

***Trinity Valley
Community College
Focused Report***



**Submitted to the Southern Association of Colleges
and Schools Commission on Colleges
September 10, 2006**

SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

Trinity Valley Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information in the following *Focused Report* response to the *Report of the Reaffirmation Committee* regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements outlined by the Commission on Colleges.

Accreditation Liaison: Jeremy McMillen, Dean of Planning and IE

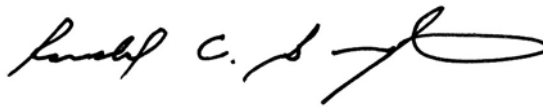
Signature:



Date: September 10, 2006

Chief Executive Officer: Ron Baugh, President

Signature:



Date: September 10, 2006

COMPREHENSIVE STANDARDS

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

Non-Compliance

Off-Site Committee Comments:

There has been a history of identifying expected outcomes for educational programs and administrative and educational support services throughout the college since SY2002-2003. TVCC's system also calls for planning units to annually assess and describe the impact that the assessment had on the college or on a college area. Assessment results and evidence that the assessments were used for improvement were not present for the following active planning units in the most recent full year, SY2004-2005:

- Assessment of planning activities involving the Terrell Campus by Information Services
- Media Services
- Vice President of Instruction (Administrative Computing data rather than the VPI's)
- Community Services
- Learning Resource Center
- Speech Communication
- TDCJ Educational Programs
- Student Activities

In addition the following planning units reported the accomplishment of the goals, an expanded report of results, in the "Describe Impact of Assessment Findings" blocks of the plans. They did not provide evidence of improvement based on the analysis of the results.

- Administrative Computing
- Maintenance
- Information Technology Services
- Distance Education
- Government
- History
- Geography

The on site committee should seek evidence that the college accesses whether it achieves its expected outcomes for all educational programs and administrative support services, and provides evidence of improvement based on analysis of those results.

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.3.1 \(requires Web link\)](#)

The office of planning and institutional effectiveness has followed up with the planning units listed by the off-site team to determine whether the identified outcomes were assessed and whether the results were used to make changes in into the future activities of the planning unit. In all cases, the planning unit had closed the loop for the planning cycle and had documented the information in their offices. The results for those plans are indicated in each of the following:

Assessment results and evidence of the use of assessments for improvement are presented for the following active planning units in the most recent full year (2004-2005)

- [Assessment of planning activities involving the Terrell Campus by Information Services](#)
- [Media Services](#)
- [Vice President of Instruction](#) (Administrative Computing data rather than the VPI's)
- [Community Services](#)
- [Learning Resource Center](#)
- [Speech Communication](#)
- [TDCJ Educational Programs](#)
- [Student Activities](#)
- [Administrative Computing](#)
- [Maintenance](#)
- [Information Technology Services](#)
- [Distance Education](#)
- [Government](#)
- [History](#)
- [Geography](#)

In addition to this the findings from the off-site team prompted the office of planning and institutional effectiveness to develop and deploy an online database in order to more effectively track the documentation of assessment results and the resultant changes. The College Assessment and Reporting Data System (CARDS), was developed by the office of planning and institutional effectiveness over the summer. All Administrative Outcomes and Learning Enhancement Annual Plans (LEAPs) from FY06 and FY07 were entered into the database by the office of planning and institutional effectiveness ([College Assessment and Reporting Data System \(CARDS\) Database Website](#)). On August 16th and 17th this office provided CARDS users with training on how to utilize the CARDS database as well as further direction

on how to effectively engage in planning and institutional effectiveness in a more sophisticated manner ([CARDS Workshop Announcement](#), [CARDS Workshop Handouts](#)).

To further enhance the institution's participation in the Administrative Outcomes process, a series of newsletters were released ([Administrative Outcomes Update #1](#), [Administrative Outcomes Update #2](#), [Administrative Outcomes Update #3](#)). A newsletter focusing on learning outcomes was distributed ([Learning Outcomes Update #1](#)). The dean of planning and institutional effectiveness provided further direction for assessing and reporting LEAPs to faculty from Language Arts, Social Sciences, and Fine Arts at the request of each division chair ([Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006](#), [Fine Arts LEAPs Wrap-Up Meeting Minutes, July 10, 2006](#), [Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006](#)). Additionally, the director of the Texas Department of Criminal Justice (TDCJ) educational programs requested a similar meeting with faculty teaching in TDCJ vocational programs ([TDCJ Faculty LEAPs Wrap-Up Meeting Minutes, May 2006](#)).

Planning documents which lack the requisite documentation are now identified through an outcomes results assurance query. Beyond this database query, reports are distributed to planning committees which are directed to evaluate the overall quality and appropriateness of each outcome. Administrative Outcomes are reviewed by the Strategic Planning Committee (to be reviewed by October 15, 2006). Learning Outcomes results for FY06 LEAPs are reviewed by the General Education Committee and will be reported on September 29, 2006. Plans for FY07 LEAPs are currently being implemented and will be reviewed for quality by this committee by November 15, 2006 ([Memorandum on General Education Outcomes Evaluation](#)). The addition of these processes should ensure that all planning units effectively utilize institutional effectiveness processes that were found to be deficient by the off-site team.

To track the institution's documentation of outcomes, results from Administrative Outcomes or LEAPs may be viewed online ([LEAPs Online](#)). FY06 Administrative Outcomes results and FY07 Administrative Outcomes plans will be posted on or soon after September 15, 2006. [FY06 LEAPs Results by General Education Outcome](#) and [FY07 LEAPs Plans by General Education Outcome](#) are currently posted online. Results and plans from prior years are available as well ([Prior Year Administrative Outcomes \[previously called Goals and Objectives\]](#)).

The addition of the CARDS Database, additional training of planning unit administrators, and the implementation of additional review processes should prevent oversights of the type noted by the off-site committee in the future.

TVCC Documentation:

Assessment of planning activities involving the Terrell Campus by Information Services
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Media Services

[Vice President of Instruction](#) (Administrative Computing data rather than the VPI's)

[Community Services](#)

[Learning Resource Center](#)

[Speech Communication](#)

[TDCJ Educational Programs](#)

[Student Activities](#)

[Administrative Computing](#)

[Maintenance](#)

[Information Technology Services](#)

[Distance Education](#)

[Government](#)

[History](#)

[Geography](#)

[College Assessment and Reporting Data System \(CARDS\) Database Website](#)

[CARDS Workshop Announcement](#)

[CARDS Workshop Handouts](#)

[Administrative Outcomes Update #1](#)

[Administrative Outcomes Update #2](#)

[Administrative Outcomes Update #3](#)

[Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006](#)

[Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006](#)

[TDCJ Faculty LEAPs Wrap-Up Meeting Minutes, May 2006](#)

[Memorandum on General Education Outcomes Evaluation](#)

FY06 Administrative Outcomes Plans (Results Due Sept. 15, 2006)

FY07 Administrative Outcomes Plans (Revisions Due Sept. 15, 2006)

[LEAPs Online](#)

[FY06 LEAPs Results by General Education Outcome](#)

[FY07 LEAPs Plans by General Education Outcome](#)

[Prior Year Administrative Outcomes \[previously called Goals and Objectives\]](#)

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
 Non-Compliance

Off-Site Committee Comments:

TVCC Board policy DNA (Local), the Board personnel policy covering faculty, specifies that faculty members are responsible for the content, quality and effectiveness of the curriculum. Other Board policies reinforce this position and provide for procedures that are to be followed in developing curriculum and course syllabi. TVCC did not present documentation supporting the narrative that the policies were being followed for this standard, but did provide minutes of the Curriculum and Instruction Committee and examples of resultant course and curriculum change as a result of faculty action in Comprehensive Standard 3.4.12.

TVCC presented evidence that expected program outcomes were set and evaluated through the IE processes of the college. The Texas Higher Education Coordinating Board mandates three critical success factors to be evaluated every four years at public community and technical college and other public institutions of higher education offering workforce education programs under their control. Workforce education programs must:

- Produce 15 graduates in a three year period
- Have a 90 percent placement rate for its graduates within one year following graduation
- In occupations requiring licensure or other credential, 90 percent of the students must pass the licensure or other credentialing test.

The Coordinating Board provides the Annual Data Profile, a summary of agency institutions achievements in 13 areas. TVCC uses the data in evaluating workforce program and college performance.

TVCC 's documentation supports the college's perception that student learning outcomes are included in its courses as required by the Texas Higher Education Coordinating Board. TVCC program's identification of student learning outcomes varies. The Division of Workforce Education programs define specific behaviors, skills or bits of knowledge that a student should acquire as the result of being in the programs and the corresponding assessment means keyed to assessing those specific outcomes. That is also the case for programs in the Division of Math and Science. However, programs in the Division of Language Arts at times used retention goals, such as course completion or final examination results, as either the desired student learning outcome or the means of evaluation of the outcome. Programs in the Division of Fine Arts summarized course objectives in stating student desired outcomes and listed course requirements for a passing grade as the

assessment means and criteria. The college did document that it has developed a system to evaluate desired program student learning outcomes for each program using its new LEAP process for SY 2005-2006. It has not demonstrated that it has evaluated student success in reaching the desired outcomes.

The On-Site Committee should seek evidence that the college has established and evaluates learning outcomes for each educational program.

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.4.1 \(requires Web link\)](#)

To improve the planning, program evaluation, and learning outcomes processes, TVCC implemented a new planning and institutional effectiveness structure in fall 2005 that recognized student learning outcomes as distinctly different from administrative outcomes. This formal recognition and emphasis on student learning outcomes led to the creation of the Learning Enhancement Annual Plans LEAPs program. The LEAPs process involves program faculty, division chairs, academic deans, and the vice-president of instruction. The office of planning and institutional effectiveness provides the leadership for the process. Each academic program provides student learning outcomes that support the overall general education goals of TVCC ([TVCC Catalog p.70](#)). The LEAPs process was implemented into TVCC's institutional effectiveness processes in FY06 (2005-2006), with the results of the assessment from the first round of program LEAPs being reported July 15, 2006.

Prior to beginning of the academic year, faculty submitted LEAPs for the upcoming academic year to the appropriate division chair. LEAPs include a statement of the desired outcome, outcome description, implementation strategies, assessment methods, assessment criteria, and relationship to the TVCC general education goals. Given budget considerations and approval by the appropriate dean, the LEAPs are implemented in the academic year. The LEAPs are evaluated and assessed at the end of the academic year to determine the progress toward achieving the stated goals. Using feedback from the results of the LEAPs, program and curriculum changes are recommended and implemented for the new academic year. The LEAP process steps are repeated for each academic program.

The completion of the FY06 LEAPs results and the submission of FY07 LEAPs plans clearly demonstrate that Comprehensive Standard 3.4.1 is being met by TVCC. The completion of FY06 LEAPs demonstrates the completion of first cycle in the LEAPs process. Throughout the academic year faculty and staff workshops were provided by the dean of institutional effectiveness to provide assistance in effectively developing and submitting the FY07 LEAPs Plans and completing FY06 LEAPs results. The dean of planning and institutional effectiveness facilitated LEAPs Wrap-Up meetings with faculty in the Division of Fine Arts, Division of Language Arts, and Division of Social Sciences to ensure that FY07 LEAPs plans included appropriate program learning outcomes, implementation strategies, assessment methods (not course grades, retention, or course completion), and assessment criteria ([Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006](#), [Fine Arts LEAPs Wrap-Up](#)

[Meeting Minutes, July 10, 2006](#), [Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006](#)). All of the FY06 LEAPs results and FY07 LEAPs plans may be located online at the TVCC Office of Planning and Institutional Effectiveness website ([LEAPs Online](#)).

The LEAPs process began prior to FY06, involving faculty participation in the development of program learning outcomes, implementation strategies, assessment methods, assessment criteria, learning outcomes relationships to TVCC general education outcomes, observed results, and a description of the changes as a result of the program LEAPs.

The LEAPs process is discussed in more detail in our focused report responses in Comprehensive Standard 3.3.1 and Comprehensive Standard 3.5.1. Additional documentation of how this standard is met is found in the original submission of this standard as recited by the off-site committee ([Comprehensive Standard 3.5.1](#))

TVCC Documentation:

TVCC Catalog p.70
Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006
Fine Arts LEAPs Wrap-Up Meeting Minutes, July 10, 2006
Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006
LEAPs Online
Comprehensive Standard 3.5.1

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

Compliance
 Non-Compliance

Off-Site Committee Comments:

TVCC clearly identifies college-level competencies within the general education core and publishes these in the college catalog; however, the institution has failed to provide evidence that graduates have attained these competencies. The institution provided survey results from student and faculty as a means of assessing these competencies and intends to assess students with the CAAPS exam during the spring of 2006; however, neither of these completely address all the issues related to assessing attainment of the college-level competencies.

The On-Site Committee should seek evidence that graduates have attained the college-level competencies identified in the college general education core.

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.5.1 \(requires Web link\)](#)

Trinity Valley Community College faculty and administration have devoted significant time and resources to the process of assessing and documenting student attainment of the college-level competencies identified in the general education core. After completing a major core curriculum review and evaluation required by the Texas Higher Education Coordinating Board during the summer and fall semesters of 2003 and the spring semester of 2004, it became clear that the college needed to develop more direct measures of assessing and documenting student learning outcomes. As such, the General Education Committee established a general education evaluation cycle designed to assess the core competencies of reading, writing, critical thinking, and mathematics during a five year time period. The evaluation cycle includes nationally normed CAAP testing and local assessment measures.

Five-Year General Education Evaluation Cycle

Year	CAAP	Other Assessments*
FY2006	Reading (100 students), Writing (100 students)	Pre-TASP Reading, Course Learning Outcomes & LEAPs
FY2007	Critical Thinking (100 students)	Course Learning Outcomes & LEAPs
FY2008	Mathematics (100 students)	Course Learning Outcomes & LEAPs
FY2009	Reading (100 students), Writing (100 students)	Course Learning Outcomes & LEAPs
FY2010	Critical Thinking (100 students)	Course Learning Outcomes & LEAPs

In addition to the establishment of the assessment cycle, the College implemented a new process for developing, assessing and reporting student learning outcomes which centered on the development of Learning Enhancement Annual Plans (LEAPs) for all academic programs. During the spring 2005 semester, meetings were held to finalize the LEAP process and to develop strategies for gaining faculty support for the programs initiation in FY06 (2005-2006). Additionally, workshops were held focusing on the process of developing and assessing student learning outcomes. These workshops emphasized that the goal of this process was the improvement of student learning and outlined the value to be gained from participation in the process. Examples of student learning outcomes were discussed and faculty members were given the opportunity to write sample learning outcomes for review. ([Learning Outcomes Workshop, April 28, 2005](#); [Learning Outcomes Workshop May 6, 2005](#))

In the spring and summer of 2005, LEAPs were developed for all academic programs for the FY06. Each plan specified the desired student learning outcome, the implementation strategy, the assessment method, and the assessment criteria. Each LEAP also related specifically to at least one of the general education competencies of oral communication, written communication, reading comprehension, computer literacy, critical thinking, and mathematics. To further explain the link between LEAPs and General Education Outcomes, section 5 of the LEAPs form required a narrative description of the relationship of the learning outcome to TVCC's general education outcomes.

On July 15, 2006, the first LEAPs cycle was completed. By that date, the assessment of each learning outcome, a narrative of the observed results, and a narrative of the changes that will be made based on what was learned from those results was completed ([LEAPs Report section marked "Data and Analysis" and "Changes Made"](#)). The instructional deans and the dean of planning and institutional effectiveness have compiled a detailed annual Learning Outcomes Report based on the data gained from LEAPs. This report contains the LEAPs data by general education outcome. It has been distributed to all division chairs and program coordinators who will discuss the results with faculty in their area. Additionally, learning outcomes results for FY06 are being reviewed and summarized by the General Education Committee and will be reported on September 29, 2006, while FY07 plans will be evaluated for quality by this committee by November 15, 2006 ([Memorandum on General Education Outcomes Evaluation](#)).

The LEAPs cycle for the FY07 began on July 15, 2006 with the submission of new student learning outcomes. The LEAPs process and the LEAPs form remained the same; however, the TVCC general education outcomes were revised in spring 2006. LEAPs will relate to one or more of the 10 general education outcomes established by the college and published in the college catalog ([TVCC Catalog 2006-07 p.70](#)). While these forms were used for LEAPs in July 2006, all LEAPs are now entered into the College Assessment and Reporting Data System ([CARDS Database](#)). See Comprehensive Standard 3.3.1 Focus Report for a discussion of CARDS, which asks for the same documentation. All FY06 LEAPs results and FY07 LEAPs plans may be located online at the TVCC Office of Planning and Institutional Effectiveness website ([LEAPs Online](#)). Additional meetings have been held at the request of Division Chairs in order to be able to clarify the LEAPs process ([Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006](#), [Fine Arts LEAPs Wrap-Up Meeting Minutes, July 10, 2006](#), [Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006](#)). This included a discussion of low grades, retention, and course completion are only secondary indicators of student learning. Instructions on appropriate assessment measures were provided.

With the conclusion of a full LEAPs cycle, it is clear that TVCC has made great strides in the evaluation of student learning outcomes. The process has helped faculty to think in greater depth concerning the learning occurring in their courses and to develop systematic and effective ways of assessing learning. The process is providing measurable data that is being used for program improvement. The Learning Outcomes Detail Report compiled from LEAPs is a useful tool for

administrators and the General Education Committee to determine the amount of emphasis placed on the general education outcomes in the program areas of the college (FY06 LEAPs Report, FY07 LEAPs Report).

Another method TVCC has employed to measure the attainment of the general education core competencies is the administration of the College Assessment of Academic Proficiency (CAAP) test. This test provides nationally normed assessment data allowing TVCC student test results to be compared with national user norms. The CAAP test was administered in the areas of writing and reading to 41 associate degree graduates in May of 2006.

On average, TVCC graduates perform at least as well as 32% and no worse than 63% of all Writing CAAP tested students. Graduates who had experiences in distance education courses performed at least as well as 63% and no worse than 74% of all Writing CAAP tested students. Performance among other groups were within close range of these rankings. On average, TVCC graduates perform at least as well as 45% and no worse than 52% of all Reading CAAP tested students. Graduates who had experiences in distance education courses performed at least as well as 52% and no worse than 58% of all Reading CAAP tested students. Performance among other groups were within close range of these rankings. Evaluation of student performance on the arts/literature reading sub-scale indicate that students perform at least as well as 46% and no worse than 60% of all Reading CAAP tested students. Analysis of student Performance on the social studies/sciences reading sub-scale indicate that students perform at least as well as 39% and no worse than 52% of all Reading CAAP tested students.

Analysis of the CAAP scores will be utilized by faculty and administrators to ascertain areas of weakness in the general education program and to develop strategies and action plans to remedy those weaknesses. Analysis of these results is a component part of the activities of the General Education Review Committee ([Memorandum on General Education Outcomes Evaluation](#)). Another sample of Associate Degree graduates will be tested in the areas of reading and writing in December of 2006 at the completion of the fall semester. This testing will increase the sample size and should increase the validity of the test results. TVCC will then advance to the next stage of CAAP testing as called for in the five-year assessment cycle-critical thinking

One example of institutional action to improve general education outcomes is occurring in the area of reading. Local and national data on the general education outcome of reading provide justification for the Learning Initiative (QEP), and are corroborated by faculty perceptions regarding the need to improve students' reading comprehension skills ([Learning Initiative Website](#)). Action at the program and individual course level have resulted from the overall analysis of this general education outcome ([LEAPs Online](#)).

Additional information on general education outcomes may be reviewed on the [General Education Website](#), which is being used to communicate progress towards meeting general education outcomes with faculty.

TVCC Documentation:

Learning Outcomes Workshop, April 28, 2005
Learning Outcomes Workshop May 6, 2005
LEAPs Report section marked "Data and Analysis" and "Changes Made"
Memorandum on General Education Outcomes Evaluation
CARDS Database
LEAPs Online
Language Arts LEAPs Wrap-Up Meeting Minutes, June 29, 2006
Fine Arts LEAPs Wrap-Up Meeting Minutes, July 10, 2006
Social Science LEAPs Wrap-Up Meeting Minutes, July 6, 2006
Learning Initiative Website
LEAPs Online
General Education Website

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, an 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.

Compliance

Non-Compliance

Off-Site Committee Comments:

A review of the Roster of Instructional Staff provided by TVCC demonstrates that in general, the institution employs competent and qualified faculty members. However the committee was unable to find appropriate documentation for some faculty in the areas of **Social Sciences, Sociology, Health Sciences, Business & Office Administration, and Early Childhood Education**. In each case the college did not provide an explanation that justifies a linkage between the academic and professional preparation of the individual and the teaching assignment.

The On-Site Committee should seek evidence that the college documents the qualifications of its faculty teaching in Kinesiology, Social Sciences, Sociology,

Health Sciences, Business & Office Administration, and Early Childhood Education.
(list provided)

- **Social Sciences:** Carolyn Beck, Sylvia Clay, Donna Rial-Baker—lacks graduate work in psychology, check other coursework
- **Sociology:** Erwin Dabbs—no graduate work in sociology
- **Health Sciences:** Kim Hilton, Bryan Southard—lacks certificates or degrees
- **Business and Office Administration:** Robyn Friedrich—no major listed for Bachelor of Applied Arts and Sciences degree, check major
- **Early Childhood Education:** Carolyn Martin—graduate work in Secondary Education

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.7.1 \(requires Web link\)](#)

In spring 2005, instructional deans reviewed all TVCC faculty credentials and determined the following instructors were not qualified to teach in the discipline to which they had been assigned: Sylvia Clay, Donna Rial-Baker, Erwin Dabbs, Kim Hilton, and Bryan Southard. Sylvia Clay, Kim Hilton and Bryan Southard were not re-employed after the spring 2005 semester, and will not be re-employed to teach in the disciplines for which they are not qualified. These are part-time faculty, so the impact on a curricular offering is not significant. In most cases, classes these faculty were teaching are now taught by full-time or part-time instructors who are appropriately qualified. In cases where a qualified instructor is not available, the courses are not offered.

Carolyn Beck is a full-time counselor and a part-time instructor of psychology. TVCC judges her to be qualified to teach psychology. She has 12 hours of psychology courses with the psychology prefix (PSYC) and two courses of guidance (6 graduate hours), with the guidance prefix (GUID) on her Texas A&M University-Commerce transcript that are cross-listed as either (PSYC) or (GUID) in the University's catalog. A letter from Dr. Steven Ball, Assistant Professor of Psychology at Texas A&M University-Commerce, confirms the courses were the same, and students from both departments were enrolled in the same courses. The title of her research project for GUID 595 was "The Psychological Effects of Stress on Musical Performances." Using these equivalencies, she has earned 18 graduate hours in Psychology. In addition, Ms. Beck has credit for a three hour course in Sports Psychology from the physical education department (PYED) of the University of Texas at Tyler. The course content included an evaluation of testing and measurements focused on the importance of psychology in the performance of athletes. Altogether, she has the equivalent of 21 graduate hours that meet the requirements to teach psychology ([Carolyn Beck Qualifications Documentation](#)).

Robyn Friedrich teaches POFM 1353, Medical Coding, which is a workforce education course that is not designed for transfer. TVCC judges her to be qualified to teach medical coding. She has an Associate of Applied Science degree from Tyler Junior College with a major in Medical Record Technology, a Bachelor of

Applied Arts and Sciences with 21 hours of allied health and health education courses. Ms. Friedrich also has an Associate of Science degree from Trinity Valley Community College. She has 10 years experience as Coder Coordinator for East Texas Medical Center (Athens, Texas) and holds certification as a Registered Health Information Administrator (RHIA) ([Robyn Friedrich Qualification Documentation](#)).

Documentation of the above stated items is also included in the [Roster of Instructional Staff](#).

TVCC Documentation:

Carolyn Beck Qualifications Documentation
Robyn Friedrich Qualification Documentation
Roster of Instructional Staff

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
 Non-Compliance

Off-Site Committee Comments:

The documentation reviewed by the committee indicates that the college employs a sufficient number of staff to accomplish its mission. However, job descriptions for the professional librarians suggest that the college does not require graduate degrees in library science, and the librarian at the Terrell Learning Resource Center does not hold a Master's in Library Science degree. The committee was unable to determine whether the academic preparation for this librarian qualified the individual to serve in this role.

The On-Site Committee should seek evidence that the college employs a qualified professional librarian at the Terrell Learning Resource Center.

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.8.3 \(requires Web link\)](#)

All librarians require a Masters degree that demonstrates that the person has appropriate education or experiences in learning/information resources (Job Descriptions, [Director of Learning Resources](#), [Terrell Librarian](#), [Palestine Librarian](#)).

The librarian at the Terrell campus has a Masters Degree in Interdisciplinary Studies with an emphasis in Library Science, including 21 graduate hours in the field. Courses include:

- LIS 512 Reference
- LIS 527 Books for Children and Young Adults
- LIS 515 Cataloging and Classification
- LIS 524 Development of General and Special Collections
- LIS 528 Laboratory Experiences in the School LRC
- LIS 595 Research Techniques
- TWU 500 Administration of the Learning Resource Center

Additionally, she has earned hours in educational technology, which enhances her ability to serve students using technology. Those courses include:

- ETEC 461 Teaching with Educational Media
- ETEC 562 Prep Instructional Materials
- ETEC 524 Microcomputer Teaching

She is certified as a professional librarian through the State Board of Educator Certification and the Texas Education Agency. Additionally, she has been an active member of the Texas Library Association since 1991 and has participated in numerous professional development activities through that organization and in other venues, averaging more than 15 hours per year in professional growth hours. She has served as a school librarian for three years and has been in her current position with TVCC for 12 years, receiving excellent performance reviews. She also is a participating member of the Texas Council of Academic Libraries, Community College Division and the Librarian Special Interest Group of the Texas Computer Education Association. Explicit documentation of these credentials is contained in the attached file ([Terrell Librarian Credentials](#)). TVCC judges her to be qualified as a librarian for TVCC.

TVCC Documentation:

[Director of Learning Resources Job Description](#)

[Librarian Job Description, Terrell Campus](#)

[Librarian Job Description, Palestine Campus](#)

[Terrell Librarian Credentials](#)

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
 Non-Compliance

Off-Site Committee Comments:

The institution fails to demonstrate how it provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs program. Full position descriptions and resumes are only provided for the Vice President of Student Services and Dean of Enrollment Management. While the roster of student services professional staff indicates that the degree held meets or exceeds the degree required for the positions, information on where the individuals earned the degrees is not provided. In addition, the narrative does not describe staffing and respective qualifications for the residence life program.

The On-Site Committee should seek evidence that the college employs qualified personnel for its student affairs programs.

TVCC Response:

[TVCC original SACS Compliance Statement, CS 3.9.3 \(requires Web link\)](#)

The college employs qualified personnel for its student affairs programs. As requested, job descriptions and resumes of incumbents for student services staff are provided below.

<u>Position</u>	<u>Degree Required</u>	<u>Degree Held</u>	<u>Resume</u>
<u>Vice President for Student Services</u>	Masters in Student Services or Counseling and Guidance	Doctorate in Counseling and Guidance	<u>Dr. W.P. Drumgoole</u>
<u>Dean of Enrollment Management and Registrar</u>	Masters Degree	Doctorate in Higher Education, Counseling and Educational Administration	<u>Dr. Colette Hilliard</u>

Director of Guidance Services	Masters in Counseling or related field	Masters in Guidance and Counseling	Linda Daniel
Counselor	Masters in Counseling, Psychology or related field	Masters in Counseling, Licensed Professional Counselor	Vickie Dossett
Vocational Counselor	Masters in Counseling, Psychology or related field	Masters in Student Personnel Services	Dennis Nolley
Counselor and Assistant to the Dean, Terrell Campus	Masters in Counseling, Psychology or related field	Masters in Counseling	Kathleen Guerrero (Retired, effective August 18, 2006) Lou Anne Bourland (Hired)
Counselor, Palestine Campus	Masters Degree	Masters in Psychology	Cindy Moseley
Counselor, Health Science Center	Masters in Guidance and Counseling	Masters in Guidance and Counseling	Carolyn Beck
Director of School Relations	Masters Degree	Masters in Education	Audrey Hawkins
Director of Testing	Masters in Counseling, Psychology, Testing and Measurement, Statistics, or closely related field	Masters in Counseling Psychology	Cynthia Akin (Retired, effective August 18, 2006) Wendy Mays (Hired)
Director of Student Financial Aid and Veteran's Services	Bachelors Degree	Bachelors in Business Administration	Julie Lively

Director of Student Activities	Masters Degree	Masters in Business Administration	Mike Peek
Director of Student Support Services	Masters in Counseling and Guidance, Educational Administration, Teaching, or related field	Masters in Counseling and Guidance	Gerald Wilson
Counselor, Student Support Services	Masters in Counseling and Guidance, Educational Administration, Teaching, or Social Work	Masters in Counseling and Higher Education	Diane Milner
Counselor, Student Support Services	Masters in Counseling and Guidance, or related field	Masters in Interdisciplinary Studies	Neisha Cofer
Tutor Coordinator, Student Support Services	Masters Degree	Masters in Theological Science	Elizabeth Starek
Director of Student Residential Life	Associates Degree; Bachelors Degree preferred	Various (see resumes)	Audrey Hawkins - West Hall; Margie Boyd South Hall; Scott Hawks - Northwest Hall; Gerald Wilson - Northeast Hall
Campus Police, Chief	High School Diploma or GED; Peace Officers Certification	Bachelors in Sociology	Dorothy Houston

The college has four dormitories, each of which is staffed with a Director. The dormitories include West Hall and South Hall for females, and Northwest Hall and Northeast Hall for males. The overall capacity for dorms is 350, and TVCC currently has approximately 90% occupancy each fall and 85% occupancy each spring. Overall oversight of the Residential Life (Housing) program is provided by

the Vice President of Student Services. Job descriptions and resumes of the above mentioned personnel are included in the table above.

TVCC Documentation:

See Table Above

FEDERAL REQUIREMENTS

4.8 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.

Compliance

Non-Compliance

Off-Site Committee Comments:

While the institution did provide the past three years audited financials which denoted neither audit points nor internal control issues with Title IV, there was not sufficient documentation provided to prove compliance.

The On-Site Committee should seek evidence that the college provides Program Participation documentation and FISAP documents to demonstrate the college is in compliance with its responsibilities under Title IV.

TVCC Response:

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. Additionally, the FISAP reports ([FISAP Report, 2004-05](#), [FISAP Report, 2005-06](#), [FISAP Report, 2006-07](#)), Application for Designation as an Eligible Institution ([FY2006](#), [FY2005](#)), [Eligibility Certification Approval Report \[ECAR\] \(expires Sept. 30, 2008\)](#) and

[Program Participation Agreement \(expires Sept. 30, 2008\)](#), and Final Funding Authorizations for the Campus-Based Programs ([2004-05](#), [2005-06](#), [2006-07](#)) further demonstrate TVCC's compliance with this requirement.

TVCC 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](#)

FISAP Report, 2004-05
FISAP Report, 2005-06
FISAP Report, 2006-07
Application for Designation as an Eligible Institution for fiscal year 2006
Application for Designation as an Eligible Institution for fiscal year 2005
Eligibility Certification Approval Report [ECAR] (expires Sept. 30, 2006)
Program Participation Agreement (expires Sept. 30, 2008)
Final Funding Authorizations for the Campus- Based Programs, 2004-05
Final Funding Authorizations for the Campus- Based Programs, 2005-06
Final Funding Authorizations for the Campus-Based Programs, 2006-07

**TRINITY VALLEY COMMUNITY COLLEGE
ROSTER OF INSTRUCTIONAL STAFF**

**SUBMITTED IN RESPONSE TO THE
*REPORT OF THE REAFFIRMATION COMMITTEE***

**TO THE SOUTHERN ASSOCIATION OF
COLLEGES AND SCHOOLS,
SEPTEMBER 10, 2006**

1 Name	2 Course (s) Taught	3 List of Academic Credentials, Qualifications or competencies	4 Other Qualifications or Experience
Carolyn Beck (P)	Spring 2006 PSYC 2301 General Psychology (T)	FROM: Texas A&M University-Commerce (East Texas State University) DEGREE: Master of Science in Counseling and Guidance GRADUATE HOURS: 12 graduate hours in Psychology 6 graduate hours in Counseling equated with Psychology, Letter from Texas A&M University-Commerce indicating equivalency of Counseling courses as applicable to a Master in Applied Psychology. 3 graduate hours in Sports Psychology (PYED) with significant content in psychological testing and measurement (UT Tyler)	
Sylvia L. Clay (P)	Spring 2005 PSYC 2301 General Psychology (T) PSYC 2314 Human Growth and Development (T) No longer employed to teach Psychology courses (PSYC) as of Spring 2005	FROM: Stephen F. Austin State University DEGREE: Master of Education GRADUATE HOURS: 21 graduate hours in Guidance & Counseling	

1 Name	2 Course (s) Taught	3 List of Academic Credentials, Qualifications or competencies	4 Other Qualifications or Experience
<p>Donna Rial-Baker (P)</p>	<p>Spring 2005 PSYC 2314 Human Growth and Development (T)</p> <p>No longer employed to teach Psychology courses (PSYC) as of Spring 2005</p>	<p>FROM: Houston Graduate School of Theology DEGREE: Doctorate of Ministry</p> <p>FROM: Texas A&M University-Commerce (East Texas State University) DEGREE: Master of Education GRADUATE HOURS: 6 graduate hours in Counseling 32 graduate hours in Education, Administration 3 graduate hours in Education Technology 6 graduate hours in Elementary Education 3 graduate hours in Secondary & Higher Education</p> <p>FROM: Amberton University GRADUATE HOURS: 15 graduate hours in Counseling</p>	
<p>Erwin M Dabbs (P)</p>	<p>Spring 2005 SOC1 1301 Introduction to Sociology (T) SOC1 2301 Marriage and Family (T)</p> <p>Fall 2005 SOCW 2361 Introduction to Social Work (T)</p> <p>No longer employed to teach Sociology courses (SOC1) as of Spring 2005</p>	<p>FROM: Louisiana State University DEGREE: Master of Social Work GRADUATE HOURS: 58 graduate hours in Social Work</p>	<p>Employed for 29 years with Texas Department of Human Services (TDHS), past 17 years as TDHS Regional Administrator for areas 6 and 7.</p>

1 Name	2 Course (s) Taught	3 List of Academic Credentials, Qualifications or competencies	4 Other Qualifications or Experience
Kim Hilton (P)	<p>Spring 2005 EMSP 1501 – Emergency Medical Technology -- Basic (N) EMSP 1160 - EMT Basic Clinical (N)</p> <p>Tanya Fox completed the remainder of the semester for the courses that were taught by Kim Hilton.</p> <p>No longer employed to teach Emergency Medical Technology courses (EMSP) as of Spring 2005</p>	<p>TDSHS EMT – Paramedic #21335 Exp. 6/09 TDSHS Instructor Exp. 11/05</p>	
Bryan Southard (P)	<p>Spring 2005 EMSP 1501 – Emergency Medical Technology - Basic (N) EMSP 1160 - EMT Basic Clinical (N)</p> <p>No longer employed to teach Emergency Medical Technology (EMSP) courses as of Spring 2005</p>	<p>TDSHS EMT-Paramedic #120767 Exp. 7/08 TDSHS Instructor Exp. 1/31/07</p>	
Robyn Friedrich (P)	<p>Spring 2005 POFM 1353 Medical Coding (N)</p> <p>Spring 2006 POFM 1353 Medical Coding (N)</p>	<p>FROM: University of Texas at Tyler DEGREE: Bachelor of Applied Arts & Science</p>	

1 Name	2 Course (s) Taught	3 List of Academic Credentials, Qualifications or competencies	4 Other Qualifications or Experience
<p>Carolyn Martin (P)</p>	<p>Spring 2005 TECA 1303 Family & Community (T) TECA 1318 Nutrition/Health/Safety (T)</p> <p>Fall 2005 TECA 1311 Educ Young Child (T) TECA 1354 Child Grow & Devel (T)</p> <p>Spring 2006 TECA 1303- Family & Community (T) TECA 1318- Well Young Child (T)</p> <p>No longer employed to teach Child Development courses (TECA) as of Fall 2006</p>	<p>FROM: University of Texas at Tyler DEGREE: Bachelor of Science in Education- Elementary Education; Master of Education in Secondary Education: Mid Management Certification FROM: Stephen F. Austin State University GRADUATE HOURS: 48 graduate hours in Secondary Education</p>	