



**TRINITY VALLEY  
COMMUNITY COLLEGE**

# **Compliance Certification Document**

**Submitted to the Commission on Colleges,  
Southern Association of Colleges and Schools  
March 15, 2006**

**1946**



## **Trinity Valley Community College Compliance Certification Document**

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In order to be accredited by the Commission on Colleges, an institution is required to conduct a comprehensive compliance audit prior to the filing of the compliance certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The compliance certification, signed by the institution's chief executive officer and accreditation liaison, attests to the institution's honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including Core Requirements, Comprehensive Standards, and Federal Requirements) as applied to all aspects of the institution.

### **Completion of the Compliance Certification**

The Compliance Certification consists of four parts:

Part 1- Signature Page for the institution's chief executive officer and the accreditation liaison

Part 2 - List of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of approval

Part 3 - The institution's assessment of compliance

Part 4 - An attached and updated "Institutional Summary Form Prepared for Commission Reviews" that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction, and (b) describes distance education credit offerings that can be obtained primarily through electronic means

For each part, please follow the directions provided. For part 2 above, if there have been no institutional changes that required reporting or approval since the institution's last comprehensive review, please indicate that as well.

## Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. Trinity Valley Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. Trinity Valley Community College has attached a complete and accurate listing of all programs offered by the College, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. Trinity Valley Community College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the College's last reaffirmation as well as the date of Commission approval.

**Accreditation Liaison:** Jan Huffstutler, Vice President of Instruction

**Signature:**

*Jan Huffstutler*

**Date:**

March 15, 2006

**Chief Executive Officer:** Ron Baugh, President

**Signature:**

*Ron Baugh*

**Date:**

March 15, 2006

## Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

<i>Approval Date</i>	<i>Description of Substantive Change</i>
08/06/1997	Approval of offering of distance education courses via ITV and Internet. ( <a href="#">1997 Letter from SACS</a> )

### Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

For each of the Core Requirements and Comprehensive Standards listed below, TVCC has indicated its judgment of compliance, provided a narrative describing this position, and provided documentation to substantiate the claim. Compliance was judged using the following criteria:

**Compliance** -- The institution meets the requirement and provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance.

**Partial Compliance** -- The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

**Non-Compliance** -- The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

### Part 4: INSTITUTIONAL SUMMARY PROVIDED FOR COMMISSION REVIEW

***Name of Institution***

Trinity Valley Community College

***Accreditation Liaison***

Jan Huffstutler  
Vice President of Instruction  
903-675-6210  
huffstutler@tvcc.edu

***Technical Support person for the Compliance Certification***

Jeremy McMillen  
Dean of Planning and Institutional Effectiveness  
Office (903) 675-6313  
Cell (903) 243-0575  
jmcmillen@tvcc.edu

***Educational Programs***

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution

- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify)

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other

### ***History and Characteristics***

Trinity Valley Community College (TVCC) has a proud heritage of service to the people within the East Texas region and is currently engaged in continuing growth and development. In late 1945 a group of civic leaders in Athens, Texas founded TVCC as Henderson County Junior College. The first courses were offered at Athens High School in the summer of 1946, with the current Athens campus beginning operations in the fall semester, 1946. The College began developing into a multi-campus institution in the late 1960s and early 1970s. This was begun by initiating programs with the Texas Department of Corrections (Coffield, Beto I, Beto II, and Michaels Units). Expansion continued with the opening of the TVCC-Palestine campus in 1972, the TVCC-Terrell Campus in 1973, and the TVCC-Health Science Center in Kaufman in 1983. As a result of the continued regional expansion, the Board of Trustees approved a name change from Henderson County Junior College to Trinity Valley Community College in September, 1986. Today, the service area consists of 28 independent school districts covering all parts of Henderson, Anderson, Kaufman and Rains counties, and part of Van Zandt County. Sixteen of these school districts are part of the TVCC tax-paying district.

The purpose of the College is to prepare students for transfer to upper-level institutions by offering a core curriculum of freshman/sophomore courses in arts and sciences; to help students gain employment through completion of academic and workforce programs leading to an Associate of Arts degree, Associate of Applied Sciences degree, or a Certificate of Completion; to help disadvantaged students develop educational skills leading to academic success; to schedule continuing adult education programs leading directly to employment in semi-skilled and skilled occupations; to support and promote workforce development programs designed to meet local counseling and guidance; to provide literacy and other basic skills programs for adults; and to help students realize

their goals with the best higher education experience possible through improvement of their intellectual, social, cultural, and physical abilities.

Trinity Valley Community College maintains an open-door admissions policy and constantly strives to provide programs beneficial to all students. TVCC enrolled 5,664 students in fall, 2005. Eighty percent of students were Caucasian, 12% African American, 7% Hispanic, and 1% were of other ethnic origin. Sixty percent of our students are female. The Athens campus enrolled 2,680, the TVCC-Terrell campus enrolled 1,117 students, TVCC-Palestine enrolled 1,062, the Texas Department of Corrections location enrolled 537, the TVCC-Health Science Center in Kaufman enrolled 357, and the remaining students enrolled at other locations.

### ***List of Degrees***

A.A.S.

A.A.

Certificates of Completion

*Majors & Concentrations:*

*Associate of Arts Degree*

Agriculture

Arts

Biology

Business Administration

Accounting

Economics

Finance

Management

Marketing

General Business

Chemistry

Communications

Journalism

Photography

Computer Science (Business)

Computer Science (Science)

Criminal Justice

Drama

Education

English

History & Government

Kinesiology

Liberal Arts

Mathematics

Music

Brass

Percussion

Woodwinds

Music

Guitar

Organ

Piano

Voice

Physical Science

Physics

Pre-Engineering

Pre-Landscape Architecture

Pre-Law

Pre-Professional Programs

Dentistry

Medicine

Pharmacy

Veterinary Medicine

Psychology

Sociology

Psychology

Spanish

Speech

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*Associate of Applied Science Degrees*

Accounting	Drafting & Design
Business & Office Administration	Computer Graphics
General Business	Mechanical Design
Office Technology	Architectural/Civil
Legal Assistant	Early Childhood Development
Medical Administrative Assistant	Emergency Medical Services
Computer Science	Fire Science
Management Information Systems	Horticulture & Landscape
Programming	Management
Criminal Justice	Nursing
Law Enforcement	Ranch Management
Correctional Science	Surgical Technology

*Certificate of Completion Programs - TVCC Campus*

Accounting  
 Automotive Technology  
 Office Technology  
 Legal Assistant Technology  
 Medical Office Management  
 Medical Transcription  
 Computer Science – Management Information Systems  
 Computer Science – Computer Programming  
 Cosmetology  
 Cosmetology Student Instructor  
 Manicure Technology  
 Criminal Justice – Law Enforcement  
 Criminal Justice – Correctional Science  
 Drafting – Computer Graphics  
 Drafting – Mechanical Design  
 Early Childhood Administrator  
 Para Educator  
 Early Childhood Education  
 Infant & Toddler  
 School Age  
 Emergency Medical Services  
 Fire Science Technology  
 Horticulture & Landscape Operations  
 Management  
 Small Business Management  
 Patient Care Technology  
 Ranch Management  
 Beef Cattle Manager  
 Surgical Technology  
 Vocational Nursing  
 Welding

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*Certificate of Completion - TVCC/Texas Department of Criminal Justice*

Air Conditioning/Refrigeration  
 Auto Body Repair  
 Electronics Technology  
 Computer Maintenance Technology  
 Drafting Technology  
 Horticulture  
 Computer Information Technology  
 Masonry  
 Welding

***Locations and Distance Education***

Trinity Valley Community College – Athens  
 USA, Texas, Athens  
 A.A., A.A.S., Certificates of Completion (Complete Degree and Certificates)

Trinity Valley Community College – Palestine  
 USA, Texas, Palestine  
 A.A., A.A.S., Certificates of Completion (Complete Degree and Certificates)

Trinity Valley Community College – Terrell  
 USA, Texas, Terrell  
 A.A., A.A.S., Certificates of Completion (Complete Degree and Certificates)

Texas Department of Criminal Justice  
 USA, Texas, Tennessee Colony  
 A.A., A.A.S., Certificates of Completion (Complete Degree and Certificates)

Trinity Valley Community College Health Science Center  
 USA, Texas, Kaufman  
 A.A.S., Certificates of Completion (Partial Degree and Certificates and Complete Certificates)

Offerings through distance education include courses in Accounting, Business, Business and Office Administration, Biology, Computer Science, Criminal Justice, Drafting, Economics, English, Geography, Government, History, Medical Terminology, Music Appreciation, Nursing, Psychology, Sociology, Spanish, Speech, and Early Childhood Development. Distance education serves students in the five-counties of the Trinity Valley Community College service area. However, the college serves students in several locations in Texas through the Virtual College of Texas. Trinity Valley Community College does not offer complete degrees through electronic means.

***Accreditation***

Commission on Colleges of the Southern Association of Colleges and Schools  
 Reaffirmed--1996

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Surgical Technology – Commission on Accreditation of Allied Health Education Programs in cooperation with the Accreditation Review Committee on Education in Surgical Technology

Last review-- 1996

No sanctions or negative actions

Associate Degree Nursing—National League for Nursing Accrediting Commission

Last review -- 2001

No sanctions or negative actions

### ***Relationship to the U.S. Department of Education***

Trinity Valley Community College does not have limitations, suspensions, or termination by the U.S. Department of Education.

### ***Quality Enhancement Plan***

*Executive Summary of the Quality Enhancement Plan as it exists on March 15, 2006.*

“Engaged Learning: Pathways to Success,” Trinity Valley Community College’s QEP, emerged from discussions with faculty, administrators, staff, and students that began in spring 2005. Groups responded to one question: “If TVCC could do one thing to improve student learning, what would that be?” Following these discussions, the vice president of instruction appointed the Learning Initiative Council, a select group of faculty and staff charged with more narrowly focusing the QEP. The Council included numerous Master and outstanding teachers. Early efforts were facilitated by the dean of planning and institutional effectiveness. TVCC later appointed a full-time director of the learning initiative (June 2006). In September 2005, TVCC added a full-time learning initiative secretary. The Learning Initiative has become an ongoing part of the institution’s activities beyond the requirements for the QEP. This is in line with the institution’s new mission statement, which indicates that TVCC is a “learning-centered” college.

The current focus of the QEP is captured in the following statement: “*The Learning Initiative is a TVCC project designed to increase students’ ability to read and write in crucial learning experiences by enhancing student engagement.*” The College decided that the Learning Initiative would be phased in over a several years, with the focus of phase one being on improvement of student’s reading comprehension through the enhancement of student engagement. After progress is made on phase one, additional phases would focus on enhancing student writing abilities (phase two) and critical thinking abilities (phase three).

In spring 2005, TVCC initiated a significant effort to collect baseline data to create a snapshot where TVCC stood in relation to reading comprehension and student engagement. Data collection efforts include results from the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and an evaluation of reading comprehension through the administration of the reading portion of the Texas Assessment of Skills Program (TASP). TASP is a standardized test that measures six dimensions of reading ability. The CCSSE and CCFSSSE compared TVCC to other community colleges in the nation on five benchmarks (Active and Collaborative Learning, Student Effort, Academic Challenge,

Student-Faculty Interaction, and Support for Learners). TASP Reading tests were given to 625 students seeking AA, AAS degrees and certificates in fall 2005. Post-tests of reading ability were given to 418 of the same students. TVCC is currently analyzing the results of reading gains made by students. The Learning and Study Strategies Inventory (LASSI) and the Collegiate Assessment of Academic Proficiency (CAAP) were administered on a pilot basis in spring 2005 and fall 2006. These efforts were undertaken with the direction of the Learning Initiative Assessment Team.

In fall 2005, the Learning Academy project was initiated to support the professional development needs of faculty. The project was designed like a graduate course, with an emphasis in changing faculty's course design to increase student/faculty engagement. The Student Engagement Team, a separate working group, has initiated "Student Networking Groups" and "Textbook Website Usage" pilots. The LI Council currently has six teams, including those listed above as well as the Reading Team, Technology Team, and Update Team. As the activities of these teams increase, faculty and staff are helping to shape the pathways to student success.

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**Trinity Valley Community College  
SACS Leadership Team**

[Ron Baugh, Chair\\*](#)

President

[Dr. Jan Huffstutler\\*](#)

Vice President of Instruction/  
SACS Accreditation Liaison

[Jeremy McMillen\\*](#)

Dean of Planning and Institutional Effectiveness  
Compliance Certification Team, Chair

[Kay Pulley\\*](#)

QEP Director

[Dr. Jerry King](#)

Occupational Dean

[Ray Williams](#)

Academic Dean

[Dr. Rip Drumgoole](#)

Vice President of Student Services

[Cherre Watson](#)

Vice President of Fiscal Services

[David Hubbard](#)

Assistant to the President

[Robert "Rob" Risko\\*](#)

Professor of History/  
Faculty Association President

**\*Member of Executive Leadership Team**

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**Trinity Valley Community College  
SACS Reaffirmation Project Website  
Compliance Certification Team**

[Jeremy McMillen, Chairperson\\*](#)

Dean of Planning and Institutional Effectiveness

[Ron Baugh\\*](#)

President  
SACS Leadership Team Chair

[Dr. Jan Huffstutler\\*](#)

Vice President of Instruction/  
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[Cherre Watson\\*](#)

Vice President of Fiscal Services

[Dr. Rip Drumgoole\\*](#)

Vice President of Student Services

[Dr. Jerry King\\*](#)

Dean of Workforce Education

[Ray Williams\\*](#)

Academic Dean

[Gayla Roberts](#)

Dean of Community Services

[David Hubbard\\*](#)

Assistant to the President

[Janice Sutton](#)

Director of Learning Resources Center

[Jean McSpadden](#)

Senior Accountant

[Max Logan](#)

Dean of Physical Facilities

[Helen Reid](#)

Dean of Health Occupations

[Linda Gann](#)

Professor of Economics

[Sherry Nusko](#)

Director of Personnel

[Marc Robinson](#)

Professor of Agriculture/  
Ranch Management

[Colette Hilliard](#)

Dean of Enrollment Management/  
Registrar

[Brenda House](#)

Professor of Government

[Tina Rummel](#)

Institutional Research Associate

## Section 2 CORE REQUIREMENTS

### ***2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)***

**Compliance**

Partial Compliance

Non-Compliance

#### **NARRATIVE:**

Trinity Valley Community College was founded by a group of Athens civic leaders in 1946. Since that time, TVCC has grown to serve Henderson, Anderson, Kaufman, Rains, and portions of Van Zandt counties as well as the state correctional facilities near Tennessee Colony in Anderson County. The College's Board of Trustees, the State of Texas, and the Texas Higher Education Coordinating Board have granted the TVCC Board the authority to grant the Associate of Arts degree, the Associate of Science degree, the Associate of Applied Science degree, and Certificates of Completion. The degree granting authority is governed by the rules and regulations outlined in the [Texas Higher Education Coordinating Board's Rules \(Chapter 9; Degree Granting Authority \(Section 9.181, Section 9.182\)\)](#), which specify the structure of academic degree programs in public community colleges. Section 9.182 describes the authority given to the Coordinating Board to implement regulations and policies and establish rules for postsecondary programs granting associate degrees and certificates in Texas. [Texas Education Code 130.151, Subchapter I: Educational Opportunities for Disadvantaged Students](#) describes this specific authority of TVCC to offer educational programs, and [Texas Education Code 130.161, Subchapter J: Junior College District Service Areas](#) describes our approved service area.

The College was first accredited by the [Southern Association of Colleges and Schools](#) in 1952 and was last reaffirmed for accreditation in 1996 to award the Associate of Arts degree, Associate of Science degree, and Associate of Applied Science degree. Currently, TVCC does not award the Associate of Science degree.

#### **DOCUMENTATION:**

<a href="#">THECB Rules (Chapter 9; Degree Granting Authority (Section 9.181, Section 9.182))</a>
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<a href="#">Texas Education Code 130.151, Subchapter I: Educational Opportunities for Disadvantaged Students</a>
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<a href="#">Texas Education Code 130.161, Subchapter J: Junior College District Service Areas</a>
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<a href="#">SACS Letter for Reaffirmation</a>
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**2.2. The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board in which neither the presiding officer nor a majority of the other members are civilian employees of the military or active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Neither the presiding officer of the board nor the majority of other voting board members have contractual, employment, or personal or familial financial interest in the institution. (Governing Board)**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College is governed by a nine-member Board of Trustees that is elected from single member districts as specified in [TVCC Board Policy BBB \(Legal\)](#) under the topic "Number and Term" in the *Board Policy Manual*. The current Board of Trustees are listed in the [TVCC Catalog \(p. 10\)](#). [TVCC Board Policy BA \(Legal\)](#) states, "The Board is a body corporate and has the exclusive power to manage and govern the College District." The Board is an active policy making body as specified in [TVCC Board Policies BAA \(Legal\)](#), [BBE \(Local\)](#), and [BE \(Local\)](#) under the headings "Governance," "Board Authority," and "Policy and Bylaw Development," respectively. Further evidence that the Board adopts policy is contained in the [TVCC Board Minutes \(June 27, 2005, item 9\)](#) and [TVCC Board Minutes \(July 25, 2005, item 5\)](#) that indicate board adoption of the proposed policy changes and proposed new policies.

The Board is ultimately responsible for ensuring that the financial resources of TVCC are adequate to provide sound educational programs. To accomplish this, the Board has the authority to levy and collect taxes, approve the annual institutional budget, and fix and collect rental, rates, charges, or fees from students and others. This authority is specified in [TVCC Board Policy BAA \(Legal\)](#) under the headings "Assessing and Collecting," "Annual Budget," and "Rental, Rates, and Charges." [Item 24 of TVCC Board Policy BAA \(Legal\)](#) also states that the board shall "[a]ct as a fiduciary in the management of funds under the control of the institutions subject to the Board's control and management."

The Board is not controlled by a minority of Board members or by organizations or separate interests. [TVCC Board Policy BBE \(Local\)](#), under the headings "Transacting Business" and "Individual Authority for Committing the Board" requires that "official

Board action shall be taken only in meetings that comply with the Open Meetings Act. The affirmative vote of a majority of all Board members shall be required to transact business." The scope of individual authority of Board members is described within the same policy under the heading "Individual Authority for Committing the Board," which states that individual board members "shall not exercise authority over the District, its property, or its employees." [Item 6 of TVCC Board Policy BBF \(Local\)](#) describes the responsibilities of a Board member and states that members are to "render all decisions based on the available facts and . . . independent judgment, and refuse to surrender that judgment to individuals or special interest groups."

Neither Board members, including the presiding officer of the Board, nor their family members have contractual, employment, or personal or financial interests in the College. [Item 6 \(p. 5\) of TVCC Board Policy BBFA \(Legal\)](#) specifically prohibits employment of or contracting with relatives of a Board member related within the third degree by blood and the second degree by marriage. Furthermore, a TVCC employee may not serve as a member of the Board of the college at which he is employed [[TVCC Board Policy DBD \(Legal\); Employment Requirements and Restrictions; Holding Public Office](#)]. TVCC is also prohibited from contracting with a Board member for one year following the date the individual ceases to be a member of the Board of Trustees [[TVCC Board Policy DC \(Legal\); Hiring Practices, "Trustee Employment"](#)].

#### DOCUMENTATION:

<a href="#">TVCC Board Policy BBB (Legal); Board Member Elections</a>
<a href="#">TVCC Catalog (p. 10; Board of Trustees)</a>
<a href="#">TVCC Board Policy BA (Legal); Board Legal Status</a>
<a href="#">TVCC Board Policy BAA (Legal); Board Legal Status; Powers, Duties, and Responsibilities</a>
<a href="#">TVCC Board Policy BBE (Local); Board Member Authority</a>
<a href="#">TVCC Board Policy BE (Local); Policy and Bylaw Development</a>
<a href="#">TVCC Board Minutes</a>
<a href="#">TVCC Board Minutes (June 27, 2005; Item 9)</a>
<a href="#">TVCC Board Minutes (July 25, 2005; Item 5)</a>
<a href="#">TVCC Board Policy BAA (Legal); Board Legal Status: Powers, Duties, Responsibilities</a>
<a href="#">TVCC Board Policy BBE (Local); Board Members Authority</a>
<a href="#">TVCC Board Policy BBF (Local); Ethics</a>
<a href="#">TVCC Board Policy BBFA (Legal); Employment Requirements and Restrictions (Item 6, page 4)</a>
<a href="#">TVCC Board Policy DBD (Legal); Employment Requirements and Restrictions</a>
<a href="#">TVCC Board Policy DC (Legal); Hiring Practices</a>

**2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The president of Trinity Valley Community College, Ronald C. "Ron" Baugh, serves as the chief executive officer and has primary responsibility to the College as specified in the "Qualification and Duties" enumerated in [TVCC Board Policy BFA \(Local\)](#). He has served as president of TVCC since he was appointed to that position on August 31, 1987.

The Board of Trustees is presided over by the president of the Board, Mr. Bob J. McDonald, as required in [TVCC Board Policy BCAB \(Legal\)](#). [TVCC Board Policy DBD \(Legal\)](#), under the heading "Holding Public Office," prohibits the college president from serving as a member of the Board of Trustees. The minutes of the Board of Trustees reflect that the president is not the presiding officer of the Board ([TVCC Board Meeting Minutes](#)). The [TVCC Organizational Chart](#) delineates the reporting relationship between the Board of Trustees and the president.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BFA (Local); College President: Qualifications and Duties</a>
<a href="#">TVCC Board Policy BCAB (Legal); Duties and Requirements of Board President</a>
<a href="#">TVCC Board Policy DBD (Legal); Employment Requirements and Restrictions</a>
<a href="#">TVCC Board Minutes</a>
<a href="#">TVCC Organizational Chart</a>

**2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. (Institutional Mission)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College's mission statement is as follows:

*Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.*

To assist the public in better understanding our mission, TVCC has developed its Statement of Purpose which aids in demonstrating that teaching and learning are important parts of the College's mission. The mission and purpose statements are published in the [TVCC Catalog \(p. 11\)](#). The mission statement and purpose statement were last reviewed, amended, and approved by the Board of Trustees at the April 25, 2005 meeting as evidenced in Item 10 of the minutes ([TVCC Board Minutes, April 25, 2005](#)). The process of this revision is documented on the [Office of Planning and Institutional Effectiveness Website, Mission Revision](#).

**DOCUMENTATION**

<a href="#">TVCC Catalog (p. 11, Mission and Purpose)</a>
<a href="#">TVCC Board Minutes (April 25, 2005)</a>
<a href="#">Office of Planning and Institutional Effectiveness Website, Mission Revision</a>

**2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College has ongoing, integrated, and institution-wide research-based planning and assessment processes which involve faculty, staff and administrators and result in the enhancement of the College's ability to achieve its mission. Through an annual strategic planning process, the College's human, physical,

and fiscal resources are organized to carry out the mission of the College. TVCC's strategic planning activities occur at all levels of the College, providing for participation of faculty, administration, and staff in determining program directions, establishing desired outcomes, and shaping College goals. The planning process links administrative outcomes and learning outcomes with College goals.

***Strategic Planning Processes & Accomplishment of the Mission:***

[TVCC Board Policy BI \(Local\)](#) describes the planning and institutional effectiveness process as "a long-term, future-oriented process of goal-setting, assessment, decision-making, and action that maps an explicit path between the present and a vision of the future that relies on careful consideration of an organization's capabilities and environment and leads to priority-based resource allocation." To facilitate this process, TVCC has developed an integrated system that allows for multiple sources of feedback from College stakeholders. The initial component of this process involves the Strategic Planning Committee, which is charged with advising the administration on the effectiveness of the College. This body recommends a preferred vision for TVCC that has measurable outcomes so that progress can be monitored, provides a formal annual evaluation of progress toward the accomplishment of strategic planning goals, and serves as a liaison with campus stakeholders for the continuous assessment of the strategic plan. As an advisory body, the Committee recommends changes in College goals and/or priorities. At least once every four years the Committee reworks the strategic plan for recommendation to the Committee on College Planning, the president, and the Board of Trustees.

Analysis of progress on the strategic plan was discussed during the College's annual Administrative Retreat for members of the Committee on College Planning ([Committee on College Planning Minutes, April 7-8, 2005](#) and [Committee on College Planning Minutes, July 7, 2005](#) ). See [Comprehensive Standard 3.3.1](#) for a detailed description of this process. The Strategic Planning Committee has been active this past year revising the strategic plan. The activities of the Committee are contained in the Strategic Planning Committee minutes and on the [Strategic Plan Website](#). As a result of their work, a draft of the strategic plan will be submitted to the TVCC Board of Trustees later this spring ([2007-2010 Strategic Plan Draft](#)). This plan was revised after careful consideration of the College's mission, which was approved in April 2005 [[TVCC Board Minutes \(April 25, 2005\)](#)]. The College's mission as a learning-centered community college is embedded in the revision of the strategic plan, the processes for annual planning and institutional effectiveness, and in the implementation of the College's day-to-day activities.

Implementation of the strategic plan begins with the administration. Each spring, the Committee on College Planning, which includes 11 deans, three vice presidents, the president, selected directors, and the administrative intern take part in an administrative retreat held at an off-campus location. The group spends two days reviewing current needs of the College and making plans for future activities. In the fall, a one-day retreat is held at one of the four campus locations where current topics are discussed. During these intensive fall planning sessions, the president, vice presidents, deans, and a cross-section of professional staff members discuss, decide, and make plans for improvement in all areas of campus life.

Administrative and academic planning units establish goals for college-wide planning through the annual institutional effectiveness, planning, and budgeting processes described below. Prior to the 2005-2006 academic year, the annual planning process involved the creation, use, and assessment of goals and objectives by all administrative and academic planning units. These plans include the desired objective, assessment criteria, an assignment of responsibility, timeline, and resources, as well as a link to the appropriate TVCC goal. As an example, view these documents for the [Health Science Center, 2004-2005](#) (administrative planning unit) and [Surgical Technology, 2004-2005](#) (academic planning unit). The [Planning and Institutional Effectiveness Website](#) includes a copy of these plans dating back to the 2002-2003 academic year. For further description of these processes and documentation of TVCC's practices, See [Comprehensive Standard 3.3.1](#).

### ***Improvement of the Planning Process***

To further highlight TVCC's desire to improve, the College conducted an informal analysis of its needs in order to mature its planning and institutional effectiveness processes. The process was changed to encompass a more complex understanding of student learning as a key component of the annual planning process. The dean of planning and institutional effectiveness facilitated informal campus-wide discussions regarding the administrative and academic planning needs of TVCC. These discussions centered around the need for the College to elevate its level of understanding regarding learning outcomes. Key linkages between the planning process, the budgeting cycles, and instructional cycles led the dean of planning and institutional effectiveness to recommend a system that separated administrative and academic outcome processes formally and through the language used to describe each [[Committee on College Planning Minutes \(April 2005\)](#)]. The formal recognition of student learning outcomes led to the creation of Learning Outcomes Enhancement Annual Plans (LEAPs), a name developed to emphasize learning outcomes and set it apart from administrative outcomes.

Administrative outcomes include, and are very similar to, what was formerly called goals and objectives. Administrative Outcomes were aligned with the budgeting process and linked to overall strategic planning goals in a similar way as goals and objectives had been in prior years. (ex. [Administrative Outcome, Office of Planning and Institutional Effectiveness, see item 7](#)).

### ***Linking Planning to the Budget***

Administrative outcomes are considered at the time of budget construction through the recommendation of the vice president of fiscal affairs ([Budget Letter from Vice President of Fiscal Services, February 20, 2006](#)), and the dean of planning and institutional effectiveness ([Budget Letter from Dean of Planning and Institutional Effectiveness, March 6, 2006](#)). Initial budget requests are due in April, and budgets are considered throughout the summer [see [Comprehensive Standard 2.11\(c\)](#) for a discussion of budgeting processes]. On June 15th of each year, all administrative planning units submit administrative outcomes, which include formal delineation of operational, equipment, or personnel budget requirements for each outcome (ex. [Administrative Outcome, Division of Business, see items 8, 9, & 10](#) ). Realizing that the budgeting process is a true process, administrative outcomes for the upcoming academic year may

be revised through September 15th in the event that the approved budget is greater or less than the requested budget. This process is in line with [TVCC Board Policies BI \(Local\)](#) and [BIA \(Legal\)](#).

### ***Institutional Research and Assessment***

The office of planning and institutional effectiveness provides a comprehensive evaluation program that includes the initiation, design, and implementation of assessment activities. Such activities include conducting workshops for learning outcomes enhancement, facilitating the development of administrative outcomes and learning outcomes, designing and administering numerous paper and web-based surveys to faculty, staff, and students ([Institutional Research Surveys Website](#)), and coordinating the student evaluation of courses and instructors. The surveys gather information about perceptions, opinions, and needs of those being surveyed. Additional information regarding the institutional research activities of the College may be viewed on the [Planning and Institutional Effectiveness Website](#) and the [Institutional Research Website](#). Further discussion of Institutional Research is included in [Comprehensive Standard 3.3.1](#).

#### **DOCUMENTATION:**

<a href="#">TVCC Board Policy BI (Local)</a>
<a href="#">TVCC Board Policy BIA (Legal)</a>
<a href="#">Committee on College Planning Minutes (April 7-8, 2005)</a>
<a href="#">Committee on College Planning Minutes (July 7, 2005)</a>
<a href="#">Comprehensive Standard 3.3.1</a>
<a href="#">Strategic Plan Website</a>
<a href="#">2007-2010 Strategic Plan Draft</a>
<a href="#">TVCC Board Minutes (April 25, 2005)</a>
<a href="#">Health Science Center, 2004-2005</a>
<a href="#">Surgical Technology, 2004-2005</a>
<a href="#">Planning and Institutional Effectiveness Website</a>
<a href="#">Comprehensive Standard 3.3.1</a>
<a href="#">Committee on College Planning Minutes (April 7-8, 2005)</a>
<a href="#">Administrative Outcome, Office of Planning and Institutional Effectiveness, (Item 7)</a>
<a href="#">Budget Letter from Vice President of Fiscal Services, February 20, 2006</a>
<a href="#">Budget Letter from Dean of Planning and Institutional Effectiveness, March 6, 2006</a>
<a href="#">Comprehensive Standard 2.11(c)</a>
<a href="#">TVCC's Strategic Plan</a>
<a href="#">TVCC Factbook</a>
<a href="#">Budget Letter from Vice President of Fiscal Services, February 20, 2006)</a>
<a href="#">Budget Letter from Dean of Planning and Institutional Effectiveness, March 6, 2006)</a>

<a href="#">Dean of Planning &amp; Institutional Effectiveness Job Description</a>
<a href="#">Comprehensive Standard 2.11(c)</a>
<a href="#">Administrative Outcome, Division of Business, see items 8, 9, &amp; 10</a>
<a href="#">Institutional Research Surveys Website</a>
<a href="#">Institutional Effectiveness Website</a>
<a href="#">Institutional Research Website</a>

**2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College is currently in operation and has been in continuous operation since 1946. The College began operation with 256 students enrolled in the summer semester of 1946. In the fall of 2005, 5,660 students were enrolled. TVCC was first accredited in 1952, with the latest reaffirmation of accreditation occurring in 1996 ([SACS Accreditation Status](#)).

In the 2003-2004 academic year, 5,794 students were enrolled in degree programs leading to an Associate of Arts degree, 1,767 students declared a major leading to the Associate of Applied Science degree, and 1,575 students were enrolled in certificate programs ([THECB 2005 Academic Data Profile](#)). In the same academic year, 385 graduates received Associate of Arts degrees, 145 graduates received Associate of Applied Science degrees, and 762 students received Certificates of Completion. For information on enrollment and graduates from each of these programs by CIP code, see the Texas Higher Education Coordinating Board (THECB) [Annual Data Profile](#) and the [TVCC Fact Book](#).

**DOCUMENTATION:**

<a href="#">SACS Accreditation Status</a>
<a href="#">THECB 2005 Academic Data Profile</a>
<a href="#">THECB Annual Data Profile, Enrollment and Graduates by CIP Code</a>
<a href="#">TVCC Fact Book</a>

**2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level. The institution provides a written justification and rationale for program equivalency. (Program Length)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College awards the Associate of Arts degree, the Associate of Applied Science degree, and Certificates of Completion ([SACS Accreditation Status](#)). The requirements for each degree are listed on the [Texas Higher Education Coordinating Board's Degree and Program Inventory](#) are based on the [Texas Higher Education Coordinating Board Rules \(Chapter 4; Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter A; General Provisions\)](#). The [TVCC Catalog \(pp. 64-74\)](#) and the [TDCJ Guidebook \(pp.13-20\)](#) provide details of TVCC programs. The [TVCC Catalog](#) is the guiding document for policies and procedures that has been approved by the TVCC Board of Trustees.

The university transfer curricula leading to an Associate of Arts degree are designed for students who plan to transfer to a four-year college or university. There are [28 areas of emphasis](#) for the Associate of Arts degree. These areas of emphasis have a range of 64 to 72 semester hours in each suggested degree plan. The degree plans are only a suggested pathway to assist students in their preparation for some of the most common baccalaureate programs but are not designed for transfer to any particular college or university. However, the Associate of Arts degree allows flexibility to design a plan for a specific receiving college or university.

Two Associate of Arts degree plans, the Associate of Arts in Music and the Associate of Arts in Teaching, meet the Field of Study requirements approved by the Texas Higher Education Coordinating Board. The Fields of Study, as designated by the Coordinating Board, are blocks of courses that transfer in total to a Texas public university [[TVCC Catalog \(p. 77\); AA in Teaching Field of Study](#) and [TVCC Catalog \(pp. 84-86\); AA in Music Field of Study](#)]. The Field of Study block must be accepted by the receiving institution as that institution's lower division requirements for the particular Field of Study program.

To receive the Associate of Arts degree, the student must complete a minimum of 64 semester hours of credit, including 44 hours of core curriculum courses. The content of the core curriculum is based upon guidelines established by the Texas Higher Education Coordinating Board. TVCC's core curriculum includes courses in the following areas: communication, mathematics, natural science, humanities and visual and performing arts, social and behavioral sciences, and computer science (a locally designated option) [[THECB Core Components and Related Exemplary Education Objectives](#)].

Students seeking an Associate of Arts degree must meet specific degree requirements, including (a) completing a minimum of 18 hours in residence prior to graduation, (b) completing the Texas Success Initiative (TSI) requirements, and (c) having at least a 2.0

grade point average on all courses attempted to graduate. The TSI is a college-readiness program mandated by Texas legislation that requires all students enrolling in public higher education in Texas to be tested for placement in appropriate college-level course work and to complete a remediation program in cases where deficiencies are identified in reading, writing, or mathematics [[TVCC Board Policy EI \(Legal\)](#), [TVCC Catalog \(p. 22\)](#)].

There are 13 majors in workforce education in which a student can earn the Associate of Applied Science degree [[TVCC Catalog \(pp. 92-121\)](#)]. The Associate of Applied Science degree requires the student to complete 64 to 71 semester credit hours (depending upon the program), a minimum of 12 semester credit hours in a major field, and at least 15 semester credit hours in general education from the designated core curriculum ([AAS General Education Curriculum](#)). This requirement specifies that the student complete at least one course from each of the following areas: humanities and visual and performing arts, social and behavioral sciences, and mathematics/natural sciences. In addition, the student must complete the Texas Success Initiative requirements, have at least a 2.0 grade point average in all courses attempted, and complete a minimum of 18 hours in residence prior to graduation.

Trinity Valley Community college provides 40 Certificate of Completion programs including nine at the Texas Department of Criminal Justice. [[TVCC Catalog \(pp. 92-121\)](#), [TDCJ Guidebook \(pp. 21-31\)](#)]. To earn the Certificate of Completion, the student must complete a prescribed curriculum between 16 and 58 hours, have a minimum grade point average of 2.0 in courses to be applied to the certificate, and in select programs, complete the Texas Success Initiative requirements [[TVCC Catalog, \(p. 22\)](#)].

The justification and rationale for program equivalency are included in the [TVCC Catalog \(pp. 24-27\)](#). A more thorough description of these policies and procedures is available in [Comprehensive Standard 3.4.1](#).

#### DOCUMENTATION:

<a href="#">TVCC SACS Accreditation Status</a>
<a href="#">THECB Degree and Program Inventory</a>
<a href="#">TVCC Catalog (pp. 64-74; Degree Requirements)</a>
<a href="#">THECB (Chapter 4; Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter A; General Provisions)</a>
<a href="#">TVCC Catalog (pp. 75-21; 28 Areas of Emphasis)</a>
<a href="#">TVCC Catalog (p.77; AA in Teaching Fields of Study)</a>
<a href="#">TVCC Catalog (pp. 84-86; AA in Music Field of Study)</a>
<a href="#">THECB Core Components and Related Exemplary Education Objectives</a>
<a href="#">TVCC Board Policy EI (Legal; Testing Programs)</a>
<a href="#">TVCC Catalog (p. 22; Texas Success Initiative)</a>
<a href="#">TVCC Catalog (pp. 92-121)</a>
<a href="#">TVCC Catalog (p 66; AAS General Education Requirements)</a>
<a href="#">TDCJ Guidebook (pp. 22-31; Program Descriptions)</a>

<a href="#">TVCC Catalog (pp. 22-23; Texas Success Initiative Requirements)</a>
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<a href="#">TVCC Catalog (pp. 24-27; Advanced Placement)</a>
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Comprehensive Standard 3.4.1
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**2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. (Program Content)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The mission statement for Trinity Valley Community College emphasizes the importance TVCC places on the quality of its educational programs.

TVCC's mission statement is as follows:

*Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area [TVCC Catalog (p. 11)].*

TVCC's Statement of Purpose conveys the College's commitment to prepare students for transfer to upper-level institutions or to prepare students for employment in the workforce [TVCC Catalog (p.11)]. TVCC's Goals 5 and 6 also address this commitment to prepare students for earning advanced degrees or to successfully enter the workforce [TVCC Catalog (pp.11-12)]. The College has a variety of curricular pathways that lead to the intended outcomes of these two goals, with Associate of Arts degrees leading to transfer and Associate of Applied Science degrees leading to employment. Curricular selections, course development, and program pathways are based on the guidelines published in the Texas Higher Education Coordinating Board's *Lower-Division Academic Course Guide Manual* and the *Guidelines for Instructional Programs in Workforce Education*. All programs that TVCC has developed are aligned with the College mission as an open-door community college. Each program is based upon fields of study appropriate to higher education.

**University-Transfer Programs**

The *Academic Course Guide Manual (ACGM)* includes the official list of academic transfer courses that can be offered by public community colleges for state funding. The Texas Common Course Numbering System (TCCNS), identified in the *ACGM*, facilitates the transfer of lower-division courses among Texas community colleges and universities. All courses are assigned a TCCNS number prior to being included in the *ACGM*. Institutions approved to offer transfer programs are authorized to offer courses and programs that conform to the guidelines without seeking further approval from the Coordinating Board. Courses are listed alphabetically by discipline within the *ACGM*.

Further instructions on how to use the *ACGM* are located in [How to Read and Use the ACGM](#) (p. 2).

Courses in the Associate of Arts degree and Associate of Applied Science degree plans are sequentially placed in a continuum to develop skills and a knowledge base to succeed at each level of progression through the degrees' specified curriculum [[TVCC Catalog](#) (pp. 75-121); [TDCJ Guidebook](#) (pp.13-20)]. Of the 64 hours required to earn the Associate of Arts degree at TVCC, 44 hours must consist of required core curriculum courses [[TVCC Catalog](#) (p.64-65); [TDCJ Guidebook](#) (pp 13-14)]. Every public institution of higher education in Texas is required by legislative mandate to adopt a core curriculum consisting of a minimum of 42 hours. Each institution's undergraduate core curriculum must be approved by the Texas Higher Education Coordinating Board. If a student completes the approved core curriculum courses at a public Texas institution of higher education, the courses transfer as a block and must be accepted as the core curriculum of the receiving Texas public institution. The courses in TVCC's core curriculum are designed to provide students with competencies in reading, writing, speaking, mathematics, critical thinking, and computer literacy.

In addition to the 44-hour core curriculum requirement, each program of emphasis leading to the Associate of Arts degree includes suggested courses that complete the 64 hour requirement for graduation. These recommended courses are selected specifically to give the student a foundation for the area of emphasis the student has chosen. However, the student has the option of selecting alternative credit courses instead of the designated courses. Optional courses can be applied toward the completion of the Associate of Arts degree. An example of a recommended Associate of Arts degree with suggested courses and six hours of electives is the history and government program of study in the [TVCC Catalog](#) (p. 83; [Example of Electives](#)).

Developmental courses are available for students who are required to participate in remedial reading, writing, or math, based on their scores on a Texas Success Initiative approved test [[TVCC Catalog](#) (p. 22)]. These students are not permitted to enroll in designated courses until they have completed the prescribed remediation [[TVCC Catalog](#) (pp. 29-30); [TDCJ Guidebook](#) (p. 9)]. Developmental courses prepare students to progress to college-level courses.

Course sequence in the recommended areas of emphasis for the Associate of Arts degree follows a progression that prepares the student to proceed from one semester to the next. Courses that require prerequisites are included in the semesters following the required courses. The recommended liberal arts emphasis is an example of a coherent course of study. English 1301 and Math 1314 are courses suggested in the first semester of the liberal arts degree. These courses are prerequisites for English 1302 and Math 1342, respectively, which are listed in the second semester's requirements. This curriculum also suggests History 1301 in the first semester of study, while English 1302 is suggested for the second semester. Courses recommended for the third and fourth semesters often require students to have sophomore standing or to have completed prerequisite courses prior to enrolling [[TVCC Catalog](#) (p.75)].

Statutory requirements authorize Texas public institutions to offer Fields of Study curricula. TVCC offers two Fields of Study, including teaching and music. If a student completes the Field of Study curriculum approved by the Coordinating Board, a receiving

public institution in Texas must accept the block of courses. The receiving institution must substitute the block of courses for its lower-division requirements toward the Field of Study degree program into which the student transfers [[Academic Course Guide Manual \(4.22; 4.23; 4.24; 4.25\)](#); [TVCC Catalog \(p. 77\)](#); [TVCC Catalog \(pp. 84-86\)](#)].

TVCC has a Graduate Guarantee Policy that assures Associate of Arts graduates that courses and degrees successfully completed with a grade acceptable to the receiving institution will transfer to a public Texas institution in fulfillment of the lower-division requirements for the Bachelor's degree. Graduates must meet all conditions of the Graduate Guarantee Policy as described in the [TVCC Catalog \(pp. 67-69\)](#) to be eligible for benefits under this policy.

Public universities in the state of Texas must accept course credit from another Texas institution based upon the guidelines established in the [ACGM \(p. 197-201\)](#) and the Texas Common Course Numbering System ([TCCNS Website](#)). The Resolution of Transfer Disputes for Lower-Division Courses provides an appeal procedure if a Texas public institution of higher education refuses to accept course credit from another Texas public institution of higher education [[TVCC Catalog \(p.73\)](#)].

### **Workforce Education Programs**

Workforce education programs offered at public higher education institutions in Texas must follow the Texas Higher Education Coordinating Board's *Guidelines for Programs in Workforce Education (GIPWE) Manual*. The [GIPWE \(Chapter 3, p. 2\)](#), includes guidelines for developing credit and non-credit courses and programs and specifically charges institutions to ensure that each workforce education program “consists of a coherent sequence of courses designed to prepare students for employment in a career field.”

The Associate of Applied Science degree is awarded upon the completion of the prescribed curriculum as outlined in the [TVCC Catalog](#). Substitutions may be made for the prescribed major courses, but the student is required to take a minimum of 15 hours of general education courses and 12 hours of courses in a major field. Some AAS degrees include an optional elective of the student's choice. Certificate programs have designated clusters of approved electives from which the student must choose. The Certificate in Legal Assistant Technology [[TVCC Catalog \(p. 98\)](#)] is an example of a program that has designated electives.

Each degree program in workforce education leading to the Associate of Applied Science degree is approved by the Texas Higher Education Coordinating Board prior to program implementation [[THECB Rules \(Chapter 4, p. 3\)](#)]. To obtain approval, the institution must document regional workforce demand and provide an enrollment management plan. Additionally, the institution must ensure the curriculum includes basic workforce competencies and that all applicable SACS requirements are incorporated. The approval process requires verification of adequate funding and an institutional effectiveness plan for any programs that are not meeting Coordinating Board standards.

The [Associate Degree Nursing \(ADN\)](#) program and the [Vocational Nursing](#) program incorporate curriculum topics and experiences required by the [Board of Nurse Examiners for the State of Texas](#). The ADN program is accredited by the National

League for Nursing Accrediting Commission (NLNAC) and adheres to the principles of the [NLNAC Standards](#). The [Surgical Technology](#) program, which is accredited by the [Commission on Accreditation of Allied Health Education Programs Accreditation Review Committee on Education in Surgical Technology](#), incorporates requirements specified by this Commission. The [Emergency Medical Services](#) curriculum follows guidelines set forth by the [Texas Department of State Health Services](#) and the [U.S. Department of Transportation \(DOT\)](#), and the Certified Nurse Aide training curriculum follows the guidelines of the [Texas Department of Aging and Disability Services](#).

Associate of Applied Science degree and Certificate graduates are guaranteed they will achieve the competencies identified for their specific workforce education program. Graduates must meet all conditions of the Graduate Guarantee Policy as described in the [TVCC Catalog \(pp. 67-69\)](#) to be eligible for benefits under this policy.

### ***Distance Learning***

TVCC utilizes a variety of distance learning options for students, including distance learning instruction provided by TVCC instructors via the Internet, interactive television, or telecourses. Additionally, students may take core courses, required courses, or electives through the Virtual College of Texas (VCT). The Virtual College of Texas, using the provider-host model, provides access to a variety of courses if local institutions are unable to offer specific courses to their students ([VCT Website](#), [VCT Memorandum of Understanding](#), [VCT Form](#)). Access to VCT resources allows students to enroll in courses that are not otherwise available at a distance. VCT is further explained in [Comprehensive Standard 3.4.4](#).

### **DOCUMENTATION:**

<a href="#">TVCC Catalog (p. 11; Mission Statement)</a>
<a href="#">TVCC Catalog (pp. 11-12; TVCC Goals)</a>
<a href="#">THECB Academic Course Guide Manual (ACGM)</a>
<a href="#">Texas Common Course Numbering System Website</a>
<a href="#">Guidelines for Instructional Programs in Workforce Education (GIPWE)</a>
<a href="#">Guidelines for Instructional Programs in Workforce Education (Chapter 3, p.2)</a>
<a href="#">TVCC Catalog (pp. 75-121; AA &amp; AAS Degree Programs)</a>
<a href="#">Academic Course Guide Manual (4.22; 4.23; 4.24; 4.25)</a>
<a href="#">Academic Course Guide Manual (p. 197-201; Transfer of Credit)</a>
<a href="#">TVCC Catalog (p.114; Associate Degree Nursing)</a>
<a href="#">TVCC Catalog (pp. 120-121; Vocational Nursing)</a>
<a href="#">TVCC Catalog (p.75; Core Curriculum)</a>
<a href="#">TVCC Catalog (p. 77; Fields of Study)</a>
<a href="#">TVCC Catalog (pp. 84-86; Field of Study)</a>
<a href="#">TVCC Catalog (p. 98; Example of Electives in AAS Degree)</a>
<a href="#">TVCC Catalog (p.83; Example of Electives in AA Degree)</a>

<a href="#">TVCC Catalog (pp 67-69; Graduate Guarantee Policy)</a>
<a href="#">TVCC Catalog (p.73; Resolution of Transfer Disputes)</a>
<a href="#">National League for Nursing Accrediting Commission Standards</a>
<a href="#">Commission on Accreditation of Allied Health Education Programs Accreditation Review Committee on Education in Surgical Technology</a>
<a href="#">Texas Department of State Health Service</a>
<a href="#">U.S. Department of Transportation (DOT)</a>
<a href="#">Texas Department of Aging and Disability Services</a>
<a href="#">VCT Website</a>
<a href="#">VCT Memorandum of Understanding</a>
<a href="#">VCT Form</a>
<a href="#">Comprehensive Standard 3.4.4</a>

**2.7.3 The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency. (General Education)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College offers the Associate of Arts (AA) degree, which is designed for the student planning to transfer to a senior college or university, and the Associate of Applied Science (AAS) degree, which is awarded for the successful completion of a two-year prescribed occupational program. General education is a major component of both degrees.

For the AA degree, the state of Texas mandates a core curriculum of 42 to 48 semester hours, and TVCC complies with this requirement with a core curriculum of 44 semester hours. The core curriculum provides students with a solid foundation of knowledge and skills which will assist them throughout life. The core is based upon developing competencies in oral and written communication, reading comprehension and analysis, computer literacy, critical thinking, and mathematics. The core encompasses a breadth of content in courses in humanities and liberal arts, social and natural sciences, visual and performing arts, mathematics, and computer science. The specific core requirements for the AA degree include the following: nine hours of communication

courses (six hours of English and three hours of either speech or Spanish), three hours of mathematics, eight hours of natural sciences, three hours of humanities, three hours of visual and performing arts, 15 hours of social and behavioral sciences, and three hours of computer science. Specific courses in each component area are outlined in the [TVCC Catalog \(pp. 65-66\)](#) and [TDCJ Guidebook \(pp. 13-14\)](#).

The AAS degree requires a minimum of 15 semester hours of general studies courses. At least one three-semester-hour course must be taken from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition, the AAS degrees have a computer science requirement. Specific requirements for the AAS degree can be found in the [TVCC Catalog \(p. 66\)](#).

The philosophy and rationale for the core curriculum at TVCC can be found in the [TVCC Catalog \(p. 64\)](#). The general education core was developed based on guidelines and requirements outlined in the Texas Higher Education Coordinating Board (THECB) [Core Curriculum: Assumptions and Defining Characteristics \(April, 1998\)](#). This document outlines the basic intellectual competencies of the core, perspectives which should be covered in core courses, the component areas of the core, and exemplary educational objectives for each component area. For example, writing is one of the core competencies and is defined as "the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience." The other core competencies of reading, speaking, listening, critical thinking, and computer literacy are also defined in the THECB [Core Curriculum: Assumptions and Defining Characteristics \(April, 1999\)](#). An October 2004 [TVCC Core Curriculum Evaluation Report](#), submitted to the Texas Higher Education Coordinating Board, documents that core courses at TVCC incorporate these competencies, perspectives, and objectives.

Core courses at TVCC are broadly focused and are not specifically related to a particular occupation or profession. One of the core curriculum mandates from the THECB states that "a core curriculum should contain courses that provide multiple perspectives about the individual and the world in which he or she lives; that stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; and that enable students to integrate knowledge and understand the interrelationships of the disciplines." The core curriculum at TVCC clearly fulfills this mandate as shown in a [TVCC Core Curriculum Evaluation Report](#) presented to the THECB in October of 2004.

Core courses at TVCC are offered through a variety of delivery systems including traditional classroom instruction, telecourses, Internet courses, and interactive video courses. TVCC also participates in the Virtual College of Texas (VCT) which is a collaborative of Texas community colleges designed to allow member institutions to share distance education courses. VCT-hosted courses provide TVCC students greater access to courses for the completion of the general education component of the AA and AAS degrees.

To establish course equivalency, TVCC uses the [THECB Lower Division Academic Course Guide Manual](#). Core courses must also be included in the [Texas Common Course Numbering System Matrix \(Course Equivalency Comparison Example\)](#). This ensures that these courses are recognized as collegiate level and are fully transferable

toward baccalaureate degree completion at state colleges and universities [[THECB Lower Division Academic Course Guide Manual \(Rule 4.24, p. 198\)](#)]. These documents also assist in establishing course equivalencies at both state and private institutions.

In addition, TVCC has a standard formula which is used to establish course equivalency for institutions on the quarter hour system. This formula converts quarter hours into semester hours for transcript evaluation and transfer.

Credit for some core courses can be earned based on achieving required scores on the ACT, SAT, CEEB, and CLEP examinations. The required scores as well as other requirements which must be met to receive credit for specific courses are outlined in the [TVCC Catalog \(pp. 24-27\)](#). This is more fully discussed in Comprehensive Standard 3.4.4.

**DOCUMENTATION:**

<a href="#">TDCJ Guidebook</a>
<a href="#">TVCC Catalog (pp. 65-66; Core Curriculum)</a>
<a href="#">TVCC Catalog (p. 64)</a>
<a href="#">Core Curriculum: Assumptions and Defining Characteristics (April, 1999)</a>
<a href="#">TVCC Core Curriculum Evaluation Report</a>
<a href="#">THECB Lower Division Academic Course Guide Manual</a>
<a href="#">Texas Common Course Numbering System</a>
<a href="#">Texas Common Course Equivalency Comparison</a>
<a href="#">THECB Lower Division Academic Course Guide Manual (Rule 4.24, p. 198)</a>
<a href="#">TVCC Catalog (pp. 24-27; Advance Placement Credit for Courses)</a>
<a href="#">Comprehensive Standard 3.4.4</a>

**2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. (Contractual Agreements for Instruction)**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides instruction for the course work required for all the degree programs for which it awards degrees. The [TVCC Catalog \(pp. 75-121\)](#) lists the courses required for each degree program offered at TVCC.

Contractual and consortial agreements for instruction comply with current guidelines of the Southern Association of Colleges and Schools (SACS) Commission on Colleges and are approved through the established procedures of the [THECB \(Chapter 9, Subchapter G; Contractual Agreements\)](#). Furthermore, [TVCC Board Policy ECF \(Legal\)](#), requires TVCC to ensure the quality of educational programs/courses offered through consortia relationships or contractual agreements by adhering to [SACS Principles of Good Practice for Distance Learning](#). [TVCC Board Policy GH \(Legal\)](#) delineates the details of contractual relationships with public schools.

TVCC Currently does not have instruction provided by other accredited institutions or entities through contracts. Instruction is provided through two consortial relationships: Advanced Technical Credit and the Virtual College of Texas.

TVCC is a participating member of the [Advanced Technical Credit \(ATC\)](#) program to provide statewide articulation for high school workforce education courses. A set of common statewide standards for the award of college credit for selected high school courses has been established and approved by the THECB and Texas Education Agency. Students that successfully complete state-wide articulated secondary courses and meet the requirements outlined in the [Standard Articulation Agreement](#) are eligible to receive a maximum of 15 semester credit hours of articulated credit for corresponding college courses offered by TVCC. The College maintains control of approved TVCC degree programs. TVCC faculty participate in annual ATC workshops with corresponding high school faculty to approve and ensure the integrity of the course articulation agreements. In addition, ATC conducts state-wide workshops to evaluate the high school articulated courses. Please see [Comprehensive Standard 3.4.4](#) for additional information regarding ATC.

TVCC is a participating member of the [Virtual College of Texas \(VCT\)](#). VCT is a consortium of all accredited public Texas community and technical colleges. The [Texas Association of Community Colleges \(TACC\)](#) is the governing authority for VCT. TVCC has agreed to the [VCT Memorandum of Understanding](#) and follows the [VCT Operations](#)

*Manual*. As a provider, the College ensures that qualified faculty teach and supervise courses, that students are provided with a course syllabus, and that instructors provide support comparable to support available to the College's own distance learning and campus students. In all cases where contractual arrangements are made with other entities, the College maintains control of approved TVCC degree programs.

#### DOCUMENTATION:

<a href="#">THECB (Chapter 9, Subchapter G; Contractual Agreements)</a>
<a href="#">TVCC Catalog (pp. 75-121)</a>
<a href="#">TVCC Board Policy ECF (Legal); Contractual Agreements</a>
<a href="#">TVCC Board Policy GH (Legal); Relations with Schools and Districts</a>
<a href="#">THECB Principles of Good Practice</a>
<a href="#">Advanced Technical Credit (ATC) Program Crosswalk</a>
<a href="#">Comprehensive Standard 3.4.4</a>
<a href="#">Virtual College of Texas (VCT)</a>
<a href="#">Texas Association of Community Colleges (TACC)</a>
<a href="#">VCT Memorandum of Understanding</a>
<a href="#">VCT Operations Manual</a>

**2.8 The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets Comprehensive Standard 3.7.1 for faculty qualifications. (Faculty)**

- Compliance  
 Partial Compliance  
 Non-Compliance

#### NARRATIVE:

The number of full-time faculty is adequate to support the mission of Trinity Valley Community College as clearly shown by data from the Texas Higher Education Coordinating Board (THECB). Data for the fall 2004 semester reported in the [THECB Texas Higher Education Accountability System](#) indicates the average class size at TVCC was 18.39 and that 80.10% of semester hour credit courses were taught by full-time faculty. Of the 75 community college campuses included in the average class size survey, only 11 had a lower class size ratio than TVCC. Data from the [2004 College Profiles of Public Community and Technical Colleges of Texas](#) published by the THECB show the full-time faculty ratio compared to total faculty for the fall 2003 semester at TVCC was 57.1% which was significantly higher than the state wide average of 38.3%. This ratio for fall 2004 was 54.2%, and the ratio for fall 2005 was 54.5%.

TVCC has experienced significant growth during the last three years. To accommodate the growth in student enrollment, seven additional full-time faculty positions have been added since fall 2003. The chart below outlines the number of full-time and part-time faculty for the last three fall semesters.

#### Total Full- and Part-Time Faculty, fall 2003 to fall 2005

Semester & Year	Full-Time Faculty	Part-Time Faculty	Total
Fall 2005	125	104	229
Fall 2004	122	104	226
Fall 2003	118	109	227

#### Total Full- and Part-Time Faculty by Campus, fall 2003-fall 2005

Campus	Fall 2003		Fall 2004		Fall 2005	
	FT	PT	FT	PT	FT	PT
Athens	63	42	65	44	67	50
Palestine	13	30	14	24	15	23
Terrell	10	24	11	23	11	22
Health Science Center	14	8	14	8	14	6
Texas Dept. of Criminal Justice	18	5	18	5	18	3

#### Total Full- and Part-Time Faculty by Academic Area, fall 2005

Academic Area	FT Faculty	PT Faculty	Total
Business & Computer Science	17	11	28
Fine Arts	10	10	20
Health Occupations	18	8	26
Kinesiology	6	3	9
Language Arts	14	17	31
Science & Mathematics	23	20	43
Social Science	12	18	30
Vocational & Technical	7	14	21
TDCJ Units*	18	3	21

\*Listings for the TDCJ units include workforce education faculty only. See [Comprehensive Standard 3.4.7](#) for a description of faculty teaching university-transfer courses at TDCJ.

Faculty assignments are outlined in [TVCC Board Policy DJ \(Legal\)](#); however, the policy does not preclude exceptions to the guidelines. Faculty loads vary according to discipline, and instructors whose student load is less than 150 may be given additional teaching assignments.

Extra teaching assignments are added to an instructor's workload only at the request and/or with the permission of the instructor. Instructors who assume additional assignments are paid according to the [overload salary schedule](#), which includes stipends based on discipline, number of students, methods of delivery, and location. [TVCC Board Policy DEA \(Legal\)](#) requires supervisors to give "full-time faculty priority in the assignment of extra classes for extra pay within the areas of their competency" before a commitment is made to adjunct faculty. [TVCC Board Policy DBF \(Local\)](#) is explicit in requiring full-time faculty to notify the president of outside employment, and it further states that "[f]aculty members shall give full-time service to the District."

TVCC is dedicated to hiring competent and qualified faculty members. All faculty members meet the requirements established by the Southern Association of Colleges and Schools and the Texas Higher Education Coordinating Board. Faculty teaching in academic transfer programs have a minimum of a Master's degree and 18 graduate hours in the teaching discipline. Faculty teaching in occupational programs have the required educational qualifications, work experience, and/or licensure. Faculty qualifications and competencies are outlined in the Roster of Instructional Staff ([password required](#)). Faculty qualifications are also discussed more fully in [Comprehensive Standard 3.7.1](#).

#### DOCUMENTATION:

<a href="#">THECB, Higher Education Accountability System; Average Class Size</a>
<a href="#">2004 College Profiles of Public Community and Technical Colleges of Texas</a>
<a href="#">TVCC Board Policy DJ (Legal); Work Load</a>
<a href="#">Overload Salary Schedule</a>
<a href="#">TVCC Board Policy DEA (Legal); Compensation and Benefit Salaries</a>
<a href="#">TVCC Board Policy DBF (Local) ; Employment Requirements and Restrictions Non-School Employment</a>
<a href="#">Roster of Instructional Staff (password required)</a>
<a href="#">Comprehensive Standard 3.7.1</a>

**2.9 The institution, through ownership or formal arrangements of agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides and supports students and faculty access to adequate learning and information resources consistent with the Associate of Arts degree, the Associate of Applied Science degree, and the Certificate of Completion programs that the College offers. In line with its mission "to provide materials and facilities which will further the philosophy, mission, and goals of the College," the learning resource center (LRC) provides library collections on TVCC's four campuses.

Students who attend classes at any location, or via distance education, have full access to all materials from the LRC on any campus. TVCC learning resource centers are open from 47.5 to 61 hours per week during the fall and spring semesters. This allows users access to circulation, reference, microfilm, periodicals, videos, and computers. In addition, users can log on to the *LRC Website* at any time and search the collection through the online catalog or do research through the online databases by logging on through a proxy server. This is especially useful for students enrolled in distance education classes, giving them access to the same materials as students who are on campus. Surveys conducted during the spring 2004 semester revealed that 89% of students and 74% of faculty indicated that the LRC hours of operation were adequate ([LRC Faculty Survey](#), [LRC Student Survey](#)).

Materials which may not be available in the library or through online databases are obtained for users through interlibrary loan. TVCC is a member of TexShare, the statewide library consortium which provides patrons with interlibrary loan services, reciprocal borrowing agreements with libraries across the state, and access to 19 online databases which provide access to more than 37,000 full text journals and 27,500 electronic book titles.

As of fall 2005, TVCC libraries held the following materials:

### Library Collection, fall 2005

Circulating Books:	46,670
Reference Books:	13,797
Video recordings:	4,308
Online Databases:	26
Periodical Titles:	189
Newspaper Titles:	14
Microfilm Titles:	150
Computers for Patron Use:	91

In a survey of instructors and students conducted in the spring of 2004, 90% of the students and 83% of the instructors indicated that they thought the LRC had adequate books, magazines, journals, and web-delivered materials for their class assignments. Also, when asked if they were aware that they could make requests for LRC purchases in their curriculum areas, 94% of the instructors replied that they were aware of this fact ([LRC Faculty Survey](#), [LRC Student Survey](#)).

An overview of the titles in the collections reveals that the learning resource centers have materials to support the various disciplines of study offered at TVCC. Titles in the table below include books, professional print journals, and online journals. To ensure that the materials in the LRC meet the needs of programs, each campus collection is developed using the selection criteria outlined in the *LRC Policy Manual* (available in the office of the director of learning resources).

### Learning Resource Center Collection by Discipline, fall 2005.

<u>Discipline</u>	<u>Number of Titles</u>
Accounting	374
Agriculture	601
Arts	3,141
Automotive Technology	166
Biology	31
Business and Office Administration/Management	2,255
Chemistry	363
Communications	1,726
Computer Science	1,771
Cosmetology/Cosmetology Student Instructor	134
Criminal Justice	2,596
Dance	203
Drama	2,032

<b><u>Discipline</u></b>	<b><u>Number of Titles</u></b>
Early Childhood Development	379
Economics	1,257
Emergency Medical Technology	198
Engineering/Engineering Design Graphics	190
English	18,778
Fire Science Technology	192
French	570
Geography	412
Government	4,726
History	10,344
Horticulture	770
Humanities	5,363
Kinesiology	796
Legal Assistant Technology	1,313
Mathematics	777
Medical Terminology	420
Music	782
Nursing (ADN/VN/Patient Care)	2,794
Philosophy	793
Physics	1,372
Psychology	1,522
Ranch Management	267
Real Estate	188
Sociology	211
Spanish	334
Speech	444
Surgical Technology	222
Welding	32

*\*Note: Duplications occur in cases where titles may have applications in multiple disciplines; therefore, the totals will not match the totals in the TVCC Learning Resources Collection by Campus, 2004-2005 table in [Comprehensive Standard 3.8.1](#).*

For more details of the availability of library and learning resources, see [Comprehensive Standard 3.8.1](#).

In addition to the resources available in the learning resource centers, several computer labs are available for subject area instruction (microcomputer applications, drafting, journalism, and developmental classes), tutoring, word processing, adult education, searching the Internet, typing papers, or working on projects. The Athens campus has

12 additional computer labs with a total of 248 computers, the Terrell campus has five labs with 125 computers, the Palestine campus has 124 computers available in five labs, and the Kaufman campus has 30 computers with two labs. Students enrolled in select programs at TDCJ can access technology using one of 187 computers across the units. In the case of TDCJ, access to the Internet is limited for security reasons. For more details about computer labs, see [Comprehensive Standard 3.4.14](#).

**DOCUMENTATION:**

<a href="#">LRC Website</a>
<a href="#">LRC Mission Statement</a>
<a href="#">LRC Faculty Survey</a>
<a href="#">Spring 2004 LRC Student Survey</a>
<a href="#">LRC Hours</a>
<a href="#">TexShare Resources</a>
<a href="#">Fall 2005 Library Holdings</a>
<i>LRC Policy Manual</i> (available in the office of the director of learning resources)
<a href="#">Comprehensive Standard 3.8.1</a>
<a href="#">Comprehensive Standard 3.4.14</a>

***2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)***

 **Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. TVCC assures that all students have access to these services and resources.

Programs and services include school relations, admissions and records [[TVCC Catalog \(pp.13-16\)](#)], academic advisement, student activities, intramural sports, career planning and placement, counseling, disability services, housing and food service, international student services, testing, financial aid and veterans affairs [[TVCC Catalog \(pp. 19-20\)](#)], orientation, registration, and campus safety and security [[TVCC Catalog \(pp. 21-53; Student Services\)](#)].

The school relations office is the cornerstone of the admissions program at TVCC. This office provides a number of programs and services for prospective students in accordance with the mission of the College. The school relations office provides information and assistance to prospective students, families, and secondary school counselors on the co-curricular offerings at TVCC. This office also assists in the

development, implementation and coordination of the College's strategic marketing and recruitment plans. School relations staff work with the College faculty and administration to develop, implement, and evaluate enrollment policies and goals for TVCC. The school relations office establishes cooperative relationships with secondary school counselors and other relevant constituencies. This office works in concert with other campus offices to ensure that students are recruited, retained, and eventually graduate.

Guidance services at TVCC includes three components that assist and guide students from matriculation to graduation. Orientation, academic advising, and counseling are key support services that help students to achieve their goals. Guidance services staff perform the following duties: assist students in planning their educational programs compatible with their needs, interests and abilities; assist students with personal, social, occupational, and educational problems; assist students with course advisement and registration, and approve course changes and program modifications; advise students on policies relating to class attendance, academic loads, conduct, and scholastic standards; advise students in regard to Texas Success Initiative requirements [[TVCC Catalog \(pp. 22-23\)](#)]; administer and interpret interest tests results; serve as transfer articulation counselor; provide new student orientation programs; and assist instructors with follow-up on student with excessive absences or unsatisfactory grades. The aforementioned services are provided at all campus locations. In an effort to keep students on track for graduation, every student receives academic advisement before he/she is allowed to register for classes. This service is performed prior to each registration cycle. Additionally, every student is provided a degree plan prior to registration each semester. In the past five years, TVCC consistently ranked in the top five among all 50 community college districts in Texas in percentage of students receiving associate degrees and certificates annually. Much of this success can be attributed to the persistence and diligence of the guidance services staff.

The student financial aid and veterans affairs office is responsible for the administration of state, federal, and local financial assistance and scholarships to students. Through publications and workshops, this office strives to provide adequate information to students and parents so that they can make informed decisions about financing their education. The financial aid function is another support service that assists students with realizing their goals by providing funds for educational pursuits within the parameters of federal, state, and local policies. During the past five years the financial aid department added two additional staff members in order to improve service and to increase the delivery of assistance to students. As a result, more students are served with improved efficiency.

TVCC also provides academic recognition through Phi Theta Kappa, Honors Program, President's Honor Roll, and Honors List. Additionally, TVCC provides academic support services to 350 low income, first generation and disabled students through the federally funded TRIO - Student Support Services program. This program provides supplemental service including tutoring and specialized advising and counseling services. For more details of this program, see [Comprehensive Standard 3.4.9](#).

Housing, food service, student activities, and intramural sports contribute to the students' educational experiences outside of formal classroom settings. These services individually and collectively expose students to leadership development, effective communication skills, intellectual growth, social responsibility, appreciation of diversity,

and meaningful interpersonal relationships to name a few. Housing provides a residential community that encourages individual and community development. Food service provides high quality, nutritious, and reasonably priced meals and supports the programmatic and educational mission of the college. Student activities provide opportunities for students to participate in co-curricular events and campus governance as well as the development of leadership skills. Intramural and recreational sports provide a vehicle whereby students may enhance personal fitness and wellness in addition to participation in cooperative and competitive play activity.

Additional information regarding student services is contained in [Comprehensive Standard 3.9.3](#).

**DOCUMENTATION:**

<a href="#">TVCC Catalog (pp. 13-16; Admission Information)</a>
<a href="#">TVCC Catalog (pp. 19-20; Information for Veterans of the Armed Forces of the United States)</a>
<a href="#">TVCC Catalog (pp. 21-53; Student Services)</a>
<a href="#">Comprehensive Standard 3.4.9</a>
<a href="#">Comprehensive Standard 3.9.3</a>

***2.11 The institution has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and, (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. (Resources)***

**Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

2.11(a) Trinity Valley Community College's annual audits, financial statements and management letters attest to its sound financial base and financial stability. The College consistently receives unqualified audit opinions on its annual financial statements. The audits are conducted by the independent public accounting firm of Smith, Lambright & Associates, P.C. Audits are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits

contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; *Office of Management and Budgets Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* and the related compliance supplement; and State of Texas Single Audit Circular.

The statements focus on the financial condition of TVCC, the results of operations, and cash flows of the College. They are prepared in accordance with Governmental Accounting Standards Board (GASB) Statement 33 "Accounting and Financial Reporting for Nonexchange Transactions," Statement 34 "Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments," and Statement 35 "Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities." The audit reports and financial statements along with other related material for the previous three years are in the TVCC Annual Financial Report for the Year Ended August 31, 2003, 2004, and 2005, respectively.

TVCC's net assets, revenue, and cash flow show continuous growth year after year and are summarized below (in thousands of dollars). This information is taken from the Statement of Net Assets for Year Ended August 31, 2003, 2004 and 2005; the Statement of Revenues, Expenses and Changes in Net Assets for the Year Ended August 31, 2003, 2004 and 2005; and the Statement of Cash Flows for the Year Ended August 31, 2003, 2004 and 2005. Net Assets for the year ended August 31, 2004, have been restated to include accumulated depreciation on library books to accommodate a recent decision by the Texas Higher Education Coordinating Board that library books shall be depreciated beginning with the 2005 fiscal year.

#### TVCC Net Assets, Revenue, and Cash Flow, FY03-FY05

Year Ending	Net Assets		Revenue		Cash Flow	
	Amount	% Increase	Amount	% Increase	Amount	% Increase
8/31/03	\$30,510	3.5%	\$26,975	6.8%	\$1,246	39.8%
8/31/04	\$31,387	2.9%	\$29,670	10.0%	\$1,443	15.8%
8/31/05	\$32,998	5.1%	\$30,238	1.9 %	\$3,189	121.0%

Recent GASB Statements 33, 34, and 35 regarding accounting requirements significantly impact the determination and classification of operating and non-operating revenues for public colleges. Implementation of these accounting changes has a negative effect on operating income when compared to pre-GASB 33, 34 and 35 financial statements. One of these changes is the reclassification of ad valorem taxes from operating revenue to non-operating revenue. Similarly, effective with fiscal year 2005, Texas community and junior colleges are required to classify state appropriations as non-operating revenue. Since ad valorem taxes and state appropriations are two of the three primary sources of revenue (state appropriations, tuition and fees, and ad valorem taxes), it is and will continue to be typical to show an operating loss on the Statement of Revenues, Expenses and Changes in Net Assets. If ad valorem taxes and state appropriations are added to operating revenues, operating income becomes positive.

To further substantiate the College's financial stability, an [institutional management letter](#) for the year ended August 31, 2005, is provided. The letter indicates that the audit disclosed no findings required to be reported, noted continued improvement in accounting records, and commended TVCC for having a good accounting staff.

2.11(b) The change in unrestricted net assets attributable to operations for the year ended August 31, 2005, was (\$2,461,782) and is shown on Schedule D of the Annual Financial Report for the Year Ended August 31, 2005, [Schedule of Net Assets by Source and Availability](#). The decrease is a result of cash used in construction of campus facilities and acquisitions of capital assets.

2.11(c) A detailed annual budget is prepared each year beginning in March. This budget is a collaborative effort by faculty, division chairpersons, directors, deans, vice presidents, and the president. At each management level the budgets are subject to review and adjustments as necessary to insure congruence with the goals and objectives of the various programs and the College as a whole. Expenditure budgets are developed such that they do not exceed projected revenues. After final review and revisions, the president submits the budget to the Board of Trustees for approval. The approved budget may be viewed in [TVCC Approved 2004-2005 Budget](#).

Once approved, the budget is entered into the accounting system. Expenditures are controlled against the budget through a system of encumbrances throughout the year. The Board of Trustees reviews monthly the [Income and Expenditure Statement](#) which reflects year-to-date expenditures as compared to the budget. Revisions to the budget require the president's approval; the Board reviews the revisions at a summary level. Budget policy is located at the bottom of page 1 and the top of page 2 in [TVCC Board Policies CC \(Legal\)](#) and [CC \(Local\)](#), and procedures are located in the [Budget Procedures](#) section of the *TVCC Cash Control Manual*.

### ***Adequate Physical Resources***

In addition to a strong and stable financial base, TVCC possesses adequate physical resources to support its mission of being a learning-centered college and to maintain the integrity of offered programs.

The College is composed of a main campus in Athens and three satellite locations in Palestine, Terrell, and Kaufman. The Kaufman facility is leased; all others are owned by TVCC. TVCC also maintains a 265-acre working ranch to support TVCC agricultural and ranch management programs. The College owns a 353 acre ranch that is not used for instructional purposes. TVCC also conducts classes at four Texas Department of Criminal Justice (TDCJ) units in Anderson County. All four campuses, the ranches, and TDCJ units are located in East Texas. The main campus in Athens is approximately 75 miles southeast of Dallas. Additionally, TVCC has invested in *WebCT* and the requisite technology infrastructure to provide distance learning opportunities to students.

The Athens campus is on 75 acres, and the Palestine and Terrell campuses are on 96 and 40 acres, respectively. The physical facilities include 22 academic and vocational instruction buildings, two athletic facilities, seven administration and support buildings, and four dormitories. Additional facilities are provided at the four TDCJ locations in Anderson County. The dormitories are located on the Athens campus, have a capacity

of 348 students, and had an average occupancy rate of 85.3% over the 2003-2004 and 2004-2005 school years. The average age of the College's buildings is 26.8 years with seven new buildings being constructed between 1994 and 2005. These capital improvements were made with no debt incurred and included a new cafeteria, a new bookstore, two new learning resource centers, a new athletic field house, a new maintenance building, a new dormitory, and a major renovation of the administration building. The [TVCC Building and Contents Schedule](#) contains a complete delineation of the age and contents of TVCC facilities.

Additionally, TVCC has invested in the necessary technology to provide distance learning opportunities for those students who are unable to physically attend class. Distance learning is also an effective and efficient way to accommodate those students who have registered for a course that did not make on one of the satellite campuses as it enables them to take the course remotely.

TVCC's financial and physical classroom resources enabled TVCC to achieve a healthy 18.39:1 overall student/teacher ratio for the 2004 fall semester.

TVCC has a library at each of the four campuses and provides a collection of over 60,000 volumes of books, microfilm and periodicals, and 26 online databases with access to more than 37,000 full text periodical journals. In addition to these collections, the library has access to 27,500 titles of electronic books through TexShare, which is a statewide consortium of libraries administered by the Texas State Library and Archives Commission that allows resource sharing among participating libraries and their patrons. The [LRC Website](#) provides access to the on-line catalog and electronic resources. For further detail, see the response provided to [Comprehensive Standard 3.8.1](#).

#### DOCUMENTATION:

<a href="#">TVCC Annual Financial Report for Year Ended 8/31/03</a>
<a href="#">TVCC Annual Financial Report for Year Ended 8/31/04</a>
<a href="#">TVCC Annual Financial Report for Year Ended 8/31/05</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/03</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/04</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/05</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/03</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/04</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/05</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/03</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/04</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/05</a>
<a href="#">Institutional Management Letter</a>
<a href="#">Schedule of Net Assets by Source and Availability</a>
<a href="#">Minutes-Budget Workshop</a>
<a href="#">TVCC Board Minutes (Item 6; Budget Adoption)</a>

<a href="#">Approved 2004-2005 Budget</a>
<a href="#">Income and Expenditure Statement</a>
<a href="#">TVCC Board Policy CC(Legal); Annual Operating Budget at the bottom of page 1 and the top of page 2</a>
<a href="#">TVCC Board Policy CC (Local); Annual Operating Budget</a>
<a href="#">TVCC Cash Control Manual; Budget Procedures</a>
<a href="#">TVCC Building and Contents Schedule 2005</a>
<a href="#">LRC Website</a>
<a href="#">Comprehensive Standard 3.8.1</a>

**2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process. (Quality Enhancement Plan)**

*(Not applicable for the Compliance Certification submitted by institutions.)*

- Compliance
  - Partial Compliance
  - Non-Compliance
- (\*Determined by On-Site Committee)*

**NARRATIVE:**

Development of the Quality Enhancement Plan is ongoing at Trinity Valley Community College. The focus of the Learning Initiative (QEP) is the improvement of reading comprehension among TVCC students through the enhancement of student engagement. The QEP is continuing to evolve as faculty and administration learn from their research of best practices. TVCC expects to continue to learn even more as patterns emerge from pilot projects that began spring 2006. A full report will be submitted prior to the on-site visit in accordance to the protocol delineated by SACS, but TVCC's progress on the QEP is available on the [Learning Initiative Website](#).

**DOCUMENTATION:**

<a href="#">Learning Initiative Website</a>
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## Section 3 COMPREHENSIVE STANDARDS Institutional Mission & Governance

### 3.1 Institutional Mission

**3.1.1** *The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies.*

**Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

Trinity Valley Community College has a locally developed mission and purpose statement, which is included in [TVCC Board Policy AE \(Local\)](#) and in the [TVCC Catalog \(p.11\)](#). The mission statement is as follows:

*Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.*

This mission statement is consistent with the purposes of community colleges outlined by the State of Texas [[Texas Education Code paragraph 130.0011](#), [TVCC Board Policy AD\(Legal\)](#)].

The mission statement was last evaluated by the TVCC Board of Trustees on April 25, 2005 [[TVCC Board Minutes \(April 25, 2005\)](#)], when a revised mission statement was adopted ([TVCC Mission Revision Process; 2005](#)). The mission and purpose statements are annually evaluated by the Board and approved along with the approval of the contents of the [TVCC Catalog](#) [[TVCC Board Minutes \(July 26, 2004; Item 6 and August 29, 2005; item 11\)](#)]. The [TVCC Catalog](#) and the [TVCC Website](#) are the primary publications through which the mission and purpose statements are conveyed to college stakeholders.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy AE (Local); District Goals and Objectives</a>
<a href="#">TVCC Catalog (p.11; Mission Statement)</a>
<a href="#">Texas Education Code; Paragraph 130.0011</a>
<a href="#">TVCC Board Policy AD (Legal); Educational Role, Mission, Purpose, and Responsibility</a>
<a href="#">TVCC Board Minutes (April 25, 2005)</a>
<a href="#">TVCC Mission Revision Process; 2005</a>

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<a href="#">TVCC Board Minutes (July 26, 2004; Item 6 )</a>
<a href="#">TVCC Board Minutes (August 29, 2005; item 11)</a>
<a href="#">TVCC Website; Mission Statement</a>

## 3.2 Governance and Administration

**3.2.1 The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Trinity Valley Community College Board of Trustees is assigned the responsibility of appointing and evaluating the president as evidenced in [Item 13 of TVCC Board Policy BAA \(Legal\)](#). The current president, Ronald C. "Ron" Baugh, was appointed by the Board on August 31, 1987. [TVCC Board Policy BFB \(Local\)](#) specifies the seven areas on which the president's evaluation will be based. The evaluation normally occurs in August or September during a closed meeting. The minutes of closed meetings are confidential and cannot be included in a public document. However, minutes of such meetings are not detailed in nature and normally contain a statement like "the Board evaluated the president and shared the information with him." Minutes may be viewed by an appropriate individual during the on-site visit.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BAA (Legal); Board Legal Duties Powers, and Responsibilities (Item 13)</a>
<a href="#">TVCC Board Policy BFB (Local); Evaluation of President</a>

**3.2.2 The legal authority and operating control of the institution are clearly defined.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The [Texas Education Code 51.352\(a\)](#) establishes that the legal authority and operating control of Trinity Valley Community College lies with the Board of Trustees. The law states that the Board "shall constitute the keystone of the governance structure," and that it "is expected to preserve the institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees." The TVCC Board is charged with nurturing the College to achieve its full potential within its role and mission [[TVCC Board Policy BAA \(Legal\); Responsibilities](#)].

**DOCUMENTATION:**

<a href="#">Texas Education Code 51.352(a)</a>
<a href="#">TVCC Board Policy BAA (Legal); Responsibilities</a>

**3.2.2.1 The legal authority and operating control of the institution are clearly defined for the institution's mission.** **Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The rules and regulations of the Texas Higher Education Coordinating Board [[Rule 9.53 Role, Mission, and Purpose](#)] requires Trinity Valley Community College to develop mission and purpose statements consistent with its role as an open-door community college. This specifically includes serving students in our defined service area by "offering vocational, technical, and academic courses for certificates or associate degrees," as well as "[c]ontinuing education, remedial and compensatory education consistent with open admission policies." These rules are derived from state statute. The mission and purpose statements are published in the [TVCC Catalog \(p. 11\)](#) and on the [TVCC Website \(Mission Statement\)](#) .

The TVCC Board of Trustees is charged with insisting on clarity of focus for the accomplishment of the College mission [[Texas Education Code 51.352\(a\)](#)]. On April 25, 2005, the TVCC Board approved the mission statement "*Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area*" [[TVCC Board Minutes \(April, 25, 2005\)](#)].

The president, administration, faculty, and staff are charged with implementing board policies and for maintaining the day-to-day operations of the College to carry out this mission. The organizational structure utilized to operate TVCC is delineated in the [TVCC Organizational Chart](#).

**DOCUMENTATION:**

<a href="#">THECB Rule 9.53; Role, Mission, and Purpose</a>
<a href="#">TVCC Catalog (p. 11; Mission and Purpose Statement)</a>
<a href="#">TVCC Website (Mission Statement)</a>
<a href="#">TVCC Board Minutes (April, 25, 2005)</a>
<a href="#">Texas Education Code 51.352(a); Board Responsibilities</a>
<a href="#">TVCC Organizational Chart</a>

**3.2.2.2 The legal authority and operating control of the institution are clearly defined for the fiscal stability of the institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The fiscal stability of Trinity Valley Community College is a responsibility of the Board of Trustees and is accomplished through the Board's authority to levy and collect taxes, to approve the annual budget, fix and collect rental, rates, charges, or fees from students and others, and have accounts audited in accordance with the approved financial reporting system. This authority is described in [TVCC Board Policy BAA \(Legal\)](#) under the headings "Assessing and Collecting," "Annual Budget," "Rental, Rates, and Charges" and "Annual Audit." The Board approves the budget on or before the first day of September each year ([TVCC Board Minutes](#)), and an audit is conducted in accordance with the approved financial reporting system (see [Comprehensive Standard 3.10.2](#) for more details). Additionally, [Item 24 of TVCC Board Policy BAA \(Legal\)](#) states that the board must "[a]ct as a fiduciary in the management of funds under the control of institutions subject to the Board's control and management." The Board delegates the day-to-day responsibility for fiscal affairs to the president, who has ultimate authority for implementing the budget as approved by the Board. The vice president for fiscal services is responsible for overseeing the financial processes and ensuring that adequate fiscal controls are in place ([Vice President of Fiscal Services Job Description](#)). For additional operating control details see [Comprehensive Standard 3.10.4](#). Board approved annual reports are submitted to the governor, comptroller, state treasurer, state auditor, and the legislative budget board.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BAA (Legal); Board Legal Status: Powers, Duties, and Responsibilities</a>
<a href="#">President's Job Description</a>
<a href="#">Vice President of Fiscal Services Job Description</a>
<a href="#">TVCC Board Minutes</a>
<a href="#">Comprehensive Standard 3.10.2</a>
<a href="#">Comprehensive Standard 3.10.4</a>

**3.2.2.3 The legal authority and operating control of the institution are clearly defined by institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Board is granted the exclusive power to govern and oversee the management of Trinity Valley Community College as described under the section entitled "Governance" in [TVCC Board Policy BAA \(Legal\)](#). Board policy follows the state statutes regarding contracts with outside agencies and the operations of auxiliary services by the College [[Texas Education Code 11.151 \(b\); Operations Delegated to the President; TVCC Board Policy CQ \(Legal\)](#)]. The College's auxiliary services consist of the bookstore, cafeteria, student activities, the dormitories, and athletics. The bookstore is under the control of the vice president of fiscal services. The cafeteria, dormitories, and student activities are under the control of the vice president of student services, and athletics is under the control of the president [[TVCC Catalog \(p. 198; Organizational Chart\)](#)].

[TVCC Board Policy CQ \(Legal\)](#) limits College auxiliary enterprises as described under section "Retail Stores," which prohibits TVCC from extending the credit of the state to an obligor through the College's retail store.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BAA (Legal); Board Legal Status: Powers, Duties, and Responsibilities</a>
<a href="#">Texas Education Code 11.151 (b)</a>
<a href="#">TVCC Board Policy CQ (Legal); District Auxiliary Enterprises</a>
<a href="#">TVCC Catalog (p.198; Organizational Chart)</a>

**3.2.2.4 The legal authority and operating control of the institution are clearly defined for related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The [Articles of Incorporation](#) and the [By-Laws](#) of the Trinity Valley Community College Foundation clearly establish the purpose of the Foundation as well as the Board of Trustees' authority and operating control in relationship to the Foundation.

Article V of the Articles of Incorporation of the Foundation states,

The Corporation is formed for exclusively charitable, educational, and scientific purposes and to assist in the development of Trinity Valley Community College which will be under the operation, control and management of the Board of Trustees of Trinity Valley Community College, including the expenditure of funds for the purpose of assisting the College in obtaining and maintaining the best faculty and staff available, and for the establishment and maintenance of facilities and laboratories to be used by the College in conformity with the laws of the State of Texas and with the legal consent of the State of Texas; for the advancement of research and other literary and scientific undertakings; and to accept donations, gifts, and grants of money and property, to administer the same, and to expend funds upon a charitable, educational or nonprofit basis in behalf of the Trinity Valley Community College Foundation with all of such powers and authority necessary or incidental to the accomplishment of the purposes herein expressed.

[TVCC Board Policy BFA \(Local\)](#) states that the president has ultimate control of TVCC fundraising activities. For further discussion of the operating control of the TVCC Foundation (see [Comprehensive Standard 3.2.12](#)).

**DOCUMENTATION:**

<a href="#">TVCC Foundation Articles of Incorporation</a>
<a href="#">TVCC Foundation By-Laws</a>
<a href="#">TVCC Board Policy BFA (Local)</a>
<a href="#">Comprehensive Standard 3.2.12</a>

**3.2.3 The board has a policy addressing conflict of interest for its members.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

[Trinity Valley Community College Board Policies BBFA \(Legal\)](#) and [BBFA \(Exhibit\)](#) specifically and clearly address conflicts of interests for board members.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BBFA (Legal); Ethics; Conflict of Interest</a>
<a href="#">TVCC Board Policy BBFA (Exhibit); Ethics; Conflict of Interest</a>

**3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

[Item 6 or TVCC Board Policy BBF \(Local\)](#) addresses special interest groups and the requirement of Board members to refuse to surrender judgment to members of such groups.

**DOCUMENTATION:**

[TVCC Board Policy BBF\(Local\) ; Board Member Ethics \(Item 6\)](#)

**3.2.5 Members of the governing board can be dismissed only for cause and by due process.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

[Trinity Valley Community College Board Policy BBC \(Legal\)](#) addresses the reasons for which a Board member may be removed from office. To ensure due process, actions for removal of a Board member must be brought before a district judge.

**DOCUMENTATION:**

[TVCC Board Policy BBC \(Legal\); Board Members: Vacancies and Removal From Office](#)

**3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Trinity Valley Community College Board of Trustees has the sole right to adopt policies as described in [TVCC Board Policy BE \(Local\)](#) under the headings of "Policy

and Bylaw Development” and “Adoption.” The Board is charged with the responsibility to provide policy direction and adopt such rules, regulations, and bylaws as the Board deems advisable [TVCC Board Policy BAA (Legal); Provide Direction]. Board actions as a policy making body are evident in the TVCC Board Minutes.

Item 3 of TVCC Board Policy BBF (Local) specifies that the Board shall establish effective board policies and delegate authority of administration to the chief executive officer. The organizational structure through which this is accomplished is delineated in the TVCC Organizational Chart, which is published according to TVCC Board Policy BGA (Local). Faculty roles are outlined in the *Faculty Procedural Handbook (pp.iv-v)*, which delineates faculty responsibility for implementing and evaluating the activities in the learning environment.

#### DOCUMENTATION:

TVCC Board Policy BE (Local); Policy and Bylaw Development
TVCC Board Policy BAA (Legal); Board Legal Status: Powers, Duties, and Responsibilities
TVCC Board Minutes
TVCC Board Policy BBF (Local); Board Member Ethics
TVCC Organizational Chart
TVCC Board Policy BGA (Local); Administration Organization-Plan-Organize Charts
<i>Faculty Procedural Handbook; Faculty Responsibility for Implementing and Evaluating the Activities in the Learning Environment (pp. iv-v)</i>

#### **3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.**

##### Compliance

- Partial Compliance
- Non-Compliance

#### NARRATIVE:

Trinity Valley Community College clearly defines and publishes a hierarchy of reporting relationships within the College that delineates responsibility for the administration of policies. The organizational chart is distributed in the *TVCC Catalog p. 198*, on the *TVCC Website*, and in the *TVCC Fact Book*. The organizational structure establishes the relationships between the Board of Trustees, the president, the administration, faculty and staff. The College has three vice presidents, including the vice president of instruction, the vice president of student services, and the vice president of fiscal services. The vice presidents, the dean of information technology, dean of administrative computing, dean of physical facilities, and the athletic director report to the president. Persons reporting to each of the vice presidents are delineated below.

The vice president of instruction is responsible for the overall administration of academic affairs. Instructional deans, off-campus deans and instructional directors, the director for distance learning, the learning resources center director, the dean of planning and institutional effectiveness, and faculty ultimately report to the vice president of instruction.

The vice president of student services is responsible for the overall administration of student affairs and enrollment management activities. The dean of enrollment management and registrar, who is responsible for oversight of financial aid, counseling, and testing, reports to the vice president of student services. The vice president of student services is also responsible for student activities, band, Cardettes, cheerleading, housing, campus security, and the execution of student disciplinary matters.

The vice president of fiscal services has primary responsibility for budgetary processes, as well as supervising the bookstore and human resources.

Job descriptions of employees contain information as to responsibility for the administration of policies. All job descriptions are available on the [Human Resources Website](#).

#### DOCUMENTATION:

<a href="#">TVCC Catalog (p.198; Organizational Chart)</a>
<a href="#">TVCC Website (TVCC Organizational Chart)</a>
<a href="#">TVCC Fact Book (published on the TVCC Institutional Research Website)</a>
<a href="#">TVCC Human Resources Website (Job Descriptions)</a>

#### **3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

Trinity Valley Community College administrators have the necessary education, experience, and competence to provide leadership for the College. Resumes and job descriptions of TVCC administrators are available in the [TVCC Roster of Administrative Staff \(password required\)](#). Official transcripts are available in the president's office.

The [TVCC Faculty and Staff Search and Employment Process Guide](#) establishes policies for hiring qualified administrators. Qualifications for administrators were established based on the practices in higher education at the time of employment. To stay current in their field, administrators follow the professional development policy outlined for faculty. This policy requires at least 45 hours of professional development within any three year period as described in the College's professional development policy.

**DOCUMENTATION:**

<a href="#">TVCC Roster of Administrative Staff (password required)</a>
<a href="#">TVCC Faculty and Staff Search and Employment Process Guide</a>

**3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff.** **Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

Trinity Valley Community College has defined and published policies regarding the appointment and employment of faculty and staff. These policies are accessible from the *TVCC Website* ([TVCC Board Policy Manual](#), [Personnel Policies](#)). The process for the appointment and employment of faculty and staff is stated in the [TVCC Faculty and Staff Search and Employment Process Guide](#). The search process begins with a vacancy announcement that is distributed through appropriate avenues for a period of at least 10 business days. Upon receipt of applications by the human resources office, the appropriate division chairperson, dean, and vice president review the applications and other requested materials provided by the applicant, ranking each candidate according to the [TVCC Applicant Evaluation Form](#). The top candidates are invited for personal interviews by division chairpersons and/or the appropriate dean and vice president. Following the interviews, the candidates are ranked again and the division chairperson, dean, and vice president work toward a decision. Their recommendation is given to the president who conducts the final interview of the candidate and makes a recommendation to the Board of Trustees, who either denies or approves the appointment [TVCC Board Policy BAA (Local)]. Evidence of Board actions for the hiring of employees is available in [TVCC Board Minutes \(November 22, 2005; Item 9\)](#).

TVCC's hiring practices and recruitment policies are stated in [TVCC Board Policy DC \(Local\)](#). TVCC's commitment to Equal Opportunity is noted in [TVCC Board Policy DAA \(Local\)](#). Each January, the human resources office reaffirms the College's compliance with the nondiscrimination provision of all state and federal regulations by placing advertisements in newspapers [[Newspaper EEO Notice](#)] and by posting the same at various campus locations [[Campus EEO Notice](#)].

Employment opportunities are accessible from the *TVCC Human Resources Website* ([Current Employment Opportunities](#)) and from bulletin board postings on all campuses. The application for employment is available for download ([Application Procedures](#)).

The Human Resources Office posts all job descriptions online [[Job Description File \(password required\)](#)]. TVCC employees are "at will" employees, which is a legal doctrine that has historically defined employee-employer relationships in Texas. Under this arrangement, TVCC may discharge an employee with or without notice at any time for a good reason, a bad reason, or no reason at all. TVCC employees may also quit, with or

without notice, at any time for any reason. This is outlined in [TVCC Board Policies DC \(Local\)](#) and [DC \(Legal\)](#).

[TVCC Board Policy DDA \(Local\)](#) delineates that employees shall be employed for a period that shall not exceed 12 months, and [TVCC Board Policy DDA \(Legal\)](#) specifies that there are no expectations of continued employment beyond that period. Additional policies for continuing employment are described in [TVCC Board Policy DMAB \(Local\)](#). In the case of program reductions, the policy is outlined in [TVCC Board Policy DMAA \(Local\)](#). Professional growth responsibilities are described in [Comprehensive Standard 3.73](#).

A summary of faculty credentials is available in the [TVCC Roster of Instructional Staff \(password required\)](#), and complete records documenting the preparation and certification of full-time faculty credentials are located in the president's office. Complete documentation of part-time faculty credentials are located in the vice president of instruction's office.

#### DOCUMENTATION:

<a href="#">TVCC Board Policy Manual, Personnel Policies</a>
<a href="#">TVCC Board Minutes</a>
<a href="#">TVCC Faculty and Staff Search and Employment Process Guide</a>
<a href="#">TVCC Applicant Evaluation Form</a>
<a href="#">TVCC Board Minutes (November 22, 2005; Item 9)</a>
<a href="#">TVCC Board Policy DC (Local); Hiring practices</a>
<a href="#">TVCC Board Policy DC (Legal); Hiring practices</a>
<a href="#">TVCC Board Policy DAA (Local); Equal Opportunities Employment</a>
<a href="#">Newspaper EEO Notice</a>
<a href="#">Campus EEO Notice</a>
<a href="#">TVCC Website; Current Employment Opportunities</a>
<a href="#">TVCC Website; Application Procedures</a>
<a href="#">TVCC Job Description File</a>
<a href="#">TVCC Roster of Instructional Staff (password required)</a>

#### **3.2.10 The institution evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

The president evaluates the effectiveness of Trinity Valley Community College personnel that report directly to him on a periodic basis. Personnel who report directly to the president include the vice president of instruction, vice president of student services,

vice president of fiscal services, dean of physical facilities, dean of information technology services, dean of administrative computing services, assistant to the president, and the athletic director. The results of these evaluations are discussed with the individuals at the time the annual contract is offered to the individual. The president is evaluated by the Board of Trustees as specified in [TVCC Board Policy BFB \(Local\)](#) (see also [Comprehensive Standard 3.2.1](#)). Evidence that the president is evaluated is contained in minutes of closed meetings. Other administrators are evaluated by their immediate supervisor. An example of one such evaluation is attached ([Example of Administrative Evaluation](#)).

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BFB (Local); College President</a>
<a href="#">Comprehensive Standard 3.2.1</a>
<a href="#">Example of Administrative Evaluation</a>

**3.2.11 *The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.***

 **Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College has organized athletic programs in men's football, men's basketball, and women's basketball. Additionally, the College provides athletic opportunities to students as cheerleaders and as members of the Cardettes, TVCC's drill team. [Item 17 TVCC Board Policy BFA \(Local\)](#) specifies that the president has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, TVCC's athletics program ([TVCC Organizational Chart](#)). The [athletic director](#) reports to the president. The dean of enrollment management is responsible for serving as "the official reporting and certifying officer of the College," which includes serving as the TVCC's NJCAA Compliance Certification Officer ([Dean of Enrollment Management Job Description](#)).

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BFA (Local); College President; Qualifications and Duties</a>
<a href="#">TVCC Organizational Chart</a>
<a href="#">Athletic Director Job Description</a>
<a href="#">President's Job Description</a>
<a href="#">Dean of Enrollment Management Job Description (Compliance Officer)</a>

**3.2.12 The institution's chief executive officer has ultimate control of the institution's fund-raising activities.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

[Item 10 of Trinity Valley Community College Board Policy BFA \(Local\)](#) specifies that the president has ultimate control of the College's fundraising activities. These fundraising activities are carried out through the TVCC Foundation. The president serves as a member of the Foundation Board as specified in the Article II, Section 3 of the [By-Laws of the TVCC Foundation](#). Additionally, the assistant to the president has the responsibility to coordinate all fundraising efforts with the TVCC Foundation ([Assistant to the President Job Description](#)). The assistant to the president reports directly to the president.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy BFA (Local); College President: Qualifications and Duties</a>
<a href="#">By-Laws of the TVCC Foundation</a>
<a href="#">Assistant to the President Job Description</a>

**3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (a) accurately describes the relationship between the institution and the foundation, and (b) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE**

The [Articles of Incorporation of the Foundation](#) of Trinity Valley Community College were originally established in 1974 and amended August 22, 1988. The Articles state,

The Corporation is formed for exclusively charitable, educational and scientific purposes and to assist in the development of Trinity Valley Community College at Athens, Texas with centers in Palestine, Kaufman and Terrell, which will be under the operation, control and management of the Board of Trustees of Trinity Valley Community College, including the expenditure of funds for the purpose of assisting the College in obtaining and maintaining the best faculty and staff available, and for the establishment and maintenance of facilities and laboratories to be used by the College in conformity with the laws of the State of Texas and with the legal consent of the State of Texas; for the advancement of research and other literary and scientific undertakings; and to accept

donations, gifts and grants of money and property to administer the same, and to expend funds upon a charitable, educational and nonprofit basis on behalf of the Trinity Valley Community College Foundation with all of such powers and authority necessary or incidental to the accomplishment of the purposes herein expressed.

The current activities of the Foundation include solicitation of funds for the Foundation and the administration of the expenditure of usable funds to deserving students for scholarships. The scholarship program helps students pursue their academic career in keeping with the mission of the College. The Foundation has received total contributions of \$1,217,933.14 as of December 31, 2005. The campaign total, including pledges, stands at \$1,293,681.51 as of the same date. The projected amount represents 43% of the campaign goal of \$3,000,000.

In 2002, the TVCC Foundation focused its “friend building” efforts on potential donors from a radius of 25 miles around the Athens campus. Fund raising efforts have included campaign solicitations to potential donors, as well as annual campaigns, golf tournaments, and large social fundraising events. The marketing intent of the campaign has been to build awareness within the community about the campaign and its monetary needs and goals. The next project will focus on the Palestine campus and local community awareness with an extension of the Phase 1 campaign to include another geographic area of the College.

Not all of the purposes of the Foundation as delineated in the Articles of Incorporation are experiencing activity; however, the purposes provide a framework for the Foundation to grow with TVCC and its future needs. This allows the Foundation to be ready in the event that the opportunity comes available for the development and implementation of fundraising activities to support these additional goals.

To carry out the activities of the Foundation, TVCC employs an assistant to the president who serves as the director of the Foundation and works with the Foundation Board ([TVCC Foundation Board Members](#)) as described in the [TVCC Foundation By-laws](#). These by-laws also explain the relationship of direct authority of the president.

As determined in Article V of the Articles of Incorporation, the operation, control and management of the Foundation falls under the authority of the Board of Trustees. The vice president of fiscal services is charged with the responsibility of fund management for the Foundation ([Vice President of Fiscal Services Job Description](#)). Foundation funds are kept separate from those of the College. The Foundation Board reviews an audit of funds on an annual basis ([TVCC 2005-06 Foundation Audit](#)). The fund balance for the year ending August 31, 2005 was \$1,201,404. The average donation has been \$1,456.00 for each of the past three years.

#### **DOCUMENTATION:**

<a href="#">Articles of Incorporation of the TVCC Foundation</a>
<a href="#">TVCC Foundation Board Members</a>
<a href="#">TVCC Foundation By-laws</a>
<a href="#">Assistant to the President Job Description</a>
<a href="#">Vice President of Fiscal Services Job Description</a>

**TVCC 2005-06 Foundation Audit**

**3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.**

 **Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE**

The "Intellectual Property" section of [Trinity Valley Community College Board Policies DBD \(Local\)](#) and [DBD \(Legal\)](#) address ownership of and compensation for intellectual property. [TVCC Board Policy DBD \(Local\)](#) specifically states, "Employees may retain as sole property any intellectual property, scientific invention, material, or object created on their own time without use of College property, material, equipment, or support." [TVCC Board Policy DBD \(Legal\)](#) also includes a statement that addresses intellectual property and states, "An employee who conceives, creates, discovers, invents, or develops intellectual property may own or be awarded any amount of equity interest of participation in or the development of intellectual property," with the consideration that "[i]f materials are created at the College's expense, TVCC will receive the income derived from the sale of intellectual materials or objects until the cost of developing the materials is recovered."

[TVCC Board Policy FLE \(Local\)](#) is specifically designed to protect students' rights to retain ownership of intellectual property under the same conditions as employees. The Policy further states, "The College District shall grant full ownership to the student who has developed original work at College District expense, on College District time, or through the use of College District owned equipment..." after all College expenditures have been recovered.

[TVCC Board Policy EDD \(Legal\)](#) addresses copyright issues for the use of copyrighted materials for instruction. The copyright policy establishes the legal use of copyrighted print materials or performing materials for *instructional purposes*. Employees who use copyrighted materials are directed to use the guidelines in the [Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions](#) and [Guidelines for Educational Uses of Music](#). The Policy also describes certain exceptions to this policy for performances and displays of works by instructors and students.

Additionally, students are specifically prohibited from using an "unacknowledged submission or incorporation" of another's work in one's own work [[TVCC Catalog \(pp. 49-50\)](#)]. The "Plagiarism and Collusion" section of [TVCC Board Policy FMA \(Local\)](#), defines the penalties for academic dishonesty (Item 3. g) and associated penalties (Items 7 and 8).

**DOCUMENTATION:**

TVCC Board Policy DBD (Local); Faculty Intellectual Property
TVCC Board Policy FLE (Local); Students' Intellectual Property
<i>The Faculty Procedural Handbook</i> (p. 1; Academic Freedom)
TVCC Board Policy EDD (Legal); Copyright Issues
<i>TVCC Catalog</i> (pp.49-50; Plagiarism Policy)
Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions
Guidelines for Educational Uses of Music
TVCC Board Policy FMA (Local); Academic Dishonesty (Item 3.g; Item 7; and Item 8)

### 3.3 Institutional Effectiveness

**3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College identifies intended outcomes, assesses and reports the achievement of these outcomes, and provides evidence of improvements in a number of ways. Institutional effectiveness processes emerge from a desire of TVCC constituents to understand and construct meaning from the activities of the College. This is also a means through which TVCC can be proactive in meeting the accountability mandates from the Texas State Legislature and the Texas Higher Education Coordinating Board. State-mandated processes include the [THECB five-year Institutional Effectiveness Desk Review](#), the [THECB Core Curriculum Review](#), and the annual [Legislative Budget Board Performance Measures](#). Internal efforts include the development of the College's strategic plan, the establishment of linkages between the strategic plan and administrative outcomes that are evaluated annually, and the establishment of the relationship between learning outcomes and general education outcomes. For a graphic depiction of how TVCC views these linkages, please view the attached graphic ([Planning and Evaluation Graphic](#)). The relationships between administrative outcomes, learning outcomes, and the overall strategic plan become more clear when reviewing the reporting format for each [[Administrative Outcomes](#), [Learning Enhancement Annual Plans \(LEAPs\)](#)]. TVCC's annual strategic planning process, as discussed extensively in [Core Requirement 2.5](#), specifies goals for the College, which are linked to the outcomes of the planning units.

**Identification of Outcomes**

Beginning Fall 2005, TVCC implemented a new institutional effectiveness process in order to more systematically differentiate between learning outcomes and administrative outcomes. Each academic program provides student learning outcomes that support the overall general education goals of TVCC, while each educational and administrative support unit provides outcomes that support TVCC goals. Educational planning units now submit Learning Enhancement Annual Plans (LEAPs), which identify intended learning outcomes specifically linked to general education outcomes ([LEAPs form, items 5 & 6](#)). This allows for analysis of how educational units contribute to the accomplishment of the general education goals of the College (see [Comprehensive Standard 3.5.1](#) for details of general education outcomes). The LEAPs process was added to TVCC's institutional effectiveness processes in the 2005-2006 academic year, with results of assessment from the first round of LEAPs being available in July 2006. Prior to 2006, planning for learning outcomes were included as Administrative Outcomes ([TVCC Administrative and Learning Outcomes Website](#)). The office of planning and institutional effectiveness requests plans to be submitted annually by each planning unit.

From 2002-03 through 2004-05, all administrative, educational support services, and educational programs submitted annual goals and objectives, which incorporated the appropriate outcomes for that planning unit.

Each administrative outcome is linked directly to at least one strategic planning goal, which allows for analysis of the planning unit's contribution to the accomplishment of the strategic plan. This is formalized in the [administrative outcomes form \(Items 5 and 6\)](#). Between 2002-2003 and 2004-2005, TVCC handled learning outcomes as a part of the administrative outcomes processes, and the results of these may be viewed online under the headings of "Goals and Objectives" for academic planning units (Example: [Biology 2003-2004 Goals and Objectives](#)). Beginning with the 2005-2006 academic year, learning outcomes are reported as [[Learning Enhancement Annual Plans \(LEAPs\); Biology 2005-2006 example](#)]. Administrative and educational support units submit administrative outcomes, in which all planning units define their expected outcomes for the academic year and outline implementation strategies.

[TVCC Board Policy BI \(Local\)](#) describes the annual institutional effectiveness, planning, and budgeting cycles, which include the following:

1. The Strategic Planning Committee reviews and/or updates the strategic planning goals annually.
2. New strategic planning goals are approved by appropriate committees, the College president, and the Board and disseminated to all units for use in updating administrative outcomes and Learning Enhancement Annual Plans (LEAPs) for the coming academic year.
3. Budget requests from departments and units are sent to division chairs, deans, and vice-presidents, with requests to prepare budgets, administrative outcomes, and learning outcomes that are in alignment with strategic planning goals for the upcoming year.
4. The administrative outcomes for the upcoming fiscal year are submitted to appropriate deans and vice presidents for approval. Administrative outcomes include a statement of desired outcomes, outcome descriptions, implementation strategies, assessment methods, assessment criteria, relationship to strategic planning goals, and budgetary implications.
5. Faculty submit LEAPs for the upcoming year to the appropriate dean for approval. LEAPs include a statement of the desired outcomes, outcome description, implementation strategies, assessment methods, assessment criteria, and relationship to general education outcomes.
6. Prior to beginning the academic year, administrative outcomes and LEAPs are modified if budget revisions impact the plans. All administrative outcomes and LEAPs are approved by the appropriate dean or vice president.
7. Administrative outcomes and LEAPs are implemented throughout the fiscal year.
8. Administrative outcomes and LEAPs are evaluated to determine progress toward goals.
9. Using feedback from the results on administrative outcomes and LEAPs, the strategic plan is evaluated and new administrative outcomes and LEAPs are developed for future years by repeating the steps above.

Outcomes specific to administrative, support, and educational programs are identified through the internal institutional effectiveness processes described above. In addition, the institutional effectiveness process integrates standards and measures established by external reviews:

1. The Texas Higher Education Coordinating Board (THECB) institutional effectiveness process that identifies outcomes for access, retention, graduation, and placement for each Texas community college. The THECB Institutional Effectiveness Desk Review was conducted in 2002, which was used to enhance the College's assessment of its educational programs and support services outcomes ([Institutional Effectiveness Desk Review, 2002](#)).
2. The Legislative Budget Board requires Annual Performance Measures which track course completion, contact hours taught by full-time faculty, percent of students who transfer to a university, enrollment of disadvantaged populations, developmental education success, licensure pass rates, administrative cost as a percentage of the budget, and the number of degrees or certificates awarded ([LBB Performance Measure Data Report](#)).

This system allows TVCC to compare its performance to other institutions. For example, TVCC is serving students with similar academic challenges (34.2% categorized as academically disadvantaged, state=36.4%) as well as economic status (29.2% economically disadvantaged compared to the states 29.5%) ([LBB Performance Measure Data Report](#)). TVCC also performs well with these students, as TVCC has received additional state funding for its success in developmental education. Other comparisons reveal that TVCC consistently produces more graduates than most institutions and is above the state average (83.96%) on course completions (TVCC=86.03% in 2005 [Legislative Budget Board Report](#)).

3. The Texas Higher Education Coordinating Board Curriculum review process requires an evaluation of student learning outcomes in each of the core areas. TVCC's last review under this process was conducted in October, 2004 (Core Curriculum Report). See [Comprehensive Standard 3.4.1](#) for a complete discussion of this process.
4. The Associate Degree in Nursing and Surgical Technology programs hold a national accreditation. The accreditation process for each of these programs requires faculty to gather and analyze program data to demonstrate achievement of educational program outcomes and outcomes that relate to student support services.

### **Assessment of Outcomes**

The office of planning and institutional effectiveness is primarily responsible for carrying out the institutional research timelines of the College. The dean of planning and institutional effectiveness provides the leadership for these activities ([Dean of Planning and Institutional Effectiveness Job Description](#)). The institutional research associate assists in the accomplishment of the objectives of the department ([Institutional Research Associate Job Description](#)). This office is responsible for the design, deployment, and administration of a variety of surveys, including [TVCC Graduating Student Survey-Learning Environment](#), the [TVCC Graduating Student Survey-Services](#), the TVCC Student Evaluation of Course and Instructor, the evaluation of various nursing courses

and clinicals, the [Community College Survey of Student Engagement \(2005\)](#), and the [Community College Faculty Survey of Student Engagement](#). Students are informed of their role in assessment in the [TVCC Catalog](#) (p. 69; [Assessment of Student Outcomes](#)). A complete listing of surveys is available on the [Office of Planning and Institutional Effectiveness Website, Surveys](#).

Data are provided in several formats to facilitate the review and analysis of the College's outcomes. The [TVCC Fact Book](#) and [TVCC Fact Sheet](#) are two documents that contain institution-wide data which is distributed for use in the assessment of outcome achievement. The College utilizes the [Annual Data Profile](#) to assess achievement of institutional outcomes and student access to the institution. This report contains a profile of each educational program by CIP code, including retention, course completion, and graduation rates ([Annual Data Profile 2003, 2004, 2005](#)). The Texas Higher Education Coordinating Board provides additional data for use by the institution ([THECB Data Website](#)). Additionally, the office of planning and institutional effectiveness provides supports the research needs of various offices on an *ad hoc* basis. An example, the dean's involvement in the College's quality enhancement plan, the Learning Initiative, has generated research looking at student reading comprehension abilities, levels of student engagement, and the connection between engagement levels and gains in reading comprehension ([Learning Initiative Website](#)).

Another example is the evaluation of distance learning courses. Students are provided an opportunity to comment on their distance education learning experiences through an online survey ([Distance Learning Student Survey Spring, 2003](#)). TVCC provides each student a form that solicits feedback on the distance medium, the instructor, support services, and the overall college performance and provides the opportunity for students to comment on their learning experience. *WebCT*, TVCC's online learning provider, facilitates an online evaluation form that includes feedback on the learning management system. TVCC forwards all forms to the instructor and the instructional department chair or designated administrator. Necessary action by the faculty is based upon the contents of student evaluations.

Additional instruments are used to evaluate educational outcomes, including the THECB Core Curriculum Review (Core Curriculum Report), and the activities of the Curriculum and Instruction Committee. The demonstration of evaluating program and learning outcomes is discussed further in [Comprehensive Standard 3.4.1](#). Discussions of how graduates attain college-level competencies in general education is further discussed in [Comprehensive Standard 3.5.1](#).

The office of planning and institutional effectiveness requests assessment reports each year from each primary college department/unit and assesses the the unit's success in meeting its stated outcomes. The assessment of those outcomes is clearly identified for FY 2003-2005 in the "Results of Assessment" area of the administrative outcomes form ([Sample Administrative Outcomes Form, Vice President of Instruction](#)). The assessment of those outcomes for FY 2005-2006 is clearly delineated on the Administrative Outcomes form (item 13) and the LEAPs form (item 8) ([Sample Administrative Outcomes Form, Sample LEAPs Form](#)).

### ***Evidence of Improvement Based on Analysis of Results***

The annual Administrative Outcomes and LEAPs process requires each planning unit to identify changes that were made as a result of what was learned through the institutional effectiveness process. Changes made as a result of the assessment of outcomes is clearly identified for FY 2003-2005 in the "Impact of Assessment Findings" area of the administrative outcomes form ([Sample Administrative Outcomes Form, Vice President of Instruction](#)). Changes made for FY 2005-2006 are clearly delineated in the "Changes as a Result of Evaluation" area on the Administrative Outcomes form (item 14) and the LEAPs form (item 8) ([Sample Administrative Outcomes Form](#), [Sample LEAPs Form](#)).

The THECB requests that educational programs evaluated in the *Annual Data Profile* identify any deficiencies and develop an improvement plan for the educational programs and support services as outlined in the state required Program Improvement Plan and the individual program evaluations. Improvement efforts are documented by reviewing data to determine if the state standard measures are met or exceeded in the areas of graduates, placement, and licensure pass rates (*Annual Data Profile* [2003](#), [2004](#), [2005](#)).

As a result of TVCC's strategic planning, evaluation, and analysis of the achievement of outcomes, plans are developed to improve the College's educational programs and the administrative and educational support services. A complete detailing of all planning units' Administrative Outcomes and Learning Enhancement Annual Plans (LEAPs) are available on the [TVCC Administrative and Learning Outcomes Website](#). [Comprehensive Standard 3.4.1](#) includes a detailed narrative related to improvement in educational programs, and [Comprehensive Standard 3.9.3](#) provides examples of improvement in student services. These examples are in varying phases of implementation, and provide evidence of continuous improvement efforts in TVCC's educational programs and administrative and educational support services (*Annual Data Profile* [2003](#), [2004](#), [2005](#)). The activities described above formulate the framework from which TVCC approaches institutional effectiveness and assists the College in assuring compliance with [TVCC Board Policy BI \(Local\)](#) and [BIA \(Legal\)](#).

#### **DOCUMENTATION:**

<a href="#">TVCC Catalog</a> (pp. 11-12; TVCC Goals)
<a href="#">THECB five-year Institutional Effectiveness Desk Review</a>
<a href="#">THECB Core Curriculum Review</a>
<a href="#">Legislative Budget Board Performance Measures</a>
<a href="#">Planning and Evaluation Graphic</a>
<a href="#">TVCC Administrative and Learning Outcomes Website</a>
<a href="#">TVCC Board Policy BI (Legal)</a> .
<a href="#">TVCC Board Policy BIA (Legal)</a>
<a href="#">Administrative Outcomes Form, Items 5 and 6</a>
<a href="#">Biology 2003-2004 Goals and Objectives</a>
<a href="#">Learning Enhancement Annual Plans (LEAPs); Biology 2005-2006 example</a>
<a href="#">Legislative Budget Board Report</a>
<a href="#">Core Requirement 2.5</a>

<a href="#"><i>Administrative Planning Report by Department Website</i></a>
<a href="#"><i>Comprehensive Standard 3.4.1</i></a>
<a href="#"><i>Comprehensive Standard 3.5.1</i></a>
<a href="#"><i>LBB Performance Measure Data Report</i></a>
<a href="#"><i>Distance Learning Student Survey Spring 2003</i></a>
<a href="#"><i>TVCC Catalog (p. 69; Assessment of Student Outcomes)</i></a>
<a href="#"><i>TVCC Fact Book</i></a>
<a href="#"><i>TVCC Fact Sheet</i></a>
<a href="#"><i>Dean of Planning and Institutional Effectiveness Job Description</i></a>
<a href="#"><i>Institutional Research Associate Job Description</i></a>
<a href="#"><i>TVCC Graduating Student Survey-Learning Environment</i></a>
<a href="#"><i>TVCC Graduating Student Survey-Services</i></a>
<a href="#"><i>Community College Survey of Student Engagement (2005)</i></a>
<a href="#"><i>Community College Faculty Survey of Student Engagement</i></a>
<a href="#"><i>Office of Planning and Institutional Effectiveness Website, Surveys</i></a>
<a href="#"><i>Learning Initiative Website</i></a>
<a href="#"><i>THECB Data Website</i></a>
<a href="#"><i>Institutional Effectiveness Desk Review, 2002</i></a>
<a href="#"><i>Comprehensive Standard 3.4.1</i></a>
<a href="#"><i>THECB Annual Data Profile 2003</i></a>
<a href="#"><i>THECB Annual Data Profile 2004</i></a>
<a href="#"><i>THECB Annual Data Profile 2005</i></a>
<a href="#"><i>TVCC Program Profile 2001</i></a>
<a href="#"><i>TVCC Program Profile 2002</i></a>
<a href="#"><i>TVCC Program Profile 2003</i></a>
<a href="#"><i>TVCC Program Profile 2004</i></a>

## 3.4 Educational Programs

**3.4.1 The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

***Educational Programs Approved by Faculty and Administration***

Educational programs are generated and developed by the faculty at Trinity Valley Community College. Several policies and documents address the faculty's role in designing, implementing, and approving educational programs. [TVCC Board Policy DNA \(Local\)](#) addresses faculty qualifications, duties, and responsibilities. This policy delineates that faculty members are responsible for the content, quality, and effectiveness of the curriculum. [TVCC Board Policy EBA \(Legal\)](#) states that “courses and programs must be developed and operated with the ongoing assistance and involvement of faculty.” [TVCC Board Policy EE \(Local\)](#) describes the process for developing curriculum. The primary responsibility for curricular development and the improvement of the educational program resides with the faculty. [TVCC Board Policy EF \(Regulation\)](#) specifically addresses the role of faculty in curriculum design, stating that “[t]he major responsibility for the preparation of course syllabi shall remain that of the instructors.”

Curricular changes, for the most part, are initiated at the faculty level, and in all cases faculty are consulted in the revision process. Division chairpersons, in conjunction with faculty in the division, develop and revise curriculum which are then presented to the appropriate dean. The dean presents this information to the vice president of instruction on the behalf of the faculty. The Deans' Council then reviews the recommendations for curriculum revisions. Before final approval, curricular changes are reviewed and considered by the Curriculum and Instruction Committee. After the Curriculum and Instruction Committee reviews and approves it, the new or revised curriculum is implemented. If curricular changes are major, they are presented to the president for final approval as described in [TVCC Board Policy EFAB \(Legal\)](#). When revising curriculum for an existing Certificate or Associate of Applied Science Degree program, TVCC personnel must complete the procedures outlined in the [Guidelines for Instructional Programs in Workforce Education \(Chapter 6, Program Revisions\)](#). All new programs require approval by the TVCC Board of Trustees. See [Comprehensive Standard 3.4.12](#) for more details on this process.

***Establishment and Evaluation of Program Learning Outcomes***

Learning outcomes have historically been established and assessed for programs and courses according to the requirements of The Texas Higher Education Coordinating Board [Academic Course Guide Manual \(ACGM\)](#), which requires a review of the Core

Curriculum and Field of Study curriculum on a 5-year cycle. See [Comprehensive Standard 3.5.1](#) for information on evaluation of general education. Learning outcomes are a distinguishing feature of each state-approved workforce education (WECM) course, which includes specific competencies for student attainment that are meant to be taught and measured for the award of either semester credit hours (SCHs) or Continuing Education Units (CEUs). TVCC WECM courses adhere to these specific competencies and in some cases, enhance or add learning outcomes for the benefit of students. Enhancements are not so extensive that they result in a substantially different course.

TVCC, like all public community and technical colleges in Texas offering approved workforce education programs, is evaluated using the Texas Higher Education Coordinating Board Institutional Effectiveness (IE) process. The Texas Higher Education Coordinating Board's State-Level [Institutional Effectiveness Process](#) is a comprehensive initiative designed to encourage continuous improvement of Texas community and technical colleges. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance, services, and the quality of workforce education programs. The Coordinating Board produces and publishes the *Annual Data Profile* that contains a summary of college programs and services to establish baseline information to self-assess the progress and achievements of TVCC workforce programs (*Annual Data Profile 2003, 2004, 2005*). The Annual Data Profile includes the following program-level assessment measurements: program content, graduate employment and education outcomes, degree attainment, and percentage of non-traditional students and graduates. In addition, the *Annual Data Profile* also provides the following measurements: completion rates of full and part-time students, access and equity of women, minorities, and special populations to workforce education programs, remediation and retention rates, and student attainment ([GIPWE Chapter 8](#)).

TVCC utilizes this information in its annual planning and evaluation processes for its workforce education programs. Once every four years, the Coordinating Board conducts either an on-site peer review or an information and data review (desk review) of each public community and technical college and other public institutions of higher education offering workforce education programs. The information and data review process is conducted by the Coordinating Board staff using data previously reported by the colleges and from other sources. The intent of the desk review is to evaluate the most critical factors indicative of institutional effectiveness. Critical success factors include the following:

- Workforce education programs must produce at least 15 graduates in the three-year period under review.
- Each workforce education program must place in the workforce at least 90 percent of program graduates within one year following graduation.
- If a license or other professional credential is required for entry into an occupation, the number of students who take and pass the license or other required credentialing exam must be at least 90 percent, or the number of students who take and pass the exam must be no more than five percent lower than the number of students who took and passed the exam statewide for the preceding three years for which complete data are available ([THECB TVCC Institutional Effectiveness Report, 2002](#)).

TVCC has an industry-based advisory committee for each workforce education program. The broad purposes of each advisory committee are to help the College document a need for workforce education programs and to ensure that the program has both adequate resources and a well designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry.

The use of an advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation, revision, and evaluation. The workforce education advisory committees are required to meet at least once annually (Workforce Education Advisory Committee Minutes, available in the dean of workforce education's office).

TVCC is required by the Texas Higher Education Coordinating Board to evaluate its core curriculum every five years [[TVCC Board Policy EFAA \(Legal\)](#)]. The following items were included in TVCC's last *Core Curriculum Evaluation Report* to the THECB:

- The extent to which the core curriculum is consistent with the elements of the core curriculum recommended by the Coordinating Board.
- The extent to which the core curriculum is consistent with the Texas Common Course Numbering System.
- The extent to which the core curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in Core Curriculum: Assumptions and Defining Characteristics adopted by the Coordinating Board ([Core Curriculum Evaluation Report, fall 2004](#)).

Additionally, TVCC is in the process of reviewing and evaluating its procedures for complying with Field of Study curricula at intervals specified by the Texas Higher Education Coordinating Board ([Field of Study Review Report](#)).

During the 2005-2006 academic year, TVCC enhanced its processes for developing, assessing, and reporting student learning outcomes for academic programs to document student learning across the college. In spring 2005, [learning outcomes workshops](#) designed to allow faculty, instructional deans, and division chairs to develop a collective understanding of student learning outcomes were held campus wide. Since that time, all academic programs have developed [Learning Enhancement Annual Plans \(LEAPs\)](#), which specify the desired student learning outcome, the implementation strategy, the assessment method, and the assessment criteria. Each LEAP relates specifically to at least one of the general education competencies of oral communication, written communication, reading comprehension, computer literacy, critical thinking, or mathematics. LEAPs, at the end of the assessment period, will include a narrative of the observed results compared to the intended learning outcome(s), as well as a description of changes made based upon those results. LEAPs results will be provided to the Curriculum and Instruction Committee, as well as the General Education subcommittee to help the Committee make decisions about future curricular revisions. The LEAPs process is discussed more fully in [Core Requirement 2.5](#) and [Comprehensive Standard 3.3.1](#). Specific examples of LEAPs for 2005-2006 are included here for the [biology](#), [English](#), and [math](#) programs. All 2005-2006 LEAPs are available on the *Office of Planning and Institutional Effectiveness Website* [[Learning Enhancement Annual Plans \(LEAPs\) Online](#)].

The [Curriculum and Instruction Committee](#), a standing committee of the College, is responsible for "the continuous evaluation and improvement of instruction." The Committee meets annually or as needed to discuss, evaluate, and approve course offerings and curricular changes. Information learned from the above described processes will be used by the Committee to make decisions. Additionally, changes may include revisions to general education goals, as well as the core competencies and objectives. The Committee consists of faculty, counselors and administrators. In the 2005-2006 academic year, the Curriculum and Instruction Committee approved the addition of DRAMA 2361, 2362, and 2366 to the program curriculum, the addition of HIST 2327 and 2328 to the history curriculum, the addition of PSYC 2308 and PSYC 1300 to the psychology curriculum, the addition of EMSP 1355 to the emergency medical services curriculum, the deletion of the computer science- networking associate degree and certificate program, and the approval of a new Associate of Arts in Teaching degree.

Beginning fall 2005, a new General Education Committee began to function as a sub-committee of the Curriculum and Instruction Committee. This sub-committee is charged with reviewing and evaluating the general education component of the curriculum, including general education goals and competencies.

#### DOCUMENTATION:

<a href="#">TVCC Board Policy DNA (Local); Personnel, Position: Qualifications &amp; Duties</a>
<a href="#">TVCC Board Policy EBA (Legal); Branch Campuses and Distance Learning</a>
<a href="#">TVCC Board Policy EE (Local); Curriculum Development</a>
<a href="#">TVCC Board Policy EF (Regulation); Curriculum Design</a>
<a href="#">Curriculum and Instruction Committee Minutes (February 23, 2005)</a>
<a href="#">Curriculum and Instruction Committee Minutes (February 25, 2004 Minutes)</a>
<a href="#">Curriculum and Instruction Committee Minutes (March 1, 2006)</a>
<a href="#">TVCC Board Policy EFAB (Legal); Curriculum Design: Degrees and Degree Plans</a>
<a href="#">Guidelines for Instructional Programs in Workforce Education (Chapter 6, Program Revisions)</a>
<a href="#">Texas Higher Education Coordinating Board Academic Course Guide Manual (ACGM)</a>
<a href="#">Comprehensive Standard 3.5.1</a>
<a href="#">Guidelines for Instructional Programs in Workforce Education (GIPWE)</a>
<a href="#">Institutional Effectiveness Process</a>
<a href="#">THECB Annual Data Profile 2003</a>
<a href="#">THECB Annual Data Profile 2004</a>
<a href="#">THECB Annual Data Profile 2005</a>

<a href="#">THECB TVCC Institutional Effectiveness Report, 2002</a>
Workforce Education Advisory Committee Minutes, available in the dean of workforce education's office
<a href="#">TVCC Board Policy EFAA (Legal); Instructional Programs and Courses: Academic Courses</a>
<a href="#">Core Curriculum Evaluation Report</a>
<a href="#">Field of Study Review Report (ACGM)</a>
<a href="#">Learning Outcomes Workshops</a>
<a href="#">Core Requirement 2.5</a>
<a href="#">Comprehensive Standard 3.3.1</a>
<a href="#">Biology LEAPs, Learning Outcomes</a>
<a href="#">English LEAPs, Learning Outcomes</a>
<a href="#">Math LEAPs, Learning Outcomes</a>
<a href="#">Learning Enhancement Annual Plans (LEAPs) Online</a>
<a href="#">General Education Committee Minutes (October 3, 2006)</a>
<a href="#">General Education Committee Minutes (February 21, 2006)</a>

**3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College's community services department provides continuing education and outreach and service programs which are consistent with the College's mission as a "learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and citizens of our service area." The service area includes 28 public school districts and extends into all parts of Henderson, Anderson, Kaufman, and Rains counties, and part of Van Zandt County ([TVCC Community Services Service Area Demographics Profile](#)).

The diverse population demands a variety of training needs. These needs are identified and prioritized through consultation with advisory groups, agencies, organizations, and community leaders. To meet these needs, TVCC reaches out to numerous constituents for collaborative opportunities. The most recent and active collaborations include independent school districts, other educational entities, medical facilities and organizations, workforce boards, economic development corporations, and governmental agencies ([TVCC Community Services Collaborations, 2005-2006](#)).

Training needs are marketed, delivered and evaluated by TVCC community services staff and are coordinated according to three operating areas: (a) continuing/adult education, (b) non-credit programs offered at various locations, including the Texas Department of Criminal Justice prison units, and (c) services offered to the community through the Small Business Development Center. In general, TVCC provides continuing education training in workforce preparation skills, personal enrichment, pre-college basic

academic training, and other training to meet specific needs of business, industry and to support professional individuals and career groups in obtaining updated skills ([TVCC Community Services, Types of Programs](#)).

Training is delivered through classroom presentations, hands-on experiences, distance learning, tutoring, guided clinical opportunities, and contract training. Training occurs on four TVCC campuses, at business and industry sites, within the Texas Department of Criminal Justice prison system, at community centers, at faith-based facilities, at sites provided by area economic development corporations, at local public and private school facilities, and at other appropriate sites as needed. The [TVCC Continuing Education Schedule \(Fall 2005, Spring 2006\)](#) demonstrates the variety of offerings provided by TVCC. This schedule is published in print and on line three times annually. This publication outlines policies, procedures, course descriptions, and course schedules for training provided directly through the TVCC community services department.

The Texas Department of Criminal Justice continuing education offerings are described in the [TDCJ Guidebook](#), which is distributed by the TVCC-TDCJ training department. This publication outlines the policies and procedures for continuing education training offered at the prison sites.

The program offerings and a description of the Small Business Development Center are available on the web ([TVCC Small Business Center Website](#), [Regional Small Business Development Center \(SBDC\) Website](#)).

The Adult Education (AE) program provides basic literacy skills to adults, including ESL training. The basic information about AE programs is found in the [TVCC Continuing Education Schedule \(Fall 2005, Spring 2006\)](#).

#### **DOCUMENTATION:**

<a href="#">TVCC Community Services Service Area Demographics Profile</a>
<a href="#">TVCC Community Services Collaborations, 2005-2006</a>
<a href="#">TVCC Community Services, Types of Programs</a>
<a href="#">TVCC Continuing Education Schedule, Fall 2005</a>
<a href="#">TVCC Continuing Education Schedule, Spring 2006</a>
<a href="#">TDCJ Guidebook</a>
<a href="#">TVCC Small Business Development Center (SBDC) Website</a>
<a href="#">Regional Small Business Development Center (SBDC) Website</a>

#### **3.4.3 The institution publishes admissions policies consistent with its mission.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### **NARRATIVE:**

Trinity Valley Community College maintains an open-door admissions policy as stated in the [TVCC Catalog \(pp.13-20; Admissions Policy\)](#) and on the [TVCC Admissions Website](#).

Any person who wants or can benefit from higher education is admitted. This policy is consistent with the College mission as a “learning-centered” college designed “to meet the educational needs of the students and citizens of our service region in East Texas.” Admissions policies for TVCC and admissions requirements for specific TVCC programs are listed in the [TVCC Catalog \(p.13 -16\)](#) and the [TDCJ Guidebook \(pp. 6-9\)](#). A brief version of these policies is published in all [TVCC Academic Schedules \(Spring 2005, Fall 2005\)](#). Hard copies of the [TVCC Catalog](#) and course schedules are distributed to current and potential students who express an interest in attending TVCC. Examples of recruitment materials for specific programs are included in the documentation table below.

**DOCUMENTATION:**

<a href="#">TVCC Catalog (pp.13-20; Admissions Policy)</a>
<a href="#">TVCC Admissions Website</a>
<a href="#">TVCC College Catalog (pp. 13-16; Admissions for Specific Programs)</a>
<a href="#">TDCJ Guidebook ( pp. 6-9; Admissions Information)</a>
<a href="#">TVCC Academic Schedule, fall 2005</a>
<a href="#">TVCC Academic Schedule, spring 2005</a>
<a href="#">Scholarship Brochure</a>
<a href="#">Football Recruiting Brochure</a>
<a href="#">Theater Department Brochure</a>
<a href="#">Adult Education Brochure</a>
<a href="#">Ag-Ranch Management Brochure</a>
<a href="#">Cosmetology Brochure</a>
<a href="#">Criminal Justice Brochure</a>
<a href="#">Honors Brochure</a>
<a href="#">Horticulture Brochure</a>
<a href="#">Vocational Nursing Brochure</a>
<a href="#">ADN Brochure</a>
<a href="#">Computer Science Brochure</a>
<a href="#">Management Brochure</a>
<a href="#">Welding Brochure</a>
<a href="#">Business and Office Administration Brochure</a>
<a href="#">Accounting Brochure</a>
<a href="#">Auditions Brochure</a>
<a href="#">Music Department Brochure</a>
<a href="#">Early Childhood Education Brochure</a>

**3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College has published policies for the evaluation and acceptance of academic credit. All policies meet the standard set forth in the [Academic Course Guide Manual](#) (pp. 197-205) THECB Rule 4.24 (c), "Transfer of Credit", which states "[i]nstitutional policies regarding acceptance of credit for correspondence courses, credit-by-examination, and other credit-earning instruments must be consistent with Southern Association of Colleges and Schools guidelines and must treat transfer students and native students in the same manner." Policies are published in the *TVCC Catalog* under [Transcript Evaluation Procedure](#) (p.17), [Advanced Placement](#) (pp. 24-27), and [Credit by Evaluation](#) (p. 27).

To ensure that transfer course work is of the same standard as required by TVCC, the College only accepts courses based on the semester or quarter hour systems from regionally accredited colleges. The evaluation of courses completed at Texas colleges is facilitated by the use of the [Texas Common Course Numbering System \(TCCNS\)](#), the [Academic Course Guide Manual \(ACGM\)](#), and [Workforce Education Course Manual \(WECM\)](#). The TCCNS is a common set of numbers and courses that are used statewide to enhance transferability of university-transfer courses. The ACGM describes what academic courses may be taught at community colleges in the state of Texas, and each course description includes the Texas Common Course Number (if applicable). WECM is the manual that indicates what vocational courses may be taught at the community college level and includes a state-wide listing of numbers for ease of transferability of workforce education courses between institutions. The ACGM and WECM are produced by the Texas Higher Education Coordinating Board, which governs course-work offered at community colleges in Texas. Other courses from colleges that do not participate in TCCNS, including out-of-state institutions, are evaluated through a transcript evaluation process. In this process, course descriptions from the originating institution are compared for content with TVCC course descriptions. Evaluations are verified by TVCC instructors in the appropriate content area.

Beyond the above-described process, the justification and rationale for program equivalency are included in the [TVCC Catalog](#) (pp. 24-27). Up to 30 semester credit hours are awarded for associate degree level work for military training based on the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services and The National Guide to Educational Credit for Training Programs (publications are on file in the registrar's office). Credit awarded using this method is only counted as elective credit and is not substituted for specific course requirements. Qualified faculty, the vice president of instruction, and the vice president of student

services evaluate and approve the credit awarded for course equivalency. Credit earned through the course equivalency process is recorded on the student's transcript after the completion of 12 semester credit hours in residence at TVCC. Although the above guidelines have been in place for many years, there has never been a request for credit using this procedure.

Thirteen semester credit hours may be awarded to students who completed a law enforcement training program after 1983 that was approved by the Texas Commission on Law Enforcement Officer Standards Examination and demonstrate that they have passed the Texas Basic Peace Officer Licensing Examination. Nine semester hours may be awarded to students who pass the State of Texas Basic Firefighters Examination. Qualified faculty, the dean of workforce education, the vice president of instruction, and the dean of enrollment management/registrar determine the course equivalency credit awarded through this process [[TVCC Catalog \(p. 27\)](#), [TCLEOSE Basic Police Academy Course Equivalency Forms](#), [Firefighters Course Equivalency Forms](#)]. TVCC processes between 10 and 15 such requests per semester. The complete files are available in the registrar's office.

Policies on course and program equivalency related to advanced placement for ACT, SAT, CEEB, CLEP, Emergency Medical Technology, and Associate Degree Nursing are published in the [TVCC Catalog \(p.24-27\)](#). Credit earned through ACT, SAT, CEEB, and CLEP is based upon cut-scores that are determined by evaluating the tests against course learning outcomes. Decisions on the appropriateness of a given test and the cut-score established for that test are determined by qualified faculty, the dean of academic education, the director of testing, the dean of enrollment management/registrar, and the vice president of instruction. Students requesting credit through advanced placement must complete admissions requirements for TVCC and pass the sections of the [Texas Success Initiative](#) test that relate to the course for which credit is requested. Credit is awarded only after the student successfully completes three semester credit hours at TVCC. The practices for awarding credit using this method are consistent with common practices at other colleges, as well as with recommendations from the respective testing companies. A student must complete a [Credit by Examination Course Equivalency Form](#) in order for the credit to be awarded using this procedure. TVCC processes between 10 and 15 of these requests per semester. The complete files are available in the registrar's office.

Beginning spring 2006, students may earn credit for Computer Science 1301 by passing a placement test developed by the computer science faculty. The COSC 1301 placement test was developed by TVCC computer science faculty to determine if students meet the computer science competencies required in COSC 1301 ([COSC 1301, Microcomputer Applications Syllabus](#)). There is no CLEP exam or nationally recognized test available for COSC 1301. The same [Credit by Examination Course Equivalency Form](#) will be used to document credit received using this method, with complete files being housed in the registrar's office.

Credit may be awarded to students entering certain health occupations programs for prior completion of Emergency Medical Technology or Certified Nurses Aide programs as outlined in the [TVCC Catalog \(pp. 25-27\)](#). Credit awards are determined by qualified faculty, the dean of health occupations, the vice president of instruction, and dean of enrollment management/registrar ([EMT Course Equivalency Forms](#) & [ADN Course](#)

[Equivalency Forms](#)). TVCC processes between 10 to 20 such requests per year. The complete files are available in the registrar's office.

TVCC participates in the [Advanced Technical Credit \(ATC\)](#) program as a member of the East Texas Tech Prep Consortium. ATC is a statewide articulation program that uses established common standards and guidelines for awarding college credit for select high school courses. Agreements between secondary schools and TVCC specify a six-year Tech Prep educational pathway that is approved by the Texas Higher Education Coordinating Board. Students who successfully complete approved secondary courses and meet the requirements outlined in the [Standard Articulation Agreement](#) are eligible to receive articulated credit for corresponding college courses offered by TVCC. Credit is given for non-transferable workforce education courses. Instructors in the ATC program must have a baccalaureate degree or higher in the teaching discipline or an associate degree and three years of work experience related to the teaching discipline ([ATC Faculty Qualifications](#)). Instructors must also be certified to teach in Texas public schools by the State Board for Educator Certification. The dean of workforce education, vice president of instruction, and registrar determine the student's eligibility to receive credit through the ATC process ([ATC Course Equivalency Forms](#)). TVCC processes between 10 and 15 of these requests per semester. The complete files are available in the registrar's office.

TVCC awards up to twenty-four hours of course-specific college credit in subject-appropriate areas for students who score with at least four on related International Baccalaureate Diploma exams ([TVCC Policy for Awarding Credit for International Baccalaureate Diploma Exams](#)). This policy was adopted by TVCC in December 2005 and will appear in the *TVCC Catalog 2006-2007*. This adoption was prompted by a bill passed by the state legislature ([Senate Bill 111 International Baccalaureate Diploma](#)). To date, no student has been awarded credit using this method.

Based upon the policies and procedures in place for evaluating, awarding, and accepting credit, TVCC assumes responsibility for the academic quality of any coursework or credit displayed on a TVCC transcript. [TVCC Board Policy EGA \(Legal\)](#) guarantees transferability of courses listed in the [Academic Course Guide Manual](#) that are identified by the [Texas Common Course Numbering System](#). Students are informed of methods for resolving transfer disputes in the [TVCC Catalog](#) (p. 73).

#### DOCUMENTATION:

<a href="#">Academic Course Guide Manual</a> (pp. 197-205); THECB Rule 4.24 (c), "Transfer of Credit"
<a href="#">TVCC Catalog</a> (p. 17; Transcript Evaluation Procedure)
<a href="#">TVCC Catalog</a> (pp. 24-27; Advance Placement, Credit by Evaluation)
<a href="#">Texas Common Course Number System (TCCN)</a>
<a href="#">Academic Course Guide Manual (ACGM)</a>
<a href="#">Workforce Education Course Manual (WECM)</a>
<a href="#">TVCC Catalog</a> (p.22; Texas Success Initiative)
<a href="#">TCLEOSE (Basic Police Academy Course Equivalency Forms)</a>
<a href="#">Firefighters Course Equivalency Forms</a>

<a href="#">Application for Credit by Examination Course Equivalency Form</a>
<a href="#">EMT Course Equivalency Forms</a>
<a href="#">Credit by Examination Course Equivalency Forms</a>
<a href="#">COSC 1301 Microcomputer Applications Syllabus</a>
<a href="#">ADN Course Equivalency Forms</a>
<a href="#">Advanced Technical Credit (ATC) program</a>
<a href="#">Advanced Technical Credit (ATC); College Participating</a>
<a href="#">ATC Course Equivalency Forms</a>
<a href="#">Standard Articulation Agreement</a>
<a href="#">ATC Faculty Qualifications</a>
<a href="#">Senate Bill 111; International Baccalaureate Diploma</a>
<a href="#">TVCC Board Policy EGA (Legal)</a>
<a href="#">TVCC Catalog (p.73; Resolution of Transfer Disputes)</a>

**3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College disseminates several publications that represent the College's adherence to principles of good educational practice. The mission statement and goals of the College are published in [TVCC Board Policy AE \(Local\)](#) and the [TVCC Catalog](#). [TVCC Board Policies AD \(Legal\)](#) and [AD \(Local\)](#) describe the role and mission, programs and services, and responsibilities of the College. [TVCC Board Policy BI \(Local\)](#) describes the planning and institutional effectiveness processes by which TVCC establishes the goals and objectives that reflect its learning-centered philosophy of the institution. The Texas Association of School Boards (TASB) reviews the [TVCC Policy Manual](#) on an annual basis. This review includes a legal review to ensure that local board policy is in line with current state law. Additionally, any new policy is reviewed by TASB attorneys before becoming official.

The mission statement specifies that TVCC is “a learning-centered college,” and the official goals further enforce the College's commitment to providing quality instruction and educational experiences for students. The catalog includes information on admissions, student services, academic requirements, degree programs, graduation requirements, testing requirements, course descriptions, faculty, and additional relevant information for students, faculty, and other interested parties. The [TVCC Catalog](#) is reviewed and updated annually by faculty and administrators. Course and degree changes are reviewed by the Curriculum and Instruction Committee before inclusion in the catalog [see [Comprehensive Standard 3.4.1](#) for more details]. Print copies of the [TVCC Catalog](#) are mailed to interested parties and are available at any campus location and online ([TVCC Catalog Online](#)).

Academic schedules also include notifications regarding TVCC practices. Academic schedules include the times and locations of course offerings, testing and admission information, calendar of important dates, registration information, tuition, fee and refund schedule, accreditation statement, and financial aid and health related information. The TVCC Academic Schedule is available in print and online for each semester ([Spring 2005](#), [Fall 2005](#)). The [TVCC Distance Education Schedule](#) is also available in these formats.

Additionally, when distance education students register, they are directed to the Help Desk where they receive their syllabus, [Fact Sheet](#), and information on orientation and tutorials. Students who enroll for courses through the Virtual College of Texas (VCT) follow the same procedure and receive the same information except for syllabi (see [Comprehensive Standard 3.4.7](#) for a description of the VCT Host-Provider Model). VCT students are given directions for linking to the syllabus for each course. The various syllabi can be accessed on the [TVCC Distance Education Website](#).

Schedules of non-credit, continuing education, and adult education classes are printed each semester and contain information similar to the schedule of credit courses ([TVCC Community Services Workforce Training and Life Long Learning Non-credit and Continuing Education Schedule](#)). This schedule contains a campus map and information regarding registration, Continuing Education Units (CEUs), transcripts, financial aid, and refunds. Schedules are updated each semester.

The [Faculty Procedural Handbook](#) includes information on a variety of topics that assist the faculty in the delivery of quality instruction, as well as providing directions on the use of institutional resources and rules and regulations for the classroom. A [TVCC Resident Life Handbook](#) is available for residential students.

Several other sources of information are published to help students prepare for a positive learning experience. These sources include, but are not limited to, the [TVCC Website](#), [TVCC Factbook](#), information on the [honors program](#), grade expectations, [course syllabi](#), and workforce education. The student newspaper, [The News Journal](#), is published every two weeks during the fall and spring semesters. TVCC maintains and staffs an [office of public information](#). The public information officer serves as the liaison to the College's service-area newspaper and media sources, providing articles, photographs, and advertising to inform the public of the College's programs and services. Publications and the [TVCC Website](#) are updated on a timely basis.

#### DOCUMENTATION:

<a href="#">TVCC Board Policy AE (Local)</a>
<a href="#">TVCC Catalog</a>
<a href="#">TVCC Catalog (p. 11; Mission Statement)</a>
<a href="#">TVCC Board Policy AD (Legal); Role Mission, Purpose and Responsibility</a>
<a href="#">TVCC Board Policy AD(Local); Role, Mission, Purpose and Responsibility</a>
<a href="#">TVCC Board Policy BI (Local); Institutional Effectiveness</a>
<a href="#">Comprehensive Standard 3.4.1</a>
<a href="#">Fact Sheet</a>

<a href="#">Comprehensive Standard 3.4.7</a>
<a href="#">TVCC Academic Schedule, Spring 2005</a>
<a href="#">TVCC Academic Schedule, Fall 2005</a>
<a href="#">TVCC Distance Education Schedule</a>
<a href="#">TVCC Distance Education Website</a>
<a href="#">Distance Education Course Syllabi</a>
<a href="#">TVCC Community Services Workforce Training and Life Long Learning Non-credit and Continuing Education Schedule</a>
<a href="#">Faculty Procedural Handbook</a>
<a href="#">TVCC Resident Life Handbook</a>
<a href="#">Office of Public Information</a>
<a href="#">Office of Planning and Institutional Effectiveness, Data and Statistics</a>
<a href="#">TVCC Honors Program</a>
<a href="#">The News Journal</a>
<a href="#">TVCC Website</a>

**3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College employs sound and acceptable practices for determining the amount and level of credit awarded for all courses, regardless of the method of delivery or format -- on-campus, distance education, advanced placement, credit by evaluation, and credit by examination. The Texas Higher Education Coordinating Board, by legislative authority, establishes the amount and level of credit awarded for courses. The *Academic Course Guide Manual* (ACGM) and the *Workforce Education Course Manual* (WECM) are guiding documents distributed by the Texas Higher Education Coordinating Board to reflect the regulations for awarding credit. The amount and level of credit awarded for courses is consistent with guidelines established by the Texas Higher Education Coordinating Board in the *ACGM* and *WECM*.

The [Guidelines for Instructional Programs in Workforce Education](#) provides specific guidelines for effective design, development, operation, and evaluation of workforce education programs. Credit-based [semester credit hour (SCH)] workforce education courses are described in the *WECM*. This manual identifies the acceptable range of contact hours necessary to master minimum learning outcomes while affording a choice of instructional strategies via lecture/lab components. TVCC follows the guidelines for SCH credit described in [WECM \(Chapter 4\)](#). Workforce education credit courses, course descriptions, and semester credit hours (SCH's) are listed in the [TVCC Catalog \(pp. 124-175\)](#) and the [TDCJ Guidebook \(pp 16-33\)](#). Specific course requirements can be found on the [WECM Course Search Tool Website](#).

The [Academic Course Guide Manual \(ACGM\)](#) serves as the generic academic course inventory for all community and technical colleges in Texas. With this course inventory, individual community colleges in the state are not required to maintain separate general academic course inventories in order to receive state funding for these credit courses. The *ACGM* contains a list of common course prefixes and numbers, a 10-digit approval number for the course, the matching content descriptor, and information about maximum SCH's per student, maximum SCH per course, and maximum contact hours per course. Institutions must request prior approval to offer "unique need" courses, which are courses that are not included in the *ACGM* or courses that are to be offered at a different level of credit than what is outlined in the *ACGM*. University-transfer credit courses, course descriptions, and SCH's are listed in the [TVCC Catalog \(pp. 124-175\)](#), and the [TDCJ Guidebook \(pp 16-33\)](#).

[TVCC Board Policies EFA \(Legal\)](#) and [EGA \(Legal\)](#) reflect the Coordinating Board's guidelines that address the awarding of credit. [TVCC Board Policy EFA \(Legal\)](#) emphasizes transferability, specific length of courses, and criteria for offering courses through traditional and nontraditional formats. [TVCC Board Policy EGA \(Legal\)](#) guarantees transferability of courses listed in the [Academic Course Guide Manual](#) that are identified by the [Texas Common Course Numbering System](#).

TVCC awards course credit for military training, law enforcement peace officer training, firefighter training, emergency medical technology training, and Associate Degree Nursing training. Additionally, credit is awarded for advanced placement through nationally administered tests including ACT, SAT, CEEB, CLEP, International Baccalaureate, and a locally administered placement test for COSC 1301-Microcomputer Applications. Students are informed of these policies in the [TVCC Catalog \(pp. 24-27\)](#). TVCC participates in the [Advanced Technical Credit Program \(ATC\)](#), a statewide articulation program based on common standards and guidelines for awarding college credit for selected secondary school courses. In all cases, a student must be accepted for admission to TVCC prior to credit being awarded. Details of the processes used to award credit under the policies described above are discussed extensively in [Comprehensive Standard 3.4.4](#).

#### DOCUMENTATION:

<a href="#">Academic Course Guide Manual (p.147-179; Fields of Study Curriculum)</a>
<a href="#">Workforce Education Course Manual (WECM); Course Search Tool Website</a>
<a href="#">Academic Course Guide Manual</a>
<a href="#">Guidelines for Instructional Programs in Workforce Education, (Chapter 4)</a>
<a href="#">TVCC Catalog (pp. 124-175; Course Descriptions)</a>
<a href="#">TDCJ Guidebook (pp 16-33; Course Descriptions)</a>
<a href="#">TVCC Catalog (pp 24-27), Advanced Placement Policies</a>
<a href="#">TVCC Board Policy EFA (Legal); Curriculum Design</a>
<a href="#">TVCC Board Policy EGA (Legal); Academic Achievement</a>
<a href="#">Advanced Technical Credit (ATC) Website</a>
<a href="#">Comprehensive Standard 3.4.4</a>

**3.4.7 The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortia relationship and/or agreement against the purpose of the institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements. [TVCC Board Policy ECF\(Legal\)](#) delineates that the administration ensures that courses and programs offered through contractual agreements are consistent with the educational purpose, mission, and goals of TVCC; are offered under its direct control; and are approved through the established procedures of the Texas Higher Education Coordinating Board (THECB). The policy further states that all contractual agreements must be executed by designated officers of TVCC and their counterparts in the contracting organization. In all cases courses and programs eligible under contractual agreements are consistent with the educational purpose, mission, and goals of the institution. Courses and programs remain under the sole and direct control of TVCC.

TVCC has partnership agreements with public secondary schools to offer dual college credit courses. The partnership agreement includes guidelines for student eligibility, faculty qualifications, location and student composition, eligible courses, grading criteria, transcription of credit, and tuition ([Partnership Agreement Example, Mabank High School](#)). These agreements follow the rules and guidelines for such partnerships as established by the THECB.

TVCC is a member of the Virtual College of Texas (VCT), a consortium of accredited public Texas community and technical colleges designed to provide distance learning access to all Texans regardless of geographic, distance, or time constraints. Member institutions of the VCT share distance learning courses under the terms of a statewide [VCT Memorandum of Understanding](#). The Texas Association of Community Colleges (TACC), an organization of community college presidents, is the VCT's governing authority. [The Virtual College of Texas' Host-Provider Model of Operations \(VCT Operations Manual\)](#), provides a description of VCT's operational model that has been approved by the Southern Association of Colleges and Schools. Students may enroll at TVCC for courses provided by other colleges throughout Texas while receiving support services from TVCC (Host). TVCC also serves students of other colleges as a provider through the VCT. In this mutual relationship, TVCC ensures qualified faculty teach and supervise courses, that students are provided with a course syllabus, and that instructors provide support comparable to support available to the TVCC's distance learning and on-campus students. TVCC has agreed to the [VCT Memorandum of Understanding](#) and follows the [VCT Operations Manual](#).

Before a VCT course is approved to be offered (or hosted) for TVCC students, the instructor's credentials and course syllabus must be approved by the director of distance learning, the appropriate dean, and division chairperson. ACGM courses offered through VCT are approved by the academic dean and the appropriate academic division

chairperson. Workforce education courses offered through VCT are approved by the dean of workforce education and the appropriate workforce education division chairperson ([VCT Course Approval Form](#)). Once the course is approved, it is added to the TVCC local schedule, and students may enroll. The review of courses offered through VCT occurs every semester. Evaluations of each course and instructor are conducted for feedback on the quality of the course ([VCT Course Evaluation](#)). VCT courses completed by TVCC students appear on the students' transcripts as TVCC credit.

TVCC also has a contractual agreement to provide academic and workforce education programs and courses in four Texas Department of Criminal Justice (TDCJ) facilities for inmates. Instruction is provided by TVCC instructors, and facilities are provided by TDCJ. TVCC has 18 full-time faculty devoted to teaching at the prison units. Four of these faculty provide instruction for continuing education credit with the remainder providing instruction in credit-based Certificate and AAS workforce education programs. Additionally, TVCC faculty teach university-transfer courses at TDCJ. These faculty are primarily based at the Athens or Palestine campuses. The [director of TDCJ educational programs](#), a TVCC employee, is responsible for the supervision and evaluation of TDCJ workforce and continuing education programs and courses. Faculty who teach university-transfer courses are evaluated by their appropriate supervisor from their base campuses. Faculty providing instruction in TDCJ units follow the same credentialing guidelines, evaluation procedures, and curricular revision processes as do faculty at other TVCC locations. This contract is approved bi-annually by the director of TDCJ educational programs, the president, and the Board of Trustees.

#### **DOCUMENTATION:**

<a href="#">TVCC Board Policy GH(LEGAL); Instructional Arrangements, Contracts.</a>
<a href="#">Partnership Agreement Example, Mabank High School</a>
<a href="#">VCT Memorandum of Understanding</a>
<a href="#">VCT Operations Manual; The Virtual College of Texas' Host-Provider Model of Operations</a>
<a href="#">VCT Operations Manual</a>
<a href="#">VCT Course Approval Form</a>
<a href="#">VCT Course Evaluation</a>
<a href="#">Director of TDCJ Educational Programs</a>

**3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College awards credit for military training, law enforcement peace officer training, firefighter training, emergency medical technology training, and Associate Degree Nursing training. Additionally, credit is awarded for advanced placement through nationally administered tests including ACT, SAT, CEEB, CLEP, International Baccalaureate, and a locally administered test for COSC 1301-Microcomputer Applications. Students are informed of these policies in the [TVCC Catalog \(pp. 24-27\)](#). In all cases, a student must be accepted for admission to TVCC prior to credit being awarded. The processes used to award credit using these policies are discussed extensively in [Comprehensive Standard 3.4.4](#).

**DOCUMENTATION:**

[TVCC Catalog \(pp. 24-27\)](#)

[Comprehensive Standard 3.4.4](#)

**3.4.9 The institution provides appropriate academic support services.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides a variety of academic support services designed to assist students in achieving their educational goals regardless of the location of the student or the instructional delivery method. These services include the learning resource centers (LRC), academic assessment, academic advising, tutoring, distance education support services, counseling services, and intervention for students experiencing academic difficulties.

The learning resource centers located on the four TVCC campuses provide academic support systems for students. Each LRC provides students with access to information in print, audio-visual, and electronic formats. A description of LRC resources and services is available on the [LRC Website](#). This information is also available in a brochure and handouts that are available at the circulation desk of each LRC. A brief description of the LRC is also found in the [TVCC Catalog \(p. 42\)](#). The LRC resources and services are regularly evaluated to determine that student needs are being met. Learning resources and services are described in further detail in [Core Requirement 2.9](#) and [Comprehensive Standard 3.8.1](#). Students have access to several computer laboratories. For a description of student access to computer labs, please see [Comprehensive Standard 3.4.14](#).

Tutoring services are available on the Athens, Terrell, and Palestine campuses. In Athens, an intensified tutoring assistance program is offered without charge to eligible students through Student Support Services located in the Study Skills Center ([Student Support Services TRIO Brochure](#)). The Student Support Services (TRIO) Study Skills Center served 350 students during the fall 2004 and spring 2005 semesters. Student progress is tracked in a variety of ways including the number of sessions attended for each course, the academic progress made, and the retention and withdrawal rates. For example, students in the tutoring program in the fall 2004 semester made significant progress, as 44% of the students improved one letter grade from the entry grade, 26% improved two letter grades, 9% improved three letter grades, and for 21% the entry grade and final grade remained the same. Monthly reports outlines both collective data and individual student progress, is sent to academic deans and division chairs ([Student Support Services Monthly Report](#)). An end-of-semester report provides collective data on students participating in the program, as well as data from evaluations of the tutoring program by both tutors and tutees ([Student Support Services Statistical Data](#)).

The tutoring program on the Athens campus is currently in the process of seeking certification through the College Reading and Learning Association (CRLA) International Tutor Certification Program (ITCP). Tutors are required to attend in-service classes and workshops before working in the Study Skills Center. The program has applied for three levels of certification including regular, advanced, and master. Each level requires 10 hours of training and 25 hours of tutoring experience. Gaining [CRLA ITCP certification](#) will be a valuable achievement and will acknowledge the training and proficiency of tutors participating in the program.

Students on the Athens campus who do not qualify for free tutoring assistance may receive help in the Study Skills Center by participating in group tutoring sessions, provided at least two qualified students are attending the session. The center also provides a contact list of qualified tutors in the various academic areas as a resource for students who do not qualify for free tutoring.

On the Palestine and Terrell campuses, tutoring services are provided without charge through a Carl Perkins grant. Students must meet the eligibility criteria specified by the grant in order to receive these services. For the spring 2005 semester, 35 students received tutoring on the Palestine campus, and 55 students were tutored on the Terrell campus.

Students enrolled in developmental reading, writing or mathematics courses are provided additional assistance in the laboratory component of the course. This occurs through a student enrolling in a laboratory course (a one-credit-hour course) at the Athens, Palestine, or Terrell campuses. Due to security concerns and the contract with TDCJ, this occurs during the regularly scheduled classes at TDCJ units.

A spring 2005 survey of graduating students revealed that 98.4% of students surveyed indicated that they were “very much” or “somewhat” satisfied with college sponsored tutoring activities ([Graduating Student Survey-Learning Environment](#)).

As an outgrowth of planning and institutional effectiveness processes, TVCC has embarked on a new initiative to develop innovative ways to increase engagement among students in order to enhance their reading abilities. This project was spawned by the

quality enhancement plan requirement of the Southern Association of Colleges and Schools' reaffirmation effort; however, it is becoming embedded in the TVCC culture as a means to improve the College's ability to create an environment that enhances learning. The project provides a systematic assessment of student engagement and reading ability, the exploration of the influence of student networking groups on learning, and professional development of faculty through the Learning Academy. TVCC created two full-time positions including a director and a secretary to facilitate the efforts of this project. See the [Learning Initiative Website](#) for more details on this project.

Students enrolled in distance education courses have access to the same academic support services as traditional students, along with additional technical services needed to receive education at a distance. Distance education students are provided technical assistance through the distance learning office. Most TVCC distance education courses run on the *WebCT* platform, and a *WebCT* tutorial is available to assist distance education students. This tutorial is provided in a CD format at registration and is also available online at the [TVCC Distance Learning Website](#). The testing center at each campus is available for proctored testing of distance education students. Testing service to distance education students is provided at the LRC's when the testing center is closed or is otherwise unavailable.

Students who are placed on academic probation or suspension are provided special consultation and advising through the Admissions Committee and Admissions Sub-Committees ([Admissions Committee Membership](#)). These committees operate on the Athens, Palestine, and Terrell campuses. Students meet individually with the committee to discuss their academic standing and progress. Students are advised on ways to improve their academic performance, including the number and types of courses for which they should enroll. Some students are assigned monitors who check the student's academic progress and schedule several meetings each semester to discuss that progress. In addition, some students are required to enroll in a Personal Development course ([DEVL 0305, Syllabus](#)) designed to assist students in developing skills which they will need to be successful in college.

For information on academic advising, testing, and counseling, see [Core Requirement 2.10](#) and [Comprehensive Standard 3.9.3](#).

#### DOCUMENTATION:

<a href="#">LRC Website</a>
<a href="#">TVCC Catalog (p. 42; LRC Services)</a>
<a href="#">Core Requirement 2.9</a>
<a href="#">Comprehensive Standard 3.8.1</a>
<a href="#">Comprehensive Standard 3.4.14</a>
<a href="#">Student Support Services Monthly Report</a>
<a href="#">Student Support Services Statistical Data</a>
<a href="#">CRLA ITCP Certification</a>
<a href="#">Graduating Student Survey-Learning Environment</a>
<a href="#">TVCC Distance Learning Website</a>
<a href="#">Admissions Committee Membership</a>

<a href="#">DEVL 0305- Personal Development Course Syllabus</a>
<a href="#">Core Requirement 2.10</a>
<a href="#">Comprehensive Standard 3.9.3</a>

**3.4.10 The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College outlines and publishes general education requirements and programs of study suggestions and requirements in the *TVCC Catalog*. General education core requirements for the Associate of Arts degree and the Associate of Applied Science degree are outlined in the [TVCC Catalog \(pp. 65-66\)](#), and the suggested and required curricula for the various programs of study are located in the [TVCC Catalog \(p. 75-121\)](#). The general education requirements of TVCC are discussed in detail in [Core Requirement 2.7.3](#).

The Associate of Arts (AA) degree, the Associate of Applied Science (AAS) degree, and Certificates of Completion at TVCC are approved by the Texas Higher Education Coordinating Board (THECB) and follow the standards, policies, and guidelines established by the THECB. These standards and guidelines are published in the THECB rules, [Chapter 9, Program Development in Public Community/Junior Colleges and Technical Colleges, Subchapter E, Certificate and Associate Degree Programs](#), and [subchapter J, Academic Associate Degree Programs](#).

THECB standards for the AA degree require a minimum of 60 to a maximum of 66 semester credit hours. The THECB also requires a core curriculum of 42 to 48 semester credit hours for the AA degree. TVCC requires the completion of 64 semester credit hours for the AA degree, including 44 semester credit hours of core courses [[TVCC Catalog \(pp. 65-66\)](#)].

THECB standards for the AAS degree require the completion of 60 to 72 semester credit hours. To meet SACS guidelines, the THECB also requires the completion of 15 semester hours in general education for the AAS degree. TVCC requires the completion of 64 semester credit hours for the AAS degree, including the 15 hours of required general education courses.

Trinity Valley Community College offers 28 suggested programs of study for the AA degree, 13 programs of study for the AAS degree, and 40 programs of study for the Certificate of Completion, including nine at the Texas Department of Criminal Justice. General education core courses are clearly outlined in each AA and AAS program of study. Course substitutions for core courses are not allowed. The various programs of study provide students with a semester-by-semester suggestion of courses, including core courses and courses specific to that program of study. Courses specific to each program of study are included based on recommendations from faculty who teach in the

program areas. These recommendations come after careful analysis of the degree requirements established by various senior colleges and universities in Texas. For the AAS degree, suggestions from advisory committees, consisting of professionals working in the field, are also considered when determining courses to be included in each program of study. Some courses in the various programs of study are offered through distance education, including telecourses, Internet courses, interactive video courses, and courses hosted through the Virtual College of Texas (VCT). The standards and requirements are the same for traditional and distance education courses, including those courses hosted through VCT.

#### DOCUMENTATION:

<a href="#">TVCC Catalog (pp. 65-66; Core Curriculum)</a>
<a href="#">TVCC Catalog (pp. 75-121; Curriculum)</a>
<a href="#">THECB Rules (Chapter 9, Program Development; Subchapter E)</a>
<a href="#">THECB Rules (Chapter 9, Program Development,; Subchapter J)</a>
<a href="#">Core Requirement 2.7.3.</a>

#### **3.4.11 The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.**

##### Compliance

- Partial Compliance
- Non-Compliance

#### NARRATIVE:

Trinity Valley Community College employs several measures to protect the confidentiality and security of student records to comply with the Family Education Rights and Privacy Act (FERPA). In line with [TVCC Board Policy FJ \(Local\)](#) and [FJ \(Legal\)](#), TVCC informs students of the guidelines for release of directory information in the [TVCC Catalog \(p. 55\)](#). The [TVCC Catalog](#) states that unless the registrar's office is notified in writing by the student, certain information is classified as "public or directory information" and may be released to the general public without prior written consent from a student. If students request non-disclosure of their records, their statement of non-disclosure is kept in their file and recorded in the computer system to alert anyone using the system not to release the record ([FERPA Non-Disclosure Alert](#)). Information is not released to third parties without the written consent of any student who has requested non-disclosure of directory information.

Student records are routinely scanned for backup and stored on the network with password protection. Old records exist on microfilm or CD, with one copy in the vault and a second copy in a safety deposit box at a local bank. Hard copies of student records are permanently maintained in a secure, fireproof vault located in the registrar's office on the central campus in Athens. Only authorized personnel are allowed access to the vault. When accessing records for updating or other reasons, hard copies are never removed from the immediate area of the vault. Proper procedures for retrieving and returning files are always maintained.

TVCC has a record retention schedule that was constructed following the guidelines of the Texas State Library and Archives Schedule (TSLAS) and American Association of Collegiate Registrars and Admission Officers (AACRAO). Records that need to be destroyed are shredded if no record requests are pending. All notes regarding those files are also destroyed. Student permanent records are maintained permanently. As mandated by the State of Texas, TVCC has filed the [records retention schedule](#) with the Texas State Library. The assistant registrar is responsible for supervising and maintaining the records retention process.

A discussion of further measures used for the protection of student records is available in [Comprehensive Standard 3.9.2](#).

#### DOCUMENTATION:

<a href="#">TVCC Catalog (p.55); Family Education Rights and Privacy Act (FERPA)</a>
<a href="#">TVCC Board Policy FJ (Legal); Student Records</a>
<a href="#">TVCC Board Policy FJ (Local); Student Records</a>
<a href="#">TVCC Catalog</a>
<a href="#">FERPA Non-Disclosure Alert</a>
<a href="#">Records Retention Schedule</a>
<a href="#">Texas State Library and Archives Schedule (TSLAS)</a>
<a href="#">American Associate of Collegiate Registrars and Admissions Officers (AACRAO)</a>
<a href="#">Comprehensive Standard 3.9.2</a>

#### **3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.**

##### Compliance

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

The faculty of Trinity Valley Community College is primarily responsible for the content, quality, and effectiveness of the curriculum. [TVCC Board Policy DNA \(Local\)](#) specifies faculty responsibility for developing curriculum and [TVCC Board Policy EE \(Local\)](#) describes the curriculum development. According to this policy, “curriculum changes...are initiated at the faculty level.” Faculty and division chairs develop and revise curriculum, which is presented to the appropriate dean, who submits the recommendations to the vice president of instruction. The Deans' Council and the [Curriculum and Instruction Committee](#) review and approve changes to the curriculum. If the changes involve the addition of a new program, radical redesign of a course or program, or changes to the core curriculum, recommendations are submitted to the president and the TVCC Board of Trustees.

The evaluation of the content, quality, and effectiveness of the curriculum is facilitated by the activities of the Curriculum and Instruction Committee. All curricular changes, including course and program and degree changes, distance education courses, honors

courses, policies related to curriculum, and other appropriate issues are presented to the Committee members for their consideration at an annual meeting prior to the publication of the *TVCC Catalog*. Changes approved through the Curriculum and Instruction Committee are included in the catalog (for more details on this process see [Comprehensive Standard 3.4.1](#)). A specific example of a decision of the Committee is the addition of a drama course. The recommendation originated when a professor in the drama department requested the inclusion of Drama 2366 in the curriculum as a course that benefits students who plan to transfer to a university. The Committee considered the request and voted to add the course to the curriculum. The course now appears in the *TVCC Catalog* (p. 144). In cases where the Committee believes an issue should be discussed further or an issue arises between meetings, a subcommittee is appointed to address the concern and make a recommendation to the Committee. Committee members are notified of the subcommittee's recommendation, and they have the opportunity to vote by telephone, e-mail or correspondence. For example, after the 2005 Committee meeting, the social science division proposed that Geography 1303 be added to the curriculum. The description was sent via e-mail to the members of the Curriculum and Instruction Committee for approval. Eighty percent of the Committee members responded in the affirmative. The course was added to the curriculum *TVCC Catalog* (p. 153). These examples are documented in the [Curriculum and Instruction Committee Minutes \(February 23, 2005\)](#). Other such changes are contained in the [Curriculum and Instruction Committee Minutes \(February 25, 2004\)](#) and in the [Curriculum and Instruction Committee Minutes \(March 1, 2006\)](#).

The General Education Committee is a subcommittee of the Curriculum and Instruction Committee. This Committee evaluates the effectiveness of the core curriculum and makes recommendations on issues or changes related to the instruction and curriculum of the core courses that comprise the general education components of the AA and AAS degrees. [General Education Committee Minutes \(October 3, 2005\)](#) and [General Education Committee Minutes \(February 21, 2005\)](#) reflect the activity of this committee. In line with [TVCC Board Policy EF \(Regulation\)](#), faculty and division chairpersons are primarily responsible for the preparation of course syllabi. Faculty are required to adhere to the established course syllabi to facilitate consistency and ensure coordination between campuses and methods of delivery. Course syllabi are on file in the academic and workforce dean's offices as well as in the vice president of instruction's office. Samples can be viewed online ([Online Syllabi](#)).

Division chairpersons and faculty jointly determine student learning outcomes for each course and program, the method of implementation, assessment, and documentation of outcomes. The learning outcomes are reviewed by the appropriate dean and the vice president of instruction. Assessment results will be available for review by the Curriculum and Instruction Committee. For a discussion of the formal processes used to evaluate learning outcomes and samples of learning outcomes, see [Comprehensive Standard 3.3.1](#) or [Core Requirement 2.5](#). For a link to Learning Enhancement Annual Plans (LEAPs) that are currently being implemented, see [LEAPs Online](#).

TVCC participates in the [Virtual College of Texas \(VCT\)](#) as a host college. Before a VCT course is posted on the TVCC local schedule, the instructor's credentials and course syllabus must be approved by the director of distance learning, the appropriate dean, and division chairperson. ACGM courses offered through VCT are approved by the academic dean and the appropriate academic division chairperson. *WECM*, or workforce education courses, offered through VCT are approved by the dean of workforce

education and the appropriate workforce education division chairperson ([VCT Course Approval Form](#)).

**DOCUMENTATION:**

<a href="#">TVCC Board Policy EE (Local), Curriculum Development</a>
<a href="#">TVCC Board Policy DNA (Local), Personnel Positions</a>
<a href="#">TVCC Board Policy EF (Regulation), Curriculum Design</a>
<a href="#">Curriculum and Instruction Committee, 2005-06</a>
<a href="#">Curriculum and Instruction Committee Minutes (February 23, 2005)</a>
<a href="#">Curriculum and Instruction Committee Minutes (February 25, 2004)</a>
<a href="#">Curriculum and Instruction Committee Minutes (March 1, 2006)</a>
<a href="#">TVCC Catalog (p. 144; Drama Curriculum)</a>
<a href="#">TVCC Catalog (p. 153; Geography Curriculum)</a>
<a href="#">General Education Committee Minutes (October 3, 2005)</a>
<a href="#">General Education Committee Minutes (February 21, 2005)</a>
<a href="#">Learning Enhancement Annual Plans (LEAPs)</a>
<a href="#">Comprehensive Standard 3.4.1</a>
<a href="#">Comprehensive Standard 3.3.1</a>
<a href="#">Core Requirement 2.5</a>
<a href="#">VCT Course Approval Form</a>
<a href="#">Online Syllabi</a>

**3.4.13** *For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.*

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Associate of Arts (AA) degrees offered at Trinity Valley Community College do not identify a specific major; however, numerous programs of study are offered which relate to specific curricular areas. In each program of study, a faculty member who is academically qualified in the field is assigned the responsibility for program coordination, curriculum development, and review.

The instructional programs at TVCC are organized by divisions and programs of study. Each division, except kinesiology, includes several programs of study. Division chairpersons are responsible for the overall supervision of the division. Most division chairs also serve as a program coordinator in their area of instruction. A listing of persons responsible for the eight divisions and each program of study is included in the

[TVCC Catalog \(pp. 70-71\)](#). Coordinators for academic transfer programs have a minimum of a Master's degree and 18 graduate hours in the academic discipline which they coordinate. Coordinators for workforce education programs have the required educational qualifications, work experience, and/or licensure as established by the Southern Association of Colleges and Schools and by the Texas Higher Education Coordinating Board. Coordinator qualifications and competencies are outlined in the [Roster of Instructional Staff \(password required\)](#). The roster is organized by academic and occupational programs, with the program coordinator listed at the beginning of each program.

Coordinators work with faculty in their program area to annually review courses and program curricula to determine if changes are needed. Changes which involve major revisions such as course additions or deletions are reviewed by the appropriate division chair and dean before being submitted to the vice president of instruction. After the administrative review process is completed, the suggested revisions are submitted to the Curriculum and Instruction Committee for final review and action. The curriculum review and development process is explained fully in [TVCC Board Policy EE \(Local\)](#) and is detailed in [Comprehensive Standard 3.4.1](#) and [Comprehensive Standard 3.4.12](#).

#### DOCUMENTATION:

<a href="#">TVCC Catalog (pp. 70-71; College Divisions and Programs of Study)</a>
<a href="#">Roster of Instructional Staff (password required)</a>
<a href="#">TVCC Board Policy EE (Local); Curriculum Review and Development</a>
<a href="#">Comprehensive Standard 3.4.1</a>
<a href="#">Comprehensive Standard 3.4.12</a>

**3.4.14 The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that *students have access to and training in the use of technology*.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

Trinity Valley Community College's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology. Computer services and technology are essential to the achievement of the mission of TVCC. Institutional goal # 9 is to "[e]nhance the facilities and equipment of the institution to ensure that the appropriate physical environments are in place to support learning, teaching, and decision making" [[TVCC Catalog \(pp. 11-12\)](#)].

One primary means of accomplishing this is the establishment of a core curriculum that provides students enrolled in Associate of Arts (AA) and Associate of Applied Science (AAS) degree programs with competencies in computer usage by ensuring the

completion of a computer literacy requirement [[TVCC Catalog](#) (pp. 64-66; [Core Requirements](#)), [TVCC Catalog](#) (pp. 75-121; [Curriculum by Program](#))]. All programs, except the AAS in Drafting, require the completion of one of the following computer courses: COSC 1301 Microcomputers Applications, BCIS 1305 Business Computer Applications, or COSC 2320 C++ Programming. Each of these courses is designed to ensure students are proficient in the operation of microcomputers, computer operating systems, word processing, electronic spreadsheets, and database management: As an example of requirements of computer proficiency, please see [COSC 1301, Microcomputer Applications Syllabus](#). For the AAS program in drafting, computer literacy is embedded in numerous courses designed to teach the technology skills that program graduates will need to effectively utilize computer aided drafting software in the workplace.

The learning resource center (LRC) offers valuable resources to enhance student learning ([LRC Website](#)). LRC staff provide orientation, training, and information regarding the use of online library services. This includes access to the online catalog of LRC Holdings, as well as several online databases (EBSCO, LION, and others) for research ([LRC Online Resources](#)). In addition, assistance is available to groups or individuals needing help with any of the available services. A spring 2004 survey revealed that 90% of students thought the learning resource center had adequate web-delivered materials for class assignments, while 92% said that available online databases were adequate and helpful for class assignments. In a spring 2004 survey of instructors, 83% indicated that the LRC had adequate web-delivered materials for class assignments ([LRC Student Survey](#), [LRC Faculty Survey](#)).

In addition to the LRC, the Athens campus has 12 computer labs with a total of 248 computers. Each of these labs is open an average of 67.5 hours a week. Several of these labs serve as teaching labs for subjects such as microcomputer applications, drafting, journalism, and developmental classes. For the microcomputer labs, TVCC employs coordinators to facilitate student use of open computer labs provided for students enrolled in courses designed to teach the use of computers ([Computer Lab Coordinator](#); [Computer Science Lab Assistant, Palestine](#); [Computer Technician and Lab Coordinator, Terrell](#)). Computer lab coordinators are responsible for maintaining the laboratories, equipment, and software, as well as hiring, training, and supervising student lab assistants. The lab coordinators and student lab assistants provide support and training to lab users. Student lab assistants are required to have basic computer skills prior to employment. Additionally, on-campus access to open computer labs provides students opportunities to use the Internet, Microsoft Office products, and other computer resources that are provided to students to enhance learning. Additional uses include tutoring, testing, word processing, and adult education.

The Terrell campus has three labs that contain 75 computers available for student use. One lab is an open lab that has 27 student computers. Students can do homework, search the Internet, type papers, or work on projects in this lab. The campus also has a computer science lab with computers for 28 students. The developmental studies/continuing education lab on the campus has computers available for 20 students. Each of these labs has a computer dedicated to instructional use.

The open lab on the Palestine campus has 42 computers available to students for homework, searching the Internet, typing papers, or working on projects. The computer science teaching lab has computers for 29 students and one instructor. Additional labs

on the campus include the reading/writing lab with 20 computers, the nursing lab with 15 computers for LVN and EMT students, and the GED lab with 18 computers available. The Health Science Center in Kaufman provides two labs. One is a classroom with 24 computers, and the other is a skills lab with six computers. Additionally, students may access one of the ten computers in the learning resource center.

Faculty utilize technology to enhance student learning by using computers, the Internet, *WebCT*, classroom computer multimedia projectors, and media equipment. Students may use technology by taking TVCC distance learning courses provided through Internet, interactive video, and television. TVCC Internet students are provided training in a tutorial that provides the basics of *WebCT*, course content tools, communication tools, study tools, evaluation tools, and Internet resources ([WebCT Tutorial](#)). TVCC enrolled 1,035 distance education students in fall 2005.

Information Technology Services provides data, video, hardware, and software support for TVCC administration, faculty, staff, and students. Policies related to the use of technology generally follow [TVCC Board Policy Manual CR \(Local\)](#), and are more fully described in [IT Services Policies](#). Further information about available services is available on the [Information Technology Services Website](#).

#### DOCUMENTATION:

<a href="#">TVCC Catalog (pp. 11-12; TVCC Goals)</a>
<a href="#">TVCC Catalog (pp. 64-66; Core Requirements)</a>
<a href="#">TVCC Catalog (pp. 75-121; Curriculum by Program)</a>
<a href="#">LRC Online Resources</a>
<a href="#">LRC Student Survey</a>
<a href="#">LRC Faculty Survey</a>
<a href="#">COSC 1301, Microcomputer Applications Syllabus</a>
<a href="#">Computer Lab Coordinator, Job Description</a>
<a href="#">Computer Science Lab Assistant, Palestine, Job Description</a>
<a href="#">Computer Technician and Lab Coordinator, Terrell, Job Description</a>
<a href="#">LRC Website</a>
<a href="#">WebCT Tutorial</a>
<a href="#">TVCC Board Policy Manual CR (Local); Electronic Communication</a>
<a href="#">IT Services Policies</a>
<a href="#">information Technology Services Website</a>

### 3.5 Educational Programs: *Undergraduate Programs*

**3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

General education is an important aspect of the learning experience at Trinity Valley Community College. General education core competencies are clearly identified in the [TVCC Catalog \(p. 64; Core Curriculum Philosophy and Rationale\)](#). The competencies deal with students achieving proficiency in oral and written communication, reading comprehension and analysis, computer usage, critical thinking, and mathematics. The general education core at TVCC (including core competencies, core perspectives, and exemplary educational objectives) follow the mandates from the Texas Higher Education Coordinating Board which are outlined in [Core Curriculum: Assumptions and Defining Characteristics \(April, 1999\)](#). The specific requirements of the general education core at TVCC are described in further detail in [Core Requirement 2.7.3](#).

The inclusion of core competencies is a major consideration in the development of core course syllabi ([examples of course syllabi](#)). Faculty members consider how and to what extent core competencies can be incorporated in their courses and decide upon instructional strategies that will most effectively enhance the development of core competencies. Consideration of appropriate and effective methods for evaluating the attainment of these competencies is also part of the course development and evaluation process. Classroom assessment is a major indicator of core competency attainment. TVCC utilizes a learner-centered, teacher-directed approach to provide consistent and continuous feedback about student performance and the achievement of course learning outcomes and competencies. Classroom assessment provides instructors with valuable data on the effectiveness of instructional strategies and student content mastery.

Successful course completion is one indicator that core competencies have been attained. The awarding of a degree is another indicator that core competencies have been achieved.

Beginning in the summer of 2003 and continuing through the spring semester of 2004, the core curriculum at TVCC was extensively evaluated, and the results of this evaluation were presented to the Texas Higher Education Coordinating Board in October 2004. The [Trinity Valley Community College Core Curriculum Evaluation Report \(2004\)](#) describes the results of surveys of both faculty teaching core courses and students taking core courses. The purpose of the evaluation was to compare faculty and student perceptions concerning the amount of emphasis given to core competencies and the amount of coverage given to core objectives. The study provided valuable data for a significant student population, indicating their evaluation of the level of emphasis placed on core competencies in a variety of core courses and the amount of coverage given to core objectives. In general, the data indicated that core competencies are adequately

emphasized in core courses, and core objectives are adequately covered. Faculty evaluated the competencies and objectives more highly than students, but, overall, the comparison between faculty and student responses was remarkably close.

Data from the Spring 2005 Graduating Student Survey indicate that the majority of students are satisfied with their educational experience at TVCC. Eighty-two percent of students said they were "very satisfied" with the program content of the courses they took, and 81.2% were "very satisfied" that the content of the courses was up-to-date. In addition, 81.3% were "very satisfied" that their educational experiences at TVCC had better equipped them to be independent and life-long learners ([Graduating Student Survey - Learning Environment](#)).

The [Curriculum and Instruction Committee](#) is a standing committee of the College that is responsible for "the continuous evaluation and improvement of instruction." The Committee meets as needed to discuss, evaluate, and approve curriculum changes [[TVCC Board Policy EE \(Local\)](#)]. In the fall of 2005, a new General Education Committee was formed as a sub-committee of the Curriculum and Instruction Committee. The charge of this committee is to review and evaluate the general education component of the curriculum. The first General Education Committee meeting was held in October of 2005. The initial goals of the Committee are to review and revise the general education goals which support the institutional goals of the College; to research, evaluate, and recommend additional assessment methods to demonstrate achievement of the general education goals and core competencies; and to revise the current syllabus format into a common template used for all core courses to more fully reflect the coverage of core competencies as well as the methods used to evaluate attainment of those competencies. In this initial meeting, the Committee reviewed information about the Collegiate Assessment of Academic Proficiency (CAAP) test which measures the academic achievement levels of students in the core areas of reading, writing, mathematics, science, and critical thinking. The CAAP test was administered in 1995. TVCC compared well with its peers in the areas of mathematics and critical thinking and needed improvement in writing and reading ([CAAP Results, 1995](#)). TVCC attempted to administer the CAAP reading and writing tests in fall 2006; however, the College closed on the testing date due to inclement weather. The CAAP reading and CAAP writing tests are scheduled to be administered at the end of spring 2006. These two areas were chosen because enhancing reading and writing skills is the focus of the new learning initiative program being implemented by the College. The committee also established a goal of having a standardized assessment of all core competencies within a five-year evaluation cycle.

### 5-Year General Education Evaluation Cycle

<b>Year</b>	<b>College Academic Achievement Profile (CAAP)</b>	<b>Other Assessments</b>
FY2006	Reading (100 students), Writing (100 students)	Pre-TASP Reading, Course Learning Outcomes, LEAPs
FY2007	Critical Thinking (100 students)	Pre-TASP Reading, Course Learning Outcomes, LEAPs
FY2008	Mathematics (100 students)	Pre-TASP Reading, Course Learning Outcomes, LEAPs
FY2009	Reading (100 students), Writing (100 students)	Pre-TASP Reading, Course Learning Outcomes, LEAPs
FY2010	Critical Thinking (100 students)	Pre-TASP Reading, Course Learning Outcomes, LEAPs

Beginning with the 2005-2006 academic year, TVCC implemented a new process for developing, assessing, and reporting student learning outcomes. All academic programs have developed Learning Enhancement Annual Plans (LEAPs). Each plan specifies the desired student learning outcome, the implementation strategy, the assessment method, and the assessment criteria. Each LEAP also relates specifically to one of the general education competencies of oral communication, written communication, reading comprehension, computer literacy, critical thinking, and mathematics. Items 5 and 6 of each LEAPs form requests that the learning outcome be tied to a general education outcome ([Sample LEAP, Physics](#)). LEAPs will provide measurable data which will be used for program improvement, and they tie to an overall planning and evaluation process designed by the College ([Planning and Evaluation Graphic](#)). The LEAP process is discussed more fully in [Core Requirement 2.5](#) and [Comprehensive Standard 3.3.1](#).

General education core competencies are the foundation of the learning experience at TVCC. Instructional processes which enhance the achievement of core competencies are utilized by the faculty, and processes for effectively documenting the achievement of core competencies will continue to be regularly evaluated by the College.

#### DOCUMENTATION:

<a href="#">TVCC Catalog (p. 64; Core Curriculum Philosophy and Rationale)</a>
<a href="#">Core Curriculum: Assumptions and Defining Characteristics (April, 1998)</a>
<a href="#">Core Requirement 2.7.3</a>
<a href="#">Trinity Valley Community College Core Curriculum Evaluation Report (2004)</a>
<a href="#">Graduating Student Survey - Learning Environment Curriculum and Instruction Committee</a>
<a href="#">TVCC Board Policy EE (Local)</a>
<a href="#">CAAP Results, 1995</a>

<a href="#">Sample LEAP, Physics</a>
<a href="#">Planning and Evaluation Graphic</a>
<a href="#">Core Requirement 2.7.3</a>
<a href="#">Core Requirement 2.5</a>
<a href="#">Comprehensive Standard 3.3.1</a>

**3.5.2 The institution awards degrees only to those students who have earned a least 25 percent of the credit hours required for the degree through instruction offered by that institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College states in the [TVCC Catalog \(pp. 64-74\); Requirements for Degrees](#)) that a student must complete 18 hours in residence prior to graduation. Since no degree has more than 71 required semester hours, requiring 18 hours in residence meets the 25% minimum.

Courses taken through TVCC distance education offerings apply to the residency requirement in the same manner as TVCC non-distance education courses. This includes Virtual College of Texas (VCT)-hosted courses approved by TVCC. See [Comprehensive Standard 3.4.7 \(paragraph 3\)](#) for a description of VCT.

**DOCUMENTATION:**

<a href="#">TVCC Catalog (pp. 64-74; Requirements for Degrees)</a>
<a href="#">Comprehensive Standard 3.4.7 (paragraph 3)</a>

### **3.6 Educational Programs**

#### **Graduate and Post-Baccalaureate Professional Programs**

(NOT APPLICABLE)

## 3.7 Faculty

**3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, and institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty**

*Credential Guidelines:*

- a. *Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- b. *Faculty teaching associates degree courses designed for transfer to a baccalaureate degree: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- c. *Faculty teaching associate degree courses not designed for transfer to the baccalaureates degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.*
- d. *Faculty teaching baccalaureate courses: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding a terminal degree -- usually the earned doctorate -- in the discipline.*
- e. *Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.*
- f. *Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned periodic evaluations.*

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College is committed to recruiting and employing competent, qualified, and dedicated faculty. [TVCC Board Policy DK \(Local\)](#) stipulates the College's requirements for employing instructors to teach in specific areas of the curriculum. Instructors who teach university-transfer courses must have a Master's degree and 18 graduate hours in their teaching field(s). The required qualifications for faculty teaching in workforce education programs correspond to the guidelines published in the Texas Higher Education Coordinating Board's [Guidelines for Instructional Programs in Workforce Education \(Chapter 2, p. 3\)](#). The guidelines direct TVCC to recruit and employ faculty who have academic preparation as well as work experience, certification or licensure, or justification for exception to the requirements. All faculty are required to continue their professional growth beyond the minimal levels required to teach in their respective fields. Professional development is required in three year blocks and has contract and salary implications, as noted in [Comprehensive Standard 3.7.3](#).

In spring 2005, TVCC conducted a thorough review of all full-time and part-time faculty credentials, which resulted in the attached [Roster of Instructional Staff \(password required\)](#). Adjustments to teaching assignments were implemented after evaluating faculty credentials during the spring 2005 semester. One full-time instructor and one part-time instructor who were employed based on training, licensure, and outstanding professional accomplishments, chose to acquire additional semester credit hours in their respective fields. Other adjunct faculty, who were teaching based on related degrees and exceptional achievements and experience, were not reemployed or were reassigned to teach in areas where they were fully qualified. As a result of scheduling, curricular adjustments, and faculty reassignments, TVCC is now in compliance with this standard. [Core Requirement 2.8](#) provides evidence that the number of full-time faculty is adequate to support the mission of the College.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy DK (Local), Professional Development</a>
<a href="#">Texas Higher Education Coordinating Board's <i>Guidelines for Instructional Programs in Workforce Education</i> (Chapter 2, p.3)</a>
<a href="#">Roster of Instructional Staff (password required)</a>
<a href="#">Comprehensive Standard 3.7.3</a>
<a href="#">Core Requirement 2.8</a>

**3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College evaluates all full-time and adjunct faculty members as required by [TVCC Board Policy DLA \(Local\)](#). The evaluation process includes a student evaluation of the course and the instructor's pedagogical techniques that are designed to help faculty improve teaching and learning. The [Student Evaluation of Course and Instructor](#) is conducted for each faculty member every fall regardless of employment status, location, or venue. All faculty are evaluated by students in at least three of their classes. Every effort is made for the evaluation process to promote candor and emerge as a viable tool for improvement.

Full-time faculty members are also evaluated by their immediate, primary supervisor using the [Faculty Evaluation by Division Chair or Dean](#). At that time, the instructor and supervisor review and evaluate the results of the student evaluation. The spirit of this discussion is a continued effort toward improving teaching and learning. Each instructor is expected to have completed a [Faculty Self-Evaluation](#) that guides the instructor toward reflection based on the student evaluation. The Faculty Self-Evaluation is expected to generate goals for improvement.

The supervising dean or chair will also discuss and record information regarding other efforts and achievements that enhance faculty performance. This discussion and documentation is guided by additional entries on the [Faculty Evaluation by Division Chair or Dean](#). The supervisor evaluates the faculty member according to his/her participation in department/division tasks and projects such as curriculum development, committee work and professional growth activities. Examples of completed faculty evaluation forms from the past three years are provided in [Faculty Evaluation Examples](#). Additional copies are available in the respective instructional deans' offices.

The professional growth component of the evaluation process does impact the contractual recommendation for faculty. Each full-time faculty member must comply with and document their professional growth activities in accordance with [TVCC Board Policy DK \(Local\)](#). The policy identifies the appropriate activities for professional growth and includes deadlines and procedures for documentation. See discussion of professional growth in [Comprehensive Standard 3.7.3](#).

TVCC is committed to faculty evaluation as evidenced by its annual appointment of the [Evaluation Committee](#). This committee is composed primarily of faculty members but includes some administrative appointments as well. This committee meets a minimum of one time per college year. The number of meetings is contingent upon the need for review and changes, and activities may be viewed in the minutes ([Evaluation Committee Minutes](#)).

**DOCUMENTATION:**

<a href="#">Student Evaluation of Course and Instructor</a>
<a href="#">Faculty Evaluation by Division Chair or Dean</a>
<a href="#">Faculty Self-Evaluation</a>
<a href="#">Faculty Evaluation Examples</a>
<a href="#">Evaluation Committee Membership, 2005-06</a>
<a href="#">Evaluation Committee Minutes</a>
<a href="#">TVCC Board Policy DK (Local); Professional Development</a>
<a href="#">Comprehensive Standard 3.7.3</a>
<a href="#">TVCC Board Policy DLA (Local); Status of Employment and Evaluation</a>

**3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.** **Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College's commitment to professional development is reflected in one of the College's 10 goals: "Enhance the maintenance of an excellent faculty and staff committed to students and quality education through the enhancement of professional development opportunities and activities" [[TVCC Board Policy AE \(Local\)](#), [TVCC Catalog](#) (p. 11-12)].

[TVCC Board Policy DK \(Local\)](#) requires all faculty and professional staff to continue their professional growth "as teachers, scholars, and practitioners." The policy specifies the objectives for faculty at each level. Generally, each faculty and professional staff member must earn three semester credit hours or forty-five alternative clock hours every three years. Since 1985, 100 percent of the faculty have met this requirement each year. TVCC provides numerous ongoing opportunities for faculty, professional staff, and para-professional staff to obtain professional development. Also, support staff attend an annual staff development workshop and may attend several of the professional development workshops on campus.

The Staff Development Committee plans and oversees the on-campus professional development activities. Faculty and staff are surveyed periodically to obtain their suggestions for professional development topics and activities ([Survey Results](#)). Faculty/staff conferences, ([Evaluation of Conferences](#)) workshops, classes, on-line activities through [Starlink](#), and workshops provided through teleconferencing provide professional growth activities for both full-time and adjunct faculty. Adjunct instructors are assigned an e-mail address and receive the announcements of all professional growth activities on campus. These activities provide faculty and staff an opportunity to earn professional growth hours toward their specific professional development requirement.

Full-time faculty and selected adjunct faculty are encouraged to attend the state association meetings, and national, state, and regional conferences. Professional development funds are included in the budgets for each instructional division. In the 2005-2006 academic year, a total of \$429,274 was budgeted for professional development. Local funds provided \$378,003 of the budget for travel and expenses for several staff development activities from educational funds, while grants provided another \$51,271 for professional growth activities. Adjunct faculty are included in on-campus professional growth activities, receive orientation, and, at the discretion of the division chair, may be assigned a mentor.

In addition to the opportunity for attending professional meetings, conferences, and workshops, other opportunities are available for faculty to assist in their on-going professional development. The TVCC Faculty Retreat is held each spring for 24 members of the faculty to share best practices in teaching and learning strategies. The retreat also offers faculty a chance to develop a network for discussion and sharing of ideas with colleagues from other campuses. New faculty are given priority in the selection process. Adjunct faculty are included in the faculty retreat. Examples of flyers for the faculty retreat are included for [2003](#), [2004](#), and [2005](#) ([Faculty Retreat Website](#)).

The Administrative Internship provides another opportunity for faculty to obtain professional development. This program was implemented in 1997. Each year a member of the faculty is selected by the president, vice presidents, and deans, through an application process, to serve a one-year internship. The intern attends administrative meetings, works with or shadows administrators in each division of the institution, attends professional meetings and conferences with administrators, completes a major project, and is a member of the Instructional Deans' Council and the Committee on College Planning. The intern is given release time from his or her assigned duties as an instructor and receives 45 hours of professional growth as required by [TVCC Board Policy DK \(Local\)](#). Developing and updating procedural manuals and departmental publications, developing new courses, organizing and coordinating instructional projects, and implementing new initiatives are some of the projects accomplished by faculty interns.

TVCC awards a faculty grant each year to the faculty member or group of faculty who submits proposals to improve instruction. These proposals have broad application and replication potential. The grant may be used for equipment, guest lecturers, or travel to workshops or conferences. The grant process was established to encourage innovation in the classroom and to contribute to faculty development. [[Faculty Grant Memorandum](#); [Faculty Grant Application](#)]

Faculty who teach Virtual College of Texas (VCT) students via web-based or telecourse classes are provided an orientation covering VCT's mission, policies and procedures. The orientation is conducted during the Distance Education Faculty Committee meeting held during fall and spring in-service whenever there are new VCT faculty. In addition, faculty are provided the opportunity to attend various conferences where VCT policies are discussed. The director of distance learning also provides one-on-one training to VCT faculty. The [VCT Credit Course and VCT Operations Manual](#), [Principles of Good Practice: The Foundations of Quality of SREB's Electronic Campus](#) (adopted by VCT from the Southern Region Electronic Campus), and the [Summary of Provider and Host](#)

[Colleges' VCT Responsibilities](#) are available for download on the [VCT Website](#). Faculty are provided professional development credit for participation in these activities.

**DOCUMENTATION:**

<a href="#">TVCC Board Policy DK (Local); Professional Development</a>
<a href="#">Evaluation of Conferences</a>
<a href="#">Starlink Training</a>
<a href="#">2003 - Faculty Retreat Flyer</a>
<a href="#">2004 - Faculty Retreat Flyer</a>
<a href="#">2005 - Faculty Retreat Flyer</a>
<a href="#">Faculty Retreat Website</a>
<a href="#">Faculty Grant Memorandum</a>
<a href="#">Faculty Grant Application</a>
<a href="#">VCT Operations Manuals</a>
<a href="#">Summary of Provider and Host Colleges' VCT Responsibilities</a>
<a href="#">VCT Website</a>

**3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College demonstrates a commitment to safeguard and protect academic freedom. [TVCC Board Policy DGC \(Local\); Academic Freedom and Responsibilities](#) stipulates that faculty members will be free to pursue scholarly inquiry and voice relevant conclusions without undue restriction. Board policy ensures faculty will be free from threats or reprisals because their vision may be different from others. Faculty are entitled to full freedom in the classroom in discussing the subject that they teach. Each faculty member is also a citizen of the nation, state, and community; and when the faculty member speaks, writes, or acts as such, they are free from institutional censorship or discipline. The policy further indicates that academic freedom is accompanied by an equally demanding concept of responsibility shared by the Board, administrators, and faculty members.

The [TVCC Faculty Procedural Handbook](#) states, "Instructors are accorded certain academic freedom within their specific discipline; however, academic freedom must exist within certain guidelines.

- Material introduced must have a clear and significant relationship to the specified curriculum

- The class must not be used to promote personal agendas. (*i.e. promoting a product and /or service or a political or social idea*)
- Profanity is considered inappropriate and will not be tolerated

**DOCUMENTATION:**

<a href="#">TVCC Board Policy DGC (Local): Employee Rights and Privileges: Academic Freedom and Responsibilities</a>
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<a href="#">TVCC Faculty Procedural Handbook</a>
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**3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.** **Compliance** Partial Compliance Non-Compliance**NARRATIVE:**

Faculty involvement is encouraged and valued in academic and governance matters at Trinity Valley Community College. [TVCC Board Policy DG \(Local\)](#) describes the faculty's role and the Faculty Association's role in institutional governance. The policy emphasizes the open-door policy, a guiding principal of TVCC, by inviting faculty and employees to make recommendations to supervisory personnel, administration, or members of the Board of Trustees, that will enhance the operation of the College. The introductory paragraph of [TVCC Board Policy BI \(Local\)](#) specifically emphasizes the importance of the faculty involvement in the overall planning process of the College. The Executive Committee of the Faculty Association meets on a regular basis with the president to discuss the issues and concerns of the faculty ([Faculty Association Visits with College President](#)). [Item 9 of TVCC Board Policy DNA \(Local\)](#) specifically charges faculty to “[k]eep administration informed regarding matters affecting the welfare of students, faculty, and the institution” and establishes their role in curriculum development.

Faculty, and division chairs are responsible for developing and revising curriculum. [TVCC Board Policy EE \(Local\)](#) and [TVCC Board Policy EFAA \(Local\)](#) establishes the faculty's role in the development of curriculum and describes the composition of the Curriculum Committee. Job Descriptions for faculty ([Academic Faculty Job Description Example](#), and [Workforce Faculty Job Description Example](#)), division chairs ([Academic Division Chair Example](#), and [Workforce Division Chair Example](#)), instructional deans ([Academic Dean Job Description](#), [Workforce Dean Job Description](#)) and the [vice president of instruction](#) illustrate the responsibilities of each for the curriculum. The recommendation for revisions or new curricula are submitted to the appropriate dean and the vice president of instruction for approval before the changes are presented to the Dean's Council and the Curriculum and Instruction Committee. The final approval for new curricula or programs rests with the president. If the recommendations include a new program or a major revision to an existing program, the president will present the curriculum changes to the Board of Trustees [[TVCC Board Minutes \(September 26,](#)

2005; Approval of AAS Degrees)]. See [Comprehensive Standard 3.4.12](#) for more details on this process.

A member of the faculty is selected each year to work with the administration as an administrative intern. The intern attends administrative meetings, works with administrators in each division of the institution, and attends professional meetings and conferences with administrators. The intern is a member of the Committee on College Planning, which is a committee composed of the president, vice presidents, deans, and selected directors. As a member of this committee, the intern is expected to represent the faculty perspective to the administration, and, in turn, report matters of interest or concern to the faculty. The intern also has numerous other opportunities to share the faculty perspective with administration and convey the administration's viewpoint to faculty.

Thirty-three standing committees, composed of faculty, staff, and administration, consider policies, procedures, and address other issues related to academic and governance matters ([TVCC Standing Committees, 2005-2006](#)). Ad hoc committees, consisting of faculty, staff, and administration, are appointed if issues arise that do not relate to an existing committee's mission. The committees submit recommendations and decisions to the appropriate administrators for review or implementation. Below are examples of committees important to the academic and governance issues of the institution and the percentage of faculty membership for the 2005-2006 committee assignments.

#### **Percentage of Faculty Serving on Select TVCC Standing Committees, 2005-2006**

<b>Committee</b>	<b>Proportion of Faculty Members on Committee</b>
Academic Appeals Committee	80%
Advisory Committee for Affirmative Action	80%
Building and Grounds Committee	78%
Curriculum and Instruction Committee	52%
Evaluation Committee	81%
Health and Safety Committee	95%
Staff Development Committee	75%
Strategic Planning Committee	45%

Faculty are given a choice of committee assignments and are assigned to their chosen committees if possible. However, the final membership of committees is selected based on campus and departmental representation and the expertise needed for the specific issues the committee will address. Faculty usually serve on two standing committees, but many faculty elect to serve on additional committees. In some cases, faculty will be given a reduced committee assignment based on their location, other institutional

responsibilities, health reasons, or other extenuating circumstances [*Faculty Procedural Handbook* (Committee Participation (p. 2))].

**DOCUMENTATION:**

TVCC Board Policy DG (Local); Employee Rights and Privileges
TVCC Board Policy BI (Local); Composition of Committee, Committee on College Planning
TVCC Board Policy DNA (Local); Personnel Positions (Items 9 and 10)
TVCC Board Policy EBA (Legal); Programs and Courses Section; Branch Campus Distance Learning
TVCC Board Policy EE (Local); Curriculum Development
TVCC Board Policy EFAA (Legal); Instructor Programs and Courses
Faculty Association Visits with College President
Job Description, Academic Faculty Example
Job Description, Workforce Faculty Example
Academic Division Chair Job Description
Workforce Division Chair Job Description
Academic Dean Job Description
Workforce Dean Job Description
Vice President of Instruction Job Description
TVCC Standing Committees, 2005-2006
TVCC Board Minutes (September 26, 2005; Approval of AAS Degrees)
TVCC Board Minutes
TVCC Faculty Procedural Handbook (Committee Participation, p. 2)
Curriculum and Instruction Committee Minutes (February 25, 2004)
Curriculum and Instruction Committee Minutes (February 23, 2005)
Curriculum and Instruction Committee Minutes (March 1, 2006)

## 3.8 Library and Other Learning Resources

**3.8.1 The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides facilities, services, and learning/information resources that are appropriate to support its teaching and service mission. The College provides a learning resource center (LRC) on each of the four campuses. Students who attend classes at any of the campus locations have access to all materials from the LRC, as requested learning resources are transported freely between the College campuses.

The facility on the Athens campus contains approximately 21,500 square feet and opened for operation in 1998. This facility has a computer room with 30 computers with Internet access for student use, a library classroom for use during orientations and library tours, and individual study rooms. Additionally, the Athens LRC includes a large circulation area, reference area, technical processing area, media room (for video storage), and space for staff offices. Study tables and seating are available for approximately 80 students in a large open area which is very conducive to study. Eight study carrels are available for individual study and for viewing videos. The Athens LRC houses a microfilm collection of approximately 150 titles. The local newspaper, *The Athens Review*, is available on microfilm and in bound volumes dating back to 1900. This resource is heavily used by members of the local community.

The M.L. Risinger Learning Resource Center on the Terrell campus opened in spring 2006. It contains approximately 9,680 square feet with a circulation area, a large workroom, media room, and office space. In addition, there are 12 computers with Internet access for student use, individual study carrels, and study tables and seating for approximately 64 students. The LRC on the Palestine campus, which is 2,880 square feet, houses the collection, 23 computers with Internet access for student use, a circulation area, study tables and chairs, a leisure reading area, and an office area.

The Health Science Center (HSC) in Kaufman is a campus devoted specifically to health occupations; therefore, primary materials in the LRC on that campus support only those types of courses that are offered at the Health Science Center. The HSC has a small branch library (672 square feet) with materials related to health occupations, 10 computers with Internet access for student use, study areas, a circulation area, office space, and a collection of materials specific to health-related topics. TVCC leases the building and is limited in the improvements that can be made. Students at the Health Science Center may request materials from other TVCC libraries through inter-library loan, as well as utilize access to online materials through TexShare databases. Materials contained in the HSC library are also available on the other campuses.

LRC orientations and library tours are provided each semester as requested by instructors. In addition, individual and group instruction is provided at each library at the point of need. The LRC in Athens is open an average of 61 hours a week during the long terms, the LRC's at Terrell and Palestine are both open an average of 52 hours a week, and the LRC at the Health Science Center is open an average of 47.5 hours per week. Statistics gathered at each library for the LRC Strategic Plan (available in the LRC director's office) for the 2004-05 academic year are as follows:

#### **TVCC Learning Resources Center Activity by Location, 2004-2005**

	<u>Gate Count</u>	<u>Circulation</u>	<u>Reference</u>	<u>Classes/ Participants</u>
<u>Athens</u>	<u>49,027</u>	<u>11,847</u>	<u>563</u>	<u>7/255</u>
<u>Palestine</u>	<u>30,541</u>	<u>1,395</u>	<u>1,093</u>	<u>8/109</u>
<u>Terrell</u>	<u>14,506</u>	<u>847</u>	<u>86</u>	<u>14/392</u>
<u>HSC</u>	<u>4,978</u>	<u>707</u>	<u>0</u>	<u>2/42</u>

The *LRC Website* provides access to information for all students, including distance education students and Virtual College of Texas (VCT) students. The online catalog, which is accessible through the *LRC Website*, allows all students to search for available print materials from any TVCC library collection from any computer with Internet access. Students are allowed to log in to the online databases through a [proxy server](#) and use materials just as if they were on campus. Students having difficulty with their online search may contact LRC staff for assistance ([LRC Staff Contacts](#)). In addition, staff members' email addresses are found on the webpage, and telephone numbers are available through the [TVCC Personnel Directory](#) on the webpage.

To accommodate students enrolled at the Texas Department of Criminal Justice (TDCJ) prison units, instructors may check out books, reference materials, videos, or any other LRC materials from any campus library for use in their classes or for use by their students. Instructors either pick up materials at the library or arrange to have materials delivered to them via intercampus mail.

Resources available at every library include reference materials, circulating books, print magazines and journals, newspapers, instructional videos, and electronic databases. Current counts of these materials taken from the 2004-05 LRC Strategic Plan include the following:

**TVCC Learning Resource Centers Holdings by Location, Fall 2005**

	<u>Athens</u>	<u>Palestine</u>	<u>Terrell</u>	<u>HSC</u>
Reference Books	7,267	2,546	3,068	91
Circulating Books	24,967	13,088	6,035	1,508
Periodical Titles	73	42	53	21
Newspaper Titles	4	4	5	1
Videocassettes and DVDs	2,060	1,002	1,196	380

In addition, all campuses have access to 27,500 ebook titles and 19 online databases with access to more than 37,000 full-text journals through the [TexShare Library Consortium](#). Students may access these on campus or remotely with an authenticated login through a proxy server. Instructions for remote access are provided through the *LRC Website*. The collections are organized and shelved using the Library of Congress Classification System. An online catalog using the Sirsi automation system provides access to materials available at all four campuses. Users can also access the information through the [LRC Website](#).

According to statistics taken from the National Center for Education Statistics, TVCC's collection is comparable with peer institutions in the East Texas area.

**Library Holdings Per FTE, Comparison to Peers, 2002**

<u>Library Name</u>	<u>Books, Serial Back Files, Other Paper Materials</u>	<u>Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)</u>
Comparison Group Average	58,569	17
Comparison Group Median	49,967	15
<b>TVCC</b>	<b>56,669</b>	<b>17</b>
College A	26,613	19
College B	41,974	15
College C	49,967	14
College D	93,792	15
College E	77,500	24

A spring 2004 survey of students revealed that 89.77% of students thought that the LRC had an adequate supply of books, magazines, journals, and web-delivered materials for their class assignments, and 92.45% said that the available online databases were adequate and helpful for class assignments ([LRC Student Survey](#)). A spring 2004

survey of instructors indicated that 82.86% felt that the LRC had adequate books, magazines, journals, and web-delivered materials for class assignments ([LRC Faculty Survey](#)).

Faculty and staff on all campuses have access to the professional collection, which contains books, periodicals, and other resources that are available specifically for TVCC faculty interested in information on enhancing teaching and student learning. The professional collection is housed at the Athens campus; however, they are accessible to any faculty or staff member.

For details on the availability of and instruction in the use of computers, see [Comprehensive Standard 3.4.14](#).

#### DOCUMENTATION:

<a href="#">LRC Statistics</a>
<a href="#">LRC Staff Contacts</a>
<a href="#">Online LRC Proxy server</a>
<a href="#">TVCC Personnel Directory</a>
<a href="#">TVCC Library Holding</a>
<a href="#">TexShare Library Consortium</a>
<a href="#">TVCC LRC Online Catalog</a>
<a href="#">LRC Student Survey</a>
<a href="#">LRC Faculty Survey</a>
<a href="#">TVCC Website</a>
<a href="#">Comprehensive Standard 3.4.14</a>

**3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

Trinity Valley Community College ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources by offering students various opportunities for training in the use of the learning resource centers. LRC orientations and tours are conducted every semester on the Athens, Terrell, Palestine and Health Science Center campuses at the request of instructors. According to the compiled LRC statistics, the following numbers were reported in the area of bibliographic instruction (LRC Strategic Plan available in the LRC director's office on the Athens campus):

#### TVCC Bibliographic Instruction by Campus, 2001-2002 to 2004-2005

##### Athens

<u>Year</u>	<u>Number of Sessions</u>	<u>Number of Students Served</u>
2001-02	16	461
2002-03	20	525
2003-04	13	385
2004-05	7	255

**Terrell**

<u>Year</u>	<u>Number of Sessions</u>	<u>Number of Students Served</u>
2001-02	12	209
2002-03	11	256
2003-04	16	397
2004-05	14	392

**Palestine**

<u>Year</u>	<u>Number of Sessions</u>	<u>Number of Students Served</u>
2001-02	17	348
2002-03	9	199
2003-04	5	208
2004-05	8	109

**Kaufman-Health Science Center**

<u>Year</u>	<u>Number of Sessions</u>	<u>Number of Students Served</u>
2001-02*	NA	NA
2002-03*	NA	NA
2003-04	1	24
2004-05	2	42

*\*Prior to 2003-04 academic year, students at the Health Science Center were required to watch a library orientation video explaining the use of library resources. More formal presentations were given beginning 2003-04.*

In addition to formal presentations, librarians also instruct students in the use of the library and materials at the point of need. Individual instruction in the use of the online catalog, finding information, use of electronic databases, location of materials, and other functions takes place on a daily basis. Further point-of-need instruction is provided through various handouts prepared by the library staff members and made available in the LRC at each campus. These handouts include guides on locating information, using the Library of Congress classification system, user guides for various resources,

instructions on using the online catalog, information for remote access, and instructions in the use of various online databases ([LRC Handouts](#)). In addition to the print handouts, several instructional tutorials are available online ([LRC Website](#)). Electronic instructional tools include a library orientation and tour, a subject guide for nursing students, information on using the library's online catalog, and instruction in the use of various databases [[Literature Online \(LION\)](#), [Ebsco databases](#), and [Health Source](#)]. A spring 2004 survey indicated that students thought "instructions on how to use the library [we]re adequate" ([LRC Student Survey](#)).

While online resources are available to all students, they are especially useful to students enrolled in distance education classes. All TVCC students and students taking classes through Virtual College of Texas (VCT) are given remote access to the LRC resources through a proxy server using a combination of their student identification number and name. Support is provided through an email account that is linked to the login information for the [online LRC proxy server](#).

The LRC's on the Athens, Terrell, and Palestine campuses also serve as testing centers for students enrolled in distance education classes ([Testing Center Information for Distance Education Students](#)). LRC staff proctor online tests in accordance with the testing policies set up through the testing center, which involves providing secure access to online tests and monitoring testing activities to ensure integrity in the testing process. VCT students are given the instructions and information on this service by their instructors. Any VCT students who are on site are also welcome to use any of the available LRC resources.

The above resources are available to students on the Athens, Terrell, Palestine, and Kaufman Health Science Center campuses, dual credit students, and VCT and distance learning students. Due to constraints and security issues, TDCJ students receive instruction on the use of library resources from their instructors. TDCJ instructors may take materials from these libraries to the TDCJ campus directly to their students, or they may place materials on reserve at the unit libraries. TDCJ students do not have access to electronic databases. An explanation of library resources available to TDCJ students can be found in the [TDCJ Guidebook \(p. 9\)](#).

#### DOCUMENTATION:

<a href="#">2001-2005 Compiled LRC Statistics</a>
<a href="#">Spring 2004 Survey of Students</a>
<a href="#">Point of Need Handouts</a>
<a href="#">LRC Website, Tutorials</a>
<a href="#">TDCJ Guidebook (p. 9)</a>
<a href="#">Testing Center Information for Distance Education Students</a>

**3.8.3 The institution provides a sufficient number of qualified staff--with appropriate education or experiences in library and/or other learning/information resources--to accomplish the mission of the institution.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College provides a sufficient number of qualified staff--with appropriate education or experiences in library and/or other learning/information resources--to accomplish the mission of the College. The [director of learning resources](#), has a Master's degree in library science and has been at TVCC since 2001. She has 26 years experience as a librarian and library program director. The [librarian at the Palestine campus](#) has two Master's degrees in library science, and a Master's degree in education with a reading emphasis. He has been employed by TVCC since 1987 and has 31 years experience as a librarian. The [librarian at the Terrell campus](#) has a Master's degree in interdisciplinary studies. She has been employed by TVCC since 1994 and has 14 years experience as a librarian. The Health Science Center library is staffed with a technical assistant/computer technician, who has been employed by TVCC since 1990. She has an AAS degree in computer science and 19 years of experience. Additional personnel on the Athens campus include a paraprofessional [reference librarian](#), who has been at TVCC since 2001. She received her Master's degree in library science in August 2005. Four people are also employed as LRC technical assistants to provide the library with clerical support. They have a total of 19 years library experience. Approximately 10 students are hired each semester to help with non-professional and non-technical duties.

By using the library comparison tool from the NCES Academic Library Survey, a comparison of TVCC with similarly sized community colleges in the East Texas area reveals that the number of professional staff and total staff per 1,000 FTE is consistent with peer institutions. Total fall 2005 enrollment for TVCC was 5,660.

<u>Library Name</u>	<u>Librarians</u>	<u>Total Staff Per 1,000 Enrolled (FTE)</u>
Peer Group Average	3	4
<b>TVCC</b>	<b>4</b>	<b>6</b>
College A	3	3
College B	4	4
College C	3	2
College D	3	4
College E	3	7
College F	5	6

A spring 2004 survey indicated satisfaction with LRC staff, as 94.7% of students and 91.4% of faculty indicating that that staff were professional, courteous, and helpful. Librarians continue to evaluate services by following an annual *LRC Strategic Plan* (on

file in the LRC director's office), which involves an analysis of student use of learning resources, as well as stakeholder satisfaction gathered from feedback on surveys.

**DOCUMENTATION:**

<a href="#">Director of Learning Resources</a>
<a href="#">Librarian at the Palestine campus</a>
<a href="#">Librarian at the Terrell campus</a>
<a href="#">Athens Reference librarian</a>
<a href="#">LRC Student Survey</a>
<a href="#">LRC Faculty Survey</a>
<i>LRC Strategic Plan</i> (on file in the LRC director's office)

### 3.9 Student Affairs and Services

#### **3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.**

**Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

The *TVCC Catalog* includes a clear and appropriate statement of student rights and responsibilities in the section titled, "Policy of Rights, Conduct and Responsibilities." Detailed information is contained under the headings of "Student Rights and Responsibilities," "Academic Appeals Committee," "Grievance Procedure," and "Official Summons" [[TVCC Catalog \(pp. 48-53\), Student Rights](#)]. The [Resident Life Handbook \(2005-2006\)](#) informs students of additional rights and responsibilities that pertain to students living in campus residence halls. Additionally, [TVCC Board Policy FLB \(Local\)](#) outlines student rights and responsibilities as well as detailed information regarding the grievance and appeals process. The [TVCC Catalog \(pp. 61-62\)](#), and the [TVCC Academic Schedule \(Spring 2006\)](#) inform students of rights and responsibilities regarding tuition, fees, and refunds.

The *TVCC Catalog*, *TVCC Academic Schedule*, and *Resident Life Handbook* are available in print, and the *TVCC Catalog*, *TVCC Academic Schedule* and *TVCC Board Policy Manual* are online. These publications are widely distributed and are available to students. Each new student receives an admissions packet that includes a *TVCC Catalog*, *TVCC Academic Schedule*, and admissions application. Printed college catalogs are available at orientation sessions at no cost to students. New students are instructed in orientation sessions to access the Web for the *TVCC Catalog* and *TVCC Academic Schedule*. A *Resident Life Handbook* is provided to each residential student as they move into campus housing.

For a discussion of grievance procedures, see [Federal Requirement 4.5](#).

**DOCUMENTATION:**

<a href="#">TVCC Catalog (pp. 48-53), Student Rights</a>
<a href="#">Resident Life Handbook (2005-2006)</a>
<a href="#">TVCC Board Policy FLD (Local); Student Rights and Responsibilities</a>
<a href="#">TVCC Catalog (pp. 61-62; Refund Policy)</a>
<a href="#">TVCC Academic Schedule (Spring 2005)</a>
<a href="#">Federal Requirement 4.5</a>

**3.9.2 The institution protects the security, confidentiality, and integrity of its student records.** **Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

Trinity Valley Community College employs several measures to protect the confidentiality and security of student records to comply with the Family Education Rights and Privacy Act (FERPA). In line with [TVCC Board Policy FJ \(Local\)](#), TVCC informs students of the guidelines for release of directory information in the [TVCC Catalog \(p. 55\)](#), The *TVCC Catalog* states that unless the registrar's office is notified in writing by the student, certain information classified as 'public or directory information' may be released to the general public without prior written consent from a student. If students request non-disclosure of their records, their statement of non-disclosure is kept in their file and recorded in the computer system to alert anyone using the system not to release the record ([FERPA Non-Disclosure Alert](#)). Information is not released to third-parties without the written consent of any student who requests non-disclosure of directory information.

The integrity, security, and confidentiality of student records are maintained by the office of the registrar. Student records are accessible to authorized personnel only. Records are maintained in hard copy and electronic format. The confidentiality of electronic student records is protected by two sets of access codes, including codes for the TVCC Network, and codes for access to TVCC's administrative student information management system (AS400).

The TVCC Network is protected by a digital firewall to keep persons outside of the network from accessing data. The password system to access the network is a STRONG Password type ([IT Services Password Policy](#)). If a password is entered wrong three times, users are locked out of the system for 15 minutes. After several failed attempts, a user is locked out until authorized personnel in network services allows entry into the system.

In addition to the security measures utilized for accessing the TVCC Network, there is another layer of security provided for the administrative computer system (AS400), which contains student records from 1989 forward. This system requires an additional password, which locks users out of the system after three unsuccessful login attempts. This password cannot be reset until authorized computer center personnel resets the system. Only authorized personnel have access codes that allow view and edit rights to student information. Access is limited to only the information necessary for the users job. The structure of the files allows for the tracking of individuals who access information and the specific information retrieved. Students are blocked from all TVCC administrative files and student records. Additionally, TVCC uses a filtering process to prevent access from different networks.

Student records are routinely scanned for backup and stored on the network with password protection ([IT Services Backup Policy](#)). Old records exist on microfilm or CD,

with one copy in the vault and a second copy in a safety deposit box at a local bank. Hard copies of student records are permanently maintained in a secure, fireproof vault located in the office of the registrar on the central campus in Athens. Only authorized personnel are allowed access to the vault. When hardcopy files are retrieved from the vault for updating, they are never removed from the immediate area of the vault, and proper procedures for retrieving and returning files is always maintained.

The Virtual College of Texas (VCT) has established procedures for securing their records for the purposes of facilitating communication between host and provider colleges ([VCT Website, Security and Safeguards](#)).

Additional policies and procedures for the use, backup, and maintenance of electronic media are contained on the [IT Services Policies Website](#). A description of TVCC's storage and backup processes is covered in [Comprehensive Standard 3.4.11](#).

#### DOCUMENTATION:

<a href="#">TVCC Board Policy FJ (Local); Student Records</a>
<a href="#">TVCC Catalog (p.55); Family Education Rights and Privacy Act (FERPa)</a>
<a href="#">TVCC Board Policy GAA (Legal); Public information program</a>
<a href="#">FERPA Non-Disclosure Alert</a>
<a href="#">IT Services Password Policy</a>
<a href="#">IT Services Backup Policy</a>
<a href="#">IT Services Policies Website</a>
<a href="#">VCT Website Security and Safeguards</a>
<a href="#">Comprehensive Standard 3.4.11</a>

**3.9.3 The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

Trinity Valley Community College offers a variety of student services to assist students in accessing educational services and achieving academic success as outlined in the *Board Policy Manual* and the *TVCC Catalog* in support of TVCC's mission, purpose statement, and goals. Student services plays an integral role in creating an environment whereby students can learn and develop in holistic ways. Student services programs exist in order to meet the educational needs of the students and citizens of the service area.

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***Brief Description of Services & Qualifications of Personnel***

Professional personnel employed to deliver services to students meet or exceed the Job Specifications and Requirements for each position as evidenced by the [Human Resources Website](#) and on the [Roster of Student Services Staff \(password required\)](#). Each area, along with the personnel associated with that are delineated below.

The student services department is organized into the following areas under the direction of the vice president of student services: admissions and school relations, registration and records, testing, guidance services, student financial aid, housing, international student services, student activities, intramural sports, campus safety, food service, and student support services.

***Vice President of Student Services***

The vice president of student services directs and supervises the student services division of the College. Included in the vice president's job duties is direct responsibility for international student advisement, housing, food service, and discipline. The vice president holds a Doctor of Education degree in counseling and guidance which exceeds the qualifications for the job.

***Dean of Enrollment Management***

The dean of enrollment management/registrar reports to the vice president of student services and is responsible for the supervision of admissions and records, registration, school relations, testing, and guidance services. The staff includes one professional, one paraprofessional, and five support staff members. The dean holds a Doctor of Education degree in secondary and higher education and the paraprofessional has a Bachelor's degree. Both positions meet or exceed the qualifications for the job.

***School Relations***

The director of school relations is responsible for new student recruitment, including traditional and non-traditional students. School relations staff attend College Day/Night programs, establish and maintain relationships with high school administrators and counselors in the TVCC service area, organize the annual Career Day and College Prep Day programs, and develop and disseminate TVCC recruitment literature. The school relations office is also responsible for campus information and visitation services. The office staff conduct campus tours, respond to request for catalogs, applications, schedules, flyers, and brochures. The office is staffed by one professional and one support staff member. The professional has a Master's degree, which exceeds the requirements for the position (see [Comprehensive Standard 2.10](#) for more information).

***Guidance Services***

The [guidance services office](#) is responsible for providing academic advisement, orientation, counseling, career planning and placement, and disability services. Approximately 2700 students are served by the guidance services office on the Athens campus. The staff consists of a director of counseling, two counselors, one of whom is a licensed professional counselor.

The Palestine and Terrell campuses have counselors and guidance associates available to assist students. Palestine has a counselor and a guidance associate who serves approximately 1,060 students. Terrell has a counselor and a guidance associate who serves approximately 1,115 students. The Kaufman campus has a licensed professional counselor for approximately 350 nursing and health science students.

Counselors at all locations are available to assist students who are enrolled in distance education. Names, telephone numbers, and e-mail addresses of TVCC counselors are distributed on the *Distance Education Website*. Communication with distance education students is done primarily via e-mail. Counselors at the Palestine, Terrell and Kaufman campuses report to campus deans but meet regularly with the director of guidance services and other counselors to review and develop uniform practices and procedures for administering services to TVCC students. Each professional staff member in guidance services holds a Master's degree in counseling, guidance or a related field.

### **Testing**

The testing center provides extensive testing services, including the component of the Texas Success Initiative Program (*TVCC Testing Office Website*), placement testing, GED, credit by exam, CLEP, ACT, and distance learning. The director of testing holds a Master's degree which meets the requirements for the position. The staff assistant has a Bachelor's degree and exceeds the requirements for the position. The LRC's on the Athens, Palestine, and Terrell campuses also serve as testing centers for students enrolled in distance education classes. LRC staff members proctor online tests in accordance with the testing policies developed by the testing center and are provided access to the online tests through passwords from instructors. The Virtual College of Texas (VCT) students also have access to any of the available LRC resources. (See [Comprehensive Standard 3.8.1](#))

### **Financial Aid**

The financial aid office is responsible for administering grants, loans, scholarships, and on-campus employment to students (*TVCC Financial Aid Website*). The office is staffed with a professional director and four support staff members. Terrell and Palestine campuses each have one guidance associate who primarily handles financial aid. The director holds a Bachelor's degree. The guidance associate at the Palestine campus holds a Master's degree, and the guidance associate at the Terrell campus holds a Bachelor's degree. All personnel meet or exceed the requirements for their positions.

### **Student Activities**

The Director of Student Activities is responsible for providing social and cultural activities, including intramural sports for its students (*TVCC Student Activities Website*). The division also sponsors the TVCC Student Senate which provides an avenue for students to participate in the College's decision-making process. Additionally, a variety of clubs and organizations provide opportunities for group interaction. The office is staffed by a professional and a paraprofessional. Both have Master's degrees and meet or exceed the qualifications for the positions they hold.

### **Campus Safety and Security**

The office of campus safety and security is responsible for providing a safe environment at TVCC ([TVCC Campus Security Website](#)). The department enforces College rules, and state and federal laws. A police chief, two certified police officers, and one security guard provides safety and security on the Athens campus. Additionally, two part-time security officers provide services for the Terrell and Palestine campuses. The chief of police has a Bachelor's degree and is a certified police officer. All personnel providing safety and security meet or exceed the requirement for the positions they hold.

### **Student Support Services**

Student support services provides special educational support services to qualified students as defined by the U. S. Department of Education guidelines ([TVCC Student Support Services Website](#)). This program is designed to provide academic advising, counseling, tutoring, educational assistance, and cultural enrichment experiences for 350 low income disadvantaged and physically handicapped students. Three professionals and one paraprofessional operate the program. The three professional and one paraprofessional members have Master's degrees. All meet or exceed the requirements for the positions they hold. More details describing tutoring services are contained in [Comprehensive Standard 3.4.9](#).

### **Quality Services and Evaluation:**

The Student Affairs programs at TVCC are assessed periodically to determine the quality and effectiveness of its offerings. Generally, students are satisfied with the services they receive. In spring 2005, 96% of students indicated that they were "very much" or "somewhat" satisfied with their interactions with non-teaching staff ([Graduating Student Survey-Services](#)). Other indicators from this survey provide evidence of the quality of services provided, as 95% or more of respondents indicating that they were "very much" or "somewhat" satisfied with academic advising, the variety of student activities, opportunities to participate in club activities, opportunities for personal involvement in college activities, opportunities for student employment, and college sponsored social activities. Ninety-three percent indicated satisfaction with recreational activities.

The Spring 2005 Graduating Student Survey of Services indicated that 99.3% of respondents were "very much" or "somewhat" satisfied with the progress they had made in identifying career interests and formulating long term career and life goals. ([Graduating Student Survey-Learning Environment](#)). Ninety-two percent of students were satisfied with service provided by career counseling, and 94% were satisfied with the support they received to establish realistic educational goals ([Graduating Student Survey-Services](#)).

The results of the assessments are used to improve services and programs to enhance the development of students. The following section will provide some examples of how improvements are made to improve the delivery of services.

Example 1 -- The school relations office strives to establish relationships with the 27 area high schools from the 5 county service area, and seeks to encourage students from

those schools to attend TVCC. Additionally, the director attends College Day/Night programs in the Dallas/Ft. Worth metropolitan area in order to recruit students to fill the campus housing. In both cases, the office provides information to potential students regarding the college, student activities, as well as certain organizations such as band, choir, drill team, cheerleaders, rodeo, drama, and athletics. College Prep Day and Career Day are two significant events sponsored by the school relations office. College Prep Day is designed to assist high school seniors and TVCC transfer students to complete admissions and financial aid requirements for senior colleges and universities. The College Prep Day began in 2000 as a result of discussions of the effectiveness of the Career Day program for high school seniors was held in the Spring semester. After review and feedback from student services staff and high school personnel, it was determined that a program for seniors would be most beneficial if it was held in the Fall semester. Thus the College Prep program was created. During the past five years, College Prep Day program was combined with a College Day program. In 2005, twenty-nine representatives from senior colleges and universities were available to discuss matriculation with potential students. The programs are continually evaluated in order to deliver the most effective service to students. Sample evaluations of the events provide evidence of such evaluation ([College Prep Day Evaluation](#), [Career Day Evaluation](#))

From the review and evaluation of the Career Day, it was also determined that high school juniors (rather than seniors) would benefit most from a program in the spring semester. The service area high schools were contacted, and they provided their support for this program. Career Day for juniors is held in March or April of each year. This program provides career exploration opportunities for prospective students.

Example 2 -- Trying to make the registration process more effective is a continuing area for assessment and evaluation undertaken with the leadership of the dean of enrollment management. Prior to fall 2005, TVCC exclusively utilized the arena method of registering students, which required students to register through making human contact with a TVCC employee (either face-to-face or telephone in the case of distance education students). The dean of enrollment management and the dean of computing services developed, tested, and implemented a self-registration system. This system allowed students to register using computer kiosks at our campus libraries for a period of several weeks prior to the beginning of the regular registration period. This system was pilot tested with a group of select students during fall 2005, and 34% of students (732 of 2,153) used this service. This reduced student complaints, improved registration processes during the arena registration period, and decreased the need for staffing during arena registration. Current plans include an expansion of this registration system to allow more students to register. This is also documented in the Administrative Outcomes submitted by the dean of enrollment management ([Administrative Outcomes, Enrollment Management, Kiosks Registration Process](#)).

Example 3 -- Financial aid processing was identified as being slow and cumbersome, with documents having to be shuffled from one campus to another. This meant that student files were often incomplete at the time of greatest need for financial aid processing, even though the student had submitted the appropriate paperwork. To remedy the communication and information lag, the Financial Aid office implemented four changes:

- The office received assistance from the Department of Education in the form of a Title IV Management Assessment in July of 2004.
- The college initiated the use of Ed-Express software in order to package Title IV funds electronically.
- The college purchased a document imaging program to scan documents to allow quicker access to student records by financial aid staff from any TVCC location.
- TVCC also added a secretary and loan specialist to the staff. The delivery of financial aid to students has improved dramatically.

Information available on student success prior to the implementation indicates that 94% of graduating students were "very much" or "somewhat" *satisfied with tuition refund processes, while only 85% indicated satisfaction with financial aid services (Graduating Student Survey-Services)*. Results for fall 2004 were 79% and 88% respectively. It appears that improvements made to tuition refund processing resulted in greater satisfaction, while there was a slight decline in satisfaction with financial aid. However, anecdotal information indicates that improvements reduced complaints about service, increased the speed of processing financial aid, and enhanced the ability of staff to serve more students with greater efficiency (see [Financial Aid Memorandum, January 4, 2006](#); [Financial Aid Memorandum, February 8, 2006](#)). Results from the spring 2006 Graduating Student Survey will be analyzed to determine if students are more satisfied with the new process. This is also documented in the Administrative Outcomes submitted by the Financial Aid Office ([Administrative Outcomes, Financial Aid](#)).

Example 4 -- The Testing Office identified changes that were needed to improve services to its constituents. Many of the frequently administered college placement tests, CLEP examinations, distance learning exams, and other assessment tools migrated to on-line administration in order to expedite the grading time for examinees. In 2002, the TVCC testing office had the capacity to administer 7 exams simultaneously. As a result of budgeting and identifying the need for change, the testing office has acquired 20 additional computers that are used for testing services. The additional computers have allowed for faster turn-around time on scoring for examinees, and has reduced the inefficiencies caused by inadequate testing capacity. The testing center has also streamlined the registration process for GED testing and developed a uniform and secure process for distance education testing (see [Testing Office Memorandum, Feb. 9, 2006](#)). This is also documented in the administrative outcomes submitted by the testing office ([Administrative Outcomes, Testing](#)).

#### DOCUMENTATION:

<a href="#">TVCC Human Resources Website-Job Descriptions</a>
<a href="#">Student Support Staff Credentials</a>
<a href="#">College Prep Day Evaluation</a>
<a href="#">Career Day Evaluation</a>
<a href="#">Administrative Outcomes, Enrollment Management</a>
<a href="#">Kiosks Registration Process</a>
<a href="#">Financial Aid Memorandum, January 4, 2006; Financial Aid Memorandum, February 8, 2006</a>
<a href="#">Administrative Outcomes, Financial Aid</a>
<a href="#">Testing Office memorandum, February 9, 2006</a>

Administrative Outcomes, Testing

## 3.10 Financial and Physical Resources

### 3.10.1 *The institution's recent financial history demonstrates financial stability.*

**Compliance**

Partial Compliance

Non-Compliance

#### **NARRATIVE:**

Trinity Valley Community College's recent financial history demonstrating its financial stability is documented in the approved budgets for [2002-2003](#), [2003-2004](#) and [2004-2005](#), and the audited Annual Financial Reports for Years Ended August 31, [2003](#), [2004](#), and [2005](#).

TVCC strives to provide quality educational programs at an affordable cost. The College maintains one of the lowest tuition rates as well as one of the lowest property tax rates among all Texas community colleges ([Tuition Rates 2004-2005](#), [Tuition Rates 2005-2006](#), [Property Tax Rates 2004-2005](#), [Property Rates 2005-2006](#)). Nevertheless, TVCC has sufficient funds to support its mission. Through fiscally responsible leadership by the Board of Trustees and the College's administration, TVCC has generated continued growth in net assets. As can be determined through an analysis of the Statement of Net Assets for Years Ended August 31, [2003](#), [2004](#), and [2005](#), net assets have increased 3.5%, 2.9% (restated) and 5.1%, respectively.

Revenue is obtained from a variety of sources. The major categories are state appropriations, tuition and fees, grants and contracts, *ad valorem* taxes, and auxiliary services. The contribution of each of these revenue sources has remained fairly consistent over the past three years, the exception being that state appropriations have fallen from 46% in 2003 to 41% in 2005. Revenue sources are graphically depicted in the Management's Discussion and Analysis section of the [2004 \(p.9\)](#) and [2005 \(p.9\)](#) Annual Financial Reports. As can be determined through an analysis of the revenue sections (both operating and non-operating) of the Statement of Revenues, Expenses, and Changes in Net Assets for the Years Ended August 31, [2003](#), [2004](#) and [2005](#), revenues have increased 6.8%, 10% and 1.9%, respectively. The small increase for 2005 is reflective of the College's decision not to raise tuition and fees for the fiscal year. Additionally, state appropriations remained flat relative to 2004.

Expenses have increased alongside revenues. Generally, salaries and employee fringe benefits increased as well as additional grant and scholarship aid in all three years. As can be determined through an analysis of the expense sections (both operating and non-operating) of the Statement of Revenues, Expenses, and Changes in Net Assets for the Years Ended August 31, [2003](#), [2004](#), and [2005](#), expenses have increased 9.6%, 5.7% and 4.4%, respectively. However, higher revenues have offset the increase in expenses, resulting in a positive change in net assets.

TVCC has maintained positive cash flow with increases of 39.8%, 15.8%, and 121% (includes bond proceeds) as shown on the Statement of Cash Flows for the Year Ended August 31, [2003](#), [2004](#), and [2005](#), respectively.

Over the last three years, TVCC's endowment funds have increased 1%, 3%, and 7% respectively. This growth is reflected in the Restricted portion of the Net Assets section of the TVCC Statement of Net Assets for Years Ended August 31, [2003](#), [2004](#), and [2005](#) and is summarized in the table below. As the TVCC Foundation is an entity distinct from TVCC, a separate accounting system is maintained for its financial activity. However, the TVCC Foundation is a related entity to TVCC, and its financial statements are included in TVCC's audited Annual Financial Reports.

The combined results of both TVCC endowment funds and TVCC Foundation endowment funds are summarized in the table below.

#### Endowment Funds, 2003-2005

<u>Year</u>	<u>TVCC Endowment</u>		<u>Foundation</u>		<u>Combined</u>	
	<u>Ending</u>	<u>Amount</u> <u>% Increase</u>	<u>Amount</u> <u>% Increase</u>	<u>Amount</u> <u>% Increase</u>	<u>Amount</u> <u>% Increase</u>	
8/31/03	\$792,615	1%	\$.. 440,558	337%	\$1,233,173	39%
8/31/04	\$817,975	3%	\$.. 848,867	93 %	\$1,666,842	35%
8/31/05	\$876,197	7%	\$1,179,952	68 %	\$2,056,149	23%

#### **DOCUMENTATION:**

<a href="#">TVCC Approved 2002-2003 Budget</a>
<a href="#">TVCC Approved 2003-2004 Budget</a>
<a href="#">TVCC Approved 2004-2005 Budget</a>
<a href="#">Annual Financial Report for Year Ended 8/31/03</a>
<a href="#">Annual Financial Report for Year Ended 8/31/04</a>
<a href="#">Annual Financial Report for Year Ended 8/31/05</a>
<a href="#">Tuition Rate Comparison 2004-2005</a>
<a href="#">Tuition Rate Comparison 2005-2006</a>
<a href="#">Property Tax Rates 2004-2005</a>
<a href="#">Property Rates 2005-2006</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/03</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/04</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/05</a>
<a href="#">Revenues by Source 2003 and 2004</a>
<a href="#">Revenues by Source 2004 and 2005</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/03</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/04</a>
<a href="#">Statement of Revenues, Expenses and Changes in Net Assets for Year Ended 8/31/05</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/03</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/04</a>

<a href="#">Statement of Cash Flows for Year Ended 8/31/05</a>
<a href="#">TVCC Foundation Statement of Net Assets for Year Ended 8/31/03</a>
<a href="#">TVCC Foundation Statement of Net Assets for Year Ended 8/31/04</a>
<a href="#">TVCC Foundation Statement of Net Assets for Year Ended 8/31/05</a>

**3.10.2 The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College prepares several documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the College.

The [Approved Budget](#) is the culmination of the annual budgeting process and contains the official budget as approved by the Board of Trustees. It reflects budgeted revenue and expense amounts by account for the upcoming fiscal year.

The [Balance Sheet](#) is produced monthly and reflects current balances in the asset, liability, and fund balance accounts of each of TVCC's funds. It is reviewed by the TVCC Board of Trustees.

The [Income and Expenditure Statement \(March 2005\)](#) is prepared in accordance with the fund method of accounting. It is produced monthly and reports fiscal year-to-date net income. It also reflects the beginning approved budget, the current adjusted budget, the fiscal year-to-date actual amounts, and the encumbered and unencumbered amounts in TVCC's revenue and expenditure accounts. It is a key financial control report and is reviewed and discussed by the Board of Trustees [[TVCC Board Minutes \(April 2005, Item 3\)](#)].

TVCC prepares an Annual Financial Report in accordance with the requirements of [Texas Education Code 51.005\(a\) and \(b\)](#) as directed by the Texas Higher Education Coordinating Board (THECB) and as documented in [TVCC Board Policy CDA \(Legal\)](#). The audited [Annual Financial Report for the Year Ended August 31, 2005](#) discussed in the response to [Core Requirement 2.11\(a\)](#) includes several important measures of financial health. These include the following:

- the [Independent Auditor's Report – Unqualified Opinion on the Basic Financial Statements and Supplementary Information – Single Audit – Governmental Entity](#)
- [Management's Discussion and Analysis](#)

- the basic financial statements themselves, which are the [Statement of Net Assets](#), the [Statement of Revenues, Expenses, and Changes in Net Assets](#), [Statement of Cash Flows](#), and the information contained in the [accompanying notes](#) to the financial statements
- the letters and schedules in the “[Other Reports](#)” section
- the charts and graphs in the “[Statistical Supplement](#)” section
- the [Report on Compliance with Provisions of the Public Funds Investment Act](#)

The [Investment Report](#) is produced monthly and reports classification, book and market value, term/maturity date, and interest rates of TVCC's investments and is reviewed by the Board of Trustees. It is prepared in accordance with [TVCC Board Policies CAK \(Legal\)](#) and [CAK \(Local\)](#). In addition, as required by the Public Funds Investment Act, quarterly and annual investment reports are posted on the [TVCC Business Office Website, Investment Disclosure](#). A paper copy of the annual investment report is also submitted to various state agencies.

TVCC submits annually the [Financial Profile and Indicators Report](#) to the Commission on Colleges of the Southern Association of Colleges and Schools. TVCC also submits the [Integrated Postsecondary Education Data System \(IPEDS\) Financial Report](#) to the U.S. Department of Education National Center for Education Statistics.

#### DOCUMENTATION:

<a href="#">Approved Budget, 2004-2005</a>
<a href="#">Balance Sheet</a>
<a href="#">Income and Expenditure Statement (March 2005)</a>
<a href="#">TVCC Board Minutes (April 2005, Item 3)</a>
<a href="#">Texas Education Code 51.005(a) and (b)</a>
<a href="#">THECB Annual Financial Reporting Requirements for Texas Public Community Colleges</a>
<a href="#">TVCC Board Policy CDA (Legal); Financial Reports and Statements</a>
<a href="#">Independent Auditor's Report – Unqualified Opinion on the Basic Financial Statements and Supplementary Information – Single Audit – Governmental Entity for Year Ended 8/31/05</a>
<a href="#">Management's Discussion and Analysis, for Year Ended 8/31/05</a>
<a href="#">Statement of Net Assets for Year Ended 8/31/05</a>
<a href="#">Statement of Revenues, Expenses, and Changes in Net Assets for Year Ended 8/31/05</a>
<a href="#">Statement of Cash Flows for Year Ended 8/31/05</a>
<a href="#">Other Reports for Year Ended 8/31/05</a>
<a href="#">Statistical Supplement for Year Ended 8/31/05</a>
<a href="#">Report on Compliance with Provisions of the Public Funds Investment Act for Year Ended 8/31/05</a>
<a href="#">Investment Report</a>
<a href="#">TVCC Board Policy CAK (Legal); Investments</a>

<a href="#">TVCC Board Policy CAK (Local); Investments</a>
<a href="#">TVCC Business Office Website, Investment Disclosure</a>
<a href="#">Financial Profile and Indicators Report</a>
<a href="#">Integrated Postsecondary Education Data System (IPEDS) Financial Report, 2004-2005</a>

**3.10.3 The institution audits financial aid programs as required by federal and state regulations.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Board of Trustees engages annually the independent public accounting firm of Smith, Lambright and Associates, P.C. to audit TVCC's compliance with financial aid requirements as described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to TVCC's major federal programs. The audit is conducted in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, *OMB Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations*; and State of Texas Single Audit Circular.

The TVCC Annual Financial Reports discussed in response to [Core Requirement 2.11\(a\)](#) include the documents listed below pertaining to the audit of federal and state financial aid programs. As evidenced by these documents for the years ended August 31, [2003](#), [2004](#) and [2005](#), the audits for those years resulted in no negative findings respective to financial statements, federal awards, or questioned costs.

- Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance with OMB Circular A-133
- Schedule of Expenditures of Federal Awards
- Schedule of Expenditures of State Awards
- Schedule of Findings and Questioned Costs
- Schedule of Corrected Action for Audit Findings and Questioned Costs
- Summary Schedule of Prior Audit Findings

**DOCUMENTATION:**

<a href="#">Financial Aid Compliance for Year Ended 8/31/03</a>
<a href="#">Financial Aid Compliance for Year Ended 8/31/04</a>
<a href="#">Financial Aid Compliance for Year Ended 8/31/05</a>

**3.10.4 The institution exercises appropriate control over all its financial and physical resources.** **Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

Policies and procedures are in place to ensure that Trinity Valley Community College exercises appropriate control over all its financial and physical resources.

***Financial Resources***

The College's annual operating budget process is the primary means for controlling its financial resources and is discussed in the response to [Core Requirement 2.11\(c\)](#).

The Board of Trustees reviews monthly each of the following fiscal control reports: (1) the [Income and Expenditure Statement](#), which reports fiscal year-to-date net income, beginning approved budget, year-to-date adjusted current budget, fiscal year-to-date actual expenses, and encumbered and unencumbered amounts, (2) [budget amendments](#), for the month, and (3) the [Investment Report \[TVCC Board Minutes \(April 2005, Item 3\)\]](#).

The vice president of fiscal services is responsible for overseeing the financial processes and ensuring that adequate fiscal controls are in place. Appropriate procedural and internal controls are in place for the primary business processes including accounts payable, accounts receivable, bank account control and reconciliation, capital asset accounting, payroll, general ledger accounting, financial aid accounting, and employee reimbursements. For detailed procedures, see the [TVCC Cash Control Manual](#) and the [Reimbursable Travel Expenses Policies and Procedures Manual](#).

The College uses the encumbrance method of accounting for purchases. Purchase requisitions (purchase orders) and invoices are approved by the appropriate personnel and submitted to the vice president of fiscal services for final approval [[See Board Policy CFD \(Local\)](#)]. For detailed procedures, see the [Disbursement Procedures](#) section of the [TVCC Cash Control Manual](#).

Policies are in place for purchases valued at or above \$25,000 as required by [TVCC Board Policy CF\(Legal\); Purchasing and Acquisition](#) and [TVCC Board Policy CF \(Local\)](#), and for major construction expenditures as required by [TVCC Board Policy CM \(Legal\)](#). These policies state that purchases of this nature shall be made by the method that provides the best value for the College, including but not limited to competitive bidding and competitive sealed proposals.

The Board of Trustees is authorized to issue certain debt instruments as documented in [TVCC Board Policies CAD \(Legal\)](#) and [CAH \(Legal\)](#).

The vice president of fiscal services serves as TVCC's investment officer and is responsible for ensuring that the College's investment policy described in [TVCC Board Policies CAK \(Legal\)](#) and [CAK \(Local\)](#) is followed. In accordance with the Public Funds Investment Act (Act), an annual audit is performed. As documented in the [Report on Compliance with Provisions of the Public Funds Investment Act](#) found in the Annual Financial Report for the Year Ended August 31, 2005, no matters were noted with regard to noncompliance with the Act, lack of adherence to TVCC's investment policy, internal control weaknesses over the investment function, or any other investment issues during the audit.

### **Physical Resources**

TVCC exercises appropriate control over its physical resources through various means. The College's physical plant is managed by the dean of physical facilities; see the response to [Comprehensive Standard 3.10.6](#) for a description of the control processes in place to manage and safeguard facilities including routine maintenance schedules and safety inspections.

Equipment, including electronics and furniture is tagged by the shipping and receiving department as it arrives on site. The tag number and other pertinent information is recorded on the [Fixed Assets Inventory Report](#) by the inventory control clerk. Upon disposition of the asset, the tag is removed and returned to the inventory control clerk who removes the item from the report and completes a [Change in Inventory Status Form](#).

TVCC maintains a fleet of vehicles for College business use. An employee needing a vehicle completes a [Vehicle Request Form](#) stating the business purpose of travel and submits the form to the administrative assistant, dean of physical facilities who provides keys to the vehicle. The vehicles are parked in a campus parking lot which is monitored by security cameras. After use, the vehicles are returned to the parking lot and locked, and the keys are returned to the administrative assistant. The fleet is maintained in good working condition, and vehicles are monitored for the effects of use and age and replaced as needed.

As directed by [TVCC Board Policies CIA \(Legal\)](#) and [CIA \(Local\)](#), the Board of Trustees has designated a records management officer who maintains a records management program to effectively control the organization, storage and disposition of all appropriate documents and records of the College. The process for carrying out this program is on file with the Texas State Library.

### **DOCUMENTATION:**

<a href="#">Income and Expenditure Statement</a>
<a href="#">Budget Amendments</a>
<a href="#">Investment Report</a>
<a href="#">TVCC Board Minutes (April 2005, Item 3)</a>
<a href="#">TVCC Cash Control Manual</a>
<a href="#">Reimbursable Travel Expenses Policies and Procedures Manual</a>

Disbursement Procedures; July 2005 edition
TVCC Board Policy CFD (Local); Purchasing Procedures
TVCC Cash Control Manual Disbursement Procedures, (pp. 19-21)
TVCC Board Policy CF(Legal); Purchasing and Acquisition, (bottom of page 1 and top of page 2)
TVCC Board Policy CF(Local); Purchasing and Acquisition
TVCC Board Policy CAK(Local); Investments
Report on Compliance with Provisions of the Public Funds Investment Act
Fixed Assets Inventory Report
Change in Inventory Status Form
TVCC Vehicle Request Form
TVCC Board Policy CIA (Legal)
TVCC Board Policy CIA(Local)

**3.10.5 The institution maintains financial control over externally funded or sponsored research and programs.**

**Compliance**

- Partial Compliance
- Non-Compliance

**NARRATIVE:**

Trinity Valley Community College does not receive research grants; however, it does receive external funds for some programs and services. The College maintains institutional control of grants and contracts by providing institutional staff to manage the programs, financial management within the departments and the College's fiscal office, and contractual control by the president, who approves and signs legal documents.

Financial control is also accomplished by subjecting grants and contracts to the College's budget, accounting, and cash control procedures. As documented in the [Grants and Contracts](#) section of the *TVCC Cash Control Manual*, receipt and disbursement of grant and contract funds are subject to the same policies and procedures as institutional receipts and disbursements. Purchases made with grant funds must follow TVCC's purchasing policies and procedures as outlined in [TVCC Board Policies CF\(Legal\)](#), [CF\(Local\)](#) and [CFD \(Local\)](#), and in the [Disbursement Procedures](#) section of the *TVCC Cash Control Manual*. The College's fiscal office is responsible for monitoring grant compliance, collecting and recording grant and contract revenue and expenditures, and completing and filing financial reports required by grantors.

Grant and contract funds are budgeted and accounted for separately within TVCC's accounting system ([Grant Chart of Accounts](#)). Program directors and appropriate staff may access budget and expenditure detail via TVCC's accounting system.

**DOCUMENTATION:**

<a href="#">TVCC Cash Control Manual; Grants and Contracts</a>
<a href="#">TVCC Board Policy CF(Legal); Purchasing and Acquisition</a>
<a href="#">TVCC Board Policy CF(Local); Purchasing and Acquisition</a>
<a href="#">TVCC Board Policy CFD(Local); Purchasing Procedures</a>
<a href="#">TVCC Cash Control Manual; Disbursement Procedures</a>
<a href="#">Grant Chart of Accounts</a>

**3.10.6 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.** **Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The Trinity Valley Community College [Environmental Health & Safety Handbook](#) contains a detailed health and safety program for the College. The *Health & Safety Handbook* details programs, procedures, and responsibilities that help to establish a safe environment and is accessible in print and on the [Dean of Physical Facilities Website](#).

TVCC has designated the [dean of physical facilities](#) responsible for the condition of the physical environment of the campuses. The physical environment is maintained by following a routine maintenance process. A maintenance schedule for major issues is outlined in the dean's administrative outcomes ([Dean of Physical Facilities Administrative Outcomes 2003-2004](#), [2004-2005](#), and [2005-2006](#)). The state regulates the inspection of the campuses' elevators on a periodic basis ([Elevator Safety Report](#)), and mandates periodic evaluation of plumbing and fire safety issues ([Plumbing and Fire Safety Report](#)). Additionally, faculty members serve on the Health and Safety Committee to provide periodic reviews of programs, policies, and concerns about the health and safety of the college environment. Their recommendations are forwarded to the dean of physical facilities for disposition ([Health and Safety Committee Minutes](#)).

The TVCC chief of police is responsible for the safety and security of the environment on the Athens campus ([Chief of Police Job Description](#)). There is a campus security officer available during the following hours of operation:

- Athens campus, 24 hours a day, seven days a week
- Terrell Campus, 5:30 pm-10 pm (Monday - Friday) and on call during the weekend
- Palestine Campus, 5:30 pm-10 pm (Monday - Friday) and on call during the weekend
- All other campus locations other than Athens, the campus dean is the primary security officer between 7:30 am and 4:30 pm

In all cases, a security check is conducted nightly to ensure that buildings are secure and to prevent safety or security concerns overnight. The local police department serves as a backup at all locations. A [TVCC campus crime report](#) is prepared annually, posted on the *TVCC Website*, and is distributed to students as required by law.

Each student dormitory is assigned a dorm hall director, and all housing activities are coordinated by the vice president of student services ([Vice President of Student Services Job Description](#)). Dorm hall directors monitor the safety of the dormitories in accordance with the [Resident Life Handbook](#). In a 2005 survey, 97% of graduating seniors indicated that they were "very much" or "somewhat" satisfied with their "personal security and safety at TVCC" ([Graduating Student Survey-Services, 2005, Item 10](#)).

**DOCUMENTATION:**

<a href="#">Environmental Health &amp; Safety Handbook</a>
<a href="#">Dean of Physical Facilities Website</a>
<a href="#">Dean of Physical Facilities Job Description</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes 2003-2004,</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes 2004-2005</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes, 2005-2006</a>
<a href="#">Elevator Safety Report</a>
<a href="#">Plumbing and Fire Safety Report</a>
<a href="#">Health and Safety Committee Minutes</a>
<a href="#">Chief of Police Job Description</a>
<a href="#">TVCC Campus Crime Report</a>
<a href="#">Vice President of Student Services Job Description</a>
<a href="#">Resident Life Handbook</a>
<a href="#">Graduating Student Survey-Services, 2005, Item 10</a>

**3.10.7 The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and other mission-related activities.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

The College is composed of a main campus in Athens and three satellite locations in Palestine, Terrell, and Kaufman. The Kaufman facility is leased; all others are owned by TVCC. TVCC also maintains a 265-acre working ranch to support TVCC agricultural and ranch management programs. The College owns a 353 acre ranch that is not used for instructional purposes. TVCC also conducts classes at four Texas Department of Criminal Justice (TDCJ) units in Anderson County. All four campuses, the ranches, and

TDCJ units are located in East Texas. The main campus in Athens is approximately 75 miles southeast of Dallas. Additionally, TVCC has invested in *WebCT* and the requisite technology infrastructure to provide distance learning opportunities to students.

The Athens campus is on 75 acres, and the Palestine and Terrell campuses are on 96 and 40 acres, respectively. The physical facilities include 22 academic and vocational instruction buildings, two athletic facilities, seven administration and support buildings, and four dormitories. Additional facilities are provided at the four TDCJ locations in Anderson County. The dormitories are located on the Athens campus, have a capacity of 348 students, and had an average occupancy rate of 85.3% over the 2003-2004 and 2004-2005 school years. The average age of the College's buildings is 26.8 years with seven new buildings being constructed between 1994 and 2005. These capital improvements were made with no debt incurred and included a new cafeteria, a new bookstore, two new learning resource centers, a new athletic field house, a new maintenance building, a new dormitory, and a major renovation of the administration building. The [TVCC Building and Contents Schedule](#) contains a complete delineation of the age and contents of TVCC facilities. All facilities are insured ([TVCC Insurance Schedule](#)).

TVCC has a library at each of the four campuses and provides access to the on-line catalog and electronic resources. For further detail, see the response provided to [Comprehensive Standard 3.8.1](#).

The dean of physical facilities has established a plan to address deferred maintenance issues. These are outlined in his administrative outcomes for each year since 2002 ([Dean of Physical Facilities Administrative Outcomes 2003-2004](#), [2004-2005](#), and [2005-2006](#)). Issues that arise between planning cycles are often resolved if deemed necessary. Progress toward addressing these issues is noted in the plans.

Additionally, the College has completely implemented the [1991 Campus Master Plan](#), and is making progress toward implementing the [Current TVCC Campus Master Plan](#). Recent improvements in campus facilities include the Andrew Gibbs Academic Building construction in 1995 (Athens), the Ginger Murchison Learning Resource Center construction in 1998 (Athens), the Orval Pirtle Administration Building renovation in 2000 (Athens), and the Cardinal Field House construction in 2006 (Athens). In spring 2006, TVCC opened the M.L. Risinger Learning Resource Center in Terrell. This building includes classroom space, an expanded learning resource center and faculty offices. Construction is currently underway for the new technology building on the Athens campus. This three-story building will house computer labs, classrooms, and offices for technical programs.

Results from recent surveys indicate overall satisfaction with campus physical facilities. Ninety-three percent of graduating Trinity Valley Community College students indicated that they were satisfied with the physical facilities on campus ([Graduating Student Survey-Services, Spring 2005; Item 25](#)). Ninety-five percent of respondents indicated that they were "very much" or "somewhat" satisfied with the Student Union building's availability on weekends ([Graduating Student Survey-Services](#)).

**DOCUMENTATION:**

<a href="#">TVCC Building and Contents Schedule</a>
<a href="#">TVCC Insurance Schedule</a>
<a href="#">Comprehensive Standard 3.8.1</a>
<a href="#">1991 Campus Master Plan</a>
<a href="#">Current TVCC Campus Master Plan</a>
<a href="#">Graduating Student Survey-Services, Spring 2005; Item 25</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes 2003-2004,</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes 2004-2005</a>
<a href="#">Dean of Physical Facilities Administrative Outcomes, 2005-2006</a>

## Section 4 Federal Requirements

**4.1 When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College utilizes a comprehensive institutional effectiveness process that involves planning, assessment, and improvement in the process of evaluating student achievement in relation to TVCC's mission [[TVCC Board Policy BI \(Local\); Institutional Effectiveness](#)]. Course completion, state licensing examination results, and job placement rates are an integral part of the institutional effectiveness process.

Workforce education programs granting certificates and AAS Degrees are evaluated by course completion rates, placement rates, and certification or licensure exam rates, if applicable. Programs must have a minimum completion rate of 15 graduates per three-year period and a minimum of 90% of graduates with successful outcomes (placed in jobs, enlisted in the military or pursued additional education within one year of graduation). Each program can evaluate success by comparing performance measures to state averages or to higher outcome criteria chosen by the TVCC program. The Texas Higher Education Coordinating Board's *Annual Data Profile (2003, 2004, 2005)* provides this and other data to help colleges evaluate their programs. Additional measures of student success include retention and remediation of first-time college students from fall to spring, graduation by gender, ethnicity and special populations, and graduation/persistence and remediation for first time college students [[TVCC Board Policy BIA \(Legal\)](#), [THECB Institutional Effectiveness Desk Review Report, 2002](#)].

The *Annual Data Profile* is utilized to make program changes that will enhance the effectiveness of the programs. For example, the Agriculture/Ranch Management program did not meet the graduation rate criteria. One of the goals listed in the 2003-2004 Occupational Education program was to "[i]ncrease enrollment and graduation rate in the Associate of Applied Science Ranch Management program." The objectives were," (1) Expand the role of the Rodeo Club as a recruiting tool for students into the agriculture/ranch management program, (2) Develop recruiting brochures and literature for distribution to prospective students, (3) Visit all the high school agriculture programs in the TVCC service area and meet the high school faculty and students, (4) Increase utilization of the TVCC Ranch facilities for recruiting students, (5) Promote student participation and graduation in the Ranch Management certificate program, and (6) Promote student graduation by counseling with Ranch Management students that have completed 30 semester credit hours. Each of these objectives was implemented in the following year ([Administrative Outcomes, Occupational Dean 2003-2004, Goal 7](#)). Similar changes are documented in the [Administrative Outcomes and Learning Enhancement Annual Plans](#) of other programs.

The THECB publishes the [Statewide Annual Licensure Report](#) which allows comparison of licensure/certification rates of programs to statewide averages or to higher outcome criteria chosen by the program in their institutional effectiveness plans. Results for Cosmetology, EMT- Basic, EMT-Intermediate, EMT-Paramedic, RN, LVN, and nurse aide programs are included in this report. For 2004, the last year for which data is provided, half of the programs were above the state averages for certification/licensure rates.

The Statewide Licensure Report [[Statement of Licensure Report \(Table III\) p. 196](#)], ([Table IV](#)), pp. 381-382] and other measures such as graduate surveys, Board of Nurse Examiners and [NCLEX-PN](#) and [NCLEX-RN](#) pass rates, EMS National Registry results, and Nurse Aide Competency Evaluation Service (NACES) results are used to evaluate program success. When the outcomes are used as part of institutional effectiveness plans, they relate to the institutional mission to provide workforce education programs that meet the educational needs of students [[Administrative Outcomes and Learning Enhancement Annual Plans \(LEAPs\) Website](#)]. Faculty, division chairs, and deans identify areas of weakness with respect to any of the outcome measures and develop plans for improvements. The plans for improvement are discussed in faculty and division meetings and advisory committee meetings.

As an example, the ADN program identified course completion in the first semester of the program as a problem area in fall 2004. The retention rate in the fall of 2004 was 67%. An administrative outcome of 85% retention was set for the upcoming year. In the fall of 2005, the faculty implemented the “First Steps to Success” program. This program is the result of a retention grant received from the Texas Higher Education Coordinating Board, and it included the creation of two DVDs, one covering study skills, use of resources, note taking, stress management, and test taking strategies and another on basic nursing skills. Both DVDs could be taken home and watched as often as needed. It also included the purchase of computerized test-taking programs. The retention rate for fall of 2005 in the first semester was increased to 81%. While the goal was not quite reached, improvement over the previous year's rate was observed.

Another example includes the TVCC Emergency Medical Technology program. When the Texas Department of State Health Services changed from a state test to the National Registry test, the EMT program experienced a decrease in pass rates. In 2003-2004, the national average for EMT Basic pass rate was 63%, but the TVCC pass rate was 44%. The program set an administrative outcome goal of passing the National Registry exam within 5% of the national average ([Administrative Outcomes, EMT Program 2004-2005, Goal 1](#)). The EMT program coordinator was given a reduction in course load so he could visit all campuses and assist the other instructors in improving their testing. Another instructor was made full-time. Instructors strived to make questions on their exams more like the National Registry questions. Resources were obtained to help improve the construction of test items writing. In 2004-2005, the TVCC pass rate increased from 44% to 69%, five points higher than the national average that year of 64%. Because of the administrative outcome process, current plans are in place to improve the paramedic pass rate ([Administrative Outcomes, EMT Program 2005-2006, Outcome 18](#) ).

With respect to degrees intended for transfer, TVCC evaluates success by analyzing transfer rates ([Annual Data Profile 2003](#), [2004](#), [2005](#)) and the grade point average of TVCC students who transfer to certain universities against other community colleges ([Transfer GPA Data](#)).

Additionally, the Texas Legislative Budget Board (LBB) requests that student outcomes are reported with respect to transfer, licensure, and graduation ([Legislative Budget Board Reports](#)). For FY 2005, TVCC awarded 1,298 degrees or certificates, and 1,052 students transferred to a public university of Texas (above the target of 938). Aggregate licensure rates are also reported, with the pass rates normally falling between 80% to 90%. This most recent year indicates a drop from that rate; however, the data do not reflect all of the licensure activity for TVCC ([Legislative Budget Board Reports](#)).

#### DOCUMENTATION:

<a href="#">TVCC Board Policy BI (Local); Institutional Effectiveness</a>
<a href="#">THECB Institutional Effectiveness Desk Review Report</a>
<a href="#">Statewide Annual Licensure Report (Table III; Licensure Exam Results by Institution 2001 - 2004, p.196)</a>
<a href="#">Statewide Annual Licensure Report (Table IV; Licensure Exam Results, Institution Summary 2001 – 2004, pp. 381-382)</a>
<a href="#">THECB 2005 Annual Data Profile</a>
<a href="#">THECB 2004 Annual Data Profile</a>
<a href="#">THECB 2003 Annual Data Profile</a>
<a href="#">Cumulative Outcomes for Graduates 1999-2002 (p. 81-89)</a>
<a href="#">Board of Nurse Examiners for the State of Texas National Council Licensure Examination RN (Past Five Years)</a>
<a href="#">NCLEX-PN Examination Five-Year Pass Rates</a>
<a href="#">Administrative Outcomes, Occupational Dean 2003-2004, Goal 7</a>
<a href="#">Administrative Outcomes, EMT Program 2004-2005, Goal 1</a>
<a href="#">TVCC Board Policy BIA (Legal); IE performance reports</a>
<a href="#">Legislative Budget Board Reports</a>
<a href="#">Administrative Outcomes - Health Occupations and Cosmetology 2002-2006</a>
<a href="#">Transfer GPA Data</a>
<a href="#">Administrative Outcomes, EMT Program 2005-2006, Outcome 18</a>

**4.2 The institution maintains a curriculum that is directly related and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded.**

**Compliance**

- Partial Compliance  
 Non-Compliance

#### NARRATIVE:

Trinity Valley Community College's official mission statement [[TVCC Catalog \(p. 11\)](#)] reads as follows: "Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area" and is the pledge the College makes to its constituency. The Statement of Purpose [[TVCC Catalog \(p. 11\)](#)] further describes the guiding principles by which the College operates. One of the

purposes of TVCC is “to prepare students for employment through completion of academic and workforce programs leading to the Associate of Arts degree, an Associate of Applied Science degree, or a Certificate of Completion.” Degree plans are delineated in the [TVCC Catalog \(pg 75-121\)](#).

Associate degree plans are designed according to [Texas Higher Education Coordinating Board Rules](#) and comply with the general education requirements of the Commission on Colleges of the Southern Association of Colleges and Schools. The Associate of Arts degree includes courses approved by the THECB and listed in the *Academic Course Guide Manual (ACGM)*. All common courses listed in the ACGM are identified by numbers assigned by the Texas Common Course Numbering System which facilitates transfer of lower-division courses [[Academic Course Guide Manual \(pp. 16-227, 202-209\)](#)]. The Associate of Applied Science degree plans and Certificates of Completion are approved through the process described in the *THECB's Guidelines for Instructional Programs in Workforce Education Chapter 3* and *Chapter 5*.

Data from the 2004 THECB *College Profile Report* indicate that TVCC exceeds the number of graduates when compared to colleges with a similar student headcount.

#### TVCC Graduates Compared to Peer Graduates, fall 2004

<u>Institution</u>	<u>Size of Institution</u>	<u>Academic Degrees</u>	<u>Technical Degrees</u>	<u>Certificates</u>	<u>Totals</u>
<b>TVCC</b>	<b>5499</b>	<b>392</b>	<b>145</b>	<b>757</b>	<b>1294</b>
Peer Group Avg.	5441	177	152	238	566
College A	5392	220	143	213	694
College B	5020	55	211	213	479
College C	5445	281	92	174	547
College D	5906	150	163	232	545

Each degree includes a general education component that meets the compliance requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and the core curriculum requirement of the Texas Higher Education Coordinating Board. The core curriculum consists of 44 hours of humanities, communication, mathematics, natural sciences, visual and performing arts, and social and behavioral sciences [[TVCC Catalog \(p. 64\)](#), [THECB Rules 4.28](#), [THECB Rules 4.23, \(Items 3-5\)](#)]. See also [Comprehensive Standard 2.7.3](#). The Curriculum and Instruction Committee, composed of faculty, staff, and instructional administrators, reviews and approves courses, programs, and degrees. New programs or revised programs are reviewed by the Committee. If the changes involve the addition of a new program, radical revision of a course or program, or changes to the core curriculum, recommendations are submitted to the president and the Board of Trustees for approval.

#### DOCUMENTATION:

<a href="#">TVCC Catalog (p. 11, Mission Statement)</a>
<a href="#">TVCC Catalog (p. 11, Statement of Purpose)</a>
<a href="#">Texas Higher Education Coordinating Board's Academic Course Guide Manual (pp. 16-227; p. 202; p. 209)</a>

<a href="#">Texas Higher Education Coordinating Board's <i>Guidelines for Instructional Programs in Workforce Education</i> (Chapter 3, Section B. 4. Selection of Program Courses)</a>
<a href="#">Texas Higher Education Coordinating Board's <i>Guidelines for Instructional Programs in Workforce Education</i> (Chapter 5, (p.2)</a>
<a href="#">Texas Higher Education Coordinating Board Rules 4.28</a>
<a href="#">Texas Higher Education Coordinating Board Rules 4.23, (Items 3-5)</a>
<a href="#">TVCC Board Policy Manual EE (Local)</a>
<a href="#">Comprehensive Standard 2.7.3</a>

**4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College's current academic calendar is published in the *TVCC Academic Schedule* (Fall 2005, Spring 2006), *TVCC Catalog*, and on the *TVCC Website*. [Grading policies](#) and [refund policies](#) are published in the *TVCC Catalog* and on the *TVCC Website*. The academic calendar, grading policies, and refund policies are in keeping with generally accepted practices of higher education and mandates by state law. The TVCC student services offices on the Athens campus are located on the first floor of the Orval Pirtle Administration Building for a "One Stop Shop" concept. Key student services offices in the building include school relations, registrar, counseling and guidance, financial aid, and housing. When visitors enter the front door of the building, they come face-to-face with the school relations office. College publications, including catalogs, class schedules, admissions applications, and departmental brochures are distributed to students as requested. The school relations receptionist is available to answer questions and refer the visitor to other offices upon request. The school relations office is responsible for corresponding with potential students who request college information via e-mail, telephone, or in writing. The information offices at Palestine, Terrell, and Kaufman campuses are responsible for distributing college-published materials to the students they serve. Offices at these locations are also highly visible, with services being located within the same building. More than 10,000 printed catalogs and 18,000 *Academic Schedules* are distributed annually to students. Distance learning students can access the *TVCC Website* for catalog and schedule information.

**DOCUMENTATION:**

<a href="#">TVCC Course Schedule, Fall 2005</a>
<a href="#">TVCC Course Schedule, Spring 2006</a>
<a href="#">TVCC Catalog (pp. 7-8, Academic Calendar)</a>
<a href="#">TVCC Website</a>
<a href="#">TVCC Catalog (pp.56-57, Grading Policy)</a>

[TVCC Catalog \(pp. 61-62, Refund Policy\)](#)

**4.4 The institution demonstrates that program length is appropriate for each of the degrees offered.**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Workforce education degree programs offered at Trinity Valley Community College adhere to the length requirements established by the Texas Higher Education Coordinating Board (THECB) in the *Guidelines for Instructional Programs in Workforce Education (GIPWE)*. The [GIPWE](#) requires the Associate of Applied Science (AAS) degree workforce education program length to range from 60 to 72 semester credit hours. The *GIPWE* stipulates the level one certificate must consist of at least 15 and no more than 42 semester credit hours. A level two certificate must consist of at least 43 and no more than 59 semester credit hours.

Academic degree programs offered at TVCC adhere to the length requirements established by the THECB guidelines [THECB Rules \(Chapter 9, Subchapter J; Academic Associate Degree Programs\)](#). An academic associate degree must consist of 60 to 66 semester credit hours or 90 to 99 quarter credit hours.

All TVCC degree programs meet the THECB program length requirements. The length of TVCC degree programs, including the course requirements, is listed in the [TVCC Catalog \(pp. 64-74\)](#). TVCC's compliance with this statement is more fully documented in [Comprehensive Standard 2.7.1](#).

**DOCUMENTATION:**

[THECB Guidelines for Instructional Programs in Workforce Education](#)

[THECB Rules \(Chapter 9, Subchapter J; Academic Associate Degree Programs\)](#)

[TVCC Catalog \(pp. 64-74\)](#)

[Comprehensive Standard 2.7.1](#)

**4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy A The Review of Complaints Involving the Commission or its Accredited Institutions.)**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College endorses and adheres to the Commission on Colleges policy "The Review of Complaints Involving the Commission or its Accredited Institutions." The Grievance Procedure policy, as stated in the [TVCC Catalog \(p. 53\)](#), is to secure prompt and equitable resolution of student complaints at the first possible level, including those alleging discrimination or harassment on the basis of race, color, religion, sex, national origin, age or disability. If the complaint involves a grade, then the Academic Appeals committee is contacted as stated on [TVCC Catalog \(p. 52\)](#). Students are informed of these procedures in [TVCC Board Policy FLD \(Legal\)](#) and [TVCC Board Policy FLDA \(Legal\)](#).

If a student has a complaint, the student must first make a written complaint to the appropriate lowest level administrator (level one). The administrator must respond in writing to the student. If the student is not satisfied with the decision of the lowest level administrator, the student may appeal to the appropriate dean or vice president for remedy to the alleged problem (level two). If the complaint is not resolved to the student's satisfaction at level two, the student may appeal to the president for resolution of the alleged problem (level three). If the president fails to remedy the student complaint, he may appeal to the board of trustees for resolution (level four). Each level of hearings gives the student due process.

In the past three years, there have been five academic appeal cases with one case being decided in favor of the student. There have been no grievance cases filed in the past three years.

**DOCUMENTATION:**

<a href="#">TVCC Catalog (p. 53, Grievance Procedure)</a>
<a href="#">TVCC Catalog (p. 52, Academic Appeals)</a>
<a href="#">TVCC Board Policy FLD (Legal); Student Rights and Responsibilities; Student Complaints</a>
<a href="#">TVCC Board Policy FLDA (Legal); Student Complaints; Sexual Harassment</a>

#### 4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

Trinity Valley Community College exhibits integrity and responsibility in advertising, student recruitment, and representation of [accreditation status](#) and adheres to the principles of good practice established by the Commission on Colleges. TVCC's school relations and public information and publications offices ensure that information describing the college accurately represent the practices and policies at TVCC. The school relations office is responsible for disseminating recruitment materials to potential students. A variety of materials is sent to prospective students. These include departmental brochures such as the [Scholarship Brochure](#), [Football Recruiting Brochure](#), [Theater Department Brochure](#), [Adult Education Brochure](#), [Ag-Ranch Management Brochure](#), [Honors Brochure](#), [ADN Brochure](#), and [Music Department Brochure](#) (see [Comprehensive Standard 3.4.3](#) for additional examples of departmental brochures). The [TVCC Catalog](#), [Academic Schedule](#) and general brochures such as the [TVCC Fact Sheet](#), [College Brochure](#) and [Alumni Specialties Brochure](#) are also provided. The [director of school relations](#) is the college's primary recruiter. She visits 27 high schools in the TVCC service area on a regular basis in order to provide college readiness assistance to school officials and students. Additionally, the school relations director recruits outside of the TVCC service area. She participates in recruitment fairs and college day activities at more than 35 locations.

The [public information officer](#) is responsible for print, radio and television advertising. Prior to each registration period, appropriate ads are placed in the various media that reflect TVCC programs and offerings ([Spring 2005 Ad](#), [Fall 2005 Ad](#)).

The publications office coordinates the printing of all official publications of TVCC. Whether the publications are printed in the TVCC graphic and print design office or by outside printers, the work is bid and production supervised by the public information officer. This officer reports to the dean of planning and institutional effectiveness.

**DOCUMENTATION:**

<a href="#">Accreditation Status</a>
<a href="#">Nail Technology Brochure</a>
<a href="#">ESL Brochure</a>
<a href="#">Scholarship Brochure</a>
<a href="#">Football Recruiting Brochure</a>
<a href="#">Theater Department Brochure</a>
<a href="#">Adult Education Brochure</a>
<a href="#">Ag-Ranch Management Brochure</a>
<a href="#">Honors Brochure</a>

<a href="#">ADN Brochure</a>
<a href="#">Management Brochure</a>
<a href="#">Music Department Brochure</a>
<a href="#">Comprehensive Standard 3.4.3</a>
<a href="#">TVCC Catalog</a>
<a href="#">Academic Schedule</a>
<a href="#">TVCC Fact Sheet</a>
<a href="#">College Brochure</a>
<a href="#">Alumni Specialties Brochure</a>
<a href="#">Director of School Relations Job Description</a>
<a href="#">Public Information Officer Job Description</a>

**4.7 The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information).**

**Compliance**

- Partial Compliance  
 Non-Compliance

**NARRATIVE:**

TVCC publishes its SACS accreditation information in the following locations: [TVCC Catalog](#) (p.1), the [TVCC Academic Schedule](#) [Fall 2005 (p. 3), Spring 2006 (p. 3)], and the [College Website](#) ([Accreditation Disclosure on the Web](#)). The following statement appears in all of these publications.

*Trinity Valley Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, telephone number 404-679-4501) to award the Associate of Arts degree, Associate of Science degree, and Associate of Applied Science degree.*

The [TVCC Website](#) notifies students that contact with SACS should relate only to the accreditation status of the College, informing them that general admissions information should be directed to the TVCC school relations office.

**DOCUMENTATION:**

<a href="#">TVCC Course Schedule</a> (Fall 2005, p.3)
<a href="#">TVCC Course Schedule</a> (Spring 2006, p.3)
<a href="#">TVCC Catalog</a> (p. 1; Accreditation Contact Information)
<a href="#">Accreditation Disclosure on the Web</a>

**4.8 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education)**

**Compliance**

Partial Compliance

Non-Compliance

**NARRATIVE:**

Trinity Valley Community College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments as evidenced by external audits for the years ended August 31, [2003](#), [2004](#), and [2005](#). These audits resulted in no negative findings respective to financial statements, federal awards, or questioned costs. The review of our compliance with Title IV is a part of the annual audit and is reported as a component of the Annual Financial Report. The components of the Annual Financial Report that are relevant to Title IV are as follows:

- Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance with OMB Circular A-133
- Schedule of Expenditures of Federal Awards
- Schedule of Expenditures of State Awards
- Schedule of Findings and Questioned Costs
- Schedule of Corrected Action for Audit Findings and Questioned Costs
- Summary Schedule of Prior Audit Findings

The Free Application for Federal Student Aid is a means for students to learn that TVCC remains in good standing.

**DOCUMENTATION:**

[Financial Aid Compliance for Year Ended 8/31/03](#)

[Financial Aid Compliance for Year Ended 8/31/04](#)

[Financial Aid Compliance for Year Ended 8/31/05](#)