



**Texas Higher Education
COORDINATING BOARD**
COMMUNITY AND TECHNICAL COLLEGES DIVISION

P. O. Box 12788, Austin, Texas 78711

Glenda O. Barron
ASSISTANT
COMMISSIONER

February 15, 2002

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President Ronald C. Baugh
Trinity Valley Community College
100 Cardinal Drive
Athens, TX 75751

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FEB 19 2002

Web site:
www.thech.state.tx.us

Dear President Baugh:

I am pleased to inform you that the 2001 institutional effectiveness information and data review (desk review) for Trinity Valley Community College has been completed. The report enclosed with this letter discusses findings and recommendations resulting from the review. Programs that met standards are not discussed in the report since they are performing satisfactorily. Programs that do not meet standards or are worthy of special notice for significantly exceeding standards are mentioned in the report.

Please review the report carefully and inform us of any factual inaccuracies you may find. A response to all recommendations is expected by May 10, 2002. The recommended format for response to recommendations is exemplified in the last page of the report.

If you have questions or comments about the report and/or its contents, please contact Dr. David Couch at (512) 427-6231 or via email at David.Couch@thech.state.tx.us.

Your cooperation in this important process is appreciated.

Sincerely,

A handwritten signature in cursive script, appearing to read "Glenda O. Barron for".

Glenda O. Barron

GOB:DC:elr

Enclosure

**INSTITUTIONAL EFFECTIVENESS INFORMATION AND DATA REVIEW
FOR TRINITY VALLEY COMMUNITY COLLEGE**

OCTOBER 2001

Statutory Authority

By authority of Texas Education Code Section 61.051(e), Texas Senate Bill 642 adopted on June 1993, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Texas Higher Education Coordinating Board established and implemented a state-level institutional effectiveness evaluation system for the purpose of assuring:

- continuous improvement of Texas public community and technical colleges;
- accountability for expenditures of public higher education funds; and
- quality and responsiveness of public community and technical colleges to the educational needs of the people of Texas.

Critical Success Factors

The Community and Technical Colleges Division staff reviewed the following critical success factors:

- institutional purpose and published mission/role statement
- access/participation *
- achievement/success
- continuing education/workforce development
- quality of workforce education programs

Each workforce education program was assigned a status recommendation based on the review (see Table II).

The Annual Data Profile facilitated the review process by providing certified data previously submitted to the Coordinating Board by Trinity Valley Community College.

* Not applicable during the 2001-2002 institutional information and data review process.

Institutional Purpose and Published Mission/Role Statement

Trinity Valley Community College's mission and role statement complies with all statutory requirements.

Access/Participation

Not applicable to year 2001-2002 information and data reviews.

Achievement/Success

The college is commended for meeting or exceeding the standard for this area.

Forty-four percent of full-time, first-time-in-college (FTIC) students not receiving remediation received a degree or certificate or transferred within three years. The standard is 35.87 percent.

Forty-three percent of full-time, FTIC students receiving remediation received a degree or certificate or transferred within three years. The standard is 35.87 percent.

The college reported the following information pertaining to full-time FTIC students who returned the following spring semester:

Fall 1998	Spring 1999	Percent of Students Returning	State Average
620	486	78%	78%

The college also reported the following information on full-time FTIC students who received remediation in the fall and returned the following spring:

Fall 1998	Spring 1999	Percent of Students Returning	State Average
465	406	87%	86%

The standard for retention of full-time FTIC students who did and did not receive remediation in the fall and returned the following spring is no more than 5 percentage points below the state average.

The college did not meet the standard for this area.

The college also reported the following information on full-time FTIC who did not receive remediation in the fall and returned the following spring:

Fall 1998	Spring 1999	Percent of Students Returning	State Average
155	80	52%	63%

The standard for retention of full-time, FTIC students who did not receive remediation in the fall and returned the following spring is no more than 5 percentage points below the state average.

Recommendation 1: Trinity Valley Community College should explore and identify strategies to increase the number of full-time, first-time-in-college students who did not receive remediation in the fall and returned the following spring semester at a rate consistent with or in excess of the established standard.

The college does not meet the standard for this area.

The number of Trinity Valley Community College students who graduated from CB-approved technical and academic programs (with a certificate and/or an associate degree) decreased by 4.47 percent over the average of the last three years (1996-1999). The standard is an increase of 1 percent over the average of the last three years.

Recommendation 2: Trinity Valley Community College should explore and identify strategies to increase graduates from CB-approved technical and academic programs (with a certificate and/or an associate degree) at a rate consistent with or in excess of the established standard.

The college does not meet the standard for this area.

Trinity Valley Community College reported the following information pertaining to course completion:

Academic Contact Hours Completed		Technical Contact Hours Completed	
Trinity Valley Comm. College Average 31%	State Average 78%	Trinity Valley Comm. College Average 87%	State Average 87%

The standard for completion of academic and technical course contact hours should not be more than 5 percentage points below the state average.

Recommendation 3: Trinity Valley Community College should explore and identify ways to increase the number of academic and technical contact hours completed to levels that meet the established standard.

Continuing Education/Workforce Development

The college is commended for significantly exceeding the standard for this area.

One hundred percent of continuing education course contact hours were completed. The standard is 90 percent.

Quality of Workforce Education Programs

The college is commended for exceeding the standard for this area.

Eighty-three percent of all active workforce education programs produced 15 graduates over three years (except new programs approved by CB for implementation on or after September 1997). The standard is 75 percent.

The college does not meet the standard for this area.

Sixty-one percent of the college's active workforce education programs placed 85 percent of graduates within one year as calculated over three years (except new programs approved by CB for implementation on or after September 1997). The established standard is 90 percent.

The following workforce education programs did not meet the placement standard:

CIP Code	Program
01.0100	Agricultural Business and Production
01.0600	Horticulture Services Operations
11.0100	Computer and Information Sciences
12.0400	Cosmetic Services
15.0300	Electrical and Electronic Engineering
20.0200	Child Care and Guidance Workers
46.0100	Masons and Tile Setters
47.0200	Heating, Air Conditioning, and Refrigeration
47.0603	Auto/Automotive Mechanic/Technician

Recommendation 4: Trinity Valley Community College should explore and identify strategies to increase the number of graduates placed within one year as calculated over three years (except new programs approved by CB for implementation on or after September 1997) at a rate consistent with or in excess of the established standard.

Licensure Exam Pass Rate

The college is commended for meeting the standard for this area.

For the period 1997-1999, Trinity Valley Community College reported the following information pertaining to licensure exam pass rates:

Program	Percent of Trinity Valley Comm. College Students Passing	State Three-Year Average Pass Rate
Cosmetic Services (CIP 12.0400)	88.89%	86.26%
Emergency Medical Technology/Technician (CIP 51.0904)	82.54%	84.66%
Nursing (CIP 51.1600)	87.10%	90.46%
Nursing, General (CIP 51.1601)	94.29%	89.24%
Practical Nurse, LPN Training (CIP 51.1613)	97.62%	89.83%

To established standard requires the college to ensure that 90 percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

OR

the percentage of students who take licensure exams and pass is no more than 5 percentage points below state average for the last three years for the specific licensure exam.

Enrollment in Non-Traditional Workforce Education Programs

The college is commended for exceeding the standard for this area.

For the period 1998-2000, Trinity Valley Community College reported the following enrollment information for non-traditional workforce programs:

Year	Total Enrollment	Non-Traditional Enrollment	Outcomes
1998-1999	2,728	386	14.15%
1999-2000	2,573	376	14.61%

The established standard for enrollment of underrepresented genders in non-traditional workforce education programs requires the number of students enrolled in those programs to increase by .25 percent per year.

Success Rate of Students Graduating from Non-Traditional Workforce Education Programs

The college does not meet the standard for this area.

For the period 1998-2000, Trinity Valley Community College reported the following success rate information for non-traditional workforce programs:

Year	Total Graduates	Non-Traditional Graduates	Outcomes
1998-1999	566	28	4.95%
1999-2000	554	18	3.25%

The established standard requires the college to increase the number of graduates of the underrepresented gender in non-traditional workforce education programs by .25 percent per year.

Recommendation 5: Trinity Valley Community College should explore and identify strategies to increase the number of graduates of the underrepresented gender in non-traditional workforce education programs at a rate consistent with or in excess of the established standard.

Program-Specific Findings

The program-specific findings are based on the measures and standards that all community and technical colleges in Texas are required to meet. A rating of each measure indicates whether the college meets the standard. Each umbrella program and each award (A.A.S. degree or certificate) received one of the following status recommendations.

EP – Exemplary Program. Program meets all and exceeds most standards and is considered a model program.

CO – Continue the Program. Program meets all standards.

CI – Continue the Program with Improvement. Some standards are not met. Progress toward meeting standards must be made to bring the program into compliance.

CR – Continue the Program with Revision. Plans for formal program revision must be filed with the Texas Higher Education Coordinating Board within three months of the date of this report. This status is recommended for programs that fail to meet the standard on item // B (core curriculum) on the Program Quality Instrument and/or for awards and umbrella programs that should be revised for reasons indicated on the instrument.

DE – Deactivation. Program does not meet most standards and must suspend enrollment while concerns are addressed. The college must submit deactivation forms to the Texas Higher Education Coordinating Board within three months of the date of this report.

CL – Closure. Program must be removed from inventory within three months of the date of this report. Students currently enrolled may be taught out. The college must submit closure forms to the Texas Higher Education Coordinating Board within three months of the date of this report.

Of the 24 umbrella programs reviewed at Trinity Valley Community College, 12 are recommended the status "CO," 11 are recommended the status "CI," and one is recommended the status of "CR." Table II describes the recommended status of each award and umbrella program.

Follow-Up Procedures
(Due May 10, 2002)

The response to this report should be *brief and specific* and should follow the format outlined in the attached sample response (see Table III).

1. Submit the college's plan for addressing the recommendations.
2. Submit brief plans for the program(s) and/or award(s) identified as "CR."
3. No response is required for the program(s) identified as "CO" and "CI."

Texas Higher Education Coordinating Board
DESK REVIEW REPORT - WORKFORCE EDUCATION PROGRAMS
State-Wide Institutional Effectiveness Evaluation System Beginning Cycle 2, Year 4 2001-2002
TRINITY VALLEY COMMUNITY COLLEGE

CIP	15 Graduates	85 % Placement	90 % Licensure	State Licensure Average	Non-Trad Enroll	Non-Trad Grads
+ 01.0100	* 10	* 50.00%	--	--	3.39%	-100.00%
01.0600	201	* 77.78%	--	--	* -2.43%	* -1.99%
11.0100	377	* 81.82%	--	--	--	--
11.0200	23	95.45%	--	--	--	--
12.0400	127	* 83.47%	88.89%	86.26%	* -3.55%	3.92%
15.0300	123	* 0	--	--	* 0.00%	* 0.00%
15.0400	e 0	e 0	--	--	* 0.00%	* 0.00%
20.0200	30	* 66.67%	--	--	* -2.93%	* -11.11%
43.0100	53	90.00%	--	65.89%	--	--
43.0200	* 11	100.00%	--	88.03%	2.81%	* 0.00%
46.0100	61	* 0	--	--	* 0.00%	* 0.00%
47.0200	93	* 0	--	--	* 0.00%	* 0.00%
47.0603	84	* 0	--	--	* 0.00%	* 0.00%
47.0604	73	88.24%	--	--	* 0.00%	* 0.00%
48.0100	248	91.67%	--	--	1.01%	* 0.00%
48.0508	211	100.00%	--	--	* -0.67%	* 0.00%
51.0904	* 13	100.00%	82.54%	84.66%	--	--
51.0909	34	92.31%	--	--	--	--
51.1600	43	95.00%	87.10%	90.46%	* -11.11%	* 0.00%
51.1601	252	98.26%	94.29%	89.24%	0.55%	* -1.79%
51.1613	125	95.58%	97.62%	89.83%	* -4.52%	* -2.74%
52.0200	34	86.21%	--	--	--	--
52.0300	* 14	93.33%	--	--	3.68%	* 0.00%
52.0400	104	87.50%	--	--	2.79%	* 0.22%
* Overall (24)	83.00%	61.00%	100.00%	--	0.46%	* -1.70%

* Does not meet standard(s)

+ Does not meet 2 or more of the Graduate, Placement or Licensure standards -- Improvement Plan, Program Revisions or Limited On-Site Review required

e Program is excluded if it is deactivated or new (within last 3 years) and producing less than 15 graduates or 85 % placement

NOTE: For Cycle 2, Year 4 only, Non-Trad Enrollment and Non-Trad Graduate data will be baseline for use in determining growth rate beginning Cycle 3

02/15/2002

TRINITY VALLEY COMMUNITY COLLEGE
SUMMARY OF PROGRAM SPECIFIC RESPONSES TABLE II
 Site Visit Date: 08/14/2001

PROGRAM CIP NAME	CIP	AWARD NAME	AWARD RATING	OVERALL
52.03 ACCOUNTING				CI
	52.0301	AAS ACCOUNTING (TP)	CI	
		CERT1 ACCOUNTING CERTIFICATE (TP)	CI	
		CERT3 ENHANCED SKILLS CERTIFICATE ACCOUNTING (TP)	CI	
		Total Number of Awards for CIP: 52.03	3	
52.04 ADMINISTRATIVE & SECRETARIAL SERVICES				CO
	52.0401	AAS BUSINESS & OFFICE ADMINISTRATION (TP)	CO	
		CERT3 ENHANCED SKILLS CERTIFICATE BUSINESS & OFFICE ADMINISTR	CO	
		CERT1 OFFICE TECHNOLOGY CERTIFICATE	CO	
	52.0403	AAS LEGAL ASSISTANT TECHNOLOGY (TP)	CO	
		CERT3 ENHANCED SKILLS CERTIFICATE LEGAL ASSISTANT TECHNOLOG	CO	
		CERT1 LEGAL ASSISTANT TECHNOLOGY CERTIFICATE (TP)	CO	
	52.0404	AAS MEDICAL ADMINISTRATIVE ASSISTANT (TP)	CO	
		CERT1 MEDICAL ADMINISTRATIVE ASSISTANT CERTIFICATE	CO	
		Total Number of Awards for CIP: 52.04	8	
01.01 AGRICULTURAL BUSINESS & PRODUCTION				CR
	01.0104	AAS RANCH MANAGEMENT (TP)	CR	
		CERT3 ENHANCED SKILLS CERTIFICATE RANCH MANAGEMENT (TP)	CR	
		CERT1 RANCH MANAGEMENT CERTIFICATE (TP)	CR	
		Total Number of Awards for CIP: 01.01	3	
47.0603 AUTO/AUTOMOTIVE BODY REPAIRER				CI
	47.0603	CERT1 AUTO BODY CERTIFICATE (TDC)	CI	
		Total Number of Awards for CIP: 47.0603	1	
47.0604 AUTO/AUTOMOTIVE MECHANIC/TECHNICIAN				CO
	47.0604	CERT1 AUTOMOTIVE TECHNOLOGY CERTIFICATE	CO	
		CERT1 AUTOMOTIVE TECHNOLOGY CERTIFICATE (TDC)	CO	
		Total Number of Awards for CIP: 47.0604	2	

PROGRAM CIP NAME	CIP	AWARD NAME	AWARD RATING	OVERALL
52.02 BUSINESS ADMINISTRATION & MANAGEMENT				CO
	52.0201	AAS MANAGEMENT (TP)	CO	
		CERT3 ENHANCED SKILLS CERTIFICATE MANAGEMENT (TP)	CO	
		CERT1 MANAGEMENT CERTIFICATE (TP)	CO	
		CERT1 SMALL BUSINESS MANAGEMENT	CO	
		Total Number of Awards for CIP: 52.02	4	
20.02 CHILD CARE & GUIDANCE WORKERS & MANAGERS				CI
	20.0201	AAS EARLY CHILDHOOD EDUCATION (TP)	CI	
		CERT1 EARLY CHILDHOOD ADMINISTRATOR'S CERTIFICATE (TP)	CI	
		CERT1 EARLY CHILDHOOD EDUCATION CERTIFICATE (TP)	CI	
		CERT3 ENHANCED SKILLS CERTIFICATE EARLY CHILDHOOD EDUCATIO	CI	
		Total Number of Awards for CIP: 20.02	4	
11.01 COMPUTER & INFORMATION SCIENCES, GENERAL				CI
	11.0101	AAS COMPUTER SCIENCE (TP)	CI	
		CERT3 ENHANCED SKILLS CERTIFICATE COMPUTER SCIENCE-MICROCO	CI	
		CERT1 INFORMATIONAL TECHNOLOGY CERTIFICATE (TDC)	CI	
		CERT1 MICROCOMPUTER APPLICATIONS CERTIFICATE (TP)	CI	
		CERT1 NETWORKING CERTIFICATE	CI	
		Total Number of Awards for CIP: 11.01	5	
11.02 COMPUTER PROGRAMMING				CO
	11.0201	AAS COMPUTER PROGRAMMING	CO	
		CERT1 COMPUTER PROGRAMMING CERTIFICATE	CO	
		Total Number of Awards for CIP: 11.02	2	
12.04 COSMETIC SERVICES				CI
	12.0403	CERT1 COSMETOLOGY CERTIFICATE	CI	
		CERT1 COSMETOLOGY INSTRUCTOR CERTIFICATE	CI	
		Total Number of Awards for CIP: 12.04	2	

PROGRAM CIP NAME	CIP	AWARD NAME	AWARD RATING	OVERALL
43.01 CRIMINAL JUSTICE & CORRECTIONS				CO
	43.0102	AAS CRIMINAL JUSTICE-CORRECTIONAL SCIENCE	CO	
		CERT1 CRIMINAL JUSTICE-CORRECTIONAL SCIENCE CERTIFICATE	CO	
	43.0107	AAS CRIMINAL JUSTICE-LAW ENFORCEMENT (TP)	CO	
		CERT1 CRIMINAL JUSTICE-LAW ENFORCEMENT CERTIFICATE (TP)	CO	
		CERT3 ENHANCED SKILLS CERTIFICATE CRIMINAL JUSTICE - LAW ENFO	CO	
Total Number of Awards for CIP:		43.01	5	
48.01 DRAFTING				CO
	48.0101	AAS DRAFTING & DESIGN (TP)	CO	
		CERT1 DRAFTING & DESIGN CERTIFICATE (TP)	CO	
		CERT1 DRAFTING & DESIGN TECHNOLOGY CERTIFICATE (TDC)	CO	
		CERT1 DRAFTING & DESIGN-COMPUTER GRAPHICS (TP)	CO	
		CERT3 ENHANCED SKILLS CERTIFICATE DRAFTING & DESIGN (TP)	CO	
Total Number of Awards for CIP:		48.01	5	
15.03 ELECTRICAL & ELECTRONIC ENGINEERING-RELATED TEC				CI
	15.0303	CERT1 ELECTRONIC TECHNOLOGY CERTIFICATE (TDC)	CI	
Total Number of Awards for CIP:		15.03	1	
15.04 ELECTROMECHANICAL INSTRUMENTATION & MAINTENA				CO
	15.0402	CERT1 COMPUTER MAINTENANCE TECHNOLOGY CERTIFICATE	CO	
Total Number of Awards for CIP:		15.04	1	
51.0904 EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN				CI
	51.0904	AAS EMERGENCY MEDICAL SERVICES	CI	
		CERT1 EMERGENCY MEDICAL SERVICES CERTIFICATE	CI	
Total Number of Awards for CIP:		51.0904	2	
43.02 FIRE PROTECTION				CI
	43.0203	AAS FIRE SCIENCE TECHNOLOGY (TP)	CI	
		CERT3 ENHANCED SKILLS CERTIFICATE FIRE SCIENCE TECHNOLOGY (TP)	CI	
		CERT1 FIRE SCIENCE TECHNOLOGY CERTIFICATE	CI	
Total Number of Awards for CIP:		43.02	3	
47.02 HEATING, AIR CONDITIONING, & REFRIGERATION MECHA				CI
	47.0201	CERT1 AIR CONDITIONING & REFRIGERATION CERTIFICATE (TDC)	CI	
Total Number of Awards for CIP:		47.02	1	

PROGRAM CIP NAME	CIP	AWARD NAME	AWARD RATING	OVERALL
01.06 HORTICULTURE SERVICES OPERATIONS & MANAGEMENT				CI
	01.0601	AAS HORTICULTURE (TP)	CI	
		CERT3 ENHANCED SKILLS CERTIFICATE HORTICULTURE (TP)	CI	
		CERT1 HORTICULTURE CERTIFICATE (TP)	CI	
		CERT1 HORTICULTURE CERTIFICATE (TDC)	CI	
		Total Number of Awards for CIP: 01.06	4	
46.01 MASONS & TILE SETTERS				CI
	46.0101	CERT1 MASONRY CERTIFICATE (TDC)	CI	
		Total Number of Awards for CIP: 46.01	1	
51.16 NURSING				CO
	51.1614	CERT1 PATIENT CARE TECHNOLOGY CERTIFICATE	CO	
		Total Number of Awards for CIP: 51.16	1	
51.1601 NURSING, GENERAL				CO
	51.1601	AAS NURSING	CO	
		Total Number of Awards for CIP: 51.1601	1	
51.1613 PRACTICAL NURSE (LPN TRAINING)				CO
	51.1613	CERT2 VOCATIONAL NURSING CERTIFICATE	CO	
		Total Number of Awards for CIP: 51.1613	1	
51.0909 SURGICAL/OPERATING ROOM TECHNICIAN				CO
	51.0909	CERT1 SURGICAL TECHNOLOGY CERTIFICATE	CO	
		Total Number of Awards for CIP: 51.0909	1	
48.0508 WELDER/WELDING TECHNOLOGIST				CO
	48.0508	CERT1 WELDING CERTIFICATE	CO	
		CERT1 WELDING CERTIFICATE (TDC)	CO	
		Total Number of Awards for CIP: 48.0508	2	
Total Number of Umbrella Programs:	24		Total Number of Awards:	63

Thursday, February 09, 2006.max

**TABLE III
RESPONSE TO CTC ON-SITE REVIEW REPORT
FICTITIOUS COMMUNITY COLLEGE**

GENERAL OBSERVATIONS	Response (must be brief and include specifics on how and when college will implement recommendation)
Recommendation 1: College should ensure that the Math Department develops a tracking system to document the success of students enrolled in developmental math courses as soon as possible.	SPSS software has been purchased and training obtained by the IE office. Data entry will begin immediately so that by May 2002 a comprehensive study of developmental education effectiveness may be completed and an improvement plan based on tracking data devised.
Recommendation 2: College should review all publications for required nondiscrimination statements and make appropriate changes.	All of the college's publications for required nondiscrimination statements. The nondiscrimination statement has been added to the publications that were found not to be in compliance.

PROGRAM-SPECIFIC RECOMMENDATIONS (CR, DE, or CL)	Response
Program: Horticulture Science 01.0601 Recommended Status: CR	Department will develop a plan to increase enrollment by 10 percent beginning September 1, 2001. A new advisory committee will be formed by September 1, 2001. The following new facilities/equipment will be made available to program by September 1, 2001.
Program: Agricultural Business 01.0104 Recommended Status: DE	Deactivation forms are enclosed.
Program: Precision Metal Workers 48.05 Recommended Status: CL	Closure forms are enclosed.
Note: No response required for programs with recommended status of "CO" and "CI."	



Copy to: D. King
then file

Texas Higher Education
COORDINATING BOARD
COMMUNITY AND TECHNICAL COLLEGES DIVISION
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May 13, 2002

Mr. Ronald C. Baugh
President
Trinity Valley Community College
100 Cardinal Drive
Athens, TX 75751

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MAY 16 2002

Dear President Baugh:

We have received your letter dated May 6, 2002, including Trinity Valley Community College's response to the recommendations made in the Community and Technical College's Desk Review Report.

Your responses to the recommendations in the General Observations section of the report and to the program-specific recommendations have been reviewed by Coordinating Board staff. We are pleased with the efforts under way to implement the recommendations. Our staff will conduct a follow-up review in summer 2002 and may request a status update at that time if appropriate.

We appreciate your cooperation in this very important process.

Sincerely,

Glenda O. Barron

GOB:DC:epm

May 3, 2002

Dr. Glenda Barron
Assistant Commissioner
Texas Higher Education Coordinating Board
Community and Technical Colleges Division
P. O. Box 12788
Austin, Texas 78711

Dear Dr. Barron:

I have enclosed the response to the institutional effectiveness report and desk review conducted by the Texas Higher Education Coordinating Board at Trinity Valley Community College on February 5-6, 2002.

If you have any questions or need additional information about the report, please contact Dr. Jerry King at (903) 675-6266 or at jking@tvcc.edu.

Thank you the professionalism and cooperation of the Coordinating Board staff in this institutional effectiveness process.

Sincerely yours,

Ron Baugh
President
Trinity Valley Community College

RESPONSE TO CTC ON-SITE REVIEW REPORT TRINITY VALLEY COMMUNITY COLLEGE

Response to General Observations

Recommendation 1: Trinity Valley Community College should explore and identify strategies to increase the number of full-time, first-time-in-college students who did not receive remediation in the fall and returned the following spring semester at a rate consistent with or in excess of the establishment standard.

Trinity Valley Community College has implemented a Strategic Retention Committee to develop retention strategies that will enhance the remediation of full-time, first-time-in-college students from the fall semester to the spring semester. Many strategies have already been implemented and other strategies will be implemented in the 2002-2003 school year. The strategies consist of faculty mentoring programs, additional tutorial programs, greater emphasis on student orientation, and workshops emphasizing study skills, life skills, and time management. In addition, TVCC is developing strategies to ensure an overall positive campus environment, customer-friendly services for students, counselors and advisors trained in the advisement process, and faculty that are knowledgeable in teaching strategies and learning styles.

Recommendation 2: Trinity Valley Community College should explore and identify strategies to increase graduates from CB-approved technical and academic programs (with a certificate and/or an associate degree) at a rate consistent with or in excess of the established standard.

Trinity Valley Community College is a leader among Texas public community colleges in the number of students graduating. Over the past five years, TVCC has had one of the best records among Texas public community colleges for graduating students. TVCC graduated 1,026 students from September 1, 2000 to August 31, 2001 that is a 2.4% increase from the previous year. TVCC will continue its strategies to increase graduation by monitoring student academic progress toward graduation, emphasizing graduation during advisement and counseling, and following-up on students getting close to graduation to ensure they are enrolled in the required courses.

Recommendation 3: Trinity Valley Community College should explore and identify ways to increase the number of academic and technical course contact hours completed to levels that meet the established standard.

Trinity Valley Community College will implement strategies in the 2002-2003 school year to increase number of course academic contact hours completed by students. Course retention strategies include student mentoring programs, greater utilization of tutorial services, and student workshops on time management, study skills, and test taking. In addition, the Strategic Retention Committee has implemented programs to emphasize

course retention in the student orientation program, early alert program, and increase retention efforts during student advisement process and registration.

Recommendation 4: Trinity Valley Community College should explore and identify strategies to increase the number of graduates placed within one year as calculated over three years (except new programs approved by CB for implementation on or after September 1997) at a rate consistent with or in excess of the established standard.

The Air Conditioning (47.0200), Masonry (46.0100), and Electronic (15.0300) programs are taught only at TDCJ and have graduates that are not available for job placement until release. The Automotive Technician (47.0603), Computer Science (11.0100), and Horticulture (01.0100) programs also contain TDCJ graduates that are not available for job placement until release. TVCC has implemented the following strategies to improve job placement after graduation: encourage graduate participation in job fairs, workshops for resume writing, interviewing, and job hunting skills, student participation with the job placement office, greater emphasis on student career counseling, encourage student internship and work experience programs, and update and develop articulation agreements for graduate transferability to universities and colleges,

Recommendation 5: Trinity Valley Community College should explore and identify strategies to increase the number of graduates of the underrepresented gender in non-traditional workforce education programs at a rate consistent with or in excess of the established standard.

Trinity Valley Community College will implement strategies in the 2002-2003 school year to increase the number of graduates in the underrepresented gender in non-traditional workforce education programs. Some of the strategies include the implementation of a recruiting policy that emphasizes underrepresented gender, a student retention policy, and greater emphasizes on graduation.

Program-Specific Recommendations

Program: Agriculture/Ranch Management 01.0601
Recommended Status: CR

The Agriculture/Ranch Management program will develop a plan to increase the enrollment in the 2002-2004 school years. Recruitment activities will include visits to high school agriculture students by TVCC faculty, attending and hosting additional high school FFA activities, developing an ambassador program where TVCC agriculture students will visit area high school programs, develop an informational recruiting display, develop informational power point presentations and brochures, expand the web-site as a

recruiting tool, improve and expand the rodeo program, obtain greater student participation in the Collegiate FFA program, sponsor a high school invitational Livestock Judging Contest in the spring, and consider sponsoring a TVCC Rodeo for high school students.

Bob Clark

Trinity Valley College
Perkins Monitoring
February 5-6, 2002

Programmatic

Based on the last three years of certified data, the college had a drop in full-time equivalent technical enrollment in-district from 708 (1998) to 501 (1999). This drop in enrollment is also reflected in the out-of-district figures, 396 (1998) to 333 in 1999. Preliminary head count shows there could be an increase in enrollment in 2000.

Even with an increase in recruitment, the college may still have problems in keeping its students. Based on the district level performance measures the college did not meet the standard for completion nor did it meet the standard for retention and remediation. With the declining enrollment for the past several years, the college needs to expand its retention efforts to ensure that the students they do have complete the program. Almost half of the Perkins funds are going to instructional equipment, which is double the state average. In order to meet the state standards and to assist students in staying in school and completing their degree, the college could redirect some of the equipment money into student services. In the annual application the plan to retain students seems ambitious but it may take some concentration of Perkins funds to meet the college's outlined strategies.

While visiting the LVN program in Palestine notice was made that the mannequins were very old and needed to be replaced. In the annual application there was mention that \$2,000 was set-aside for a new mannequins for this program in Palestine but none had been ordered/delivered.

It was mentioned that enrollment in technical programs seem to be cyclical over a three year period. The college needs to study why that is and try to emphasize recruitment during those potential low times. Part of the problem may be reporting. The CB116 needs to be completed to account for those students not found through the unemployment insurance wage records, especially the students who are self-employed (cosmetology). Ranch Management faculty do try to recruit new students through the FFA and high school career days. Fire Science enrollment has gone up since September 11. Child Development also had a turn around in enrollment according to the Dean of Occupational Education.

On a program level, all the computer labs and computer science classrooms have the latest equipment to meet the needs of business and industry when a student graduates. The capitalization of the new computers is on a three-year turnaround schedule, with the older computers going to courses that do not need the large databases such as networking. After several years these computers are sent to the prison for the college's computer maintenance program.

One-Stop-Shop under WIA is located in Tyler. WIA does help with tuition and fees for students enrolling in the GED program. However, it seems many of the other WIA programs may be too bureaucratic to be cost effective for the college. The Child Care Management Systems needs to be continued to supplement the childcare needs of the college, which allocates \$70-80,000 to childcare. This is about \$150/month per student. The TRIO program helps pay for some of the tutors. In some developmental programs there is a great need for more tutors. Because of scheduling problems of potential tutors, there is an unmet need for tutors. In order to meet the retention and remediation standard, the marketing for tutors may need to be revisited.

Fiscal

The College's budget and accounting system is capable of adequately controlling the Perkins Basic Grant.

1. In March and July of 2000, there were six journal entries (totaling \$32,948) reclassifying expenditures to the fiscal year 2001 Perkins Grant accounts. These expenditures were recorded, in some cases, as early as September 2000 and were originally charged to local accounts of the college. Without justification for these expenditures to be charged to the grant after the fact, that amount should be reimbursed to the Coordinating Board. We were told that the expenditures were mistakenly classified to other programs originally and the journal entries were to correct. We caution you that such entries closely resemble supplanting, an activity declared illegal by the federal government. Such should not happen in the future. If items are misclassified the appropriate personnel should correct them in the next month after a review.
2. The Capital Outlay Budget and reported Expenditures should only be for items that qualify as capital items in accordance with the institution's capital policy. There were a number of entries to the capital accounts that do not qualify. The budget should be amended to conform to the capital policy and adjustments be made to the expenditure accounts and reports.
3. The Coordinating Board provides Perkins Basic Grant training courses, usually during the fall. We recommend that the Dean of Finance and or the grants accountant attend one of these workshops.