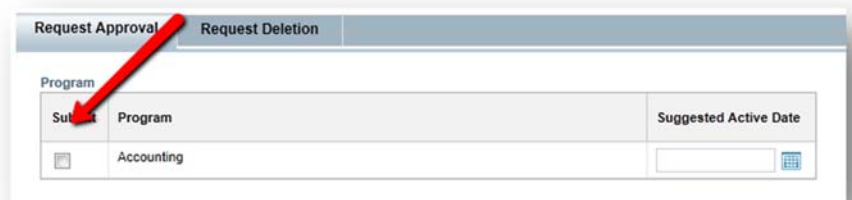


3. Expand the blue Management section and click on the **Request Approval** screen.



4. Click edit at the top of the screen.

The title of your program will appear on the page. Click the box next to the program title. Add a Suggested Active Date if desired (or leave it blank).



Click Save & Close.

Program approval means your program moves from WIP to Active with the following tasks completed.

- ✓ Complete list of program courses is entered in system (even if empty shell at this time).
- ✓ Program courses are identified as child/associate.
- ✓ Program outcomes are linked to courses.
- ✓ Core abilities are linked to courses.
- ✓ External standards are linked if appropriate.