



# STEP OUT ONTO

the Pathway to Progress 



**Quality Enhancement Plan**



TRINITY VALLEY COMMUNITY COLLEGE

Athens | Kaufman | Palestine | Terrell | [www.tvcc.edu](http://www.tvcc.edu)

Submitted to the Southern Association of Colleges and Schools Commission on Colleges  
September 12, 2016

## WELCOME FROM THE PRESIDENT

---

Dear SACSCOC Onsite Committee Members:

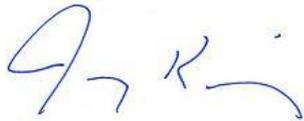
Trinity Valley Community College (TVCC) is dedicated to student success and committed to positively changing the lives of our students and enhancing the communities we serve.

The proposed Quality Enhancement Plan (QEP), entitled “**Step Out Onto the Pathway to Progress**”, focuses on empowering our students for academic success and career goal completion. The QEP provides a first year experience that is an integrated component of the TVCC mission and embraces our institutional culture of student-success. TVCC students face multiple barriers and complex needs and competing priorities that hinder their academic success. The QEP creates an environment of opportunity, preparedness, personal responsibility, and self-confidence that empowers our students for success and lifelong learning.

The QEP reflects TVCC’s efforts to use best practices from other colleges across the country in overcoming obstacles to student success. We are confident that our students will demonstrate a clearer understanding of why they are enrolled at TVCC, what they hope to accomplish while they are here, and increase their abilities to achieve academic and life goals. The College knows that our proposed QEP will have a positive influence and impact on TVCC students, faculty, and staff, as well as our local communities.

Thank you for your time and dedication you have devoted to TVCC’s reaffirmation of accreditation. We look forward to your onsite visit to Trinity Valley Community College October 25-27, 2016. If I may be of any assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. King".

Dr. Jerry King  
President  
Trinity Valley Community College

## **SIGNATURES ATTESTING TO COMPLIANCE**

---

By signing below, we attest to the following:

1. That **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. That **Trinity Valley Community College** has attached a complete and accurate listing of all programs offered by the institution, 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. That **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 institution's last reaffirmation as well as the date of Commission approval.

**Accreditation Liaison:** Tina Rummel, Director, Strategic Planning, Effectiveness & Accreditation

**Signature:**



---

**Date:**

September 12, 2016

**Chief Executive Officer:** Dr. Jerry King, President

**Signature:**



---

**Date:**

September 12, 2016

# TABLE OF CONTENTS

---

Welcome from the President .....	i
Signatures Attesting to Compliance .....	ii
Table of Contents.....	iii
Trinity Valley Community College Profile.....	1
Personal and Educational Growth .....	1
Student Population .....	1
Organization of the QEP Document .....	2
Evidence of Compliance CR 2.12 & CS 3.3.2 .....	2
Executive Summary .....	3
Chapter 1: Identify the QEP Topic.....	4
Analysis of Institutional Data.....	4
Initial College-Wide and Community Survey .....	6
Faculty Retreat .....	7
Council on College Planning (COCP) Administrator Retreat .....	7
Instructional Administrative Team .....	8
Director of QEP Appointment and Action Committee .....	8
QEP Action Team Process to Identify the QEP .....	9
Second College-Wide and Community Survey.....	10
Considerations of Student Achievement .....	13
Chapter 2: Develop the QEP .....	14
Determine QEP Goals and Student Learning Outcomes (SLOs) .....	14
QEP Goals.....	16
Student Learning Outcomes (SLOs) .....	16
QEP Student Learning Outcomes (SLOs) .....	16
Determine Activities to Accomplish QEP Goals and SLOs.....	17
Activities to Accomplish QEP Goals .....	18
Chapter 3: Assess the QEP .....	25
QEP Assessment Plan .....	25
Direct Assessments to Evaluate the SLOs of the QEP .....	26
Learning Enhancement Annual Plans (LEAPs) .....	26
Indirect Assessments to Evaluate the Student Learning Outcomes of the QEP.....	32
Community College Survey of Student Engagement (CCSSE) .....	32
Graduating Student Survey .....	34

Learning Framework Course Pathway to Progress (PTP) Survey .....	34
Learning Framework Course Student Focus Groups .....	36
Cardinal Pride Freshman Orientation Survey Prompts .....	36
Institutional Gains Anticipated from the QEP Activities .....	37
TVCC Student Achievement Goals/Benchmark Data .....	38
Chapter 4: Promote the QEP .....	39
Promoting the QEP.....	39
QEP Logo Development .....	39
Publications .....	40
Learning Day .....	41
TVCC Board of Trustees Meeting .....	44
Promotional Items .....	44
Lunch and Learn.....	46
Future Promotional Plan .....	46
Chapter 5: Implement the QEP .....	48
Implementing the QEP .....	48
Progression of the QEP .....	50
Cardinal Pride Freshman Orientation .....	51
Chapter 6: Literature Review.....	52
College Survival Skills .....	53
Collegiate Community .....	54
Chapter 7: Institutional Capacity (Resources) .....	56
Budget.....	56
Personnel: Academic .....	56
Personnel: Student Success .....	57
Personnel: Institutional Support Services .....	57
Other Operating Costs .....	57
Assumptions .....	58
Quality Enhancement Plan Projected Budget Table .....	59
Chapter 8: Final Remarks .....	60
Chapter 9: Organizational Structure .....	61
Appendices .....	62
Appendix A - TVCC's Strategic Plan.....	62
Appendix B – College-Wide QEP Topic Selection Results from February 2014.....	63

Appendix C - TVCC's Student Achievement Goals/Benchmarks ..... 65  
Appendix D - 2011-2015 Distance Education and Dual Credit Enrollment Report ..... 66  
Appendix E - 2008-2014 TVCC Developmental Education Success Report ..... 68  
Appendix F – Director of QEP Job Description ..... 69  
Appendix G – QEP Action Team Minutes 10/17/2014 ..... 70  
Appendix H – 2016 Cardinal Pride Freshman Orientation Agenda ..... 71  
Appendix I - Cardinal Pride and Freshman Orientation Survey ..... 72  
Appendix J – QEP “My Best Fit” Project Instructions ..... 73  
Appendix K – Personal Responsibility Pre and Post-Test..... 80  
Appendix L – Pathway to Progress Survey ..... 81  
Appendix M - Minutes of Board of Trustees Meeting June 27, 2016 ..... 85  
References ..... 86

# TRINITY VALLEY COMMUNITY COLLEGE PROFILE

---

Trinity Valley Community College provides quality academic, workforce, college preparatory, student support and community service programs that prepare and empower students for success while promoting and enhancing life-long learning for all communities served (mission statement, 2015-2020 Strategic Plan, ([Appendix A](#)). Since 1946, when a group of Athens, Texas civic leaders founded Henderson County College, the College has aspired to be a student-centered community college aimed at student success.

## Personal and Educational Growth

The creation of the College was formally approved by voters in the spring of 1946, and the first courses were conducted in temporary facilities at Athens High School during the summer of 1946. In the fall of 1946, classes were moved to a dedicated property authorized by the Board of Trustees. This location remains today as the main campus in Athens, Texas. In the early days, the College sought to provide quality education and training for its growing body of students who were returning from World War II and looking for educational or vocational opportunities.

Responsive to the needs of its students and service area, the College became a multi-campus institution with the initiation of instructional programs at the Texas Department of Criminal Justice (TDCJ) Coffield, Beto I, Powledge, and Michael units beginning in 1969. TVCC established additional campuses in Palestine in 1972, Terrell in 1973 and the Health Science Center (HSC) in Kaufman in 1983. As a result of continued regional expansion of the College, the Board of Trustees approved a name change from Henderson County Junior College (HCJC) to Trinity Valley Community College (TVCC) in September of 1986.

## Student Population

During the past seven decades, the college has grown from a single campus of 256 students taught by 12 faculty members to a five-campus system that now serves over 6,700 combined traditional students, distance education students, returning adult students, dual credit students, and students at four units of the Texas Department of Criminal Justice. Currently, 142 full-time faculty and 116 part-time faculty are employed with TVCC.

TVCC has a proud heritage of service to its region, ever changing and adapting to support the needs of its community and student body. The College prepares students for transfer to a university or the workforce by granting certificates or associate degrees approved by the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Students are also provided opportunities to obtain basic skills through the College's adult basic education program or earn continuing education credits on a wide variety of topics. Clearly, the founders of TVCC could not have envisioned the complexity of today's institution. History tells us, however, that TVCC will continue to focus on student success and strive to impact student learning using any means necessary.

Trinity Valley Community College Student Enrollment Profile Fall 2015		
<b>Gender</b>		
Male	2699	40%
Female	3995	60%
<b>Ethnicity/Race</b>		
White	3351	50.06%
African American	735	10.98%
Hispanic	1225	18.30%
Other	1383	20.66%
<b>Student Status</b>		
Full-Time	2143	32%
Part-Time	4551	68%

## ORGANIZATION OF THE QEP DOCUMENT

As a means of providing logical flow to aid the Quality Enhancement Plan (QEP) reviewer, this document outline corresponds with exceptional criteria indicators as described by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The narrative addresses each of the indicators in chronological order as they appear in the *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Quality Enhancement Plan Guidelines: Indicators of an Acceptable Quality Enhancement Plan* matrix. This design serves to illustrate exceptional criteria and ensure all indicators are evident.

### Evidence of Compliance CR 2.12 & CS 3.3.2

<b>Southern Association of Colleges and Schools Commission on Colleges Core Requirement 2.12</b>			
<i>Indicat</i>	<i>Exception</i>	<i>Evidence</i>	<i>Chapter(s)</i>
1 A. An institutional Process	Plan is directly related to institutional planning efforts. Topic selection involved process that generated information and specific ideas from a wide range of constituents. Selection of topic determined by representative process that considered institutional needs and viability of	<a href="#">2015-2020 Strategic Plan</a> Council on College Planning Topic selection surveys Internal data analysis Empirical data such as Community College Survey for Student Engagement (CCSSE)	<a href="#">Chapter 1</a> <a href="#">Chapter 3</a>
1.B. Key issues identified that emerge from institutional assessment	A direct and strong relationship of QEP topic to institutional needs; clear how accomplishment of QEP would directly improve institutional/student performance.	Council on College Planning Topic selection surveys Internal data analysis Empirical data such as Community College Survey for Student Engagement (CCSSE) Literature review and best practice	<a href="#">Chapter 1</a> <a href="#">Chapter 3</a> <a href="#">Chapter 6</a>
2.A. Focus on learning outcomes and accomplishing the mission of the institution	Detailed student learning outcomes tied directly to institutional needs	Council on College Planning Topic selection surveys Internal data analysis Empirical data such as Community College Survey for Student Engagement (CCSSE) Course Rubrics	<a href="#">Chapter 1</a> <a href="#">Chapter 2</a> <a href="#">Chapter 3</a>
2.B. Focus on the environment supporting student learning and accomplishing the mission	A clear relationship between the activities of the Quality Enhancement Plan and the improvement of student learning, all tied to established institutional needs.	Key strategies are delineated to meet the Quality Enhancement Plan goal, objectives and student learning outcomes in accordance with the College Mission	<a href="#">Chapter 1</a> <a href="#">Chapter 3</a>
<b>Southern Association of Colleges and Schools Commission on Colleges Comprehensive Standard 3.3.2</b>			
<i>Indicat</i>	<i>Exceptiona</i>	<i>Evidence</i>	<i>Chapter(s)</i>
3.A. Capability to initiate the plan	Very detailed budget information, institutional commitment of funds clearly indicated. If individuals are not yet identified, detailed job descriptions provided that indicate the specific skills and abilities needed for key personnel. Organizational structure shows clear reporting responsibilities and oversight structures.	A projected budget, job descriptions, list of key individuals and a QEP administrative organizational structure provided	<a href="#">Chapter 1</a> <a href="#">Chapter 2</a> <a href="#">Chapter 3</a> <a href="#">Chapter 7</a> <a href="#">Chapter 9</a>
3.B. Capability to implement and complete the plan	Very detailed timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment process. Timetable indicates clearly that Quality Enhancement Plan can be realistically implemented and completed in five years.	A timeline for the implementation of the Quality Enhancement Plan is provided in addition to a timeline of the planning and pilot year activities that clearly describe key implementation tasks of the Quality Enhancement Plan. A detailed budget and budget narrative are included.	<a href="#">Chapter 1</a> <a href="#">Chapter 2</a> <a href="#">Chapter 3</a> <a href="#">Chapter 5</a> <a href="#">Chapter 7</a>
4.A. Broad-based involvement of institutional constituencies in the development of the plan	Process used ensured input from all relevant constituencies in developing the plan.	Input was collected and recorded from students, external advisory committees, community members, administration, faculty, and staff throughout the plan as evidenced by surveys, meetings, calls to conversation and comment.	<a href="#">Chapter 1</a> <a href="#">Chapter 3</a> <a href="#">Chapter 4</a>
4.B. Broad-based involvement of institutional constituencies in the proposed implementation of the plan	All relevant constituencies have direct involvement in implementation	Implementation Team has been formed and engaged with representatives from all relevant constituencies as evidenced by team members, meeting minutes, event agendas.	<a href="#">Chapter 1</a> <a href="#">Chapter 2</a> <a href="#">Chapter 3</a>
5.A. Identified goals of the Quality Enhancement Plan	Goals are clearly stated, lead to specific, measurable outcomes	The Quality Enhancement Plan goal and student learning outcomes along with multiple means of measurement of progress are described.	<a href="#">Chapter 2</a> <a href="#">Chapter 3</a>
5.B. A plan to assess the achievement of the goals of the quality enhancement plan	Assessment is based on clear outcomes, assessment methods related to outcomes, and are direct measures of these outcomes	Empirical data such as Community College Survey for Student Engagement (CCSSE) Course Rubrics Internal Surveys Focus groups are discussed.	<a href="#">Chapter 3</a>

## EXECUTIVE SUMMARY

Trinity Valley Community College (TVCC) Quality Enhancement Plan (QEP), entitled “**Step Out Onto the Pathway to Progress**” will enhance the learning environment for first-time-in-college (FTIC) students. This proposal is intended to help FTIC students overcome barriers that prevent their sustained success in college and increase persistence, graduation, and completion rates of all TVCC students; therefore, the goals of the QEP are:

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

Goal #2: Students will develop a strong connection to TVCC through Freshman Orientation

The Community College Survey of Student Engagement (2013) documented the positive benefits that are recognized when college students’ experiences are structured and coherently presented using a clearly designed roadmap (CCSSE, 2013, p. 4). The College will accomplish the QEP goals through a comprehensive first year experience targeted at first-time-in-college (FTIC) students who will complete a learning framework course and attend a Cardinal Pride freshman orientation session. Ensuring TVCC students are on the correct pathway to success is the foundation for all educational and learning activities created to maximize student success. This approach supports the mission of TVCC:

*Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, college preparatory, student support and community service programs that prepare and empower students for success and promote and enhance life-long learning for all communities served.*

Extensive research, discussion, and debate provided direction as the College developed a successful and meaningful QEP proposal by a broad array of stakeholders dedicated to student learning and success both inside and outside the classroom. During the selection process, TVCC’s students, faculty, staff, administrators, and community refined the theme of the proposal from the broad concept of “student success” of all students to student success of “first-time-in-college” students.

After review of academic literature, accrediting agency requirements, TVCC’s Strategic Plan, and internal analyses of data, the topic “**Step Out Onto the Pathway to Progress**” was selected. This plan will encompass a cohesive first-year experience customized for TVCC students and will be implemented over five years to serve as our QEP. Through direct and indirect evaluations of the plan, TVCC will monitor the impact that the QEP has on meeting our institutional strategic planning goals and student success while relying upon a continuous improvement model to maximize student learning.

At the heart of the QEP activities, the student learning outcomes (SLOs) drive all efforts of the **Step Out Onto the Pathway to Progress** goals. The SLOs are:

1. Students will demonstrate foundational models of communication by creating and maintaining a student journal, and by creating, scheduling, and revising a semester course calendar that identifies due dates and schedules study time for course requirements;
2. Students will demonstrate foundational models of communication by developing note taking and study skills to improve academic performance;
3. Students will demonstrate personal responsibility by identifying and strengthening emotional intelligence skills;
4. Students will demonstrate critical thinking by retrieving, analyzing, and synthesizing data into information on careers and future college pathways;
5. Students will demonstrate personal responsibility by accessing and utilizing college technology resources for managing email, enrolling in courses, submitting course evaluations, and locating course grades;
6. Students will demonstrate personal responsibility by identifying and utilizing college resources including library services, student success center, advising, and financial aid.

# CHAPTER 1: IDENTIFY THE QEP TOPIC

---

## Analysis of Institutional Data

TVCC embarked upon a strategic and data driven approach to identify a suitable QEP topic that would improve student learning for the diverse population of students enrolled. The graphic below summarizes the process that was used, demonstrating a broad-based approach to seeking major stakeholders input and involvement with the selection of TVCC's ***Step Out Onto the Pathway to Progress*** Quality Enhancement Plan.

**Stakeholders and Data Used to Narrow QEP Topic**



The timeline below outlines the process TVCC used to **identify the QEP topic**:

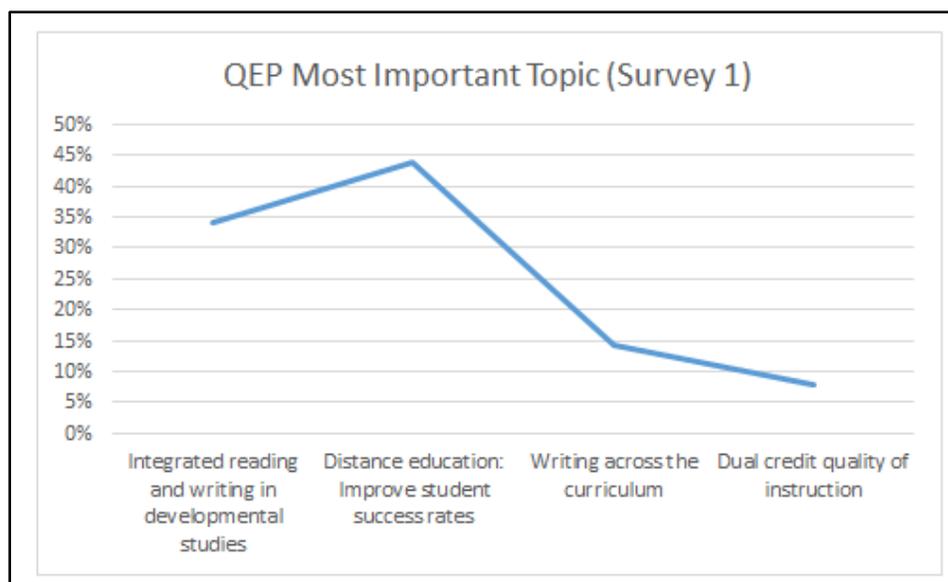
<b>Timeline: Identify the QEP 2014</b>		
<b>Date</b>	<b>Activity</b>	<b>Constituency</b>
February 2014	Ranking of concerns	Administration, faculty and students
Spring and summer 2014	Surveys on QEP topics	Faculty, staff, students, and community
Spring 2014	Faculty retreat	Faculty members who register to attend the faculty retreat
	Council on College Planning Review of Strategic Plan goals in relation to the QEP topics	Administration
April 2014	Instructional administrative team members named	Dr. Jerry King Dr. Wendy Elmore David McAnally Dr. Jeff Watson Dr. Algia Allen Tina Rummel
	Learning Day: Topic discussion	Faculty
July 2014	Dr. Kelly Driskell named as QEP director	Instructional administrative team
Summer 2014	Focus group Review of QEP topics	Faculty, staff, and students
July 2014	QEP Action Team members named	Dr. Kelly Driskell Jim Brack Dr. Michael Felty Renda Garner Dr. Colette Hilliard Abbey Hudson September Kirk Erica Richardson Tina Rummel Karen Shipman Kristen Stovall Kristen Spizzirri Kelley Townsend
July – September 2014	Data gathered and analyzed	QEP Action Team Instructional administrative team
September 2014	College-wide and community survey administered to narrow selection	Faculty, staff, students, and community
	Selection of first-year experience as topic	QEP Action Team

## Initial College-Wide and Community Survey

In an effort to generate a College wide perspective of what the most prominent factors impeding student success at TVCC were, the institutional research office developed an internal survey to determine what areas personnel, students, and the community members believed to be most concerning with regards to student learning. Topics presented in the survey were determined through informal discussions within meetings and reviews of institutional completion and enrollment data. In February 2014, the initial college-wide and community survey was distributed via email to College employees as well as community representative members from respective planning and advisory committees of TVCC. Participants were asked to rank their concern of the following issues:

- Development of an integrated developmental reading and writing course
- Improvement of student success rates in distance education
- Implementing/supporting writing across the curriculum
- Enhancing the quality of instruction in dual credit courses

With over 150 responses, the survey respondents determined that improving success in distance education courses and developing an integrated reading and writing course were the most important topics, accruing 43.9% and 34.2% of the votes, respectively.



At that time, the College was in the process of developing an integrated reading and writing course and refining other curricular strategies for developmental education and non-course based instruction to address the declining success rates of developmental education students in accordance with Texas Higher Education Coordinating Board (THECB) regulations. Consequently, more discussion and research on narrowing a QEP topic was needed. (February 2014 College-Wide QEP Topic Selection Survey Results [Appendix B](#))

## Faculty Retreat

TVCC faculty are invited to attend an annual retreat for fellowship and to discuss emerging trends within instruction. Following each retreat, discussion points and respective recommendations are presented to the vice president of instruction for further consideration and possible implementation. In light of the perceived declining trend of student performance among all TVCC faculty, attendees of the spring 2014 faculty retreat recommended that a student success course replace the one hour learning framework course. Additionally, the suggestion was made to require this course to all students, including dual credit and distance learning. They also requested that administration commit to funding the freshman orientation session provided each summer at a greater level so that it could encompass a broader scope and potentially affect a greater number of students. ([April 4, 2014 Faculty Retreat](#))

## Council on College Planning (COCP) Administrator Retreat

TVCC hosts an annual administrative retreat, the Council on College Planning (COCP), in which a selected group of faculty members, administrators, and directors examine the College's culture, strategic plan, mission, and institutional data. Prior to the spring 2014 retreat, the office of Institutional Research disseminated a survey to members of the council requesting their input and feedback of emerging College issues that were of particular concern. Results of the survey were used to tailor the agenda for the COCP meeting. The four overarching concerns that members of the committee presented in their survey responses, with specific details surrounding the respective concern are included in the chart below:

<b>Declines in Academic Success</b>	<ul style="list-style-type: none"><li>• Low Levels of Student Engagement and Commitment</li><li>• Little Evidence of Time Management</li><li>• Poor Communication Skills</li><li>• Limited College Readiness Skills</li></ul>
<b>Inefficiency of Human Resource Processes</b>	<ul style="list-style-type: none"><li>• Lacking New Employee Orientation</li><li>• Incomplete Salary Study</li><li>• Unclear and Ambiguous Policies/Practices</li><li>• Misunderstanding of HR Functions</li></ul>
<b>Limited Availability of Technology Resources</b>	<ul style="list-style-type: none"><li>• Slow Response to Technology Requests and Help Tickets</li><li>• Increasing Issues with Blackboard</li><li>• Internally Developed Student Information System (SIS) Capacity/Ability</li><li>• Training on Technology Software</li></ul>
<b>Increasing Enrollment in Distance Learning</b>	<ul style="list-style-type: none"><li>• Inconsistent Distance Learning Instructor Expectations</li><li>• Inequality of Curricular Requirements in Face-to-Face and Online Courses</li><li>• After Hours Student/Faculty Support</li><li>• Unprepared Students Enrolling in Online Courses</li></ul>

While planning for the COCP meeting, the Office of Institutional Research prepared the following institutional data reports to be used for discussing the overarching concerns reported in the pre-retreat survey:

- TVCC's Student Achievement Goals/Benchmarks ([Appendix C](#))
- [2013 CCSSE Key Findings Report](#)
- 2011-2015 Distance Education and Dual Credit Enrollment Report ([Appendix D](#))
- QEP topics in relation to the 2015-2020 TVCC Strategic Plan ([Appendix A](#))

Acting in an advisory capacity, the COCP members reviewed the institutional data, status reports, and pending project narratives while brainstorming possible remedies to the identified threats revealed with the pre-retreat survey. While formally reviewing the institutional data and determining the relationship/impact to TVCC’s mission and strategic plan, the COCP attendees continued the efforts of searching for a QEP topic that would have a meaningful impact on student learning.

### **Instructional Administrative Team**

In the week that followed the COCP retreat, an instructional administrative committee further analyzed the COCP institutional data related to the two concerns which focused on improving academic success for students at TVCC:

- declining academic success measures
- increasing enrollment in distance learning

The instructional administrative team understood the need for selecting a QEP topic that focuses on student learning outcomes rather than institutional outputs. Consequently, the administrators strategically reviewed the 2008-2014 TVCC Developmental Education Success Report ([Appendix E](#)) and decided it should be included in the considerations for narrowing the College’s QEP topic. The team identified the measurable strategy of writing across the curriculum as a means to improve upon the declining student academic success rates. However, additional concerns surrounding the **increasing dual credit enrollment** and **declining completion rates of students enrolled in developmental education** also consumed their attention. Therefore, the “QEP topic consideration list” was widened to four categories, including declining academic success measures, increasing enrollment in distance learning, increasing dual credit enrollment, and declining completion rates of students enrolled in developmental education.

The Instructional Administrative Team included the following individuals:

<b>Instructional Administrative Team Members</b>	
Dr. Jerry King	Vice President of Instruction
Dr. Wendy Elmore	Associate Vice President of Academic Education
David McAnally	Associate Vice President of Workforce Education
Dr. Jeff Watson	Provost of Palestine Campus
Dr. Algia Allen	Provost of Terrell Campus
Tina Rummel	Director of Strategic Planning, Effectiveness, & Accreditation/SACSCOC Liaison

### **Director of QEP Appointment and Action Committee**

In July 2014, TVCC appointed a director of quality enhancement plan to provide guidance and leadership for the institution-wide development, facilitation, and implementation of TVCC’s QEP. The QEP director job description ([Appendix F](#)) outlines the expected duties of this leader.

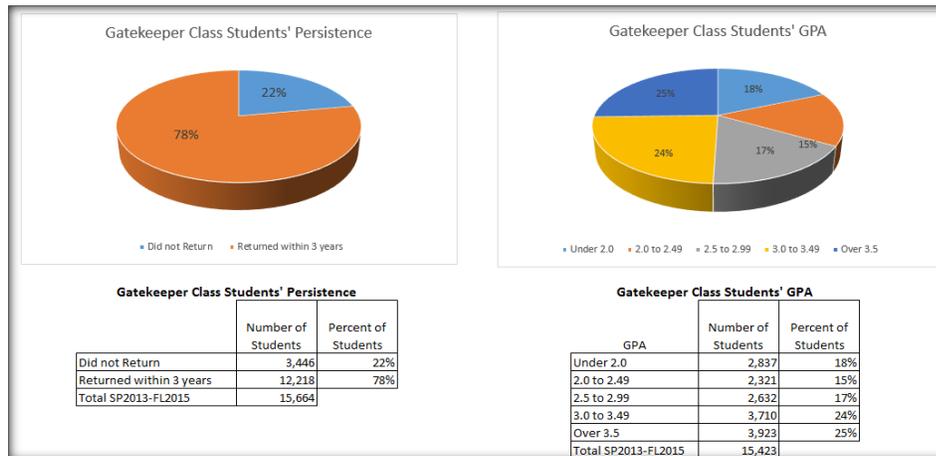
Under the director of QEP’s leadership, a diverse team of TVCC representatives was nominated, volunteered, or selected to study the institutional data, debate the topics previously considered, narrow a specific QEP topic, and direct the process of implementation and assessment. The QEP Action Team is comprised of the following members:

QEP Action Team Members	
Dr. Kelly Driskell	Fine Arts Division Chair and Director of QEP (resigned from TVCC June, 2016)
Jim Brack	Workforce Education Student
Dr. Michael Felty	Science Instructor/Honors Program Director
Renda Garner	Director of Distance Learning
Dr. Colette Hilliard	Dean of Enrollment Management
Abbey Hudson	Academic Education Student
September Kirk	Art Department Coordinator
Erica Richardson	Biology Instructor
Tina Rummel	Director of Strategic Planning, Effectiveness, & Accreditation/SACSCOC Liaison
Karen Shipman	Mathematics Instructor
Kristen Stovall	Business Administration Instructor
Kristin Spizzirri	Mathematics Instructor
Kelley Townsend	Director of Dual Credit

### QEP Action Team Process to Identify the QEP

In August 2014, the QEP Action Team met for the first time. At this session, they evaluated the initial February 2014 College-Wide QEP Topic Selection Survey Results ([Appendix B](#)) and analyzed other internal student success data, including the following:

#### Persistence Rates in Gatekeeper Classes at TVCC



Charts reflect all students enrolled in ENGL.1301, HIST.1301, MATH.1314, or MATH.1342 from 2013 through fall 2015. Students are not duplicated in the results. Persistence is for any student that returns in a semester after they have taken one of the above classes. The GPA is for the semester they took one of the above courses.

## Grade Distribution Comparison of Distance Learning Students vs. Face-to-Face Students

	Grade							
	A	B	C	D	F	I	P	W
<b>2012</b>	32%	24%	15%	5%	8%	0%	1%	15%
Distance	30%	23%	12%	4%	11%	0%	0%	20%
Face to Face	33%	24%	16%	5%	7%	0%	2%	13%
<b>2013</b>	33%	24%	15%	5%	9%	0%	1%	14%
Distance	30%	21%	12%	5%	12%	1%	1%	18%
Face to Face	34%	24%	16%	5%	8%	0%	2%	12%
<b>2014</b>	34%	23%	14%	5%	10%	1%	1%	13%
Distance	30%	21%	13%	4%	13%	1%	1%	17%
Face to Face	36%	24%	15%	5%	9%	1%	1%	10%
<b>2015</b>	32%	24%	15%	5%	10%	0%	2%	12%
Distance	32%	22%	13%	4%	12%	1%	1%	15%
Face to Face	32%	25%	16%	5%	9%	0%	2%	10%
<b>2016</b>	35%	24%	15%	4%	10%	0%	2%	9%
Distance	36%	21%	11%	4%	14%	0%	1%	13%
Face to Face	34%	26%	17%	4%	9%	0%	2%	7%

Under the guidance of the QEP director, and in accordance with SACSCOC guidelines for selecting a QEP, the QEP Action Team worked to refine the topics to one which focused on improving student learning. An intense review of findings determined from institutional data focused on learning outcomes rather than institutional outputs and tied directly to the mission and strategic plan of the College. This activity also included broad-based involvement with the inclusion of a student and diverse personnel representatives.

After much research, analysis, and discussion, the committee narrowed the potential QEP focus, using the established criteria, to two proposals:



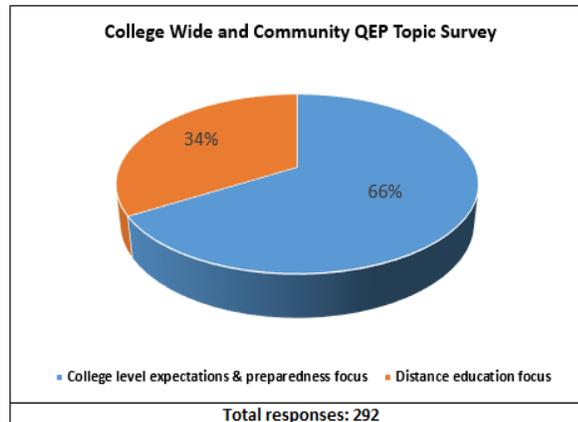
### Second College-Wide and Community Survey

To strategically finalize the QEP topic most appropriately suited to **focus on** and **improve student learning** for TVCC, in September 2014 a final college-wide and community survey was created by the Office of Institutional Research and disseminated electronically to all College employees and community member representatives of the respective advisory committees of TVCC. Participants were asked to select the most relevant and meaningful QEP topic for TVCC from these two topics that addressed student learning and/or the student learning environment:

- Student preparedness in and quality of distance education courses

- Student preparedness in collegiate-level expectations

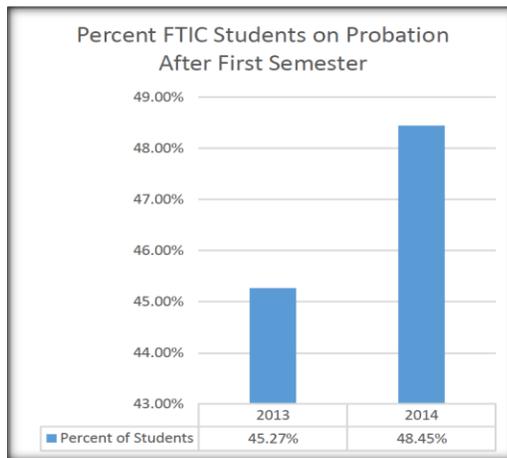
Overwhelmingly, student preparedness in collegiate-level expectations was selected by the respondents as the QEP topic, receiving 66.44% of the vote. To further affirm the broad-base input of this decision, almost 300 individuals participated in this QEP topic selection activity.



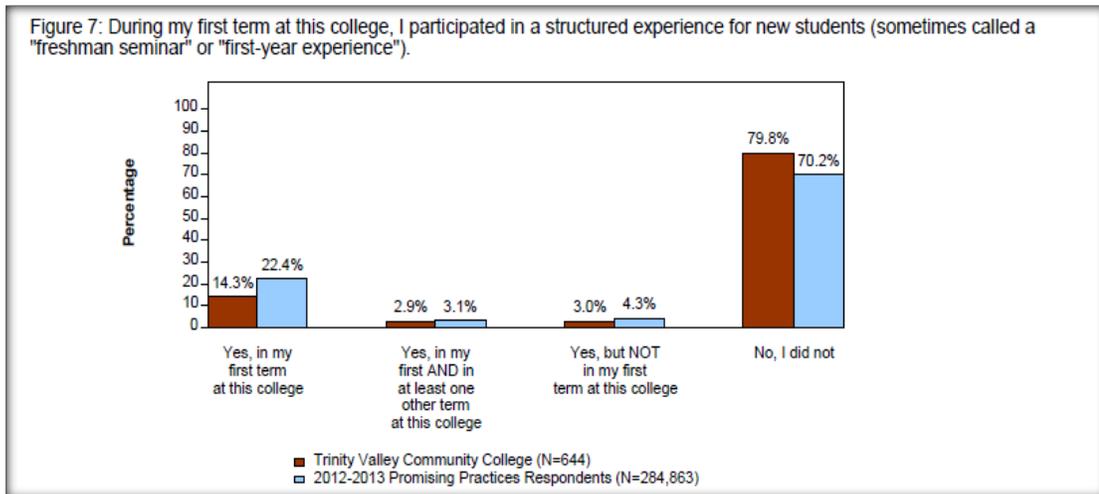
In spite of the initially determined threat that distance learning posed to maximizing student learning at the College, the QEP Action Team members were not convinced that targeting strategies to improve online learning would have the most profound impact for the greatest number of TVCC students. Even with the increasing enrollment in the distance learning population, deficiency in graduation, persistence, and completion for all students early in their college career continued to trouble the QEP Action Team.

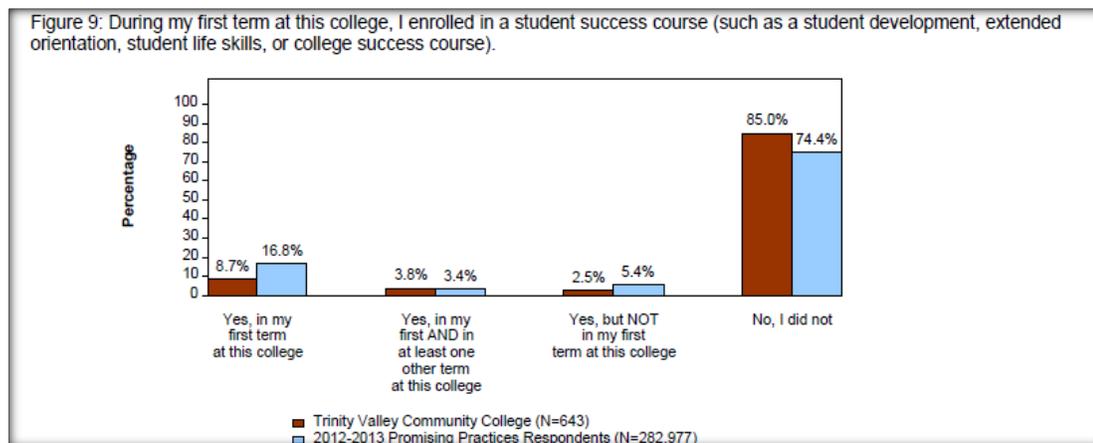
These reservations led to discussions about student performance in all classes, not just distance learning courses. Upon further discussion with the Academic Review Board chairperson and members, some commonly reported elements arose from students appearing before the board that were perceived to affect their academic success in accordance with their grade point averages. Popular reasons reported included: lack of organization, lack of preparation, lack of self-discipline, lack of time management, and limited preparation for college. These commonly identified deficiencies in academic readiness and self-efficacy led to the conclusion that students lacked classroom success skills, a basic understanding of how to navigate supportive resources, and a strong external locus of control.

Consequently, the QEP Action Team reviewed the data reporting the percent of first-time-in-college (FTIC) students that are placed on academic probation after the first semester of enrollment with TVCC.



The committee again reviewed the 2013 Community College Survey of Student Engagement (CCSSE) results to determine the extent of student preparedness for students at TVCC. Within the 2013 administration, a special-focus section was included. Questions from this portion of the instrument attempt to elicit information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Specifically, TVCC student responses indicated limited exposure and dedicated instruction to vital college readiness skills. Figures 7 and 9 below are excerpts from TVCC's [2013 CCSSE Key Findings Report](#).





## Considerations of Student Achievement

After completing a literature review and analyzing internal institutional data such as TVCC's Student Achievement Goals/Benchmarks ([Appendix C](#)), [2013 CCSSE Key Findings Report](#), overall grade point averages and persistence rates in gatekeeper, first semester courses, the QEP Action Team identified these hypotheses:

- Many students appealing re-admission through the Academic Review Board lacked college-readiness skills including knowledge of available college resources and self-efficacy (impacted through Cardinal Pride freshman orientation)
- Early intervention in the form of college-preparatory instruction can positively impact levels of student preparedness (accomplished through learning framework course)

Finally, the QEP Action Team members identified TVCC's QEP to be a first-year experience which combines college-preparatory instruction early in a student's college career with mandatory attendance at freshman orientation for all residential students. Subsequently, the committee turned their efforts toward establishing a workable recommendation for implementing such a plan. The committee met again in [August 2014](#) to begin planning the next phase of the QEP process, the development phase.

## CHAPTER 2: DEVELOP THE QEP

### Determine QEP Goals and Student Learning Outcomes (SLOs)

TVCC's first-year experience, *Step Out Onto the Pathway to Progress*, is designed to equip students with structured and coherent educational experiences in a clearly designed pathway. This strategic roadmap has been designed to engage students to own their education and direct their lives by attaining college readiness skills and an introduction to the available college resources.

The timeline below outlines the process TVCC used to develop the QEP:

Timeline: Develop the QEP 2015 - 2016		
Date	Activity	Constituency
Spring 2015	QEP goals identified	Instructional administrative team
	Student learning outcomes for QEP goals identified	QEP Action Team Instructional administrative team
	Freshman orientation committee formed	Melinda Berry Shelia Jones Robert Brittain Cortney Curran Dr. Kelly Driskell (QEP director) Jennifer Evilsizer Jason Hanson Ashley Johnston Harold Jones Beth Ann Kidd Darla Mansfield Diane Milner Charlotte Phillips Iris Reeves Tom Sheram Kristin Stovall Cita Urtis Courtney Walker Amanda Weber Heather Young
July 2015	QEP curriculum committee members named	Patsy Ingram, Committee Chair Russell Self Lisa Collins Karen Shipman Dusty Baumann Renda Garner Dr. Colette Hilliard
	Cardinal Pride freshman orientation piloted	Freshman Orientation Committee members
Summer and fall 2015	Course objectives identified	QEP Curriculum Committee members
Summer 2015	QEP logo created	QEP director and Graphic artist/ print design coordinator
July 2015	Qualified faculty for learning framework course identified	College readiness division chair QEP director

<b>Date</b>	<b>Activity</b>	<b>Constituency</b>
Summer and fall 2015	Course objectives identified	QEP Curriculum Committee members
Summer 2015	QEP logo created	QEP director and Graphic artist/ print design coordinator
July 2015	Qualified faculty for learning framework course identified	College preparatory division chair QEP director
Fall 2015	"CollegeScope Student Success Program" piloted for learning framework course	Learning framework instructors
May 2016	QEP Assessment Team members named	Chris Daley Dr. Karla Bryan Mike Young Angela Woodard Jeanie Watson Karen Shipman Michael Hart Janet Lumpkin LuAnne Bourland Dr. Maribeth McAnally Dr. Wendy Elmore
Spring 2016	"Selection of student learning outcomes" piloted for learning framework course	Learning framework instructors QEP Action Team
June 2016	QEP discussed and approved by TVCC Board members	Dr. Kelly Driskell
	Initial draft of QEP document reviewed by consultant	Dr. Michael Turpin
July 2016	New QEP director named	Dr. Maribeth McAnally
	Cardinal Pride freshman orientation piloted	Freshman Orientation Committee members
	Comments from consultant incorporated into the QEP plan	Dr. Maribeth McAnally Dr. Wendy Elmore Tina Rummel
	Meeting with Dr. Sheeley, SACSCOC VP	Instructional administrative team
August 2016	Revised draft of QEP document reviewed by consultant	Dr. Michael Turpin
	Comments from Dr. Turpin are incorporated into the document	Dr. Maribeth McAnally Dr. Wendy Elmore Tina Rummel
	Approval of QEP budget	TVCC Board members
	Update on QEP plan and timeline	Administration, faculty, and staff
September 2016	Final draft of QEP completed and submitted to SACSCOC on-site evaluation committee members	Dr. Maribeth McAnally and instructional research personnel
	Select students to be interviewed by SACSCOC on-site evaluation team members	Dr. Maribeth McAnally and instructional research personnel
September and October 2016	Training on QEP plan	Dr. Maribeth McAnally
September 2016	Select TVCC Board members to be interviewed	Dr. Jerry King
Fall 2016	Pilot courses for learning framework using	Learning framework faculty
	Observation of learning framework course activities: face-to-face and online	Dr. Maribeth McAnally
October 2016	SACSCOC on-site visit: Review QEP plan.	SACSCOC on-site evaluation team members Administration, faculty, staff, students, TVCC Board of Trustees, and community representatives.

## QEP Goals

In order to improve student learning at TVCC, there are two goals of TVCC's ***Step Out Onto the Pathway to Progress***:

Goal #1: Students will improve collegiate survival skills.

Goal #2: Students will develop a strong connection to TVCC.

## Student Learning Outcomes (SLOs)

To achieve the goals of the QEP, the QEP Action Team utilized the four categories outlined in the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) definition of student learning: changes in knowledge, skills, behaviors, and values to guide the process of developing relevant student learning outcomes (SLOs):

- What should students know after completing ***Step Out Onto the Pathway to Progress*** that they would not otherwise know? (**Knowledge**)
- What should students be able to do after completing ***Step Out Onto the Pathway to Progress*** that they are not able to do now? (**Skills**)
- How should students' behavior change after completing ***Step Out Onto the Pathway to Progress***? (**Behaviors**)
- What changes in students' personal responsibility are anticipated after completing ***Step Out Onto the Pathway to Progress***? (**Values**)

Intending for the student learning outcomes to be specific, focused, and measurable, the QEP Action Team brainstormed tasks that relate to each of the four categories of student learning and created desirable attributes for students to achieve success:

Knowledge	Skills	Behaviors	Values
<ul style="list-style-type: none"><li>• Note Taking/Study Skills</li><li>• Test Taking</li><li>• Time Management</li><li>• College Resources</li><li>• Active Learning</li><li>• Understand Plagiarism</li><li>• Technology Resources</li><li>• Self-Awareness</li><li>• Career Exploration</li><li>• Effective Questioning</li></ul>	<ul style="list-style-type: none"><li>• Note Taking/Study Skills</li><li>• Test Taking</li><li>• Time Management</li><li>• Research Skills</li><li>• Team Building</li><li>• Create Personal Goals</li></ul>	<ul style="list-style-type: none"><li>• Proper Use of Technology</li><li>• Career Decision Making</li><li>• Follow Personal Goals</li><li>• Integrate in to college activities</li></ul>	<ul style="list-style-type: none"><li>• Meet Academic Expectations</li><li>• Refine Emotional Intelligence</li><li>• Adjust Personal Goals</li><li>• Personal Responsibility</li></ul>

## QEP Student Learning Outcomes (SLOs)

By using the four categories of student learning noted above, the ***Step Out Onto the Pathway to Progress*** establishes foundational academic and personal responsibility skills to be achieved. Through attainment of these specified personal enrichment and academic engagement outcomes, students' overall sense of academic security and competence will improve. Consequently, they are likely to become more academically engaged and proactive in managing their educational experiences. Furthermore, gains in classroom academic success achieved through the strategies outlined in TVCC's QEP may translate to desired institutional outcomes of increased levels of graduation, persistence, and completion.

Using the respective attributes, the student learning outcomes to accomplish the respective goals of the QEP were finalized by the QEP Action Team during the spring of 2015.

## QEP Goals Aligned with Student Learning Outcomes (SLOs)

### QEP Goal #1 aligned with Student Learning Outcomes (SLOs)

Students will apply the knowledge and skills attained in learning framework course to improve collegiate survival skills.  
Through the learning framework course, the students will be able to:

- Demonstrate foundational models of communication by creating and maintaining a student journal, and by creating, scheduling, and revising a semester course calendar that identifies due dates and schedules study time for course requirements;
- Demonstrate foundational models of communication by developing note taking and study skills to improve academic performance;
- Demonstrate personal responsibility by identifying and strengthening emotional intelligence skills;
- Demonstrate critical thinking by retrieving, analyzing, and synthesizing data into information on careers and future college pathways.

### QEP Goal #2 aligned with Student Learning Outcomes (SLOs)

Students will develop a strong connection to TVCC through attendance at Cardinal Pride freshman orientation.  
Through the orientation, the students will be able to:

- Demonstrate personal responsibility by accessing and utilizing college technology resources for managing email, enrolling in courses, submitting course evaluations, and locating course grades;
- Demonstrate personal responsibility by identifying and utilizing college resources including library services, student success center, advising, and financial aid.

## Determine Activities to Accomplish QEP Goals and SLOs

With solid QEP goals and student learning outcomes determined, the QEP Action Team was tasked to answer the question, “What will an effective first-year experience at Trinity Valley Community College look like?”. With strong data supporting the success of first-year experiences delineated in the literature review, the committee continued their research in searching for practices that would work for Trinity Valley Community College students. Additionally, research presented by the 2009 National Survey on First-Year Seminars, presented by the National Resource Center for First-Year Experiences and Students in Transitions of the University of South Carolina (2009) directed the committee in their efforts to outline appropriate, yet proven strategies to accomplish the QEP goals and learning outcomes. The purpose of this survey was to collect information about the types of first-year seminars that were being incorporated around the country at the time of the survey. Relevant findings from this research are included in the table below.

**2009 National Survey on First-Year Seminars and Students in Transitions  
University of South Carolina**

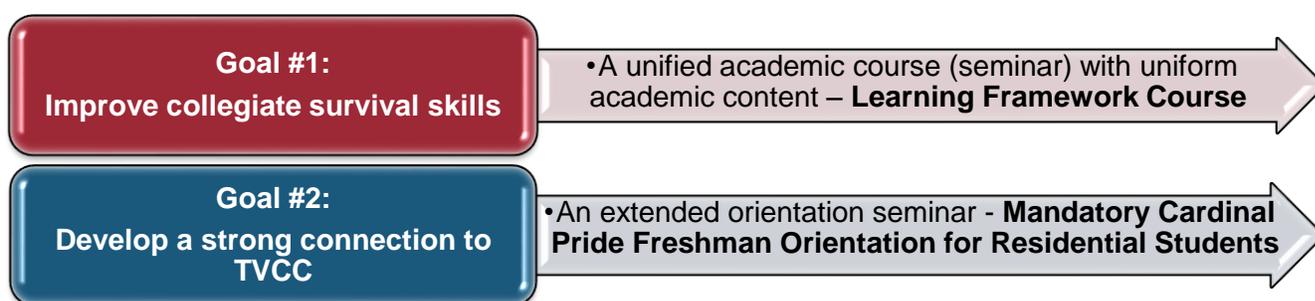
Strategy or Activity of First-Year Experience	Percentage
Extended orientation seminar	41.1%
Academic seminar with uniform academic content	16.1%
Academic seminar on various topics	15.4%
Hybrid academic seminar	15.3%
Basic study skill seminar	4.9%
Pre-professional or discipline-linked	3.7%
Other strategy or activity	3.5%
<i>2519 survey invitations distributed; 1019 surveys completed 890 institutions reported that they offered a first-year seminar</i>	

Using the survey results to tailor the strategies that can accomplish the **Step Out Onto the Pathway to Progress**, the QEP Action Team identified the following concerns and roadblocks with incorporating some of the more popular approaches at TVCC:

- How will the needed learning outcomes be systematically applied and incorporated to the various instructional modalities and campuses of TVCC?
- Is mandating an additional course practical during a time when degree requirements are decreasing statewide?
- How can student learning be addressed and impacted?
- What training and expectations will be required of the faculty and staff?
- Should certificate, non-degree seeking students be included?
- How will the students be educated to see the benefits of adding requirements/mandates?
- How will expectations and learning outcomes of the QEP be measured and evaluated?

### Activities to Accomplish QEP Goals

To accomplish the QEP goals and accomplish the respective student learning outcomes while considering the identified concerns, the following first-year experience approaches were developed to define the ***Step Out Onto the Pathway to Progress*** for Trinity Valley Community College:



These activities were finalized by the QEP Action Team on October 17, 2014. See QEP Action Team Minutes included as [Appendix G](#).

The **learning framework course**, the unified academic course decided upon by the QEP Action Team,

***Learning Framework Course Activity to Accomplish QEP Goal #1***

will operate as a college preparatory, three semester credit-hour course mandated for first-time-in-college (FTIC), associate degree-seeking students in academic, workforce, Texas Department of Criminal Justice (TDCJ), dual credit, and distance learning programs of study. The main purpose of the learning framework course is to improve overall learning by helping the student learn how to “learn” and teaching them how to maximize the available academic support resources.

The skills and insights presented with the standardized curriculum are designed to engage and equip students with competence and confidence as they face the college environment for the first time. Additionally, the curriculum within the course is expected to prepare the students with a sustaining self-reliance and resilience that will assist them in confidently facing academic challenges.

Initially, the QEP Action Team addressed a group of administrator stakeholders representing every campus, including TDCJ. The recommendation presented by the committee was that a current core course, learning framework, with curricular modifications, be mandated for all first-time-in-college (FTIC) degree-seeking students within their first 15 semester credit hours of enrollment at TVCC. Recognizing that certificate programs do not require core courses, the mandate would not affect these students; although, certificate-seeking students would not be excluded from enrolling in the course if they chose to do so. Additionally, the course would not be blocked by any Texas Success Initiative (TSI) college readiness restriction, so even students needing the lowest levels of remediation would be eligible to enroll in it. Furthermore, the committee members reported that while mandating this course for dual credit high school students may be complicated, those students needed the instruction as much, if not more than traditional students, and should be included in the plan.

Below is a summary of the learning framework course considerations, as formally approved and supported by College administrators in the spring of 2015:

### Curriculum

- A three-hour learning framework course will be added to the core curriculum to serve as the course that will accomplish the QEP goal #1.
- The course will be taught at all locations and within all modes of delivery, including face-to-face, internet, internet hybrid, dual credit, returning students, and students at the Texas Department of Criminal Justice (TDCJ) without technology access.
- The curriculum will be standardized and all instructors will present the same content, assignments, and assessments.

### Student Enrollment

- Upon full scaling of the QEP, all first-time-in-college (FTIC), degree seeking students will be required to enroll in the course.
- Returning students must enroll in the course unless their last date of attendance occurred within the last four years and they have a minimum cumulative GPA of 3.0.
- A student must pass the course with a C or better or must re-enroll in the course during their next semester of attendance.
- Students may not withdraw from the course. A grade will be assigned to each student enrolled.

### Faculty Considerations

- All faculty teaching learning framework will be qualified to teach EDUC or PSYC transfer courses.
- All faculty teaching learning framework will be trained on the application of the selected curriculum, with training tailored to the instructional modality that they will be teaching.

### Curriculum

In July of 2015, an institution-wide email was sent seeking instructional volunteers to serve as members of the QEP Curriculum Committee. The primary task of the committee was to identify appropriate curriculum and instructional strategies to support the student learning outcomes of the QEP. The QEP Curriculum Committee consisted of the following members, as selected with their response to the email invitation:

<b>QEP Curriculum Committee</b>	
Patsy Ingram, Committee Chair	Instructor, Learning Framework and Spanish
Russell Self	Division Chair, College Preparatory Division and Mathematics Instructor
Lisa Collins	Instructor, Speech
Karen Shipman	Instructor, Mathematics
Dusty Baumann	Grant Coordinator and Learning Framework Instructor
Renda Garner	Director of Distance Learning and Learning Framework Instructor
Dr. Colette Hilliard	Dean of Enrollment Management/Registrar and Learning Framework instructor

Comprised of a diverse group of faculty and staff who were interested in teaching the course and/or had a vast repertoire of instructional experience with creating the course objectives and assessments, the QEP Curriculum Committee met throughout the summer and fall 2015 semester. Initially, members spent time reviewing various textbooks and curriculum plans and searching for a curriculum that thoroughly addressed the pertinent skills and objectives targeted to improve student learning at TVCC.

Additionally, the committee was dedicated to replicate best practices documented through their research with the National Resource Center for First-Year Experiences and Students in Transitions of the University of South Carolina (2009) and standardize an agreed upon curriculum. To ensure consistency of instructional content and expectations, the final curriculum selected would be used in every section and would include identical assignments and assessments for all students enrolled.

Understanding that the curriculum selected was to be thorough yet applicable in all instructional modes, the committee narrowed their selection to the two that were most aligned with the established QEP student learning outcomes. Containing technology-based ancillaries and robust technical support from the respective publishing companies, the narrowed selections included:

- *CollegeScope Student Success Program*
- *Keys to Community College Success* text combined with *MyStudentSuccessLab* by Pearson Education

In order to consider the curriculum's strengths and weaknesses, ease of use, and applicability to a variety of modalities, as well as the extent of alignment with QEP student learning outcomes, a pilot of the *CollegeScope Student Success Program* was launched by the QEP Curriculum Committee chairperson in her face-to-face and online section of learning framework course during the fall 2015 semester. The decision to experiment with this particular curriculum was made because of the combination of an interactive, online textbook with classroom instruction and included self-assessments of personality type and learning styles.

The Curriculum Committee continued to meet during the fall semester to informally assess the status of the pilot. Through the insight and reflections of the committee chair/learning framework instructor, members of the committee learned that although the students reported being highly engaged by the personal assessments included in the *CollegeScope* curriculum, it did not interface well with the college's learning management system. Consequently, managing the course became burdensome to the students as well as the instructor.

The committee also learned that converting the *CollegeScope* curriculum to a traditional format, free of all online components, was not as feasible as promised by the publisher. Therefore, the ability to scale this curriculum to the TDCJ classrooms was not possible. The recommendation to suspend the use of *CollegeScope Student Success Program* and explore alternative options was unanimously agreed upon by the QEP Curriculum Committee near the end of the fall 2015 semester.

During the fall 2015 *CollegeScope Student Success Program* pilot semester, the committee continued their research of the other curriculum finalist, *Keys to Community College Success*. An informational seminar of the curriculum presented via the *Keys to Community College Success* publishing company provided much insight of the content embedded within the curriculum. The presentation included a comprehensive review of the materials, explanation of the recent research and rationale behind the design and content of the curriculum, and a demonstration of both the curricular integration within the Blackboard learning management system and the traditional, technology-free environment. The advantages of a seamless connection between the textbook and Blackboard and usability with the TDCJ technology free classroom convinced the QEP Curriculum Committee members that this curriculum would be an optimal option for a pilot during the spring 2016 semester.

During the spring 2016 semester, eight sections of learning framework were offered and the selected curriculum was applied. The QEP Curriculum Committee met during and after the pilot course completed to discuss their perspectives on various aspects of the curriculum as well as the learning framework students' progress. Curricular changes were made as a result of the pilot course, including the following:

- A few assignments and the rubrics used for assessment were altered or eliminated to enhance the overall effectiveness of the course
- The pre and post assessment were revised to reflect better alignment with the student learning outcomes and curriculum
- A member of the original curriculum committee was selected to teach a section of the course to bring a new perspective in to the implementation of the pilot curriculum

A plan was developed to utilize a network drive to house a sample syllabus, assignments, and rubrics so that all instructors will consistently use the most updated versions of these documents. These documents will be monitored and updated by the college readiness division chairperson

The QEP Curriculum Committee is continuing to pilot the course as a voluntary offering to students during the fall 2016 semester so that the momentum gained in curricular analysis and data collection will be preserved. Furthermore, it is the intention of the committee to continue the pilot the curriculum and analysis of data until full implementation of the initiative is approved.

Data collected during the *CollegeScope Student Success Program* fall 2015 pilot and *MyStudentSuccessLab* spring 2016 pilot are included in the chart below.

## 2015-16 Learning Framework Curriculum Pilot Data

Grade Distribution of EDUC 1300/PSYC 1300										
Term and Course Information	Students enrolled	A	B	C	D	F	I	W	Number of students who entered section on academic probation	Number of students who returned or enrolled the next long semester
F15 EDUC 1300.0039 (FTF)	12	8.3%	25.0%	16.7%	8.3%	16.7%	0.0%	25.0%	1	6
F15 PSYC 1300.0722 (FTF)	37	48.6%	16.2%	10.8%	21.6%	0.0%	0.0%	2.7%	6	22
F15 EDUC 1300.1948 (FTF)	25	28.0%	24.0%	12.0%	8.0%	8.0%	0.0%	20.0%	4	22
F15 EDUC 1300.2786 (online)	14	14.3%	50.0%	7.1%	0.0%	7.1%	0.0%	21.4%	1	11
F15 EDUC 1300.2920 (FTF)	8	62.5%	0.0%	0.0%	0.0%	12.5%	0.0%	25.0%	1	6
F15 EDUC 1300.3802 (online)	12	41.7%	33.3%	0.0%	0.0%	8.3%	0.0%	16.7%	4	9
F15 EDUC 1300.3812 (FTF)	10	30.0%	20.0%	20.0%	0.0%	30.0%	0.0%	0.0%	2	5
MX16 EDUC 1300.8425 (online)	10	10.0%	40.0%	0.0%	0.0%	20.0%	0.0%	30.0%	2	4
S116 EDUC 1300.0428 (online)	9	55.6%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0	6
SP16 EDUC 1300.0764 (FTF)	28	3.6%	32.1%	25.0%	14.3%	10.7%	0.0%	14.3%	8	18
SP16 PSYC 1300.0766 (FTF)	27	55.6%	0.0%	29.6%	14.8%	0.0%	0.0%	0.0%	4	15
SP16 EDUC 1300.2112 (FTF)	15	0.0%	13.3%	26.7%	13.3%	40.0%	0.0%	6.7%	4	9
SP16 EDUC 1300.3122 (online)	17	5.9%	17.6%	11.8%	0.0%	47.1%	0.0%	17.6%	4	6
SP16 EDUC 1300.3536 (FTF)	13	15.4%	23.1%	23.1%	0.0%	15.4%	0.0%	23.1%	9	8
SP16 EDUC 1300.3537 (online)	18	0.0%	27.8%	16.7%	5.6%	5.6%	5.6%	38.9%	8	7
SP16 EDUC 1300.3630 (online)	14	28.6%	0.0%	0.0%	0.0%	28.6%	0.0%	42.9%	1	8
SP16 EDUC 1300.3644 (FTF)	12	16.7%	41.7%	16.7%	0.0%	25.0%	0.0%	0.0%	2	9

### Student Enrollment

Because the QEP Goal #1 is to improve collegiate survival skills and the respective student learning outcomes of this goal focus on refining attributes which are designed to improve student success, the targeted population of students required to enroll in the learning framework course is first-time-in-college (FTIC), degree seeking students. Furthermore, in order to affirm meaningful levels of attainment of these learning outcomes, all students enrolled in the learning framework course will be required to earn at least a grade of a “C” to successfully complete the course. When fully implemented, students who earn a grade less than a “C” will be required to re-enroll in the course during their next semester of attendance. Additionally, students will be prohibited from withdrawing from the course.

### Faculty Considerations

With the structured and standardized curriculum of the learning framework course, a consistent instructional approach can be managed. To assure consistency in instruction, expectations, and approaches, all instructors for the learning framework course will be trained and equipped to conform to the strategically developed curriculum. This training is expected to introduce the instructor to the curriculum while addressing the class expectations, student learning outcomes, and assessment of student learning outcomes.

The QEP Curriculum Committee members determined that the instructors for the college preparatory course should be strategically selected from qualified faculty that demonstrate the most enthusiasm and passion to helping students succeed. Cross-listed in the Texas Higher Education Coordinating Board (THECB) Academic Course Guideline Manual (ACGM) under the Education and Psychology disciplines as university transfer, TVCC Guidelines for Standards of Faculty Qualifications require faculty teaching the learning framework course to have earned a master's degree in either education or psychology or a master's degree in any discipline with 18 graduate hours earned in the education or psychology discipline.

An internal college-wide email recruiting instructors interested in teaching a learning framework course was distributed early in the fall 2015 semester attracted almost 20 academically qualified faculty and staff members from the Athens, Palestine, and Terrell campuses. Seven of the qualified respondents were selected to teach at least one section of the course during the spring pilot. Those instructors gathered on December 4, 2015 to receive standardized training co-presented by the TVCC college readiness division chairperson and a Pearson Education Representative. Led by a representative from Pearson Education, the text content and layout were examined during the training session. Additionally, each assignment was reviewed, including the capstone project, and the grading rubrics were explained and deliberated. The outcomes and assessments were also analyzed. While the theme of consistency and standardization was the primary objective of this training session, the caveat of touching students' lives in meaningful ways was emphasized.

As the enrollment of the learning framework course is scaled according to the implementation plans of the QEP, this training will be repeated with new learning framework faculty. The chair of the college readiness division will schedule and facilitate that training prior to each semester, as needed.

***Mandatory Cardinal  
Pride Freshman  
Orientation for  
Residential Students  
Activity to Accomplish  
QEP Goal #2***

Until 2015, a limited freshman orientation focused on registering students for the upcoming fall semester. A campus tour was made available to attendees prior to registration.

During the spring 2015 semester, a Freshman Orientation Committee was formed to help revitalize the purpose and format of freshman orientation. The QEP director/Freshman Orientation Committee member informed the fellow committee members of relevant research supporting active and engaging orientations that expose attendees to

College resources. Through these discussions, the committee proposed to pilot an expanded orientation and include more beneficial sessions for attendees.

Within the pilot Cardinal Pride freshman orientation, students are welcomed to the TVCC Athens campus, provided a tour of the college facilities and community, introduced to the wide array of student activities and services, and assisted in registering for classes in the upcoming semester. See [Appendix H](#) for current Cardinal Pride freshman orientation agenda.

Survey results of the summer 2015 pilot Cardinal Pride freshman orientation sessions provided the following data to the QEP Action Team:

**Cardinal Pride Freshman Orientation Survey Results  
Summer 2015**

Survey Prompt	Definitely	To a Great Extent	Somewhat	Not Very	Not at all
Do you believe the freshman orientation has provided you with useful information about the services available at TVCC?	85.93%	12.17%	1.90%	0.00%	0.00%
Were the academic requirements for your major effectively communicated by the advisor in the advising sessions?	71.48%	19.14%	6.64%	1.17%	1.56%
Did the advance materials and TVCC website prepare you for your visit today?	73.38%	19.77%	6.08%	0.38%	0.38%
Did the freshman orientation staff provide you with the necessary information to better understand on-line registration?	82.17%	13.18%	3.49%	0.78%	0.39%
Overall, do you believe the freshman orientation program will prove beneficial to you?	90.49%	7.98%	1.52%	0.00%	0.00%
<i>264 surveys completed</i>					

Many existing features of the single-day orientation session have been created to align well with the College’s QEP goal of integrating students into the collegiate community. However, Cardinal Pride freshman orientation is an optional event in which all prospective TVCC students are invited to attend at their own expense. Considering the TVCC Cardinal Pride freshman orientation internal survey results and best practices documented by the National Resource Center for First-Year Experiences and Students in Transitions of the University of South Carolina (2009), an effort to mandate freshman orientation to all first-time-in-college (FTIC) students to attend Cardinal Pride freshmen orientation either on campus or virtually will support the TVCC QEP Goal #2 while enhancing TVCC’s ***Step Out Onto the Pathway to Progress***.

Within the ***Step Out Onto the Pathway to Progress*** proposal, the College will mandate attendance at the Cardinal Pride freshman orientation for all FTIC TVCC students. Furthermore, the Freshman Orientation Committee will develop a virtual orientation that accomplishes the TVCC QEP Goal #2 to develop a strong connection to TVCC while providing easy access to all students, regardless of their location. To pilot a small “virtual” orientation aimed at enlisting a strong connection to TVCC students from a distance, collaborative efforts from the director of communications, videographer, and director of media support services, are producing a brief two-minute “commercial” of the College resources that are available to support TVCC students. The video is to be launched in early October, 2016.

The QEP Action Team will continue researching alternative approaches to developing virtual avenues for orienting TVCC students to the available College resources so that they can improve student learning while at Trinity Valley Community College.

## CHAPTER 3: ASSESS THE QEP

### QEP Assessment Plan

Collecting data that determine the College's ability to positively influence student learning through TVCC's **Step Out Onto the Pathway to Progress** will be facilitated by the Office of Institutional Research. A team of faculty and staff will review, summarize, and purposefully consider the assessment results. Focusing on the evaluation of student learning outcomes within the QEP goals, the QEP Assessment Team will review the data provided each year by the Office of Institutional Research and rely upon it to identify needed changes. Through the review of the overall success of the plan, focus will be given to determining the extent of the attainment of the student learning outcomes within the QEP goals. The QEP Assessment Team is comprised of the following members:

QEP Assessment Team	
Chris Daley	Coordinator of Institutional Research
Dr. Karla Bryan	Director of Learning Resource Center
Mike Young	Instructor, Government
Angela Woodard	Instructor, English and Integrated Reading & Writing (INRW)
Jeanie Watson	Academic Advisor
Karen Shipman	Instructor, Mathematics
Michael Hart	Instructor, Business and Computer Science
Janet Lumpkin	Instructor, Music and Psychology
LuAnne Bourland	Academic Advisor
Dr. Maribeth McAnally	Director of QEP (effective June, 2016)
Dr. Wendy Elmore	Associate VP of Academic Affairs

The goals and respective student learning outcomes of TVCC's QEP, **Step Out Onto the Pathway to Progress** will be attained through students' successful completion of the learning framework course and attendance at the Cardinal Pride freshman orientation. Evaluation of the impact of these activities will utilize a combination of direct and indirect assessments. All assessments will focus on measuring the student learning outcomes created to achieve the goals of the QEP:

#### QEP Goal #1 - Students will apply the knowledge and skills attained in learning framework course to improve collegiate survival skills and be able to:

- Demonstrate foundational models of communication by creating and maintaining a student journal, and by creating, scheduling, and revising a semester course calendar that identifies due dates and schedules study time for course requirements.
- Demonstrate foundational models of communication by developing note taking and study skills to improve academic performance.
- Demonstrate personal responsibility by identifying and strengthening emotional intelligence skills.
- Demonstrate critical thinking by retrieving, analyzing, and synthesizing data into information on careers and future college pathways.

#### QEP Goal #2 - Students will develop a strong connection to TVCC through their attendance at Cardinal Pride Freshman Orientation and be able to:

- Demonstrate personal responsibility by accessing and utilizing college technology resources for managing email, enrolling in courses, submitting course evaluations, and locating course grades.
- Demonstrate personal responsibility by identifying and utilizing college resources, including library services, student success center, advising, and financial aid.

The timeline below outlines the process TVCC will use to **assess the QEP**:

<b>Timeline: Assess the QEP 2016 - 2022</b>		
<b>Date</b>	<b>Activity</b>	<b>Constituency</b>
Fall, Spring 2016-2022	Collect data and artifacts from learning framework classes throughout each semester (LEAPs)	Learning framework instructors; Learning framework students; Institutional Research
	Learning framework pathway to progress (PTP) survey administered in class at end of each semester	Learning framework students; Institutional Research
	Learning framework student focus groups at end of each semester	Learning framework students;
2017, 2019, 2021	CCSSE survey administered every odd calendar year during the spring semester	Randomly selected TVCC students; Institutional Research
Fall, Spring, and Summer 2016-2022	Graduating student survey administered every spring, summer, and fall	Graduating students; Institutional Research
Summer 2016-2022	Cardinal Pride freshman orientation survey administered following each orientation session	Freshman students; Institutional Research
Fall, Spring 2017-2022	QEP Assessment Team analyzes data and submits a summary to the QEP Action Team and Freshman Orientation Committee; Respective committees convene and recommend changes needed for improvement in the attainment of QEP SLOs.	QEP Assessment Team; QEP Action Team; QEP Curriculum Committee; Learning framework instructors; Freshman Orientation Committee

## **Direct Assessments to Evaluate the SLOs of the QEP**

### **Learning Enhancement Annual Plans (LEAPs)**

Assessment of student learning outcomes at Trinity Valley Community College is conducted through learning enhancement annual plans (LEAPs). Faculty, division chairs, and program coordinators from all instructional programs develop course level LEAPs and embed them within the respective courses. The LEAPs writing and refinement process is a cyclical one and is used to determine the level of student attainment in the specific core objectives as well as the more general educational programs of TVCC. The LEAPs reflect the desired outcomes, the implementation and assessment strategies, and the criterion applied to determine if students reach the expected level of success. Measurable data is derived from LEAP results and is used for curriculum, program planning, strategic planning, and improvement.

In order to assess the student learning outcomes (SLOs) of the QEP, the LEAPs process will be utilized. The LEAPs for each of the student learning outcomes of the College's QEP, ***Step Out Onto the Pathway to Progress*** are as follows:

**QEP Goal #1:** Apply the knowledge and skills attained in learning framework course to improve collegiate survival skills.

**SLO 1.1** Demonstrate foundational models of communication by creating and maintaining a student journal, and by creating, scheduling, and revising a semester course calendar that identifies due dates and schedules study time for course requirements.

**Implementation Strategy/Activity:**

- Students will create and maintain journals throughout the course for time management, note taking and study skills, and goal setting skills. Activities include the ability to create and compare a weekly plan using a printed or virtual calendar template, prioritize tasks to improve time management, identify effective and adopt the best note taking and study skills, and research and develop and modify short-term and long-term personal goals.
- Students will create a course schedule throughout the semester. Activities include completing the readings, videos, and practices for the “Rewards of College” unit and the “Values, Goals, and Time” unit. They will also choose a paper or electronic planner to build a semester and course schedule. Students will use the provided template to state two long-term academic goals and three supporting short-term goals. They will link the day-to-day events in the planner to long-term and short-term goals.

Academic Calendars and Personal Goals Grading Rubric				
Criteria	Competent	Proficient	Novice	Not attempted or incorrect
<b>Goals</b>	Points were fully developed and completed. Visual appeal is professional and allows anyone to view and understand	Points were mostly developed and some requirements were not completed. Visual appeal needs improvement.	Points were incomplete. Difficult to read and follow.	Student did not follow directions or did not complete section.
<b>STEP 1- Course Planner</b> <ul style="list-style-type: none"> <li>• Choose paper or electronic planner</li> <li>• Taking one course at a time, list all course tasks</li> <li>• Prioritize the course tasks</li> <li>• Insert the tasks into the calendar using color coding for levels of priority</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 2 – Academic Goals: long-term</b> <ul style="list-style-type: none"> <li>• Create first long-term academic goal</li> <li>• Create second long-term academic goal</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 3 – Academic goals: short-term goals</b> <ul style="list-style-type: none"> <li>• Create three short-term academic goals for the first long-term academic goal.</li> <li>• Create three short-term academic goals for the first long-term academic goal.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 4 – Link the events to goals</b> <ul style="list-style-type: none"> <li>• In the planner focus on one course at a time and link the day-to-day tasks to the long-term goals.</li> <li>• In the planner, link the day-to-day tasks to the short-term goals.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>Total Points Earned:</b> _____ /100				

Assessment Method	Schedule	Metric	Goal	Use of Results
Create and maintain a student journal	Builds throughout the semester	TVCC Academic calendars and goal setting rubric for all sections	85% will score 70% or better on the calendar activity; 3% increase per year to reach 100% competence by fall 2022	Curricular considerations; Learning framework student focus groups
Create and maintain a calendar using a template	Prior to 12 <sup>th</sup> class day	TVCC academic goal setting rubric for all sections	85% will score 70% or better on the goal setting activity; 3% increase per year to reach 100% competence by fall 2022	Curricular considerations; Learning framework student Focus groups

**SLO 1.2:** Demonstrate foundational models of communication by developing note taking and study skills to improve academic performance.

**Implementation Strategy/Activity:**

- Students will complete the readings, videos, and practices for the “Note Taking and Listening Skills” unit and the “Memory and Studying” unit. They will also use the Cornell note-taking template to take notes while watching the video “Randy Pausch, “Last Lecture: Achieving Your Childhood Dreams” video.

Note-Taking Activity Communications Grading Rubric				
Criteria	Competent	Proficient	Novice	Not attempted or incorrect
<b>Goals</b>	Points were fully developed and completed. Visual appeal is professional and allows anyone to view and understand	Points were mostly developed and some requirements were not completed. Visual appeal needs improvement.	Points were incomplete. Difficult to read and follow.	Student did not follow directions or did not complete section.
<b>STEP 1- Main Outline Notes</b> <ul style="list-style-type: none"> <li>• Watch the video: Randy Pausch “Last Lecture: Achieving Your Childhood Dreams”.</li> <li>• While watching the video, use the Cornell note-taking template to state the topic.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 2 – Outlines Main Ideas</b> <ul style="list-style-type: none"> <li>• Using the right column of the note-taking template, write at least four complete sentences for the main ideas of the video topic.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 3 – Cues</b> <ul style="list-style-type: none"> <li>• Using the left column of the note-taking template, write questions, draw diagrams and/or pictures to provide cues to each of the four sentences.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>STEP 4 – Summary</b> <ul style="list-style-type: none"> <li>• In the summary box of the note-taking template, write a complete sentence to summarize the video topic and main ideas.</li> </ul>	25 Points	15 Points	10 Points	0 Points
<b>Total Points Earned:</b>  _____ /100				

Assessment Method	Schedule	Metric	Goal	Use of Results
Take notes using the Cornell note taking template while watching assigned video	Mid Semester	TVCC Note-Taking scoring rubric for all sections	85% will score 70% or better on the note-taking activity; 3% increase per year to reach 100% competence by fall 2022	Curricular considerations; Learning framework student focus groups

**SLO 1.3:** Demonstrate personal responsibility by identifying and strengthening emotional intelligence skills.

**Implementation Strategy/Activity:**

- Students will complete the readings, videos, and practices for the “Critical, Creative, and Practical Thinking” unit.

Name: \_\_\_\_\_

**Personal Responsibility Pre-Test/Post-Test Score Report**

	Pre-Test Score	Post-Test Score
Chapter 1: Rewards of College	_____ out of 6	_____ out of 6
Chapter 2: Values, Goals, and Time	_____ out of 4	_____ out of 4
Chapter 3: Learning How You Learn	_____ out of 3	_____ out of 3
Chapter 4: Critical, Creative, and Practical Thinking	_____ out of 3	_____ out of 3
Chapter 5: Reading and Information Literacy	_____ out of 3	_____ out of 3
Chapter 6: Listening and Note Taking	_____ out of 5	_____ out of 5
Chapter 7: Memory and Studying	_____ out of 4	_____ out of 4
Chapter 8: Test Taking	_____ out of 4	_____ out of 4
Chapter 12: Careers and More	_____ out of 6	_____ out of 6
<b>TOTAL</b>	_____ out of 38	_____ out of 38

2 weakest chapters: \_\_\_\_\_

2 strongest chapters: \_\_\_\_\_

Assessment Method	Schedule	Metric	Goal	Use of Results
A comparison of pre-test with post-test results will be made for each student. A copy of the pre and post-test is located in <a href="#">Appendix K</a> .	Pre-test: 1 <sup>st</sup> week of class  Post-test: 14 <sup>th</sup> week of class	Scoring Criteria/grade sheet	85% of students will improve their performance from the pre-test administration to the post-test administration of the personal responsibility activity; 3% increase per year to reach 100% competence by fall 2022	Curricular considerations; Learning framework student focus groups discussions

**SLO 1.4:** Demonstrate critical thinking by retrieving, analyzing, and synthesizing data into information on careers and future college pathways.

**Implementation Strategy/Activity:**

- Students will complete the readings, videos, and practices for the “Learning How You Learn” unit and complete the “My Best Fit” semester project

"My Best Fit" Project Grading Rubric				
Criteria	Competent	Proficient	Novice	Not attempted or incorrect
	Points were fully developed and followed the correct order. Included all portions required.	Points were mostly developed and followed the correct order.	Points were ambiguous or not developed. Did not follow the correct order.	Student did not follow directions or did not complete section.
<b>STEP 1 - Choose Career</b> <ul style="list-style-type: none"> <li>career of choice</li> <li>qualifications</li> <li>job description</li> <li>knowledge/skills</li> <li>salary range</li> <li>cost of benefits</li> <li>avg salary where you want to live</li> <li>reason for choosing this career</li> </ul>	20 Points	15 Points	10 Points	0 Points
<b>STEP 2 - Major Field of Study</b> <ul style="list-style-type: none"> <li>separate application?</li> <li>credit hrs required?</li> <li>avg salary of this major</li> <li>types of related jobs</li> <li>graduate degree req'd?</li> <li>test/certification req'd?</li> </ul>	10 Points	7 Points	5 Points	0 Points
<b>STEP 3 - Compare Colleges</b> <ul style="list-style-type: none"> <li>name of two colleges</li> <li>both offer major?</li> <li>distance to home</li> <li>enrollment</li> </ul>	10 Points	7 Points	5 Points	0 Points
<b>STEP 4 - Choose College That Fits You</b> <ul style="list-style-type: none"> <li>name of college</li> <li>pros/cons</li> <li>explain choice</li> <li>private/public</li> <li>student demographics</li> <li>transfer/freshman?</li> <li>admission requirements and deadlines</li> <li>personality type</li> <li>your major, list of 3 most popular majs</li> <li>unique information</li> <li>(traditions, famous graduates, etc.)</li> </ul>	20 Points	15 Points	10 Points	0 Points
<b>STEP 5 - Educational Cost</b> <ul style="list-style-type: none"> <li>tuition/fees</li> <li>books/supplies</li> <li>financial aid available</li> <li>financial aid deadlines</li> <li>cost per semester hour</li> <li>room/board</li> <li>scholarships available in major</li> </ul>	20 Points	15 Points	10 Points	0 Points
<b>STEP 6 - Community Life</b> <ul style="list-style-type: none"> <li>student organizations</li> <li>community organizations</li> <li>organization that fits your major</li> <li>other pts of interest</li> <li>campus resources</li> <li>population of college town</li> </ul>	10 Points	7 Points	5 Points	0 Points
<b>STEP 7 - Degree Completion Time-Line</b> <ul style="list-style-type: none"> <li>hrs req'd to complete bachelor's degree</li> <li>internship, student teaching, etc</li> <li>timeline to complete degree</li> <li>graphic timeline not just listing</li> </ul>	10 Points	7 Points	5 Points	0 Points
<b>Total Points Earned:</b> _____/100				

Assessment Method	Schedule	Metric	Goal	Use of Results
Students will complete the readings, videos, and practices for the “Learning How You Learn” unit and complete the “My Best Fit” semester project. Details of the project are located in <a href="#">Appendix J</a> .	End of semester	A scoring rubric will be used to evaluate the appropriateness and effectiveness of “My Best Fit”. A copy of this rubric is located below	85% of students will score 70% or better on the “My Best Fit” activity; 3% increase per year to reach 100% competence by fall 2022	Curricular considerations; Learning framework student focus groups

**QEP Goal #2:** Develop a strong connection to TVCC through attendance at Cardinal Pride freshman orientation.

**SLO 2.1.:** Demonstrate personal responsibility by accessing and utilizing college technology resources for managing email, enrolling in courses, submitting course evaluations, and locating course grades.

**Implementation Strategy/Activity:** Students will attend Cardinal Pride freshman orientation.

Assessment Method	Schedule	Metric	Goal	Use of Results
A Cardinal Pride freshman orientation survey will be completed after attending the orientation. A copy of this survey is located in <a href="#">Appendix I</a> .	End of Cardinal Pride freshman orientation session	Completed Cardinal Pride freshman orientation surveys by each attendee	100% of students attending Cardinal Pride freshman orientation will be able to successfully log into their TVCC email account and Cardinal Connection student portal.	Adjust Cardinal Pride Freshman Orientation agenda sessions

**SLO 2.2.:** Demonstrate personal responsibility by identifying and utilizing college resources, including library services, student success center, advising, and financial aid.

**Implementation Strategy/Activity:** Students will attend Cardinal Pride freshman orientation.

Assessment Method	Schedule	Metric	Goal	Use of Results
A Cardinal Pride freshman orientation survey will be completed after attending the orientation. A copy of this survey is located in <a href="#">Appendix I</a> .	End of Cardinal Pride freshman orientation session	Completed Cardinal Pride freshman orientation surveys by each attendee	100% of students attending Cardinal Pride freshman orientation will be able to successfully log into their TVCC email account and Cardinal Connection student portal.	Adjust Cardinal Pride Freshman Orientation agenda sessions

## **Indirect Assessments to Evaluate the Student Learning Outcomes of the QEP**

In order to collect data about student perceptions of the learning environment or the extent to which they believe that certain interventions have impacted their academic success, TVCC will rely upon a variety of indirect assessments. Results of these evaluations will be analyzed and compared longitudinally to further determine the impact that TVCC's *Step Out Onto the Pathway to Progress* may have. While the results from these indirect surveys cannot absolutely be tied to the specific QEP components, these assessments will assist the QEP Assessment Team in determining what QEP strategies may be impacting student success at TVCC.

### **Community College Survey of Student Engagement (CCSSE)**

TVCC administers the Community College Survey of Student Engagement (CCSSE) during the spring semester of every odd calendar year. This nationally administered instrument focuses on student engagement and asks students about their college experiences, including how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning.

To assist colleges in their efforts to reach for excellence, CCSSE reports national benchmarks. As documented in the literature review, research supports that the more actively engaged students are with college faculty and staff, other students, and the subject matter, the more likely they are to achieve their academic goals. CCSSE benchmarks are clusters of conceptually related survey items that focus on institutional practices and student behaviors intended to align with student engagement. These benchmarks are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

The following table shows the prompts within the CCSSE that will be used to evaluate the extent of attainment of the QEP goals. The baseline from the 2015 administration is included with the average score followed by the maximum score (score/max score) is outlined in the chart below:

## CCSSE Prompts used to Evaluate SLOs of QEP

	Prompt	Baseline	Baseline Time	Target	Use of Results
<b>QEP Goal #1</b> Improve collegiate survival skills	Asked questions in class or contributed to a class discussion (students, family members, coworkers, etc.) CLQUEST	2.91/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Worked on a paper or project that required integrating ideas or information from various sources. INTEGRAT	2.80/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Worked harder than you thought you could to meet an instructor's standards or expectations. WORKHARD	2.74/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Synthesizing and organizing ideas, information, or experiences in new ways. SYNTHESIZ	2.85/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Making judgments about the value or soundness of information, arguments, or methods. EVALUATE	2.65/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Applying theories or concepts to practical problems or in new situations. APPLYING	2.74/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Using information you have read or heard to perform a new skill. PERFORM	2.86/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Encouraging you to spend significant amounts of time studying. ENVSCHOL	3.11/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Talked about career plans with an instructor or advisor. FACPLANS	2.13/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
<b>QEP Goal #2 Develop a strong connection to TVCC</b>	Providing the support you need to help you succeed at this college. ENVSUPRT	3.08/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Helping you cope with your non-academic responsibilities. ENVNACAD	2.05/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Providing the support you need to thrive socially. ENVSOCAL	2.30/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Frequency: Academic advising/planning USEACAD	1.75/3	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
	Frequency: Career counseling USECACOU	1.28/3	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities
Asked questions in class or contributed to a class discussion (students, family members, coworkers, etc.) CLQUEST	2.91/4	Spring 2015	0.05 increase annually	Intentional promotion of engagement strategies and activities	

## Graduating Student Survey

TVCC's office of Institutional Research created an internal Graduating Student Survey that is administered to students after they have applied for graduation during the semester of their anticipated graduation. The intent of this survey is to provide a longitudinal perspective of the students' perceptions of their level of success as a result of their experiences with TVCC. The data collected from these surveys will be used to assess the effectiveness of the learning framework course as well as the overall effectiveness of the entire **Step Out Onto the Pathway to Progress** Initiative.

The following table shows the prompts within the TVCC graduating student survey that will be used to assess the attainment of the QEP goals. The baseline data from the 2015-2016 academic year administration is included with the average score followed by the maximum score and the number of respondents (score/max score (number of respondents)) in the chart below.

**TVCC Graduating Student Survey Prompts used to Evaluate SLOs of QEP**

	Prompt	Baseline	Baseline Time	Target	Use of Results
QEP Goal #1 Improve collegiate survival skills	Compared to when you started at TVCC how much have you improved critical thinking and problem-solving skills?	5.25/7 (n=76)	2015-2016	0.05 increase annually	COCP for strategic planning
	There were sufficient opportunities to learn from other students.	4.18/5 (n=130)	2015-2016	0.05 increase annually	COCP for strategic planning
	I feel prepared to attend a University.	4.29/5 (n=120)	2015-2016	0.05 increase annually	COCP for strategic planning
	TVCC helped me to identify career interests and to formulate life goals.	4.28/5 (n=125)	2015-2016	0.05 increase annually	COCP for strategic planning
	I feel prepared for a job in my field.	4.32/5 (n=124)	2015-2016	0.05 increase annually	COCP for strategic planning
	I am now better prepared to engage in life-long learning.	4.44/5 (n=129)	2015-2016	0.05 increase annually	COCP for strategic planning
QEP Goal #2 Develop a strong connection to TVCC	Compared to when you started at TVCC how much have you improved in developing better social skills and abilities?	4.54/5 (n=115)	2015-2016	0.05 increase annually	COCP for strategic planning
	TVCC provides opportunities for personal involvement in college activities.	4.49/5 (n=104)	2015-2016	0.05 increase annually	COCP for strategic planning
	TVCC provides opportunities for participation in club activities.	4.39/5 (n=102)	2015-2016	0.05 increase annually	COCP for strategic planning

## Learning Framework Course Pathway to Progress (PTP) Survey

TVCC's Institutional Research Department worked with the QEP Action Team to create a comprehensive pre/post format of the **Pathway to Progress (PTP)** survey. This instrument will be administered electronically to all students enrolled in the learning framework course at the beginning (pre-test format) and end (post-test format) of the course. The PTP survey is included in [Appendix L](#).

The following table shows the prompts within the TVCC PTP survey that will be used to assess the attainment of the QEP goals. **No baseline is available since fall 2016 will be the first administration.**

**PTP Prompts used to Evaluate SLOs of QEP**

	<b>Prompt</b>	<b>Baseline</b>	<b>Baseline Time</b>	<b>Target</b>	<b>Use of Results</b>
<b>QEP Goal #1</b> <b>Improve collegiate survival skills</b>	Rate yourself on your study skills as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your ability to think critically as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your ability to set personal goals as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your ability to set educational goals as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your ability to achieve goals as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your ability to plan for the future as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your level of self-confidence as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Rate yourself on your level of self-understanding as compared to the average person your age in terms of what you have learned this semester.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Indicate the extent to which you agree or disagree with the statement: I have a clear understanding of how college fits into my future goals and plans.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Indicate the extent to which you agree or disagree with the statement: I will have to take a lot of responsibility for my own learning.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Indicate the extent to which you agree or disagree with the statement: I have a clear understanding of the major I have selected to study.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP

	<b>Prompt</b>	<b>Baseline</b>	<b>Baseline Time</b>	<b>Target</b>	<b>Use of Results</b>
<b>QEP Goal #2 Develop a strong connection to TVCC</b>	Indicate the extent to which you agree or disagree with the statement: I am aware of the campus resources as they relate to my specific needs.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Indicate the extent to which you agree or disagree with the statement: I will seek assistance from the success center if I am struggling in class.	N/A	Fall 2016	60% increase from pre-test to post-test	Learning framework instructor/Director of QEP
	Indicate the extent to which you agree or disagree with the statement: The programs I have attended have made me feel welcome and connected to the college.	N/A	Fall 2016	60% increase from pre-test to post-test	Activity considerations and revisions

## Learning Framework Course Student Focus Groups

TVCC's QEP Curriculum Committee will host a student focus group at the end of each semester to gain insight on students' perceptions of the impact that the curriculum may or may not have had on their ability to:

- Create, schedule, and revise a semester course calendar that identifies due dates and schedules study time for course requirements;
- Develop note taking and study skills to improve academic performance;
- Identify and strengthen emotional intelligence skills;
- Retrieve, analyze, and synthesize data into information on careers and future college pathways.

The following table shows the prompts that will be used to guide and direct the focus group. Responses will be used to evaluate the attainment of the QEP goals. **No baseline is available since fall 2016 will be the first focus group.**

**Learning Framework Focus Group Prompts used to Evaluate SLOs of QEP**

	Prompt	Baseline	Baseline Time	Target	Use of Results
QEP Goal #1 Improve collegiate survival skills	What is the best way that you have found to take class notes?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions
	What is the best way that you have found to study for tests?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions
	What is the best way that you have found to make and prioritize lists?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions
	What is the best way that you have found to keep up with assignment due dates?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions
QEP Goal #2 Develop a strong connection to TVCC	Have you used TVCC resources, tutors, student success center, library, etc. to complete course assignments?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions
	Would you like to know more about college resources through an event, website, etc.?	N/A	Fall 2016	Report perception of improvement from majority of student participants	Activity considerations and revisions

## Cardinal Pride Freshman Orientation Survey Prompts

TVCC's Office of Institutional Research created an internal Cardinal Pride freshman orientation survey that is administered to students after they have attended the Cardinal Pride freshman orientation. The intent of this survey is to provide a perspective of the students' perceptions of their overall satisfaction and understanding of the content presented during the orientation session. The data collected from these surveys will be used to continuously assess the effectiveness of the Cardinal Pride freshman orientation as well as the overall effectiveness of its impact to the **Step Out Onto the Pathway to Progress** Initiative.

The following table shows the prompts within the TVCC freshman orientation survey that will be used to assess the attainment of the QEP goals. The baseline from the summer 2016 administration is included with the average score followed by the maximum score and the number of respondents (score/max score (number of respondents)).

### PTP Prompts used to Evaluate SLOs of QEP

	Prompt	Baseline	Baseline Time	Target	Use of Results
<b>QEP Goal #1</b> Improve collegiate survival skills	I know where to go for questions on financial aid and scholarships both online and the office location on campus.	4.53/5 (n=133)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I know where to go in Cardinal Connection to view my awards whether it is scholarships or financial aid.	4.54/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I am aware of where my classes are located and know where to go on the first day of class.	3.48/5 (n=133)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	My degree plan is the area I am interested in pursuing.	4.37/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	My schedule is clear on courses I am taking and tells me when and where classes are located.	4.08/5 (n=133)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I received a list of books and materials needed for the courses I am taking.	3.85/5 (n=133)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I was able to log into Cardinal Connection.	3.97/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I know who and where to make contact or get help with accommodations at TVCC.	4.54/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I understand where to go online and on campus if I have questions on distance education.	4.44/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions

	Prompt	Baseline	Baseline Time	Target	Use of Results
<b>QEP Goal #2</b> Develop a strong connection to TVCC	The session on getting involved in student activities was clear on how to get involved.	4.63/5 (n=134)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I was able to sign up for the TVCC alert.	3.82/5 (n=132)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions
	I understand all rules and regulations or where to find the student code of conduct.	4.62/5 (n=133)	Summer 2016	Increase the number of respondents by 250% by 2022. Maintain or increase rating.	Orientation considerations and revisions

### Institutional Gains Anticipated from the QEP Activities

With the recent focus on completion at both the state and national level, TVCC has begun to closely examine the performance data of our students to determine which opportunities will create the most impact. Measures of graduation, persistence, and completion are expected to be impacted by the activities of the QEP and will be tracked as further indicators of progress toward the goals of the QEP, ***Step Out Onto the Pathway to Progress.***

## TVCC Student Achievement Goals/Benchmark Data

The Office of Institutional Research manages and reports institutional data with regards to student completion rates, student retention rates, student graduation and licensure rates, and student transfer rates. This data is reported annually to a variety of College stakeholders, including the TVCC Committee on College Planning Committee (COCP).

Student Achievement Goal	Baseline	Targets	Use of Results	Relationship to Strategic Plan
Increase graduation rates by 0.5% annually	38.5%  (2009 cohort)	Increase graduation and persistence rate of FTIC credential-seeking students by 0.5% annually	College preparatory instruction in the form of a three-credit-hour course will be mandated for all FTIC degree-seeking students in both traditional and distance courses and those in academic and workforce programs of study. The skills and insights gleaned from the curriculum engage and support competence and confidence in students facing the college environment for the first time, sustaining self-reliance and adaptability that will enable them to productively overcome academic challenges.	TVCC Strategic Plan: Outcome 1.1.8 Outcome 1.2.1 Outcome 1.2.2 Outcome 1.2.3 Outcome 1.2.4 Outcome 1.2.5 Outcome 1.3.1 Outcome 1.3.4
Exceed our Legislative Budget Board targets for degrees and certificates awarded	3 year - 21.9% (2012 cohort)  4 year - 21.3% (2011 cohort)  6 year - 33.4% (2009 cohort)	Increase graduation rates by 0.5% annually	College preparatory instruction in the form of a three-credit-hour course will be mandated for all FTIC degree-seeking students in both traditional and distance courses and those in academic and workforce programs of study. The skills and insights gleaned from the curriculum engage and support competence and confidence in students facing the college environment for the first time, sustaining self-reliance and adaptability that will enable them to productively overcome academic challenges and complete their education goals.	TVCC Strategic Plan: Outcome 1.2.5 Outcome 1.3.1
Exceed the percent of successful course completion for state funded semester credit courses, as compared to peer schools	87.5%  (Fall 2014)	Increase course completion rate by 0.5% annually	TVCC provides freshman orientation, academic advising, and academic coaches to help prepare a student for success at college. The orientation and advising help a student select the program and classes that meet their needs and abilities. The coaching program helps a student during the academic year to identify goals and meet with success.	TVCC Strategic Plan: Outcome 1.1.8 Outcome 1.2.7 Outcome 1.3.1 Outcome 1.3.2 Outcome 1.3.3 Outcome 1.3.4 Outcome 1.3.5 Outcome 1.3.7 Outcome 1.3.8 Outcome 1.3.9

## CHAPTER 4: PROMOTE THE QEP

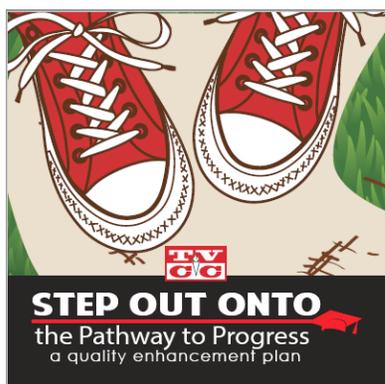
### Promoting the QEP

Identifying and developing a QEP is only part of the needed work. The what, how, and why needed to be broadcast to the college and community. Once the focus of the QEP was identified and outcomes were established, faculty, staff, and students were informed of the proposed QEP, ***Step Out Onto the Pathway to Progress*** through a variety of media publications and in several settings.

The timeline below outlines the process TVCC used to **promote the QEP**:

Timeline: Promote the QEP 2015 - 2016		
Date	Activity	Constituency
Fall 2015	QEP logo designed	Graphic designer
	TVCC News Journal online article published	Faculty, staff, students, and community
	College-wide emails disseminated	Faculty, staff, and students
	Learning Day session	Faculty and staff
Spring 2016	Learning Day general session	Faculty and staff
August 2016	Lunch and Learn session presenting and discussion QEP plan	Dr. Maribeth McAnally, administration, and faculty
	Faculty and Staff In Service, QEP giveaways and update on QEP plan and timeline	Faculty and staff
September 2016	Learning Day session updating attendees on QEP and speaking about GRIT	Dr. Maribeth McAnally, administration, and faculty
September and October 2016	Training on QEP plan	Dr. Maribeth McAnally and students

### QEP Logo Development



Promoting the QEP required a common recognizable view. The QEP needed a logo. The graphic design department provided a few alternatives and two combinable designs were selected.

The design implies the students' momentum towards graduation.

## Publications

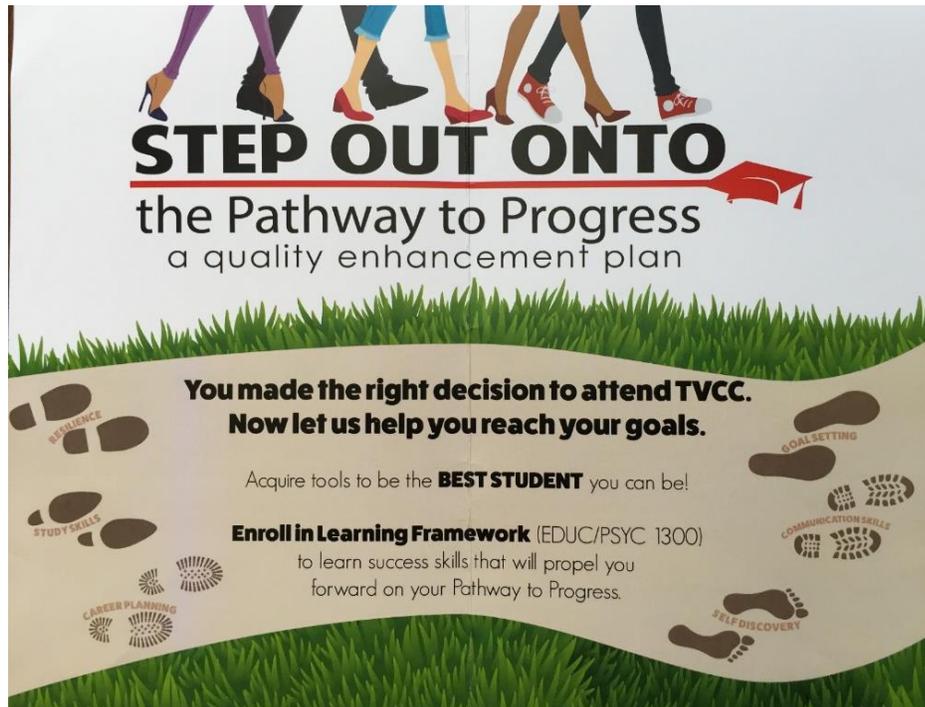
The screenshot shows the TVCC News-Journal website. The header includes navigation links: HOME, ABOUT THE NEWS JOURNAL, STAFF, CLASSIFIEDS, POLLS ARCHIVE, TVCC. The main navigation bar lists: NEW STORIES, STUDENT LIFE, SPORTS CENTER, OPINION, EDITORIALS, E-JOURNALS, ARTS & ENTERTAINMENT, MORE. A search bar is located in the top right. The article featured is titled "New pilot class set for spring 2016" by Malcom Duhon, Editor-in-Chief, dated October 12, 2015. The article text states: "In the spring, Trinity Valley Community College will have a new class for all first-year students. Learning Framework will help provide students with a foundation of knowledge that supports academic preparedness and promotes learning. The class will be a three-hour course, and will count toward cour... [Read more »](#)". To the right of the article is a "stay connected" banner with social media icons and a "TVCC ALERT with TVCC ALERT" notification. Below the article is an "Upcoming Events" section listing "September 6, 2016 - Drop Everything and Read (DEAR) 1:00 pm".

Articles about the QEP were written by students and published in the student online newspaper, the *TVCC News Journal*. To an audience primarily comprised of TVCC students and personnel, the articles described the purpose and goals of the QEP ***Step Out Onto the Pathway to Progress***, as well as future plans for implementing the initiative. The articles were published during the fall 2015 and spring 2016 semesters.

Various printed publications, generally in the form of brochures, were designed to include details of the QEP, ***Step Out Onto the Pathway to Progress***. These publications were disseminated at faculty, administrative, and staff workshops and operational meetings. The publications included:

- TVCC Learning Framework EDUC1300
- Fall 2015 Learning Day QEP handouts
- Reaffirmation 2017, with two pages devoted to the QEP

The screenshot shows the TVCC Quality Enhancement Plan (QEP) website. The header includes the TVCC logo and navigation links: ABOUT TVCC, ADMISSIONS & AID, LIFE AT TVCC, ACADEMICS, CAMPUS, FACULTY & STAFF, DEPARTMENTS, ADMINISTRATION, ALLIANCE FOUNDATION. The main content area features a large banner with the text "STEP OUT ONTO the Pathway to Progress a quality enhancement plan" and a "TVCC QEP QUALITY ENHANCEMENT PLAN" logo. Below the banner is a section titled "What is a QEP?" which includes a definition of the QEP and a list of four steps: 1. Review data to determine areas that needed improvement in regards to student learning; 2. Select one area that the institution as a whole most wanted to see improved; 3. Develop goals (learning outcomes) that might improve student learning; and 4. Create a plan to accomplish the goals that were developed. The page also includes a sidebar with contact information for Maribeth McAnally, QEP Director, and a "More QEP" section with links to various QEP-related pages.



A student brochure for the learning framework class was provided to students at registration and orientation sessions to make them aware of the course details and to generate enrollment in the pilot classes.

Information was also disseminated electronically; a QEP webpage was developed, and numerous emails were sent with brief, but timely information. For example, an email was generated the week before each Learning Day in order to entice and prepare personnel for the breakout sessions that would focus on the QEP.

### **Learning Day**

At the fall October 2015 Learning Day, several breakout sessions were facilitated by the director of QEP. In these sessions, the timeline and purpose of the QEP, the initiative and its goals, and the curriculum selected for the spring pilot were presented, and there was time for questions. These sessions allowed those on the QEP Action Team and the Curriculum Development Committee to talk about the process and answer questions; it also provided colleagues an opportunity to provide insight and make suggestions.

# TVCC Fall Learning Day

## “Student Success”

### October 30, 2015

8:00-8:45 Continental Breakfast-----SUB Ballroom

8:45-9:00 TVCC Encore Performers-----SUB Ballroom

9:00-10:00 Dr. Cynthia Ferrell- Executive Director of the Texas Association of Community Colleges  
Texas Success Center -----SUB Ballroom

10:00-10:50 Panel Discussion- Student Success-----SUB Ballroom  
Panelists- Debra Smith, Maribeth McAnally, Jay Kinzer, Shelia Jones, and Dr. Ferrell  
Moderators- Lisa Collins and Amy Rogers

11:00-12:00 Session 1

(1). TVCC SACSCOC Reaffirmation Plan -Tina Rummel -----TC-111

(2). TVCC Proposed Quality Enhancement Plan-Kelly Driskell-----TC-109

(3). Dual Credit at TVCC-Kelley Townsend -----TC-110

During the April 2016 Learning Day, the morning general session was devoted to discussion of the **Step Out Onto the Pathway to Progress** plan. In this presentation, the history and timeline were shared. The purpose and accomplishments of the committee members who had worked on the plan since its inception was presented. The goals of the QEP, the plan, and the elements of the curriculum were explained. There was time allotted for questions, and the morning gave all personnel an opportunity to better understand and contribute to the proposed initiative.

# TVCC Spring Learning Day

## “Step out onto the Pathway to Progress”

### April 1, 2016

7:30-8:30 Buffet Breakfast-----	TVCC Cafeteria
8:40 – 8:45 Welcome, introductions, door prizes-----	SUB Ballroom
8:45-9:00 TVCC Encore Performers-----	SUB Ballroom
<b>9:00-10:00 Invited dignitary;</b>	
<b>Keynote address with Q&amp;A, Dr. Kelly Driskell-----</b>	<b>SUB Ballroom</b>
10:00 – 10:15 Q&A Session -----	SUB Ballroom
10:15-10:30 Break-----	Campus

During the fall 2016 Learning Day, the morning general session will be devoted to the concept of “GRIT”. Dr. Lee Ann Nutt, president of Lone Star College, Tomball will outline the rigorous research project undertaken by Lone Star College, Tomball during the fall 2015 semester in which the study explored whether “GRIT” could be cultivated in one semester and whether or not infusing it into the culture of this college had an impact on student graduation, persistence, and completion.

**TVCC Fall Learning Day**  
**“Step out onto the Pathway to**  
**Progress”**  
**September 16, 2016**

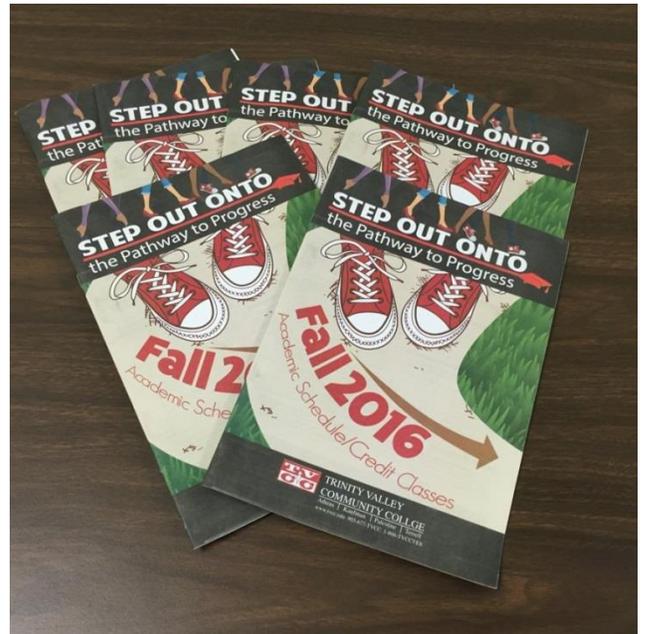
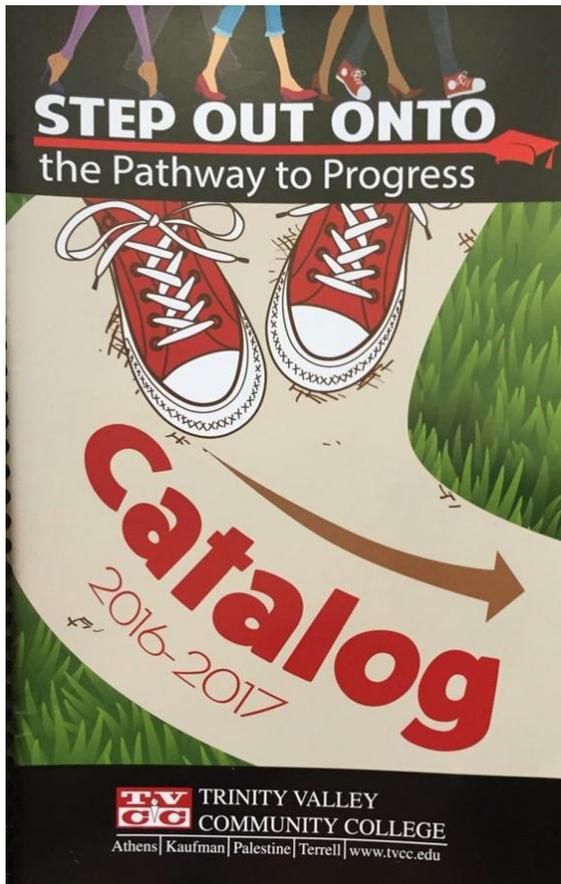
7:30 - 8:30 Buffet Breakfast-----	TVCC Cafeteria
8:40 - 8:45 Welcome, introductions, door prizes-----	SUB Ballroom
8:45-9:00 TVCC Cardettes-----	SUB Ballroom
9:00-10:15 Invited dignitary; Keynote address with Q&A, Dr. Lee Ann Nutt -----	SUB Ballroom
10:15-10:30 Break-----	Campus
10:30 - 11:15 Door prizes, Emergency Operations Plan, Chief Newby-----	SUB Ballroom
11:15 - 12:00 TVCC Committee Fair-----	SUB Ballroom
12:00 - 1:00 Buffet lunch-----	TVCC Cafeteria
1:00 - 1:50 Door prizes, Step Out Onto the Pathway to Progress-----	SUB Ballroom
(1). Cardinal Pride Freshman Orientation	
(2). Learning Framework Updates	
(3). Additional QEP activities	
2:00- 3:00 Break Out Sessions	
(1). A Guide to When, Where, Why, and How to Use Electronic Correspondence, Chris Van Nostrand	
(2). Facilities update presentation, David Graem	
(3). Adobe DC, Janene Dotts	
(4). Learning Framework 101, Dr. Maribeth McAnally	
(5). Strengths Finder 2.0, Kristen Bennett	
(6). Committee chairperson process, Tina Rummel	

### **TVCC Board of Trustees Meeting**

During open forum of the June 27, 2016 TVCC Board of Trustees meeting, Dr. Kelly Driskell shared with the trustees and audience members the evolution and details of TVCC’s proposed QEP, **Step Out Onto the Pathway to Progress**. During this presentation, the TVCC Board of Trustees heard the QEP proposal and supported the initiative with an approved motion. The minutes of this meeting are located in [Appendix M](#).

### **Promotional Items**

In fall of 2016, TVCC further promoted the QEP by incorporating the logo on many TVCC items used in their operations. The 2016-17 College catalog and the fall 2016 schedule both prominently displayed the QEP logo on their covers.



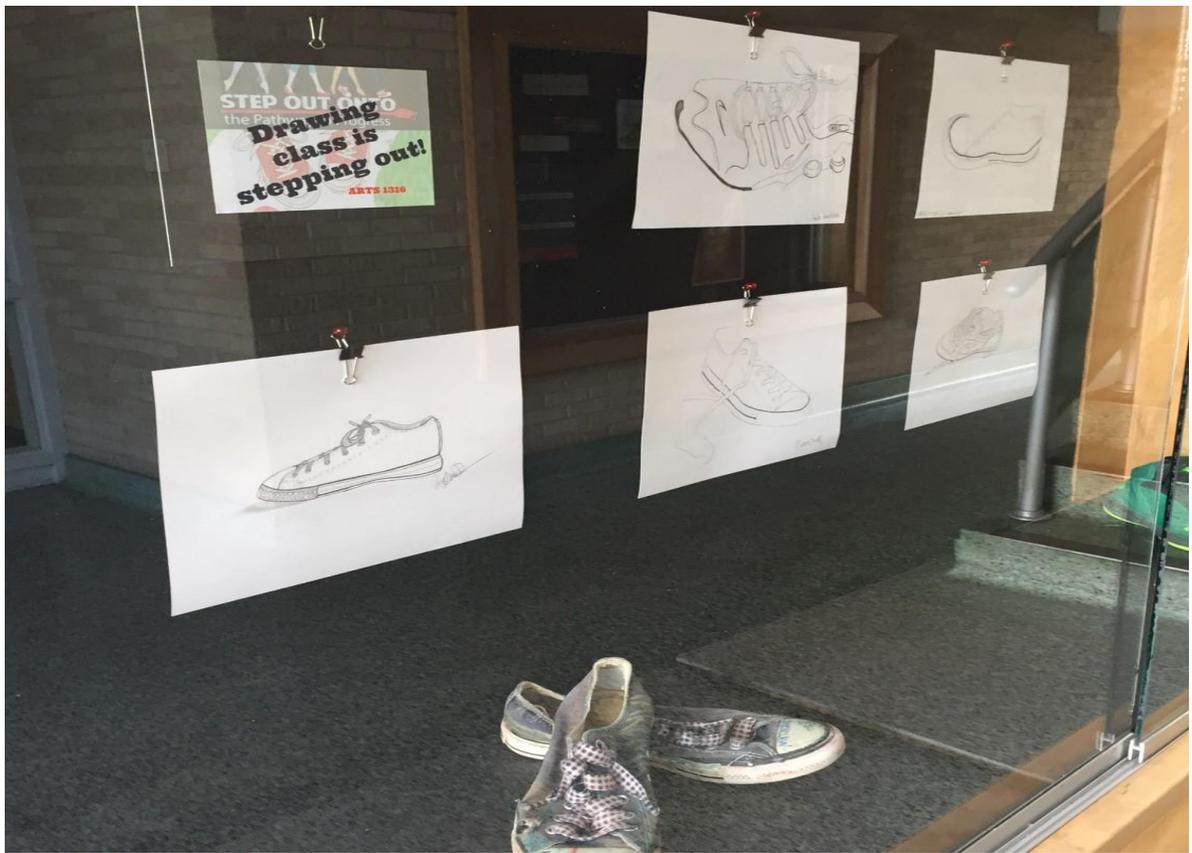
Beginning in the summer of 2016, “Post It” note booklets were distributed around the TVCC campuses at various meetings, including the August Lunch and Learn.



Stylus pens and the Post It note books were given to students attending freshman orientation as well as to staff and faculty at the August Lunch and Learn and the Fall In-Service meeting.



Promotion has expanded beyond the QEP team with the ARTS.1316 class creating a display. The pictured art project that was created from the ***Step Out Onto the Pathway to Progress***.



*TVCC is "Stepping onto the Pathway to Progress" for our students.*

## CHAPTER 5: IMPLEMENT THE QEP

### Implementing the QEP

Finalized in [April 2016](#), the full implementation of the QEP, *Step Out Onto the Pathway to Progress* is designed to take five years. During this time, College resources will be allocated to teach the added learning framework course sections needed to accommodate the number of students required to enroll in the course. Eventually, all first-time-in-college (FTIC) associate degree-seeking students on all campuses and in all instructional modes will be required to successfully complete a learning framework course within their first 15 semester hours at TVCC. The expansion of Cardinal Pride freshman orientation will require all FTIC students to attend orientation either on campus or virtually.

Assessment of the effectiveness of the QEP and evaluation of the learning framework course and Cardinal Pride freshman orientation will continue each year, and changes will be made as needed.

The timeline below outlines the process that TVCC will use to **implement the QEP**:

<b>Timeline: Implement the QEP 2017 - 2022</b>			
	<b>Date</b>	<b>Activity</b>	<b>Constituency</b>
<b>First Year</b>	Summer 2017	Cardinal Pride freshman orientation mandated for FTIC band and Cardettes (residential students)	TVCC FTIC band members and Cardettes
	Fall 2017	Learning framework course mandated for all FTIC developmental students on Athens, Terrell, and Palestine campuses (22 anticipated sections)	FTIC Developmental degree seeking students
		Review assessment data that evaluates attainment of SLOs of Cardinal Pride freshman orientation determine and implement needed changes	QEP Assessment Team, Freshman Orientation Committee
	Spring 2018	Learning framework course mandated for all FTIC developmental and Texas Department of Criminal Justice (TDCJ) students (10 anticipated sections)	FTIC developmental and TDCJ degree seeking students
		Review assessment data that evaluates attainment of SLOs of learning framework course; determine and implement needed changes (2 anticipated sections)	QEP Assessment Team; QEP Curriculum Committee
	Summer 2018	Cardinal Pride freshman orientation mandated for FTIC band, Cardettes, cheerleaders, and athletes (residential students) (2 anticipated sessions)	FTIC band members, Cardettes, cheerleaders, and athletes
<b>Second Year</b>	2018-2019	Learning framework course mandated for all FTIC degree seeking students (36 sections anticipated)	All FTIC degree seeking students
		Review assessment data that evaluates attainment of SLOs of Cardinal Pride freshman orientation determine and implement needed changes	QEP Assessment Team, Freshman Orientation Committee
	Summer 2019	Review assessment data that evaluates attainment of SLOs of learning framework course; determine and implement needed changes	QEP Assessment Team; QEP Curriculum Committee
		Cardinal Pride freshman orientation mandate to all FTIC, residential students (3 anticipated sessions)	All FTIC residential students

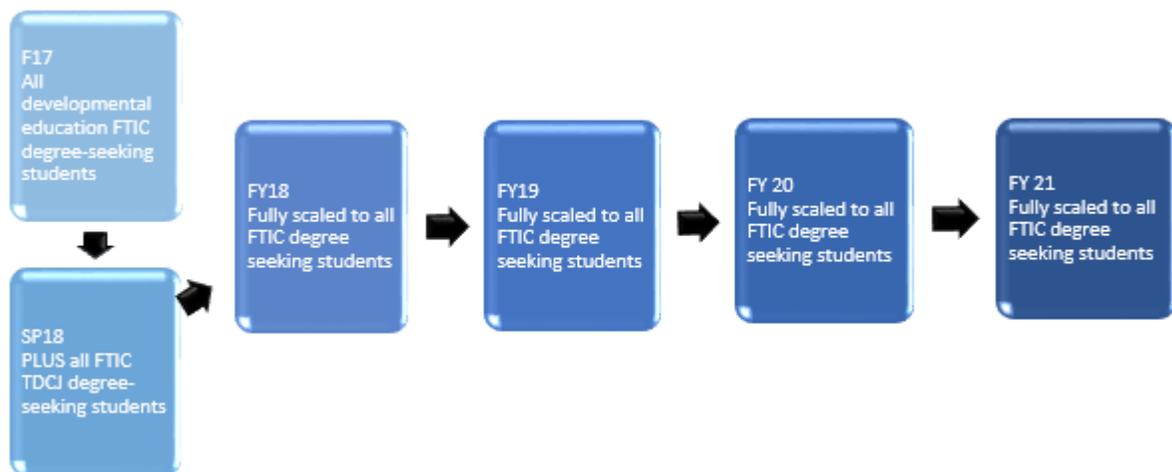
Third Year	2019-2020	Learning framework course mandated for all FTIC degree seeking students. (36 sections anticipated)	All FTIC degree seeking students
		Review assessment data that evaluates attainment of SLOs of Cardinal Pride freshman orientation determine and implement needed changes	QEP Assessment Team, Freshman Orientation Committee
	Summer 2020	Review assessment data that evaluates attainment of SLOs of learning framework course; determine and implement needed changes	QEP Assessment Team; QEP Curriculum Committee
		Cardinal Pride freshman orientation mandate to all FTIC residential students and virtual attendance for all FTIC student College wide.(3 anticipated sessions)	All FTIC students
Fourth Year	2020-2021	Learning framework course mandated for all FTIC degree seeking students.(36 sections anticipated)	All FTIC degree seeking students
		Review assessment data that evaluates attainment of SLOs of Cardinal Pride freshman orientation determine and implement needed changes	QEP Assessment Team, Freshman Orientation Committee
	Summer 2021	Review assessment data that evaluates attainment of SLOs of learning framework course; determine and implement needed changes	QEP Assessment Team; QEP Curriculum Committee
		Cardinal Pride freshman orientation mandate to all FTIC residential students and virtual attendance for all FTIC student College wide.(4 anticipated sessions plus virtual offering)	All FTIC students
Fifth Year	2021-2022	Learning framework course mandated for all FTIC degree seeking students.(36 sections anticipated)	All FTIC degree seeking students
		Review assessment data that evaluates attainment of SLOs of Cardinal Pride freshman orientation determine and implement needed changes	QEP Assessment Team, Freshman Orientation Committee
	Summer 2022	Review assessment data that evaluates attainment of SLOs of learning framework course; determine and implement needed changes	QEP Assessment Team; QEP Curriculum Committee
		Cardinal Pride freshman orientation mandate to all FTIC residential students and virtual attendance for all FTIC student College wide.(4 anticipated sessions plus virtual offering)	All FTIC students
Impact Report	September 2022	Impact report discussing TVCC's Step Out Onto the Pathway to Progress submitted to SACSCOC	QEP director, QEP Action Team, QEP Assessment Team, QEP Curriculum Committee, TVCC administration

## Progression of the QEP *Learning Framework Course*

Once the proposed QEP is reviewed by the visiting SACSCOC team and recommendations are considered and addressed, the QEP Action Team will work with the division chairperson of the College Readiness Division to implement the plan in stages. During each stage, the scope of students who will be required to enroll in the learning framework course will widen, so resources required will expand to meet the growing enrollment.

Below is a proposed schedule that delineates the progression of cohorts that will be added to the mandate to complete the learning framework course within the first 15 hours of enrollment with TVCC. Full implementation of the learning framework mandate for all first-time-in-college (FTIC) students is anticipated to commence in FY20.

### 5-Year Implementation of the Learning Framework Course *Step Out Onto the Pathway to Progress*



Each year, learning outcome assessments and other data, as documented in [Chapter 3: Assess the QEP](#), will reveal the strengths and weaknesses of the initiative with the particular cohorts involved in that stage of implementation. The QEP Assessment Team, with the assistance of the division chairperson of the College Readiness division will review the outcome data and collaborate with the members of the QEP Curriculum Committee to make any needed alterations and to prepare for the inclusion of the next stage to be implemented until all three stages are completed

## Cardinal Pride Freshman Orientation

Once the proposed QEP is reviewed by the visiting SACSCOC team and recommendations are considered and addressed, the QEP Action Team will work with the Freshman Orientation Committee to implement the plan in stages. During each stage, the scope of students who will be required to attend the Cardinal Pride freshman orientation will widen, so resources required will expand to meet the growing enrollment.

Below is a proposed schedule that delineates the progression of cohorts that will be added to the mandate to attend the Cardinal Pride freshman orientation. Full implementation of the Cardinal Pride freshman orientation mandate for all first-time-in-college (FTIC) students is anticipated to commence in FY20.

### 5-Year Implementation of the Cardinal Pride Freshman Orientation *Step Out Onto the Pathway to Progress*



## CHAPTER 6: LITERATURE REVIEW

---

According to the US Department of Education (2011), the United States is ranked 16th place in the percentage per capita of adults with college degrees. Formerly, the United States held first place in this ranking. In an attempt to regain a first-place standing, President Obama challenged America to increase the number of college graduates by eight million by 2020 (2009). Data released by the US Department of Education in 2012 reveal that, nationwide, the percentage of adults between the ages of 25 and 34 with a postsecondary degree has risen, but only by a half a percentage point. The same report notes that Texas will have to increase the number of college graduates by 2,380,000, or 60%, in order to fulfill its share in reaching the national goal by 2020. The nonprofit Complete College America (2011) has revealed alarming trends in higher education attainment. In Texas, 79 of every 100 students who enroll in a public college attend community college, yet only two students earn an Associates' degree on time and only seven students even graduate. Graduation is an elusive goal for many, particularly the community college students, as they are statistically more likely to be academically underprepared.

Many students are attracted to enrolling in the community college because of its open-door access, along with the perceived benefits of smaller classrooms and lower teacher-to-student ratio. According to the American Association of Community Colleges [AACC] (2016), in 2014 community college students represent close to half of all undergraduate students in the United States. Additionally, community colleges are the chosen path to postsecondary education for many minority, low income, and first-generation students. Nationally in 2014, 36% of community college students are first-generation college students, 17% are single parents, and 12% have a certified disability (AACC, 2016). Community colleges provide programs and degree plans to assist students in reaching their educational goals, whether their goals are to enter a new career, improve their work-related skills, or to complete a degree with plans of transferring to a four-year institution. A major challenge on the modern-day college campus is to increase student achievement and retention. The major obstacles are diverse student population who enroll for college classes with great enthusiasm but are poorly prepared so their success is endangered from their first day of class. If it is expected that poorly prepared students are to succeed, then there is a greater need for academic support. Success has taken the place of access as the primary barrier to higher education graduation rates and Tinto (2008) reminds us that "access without support is not opportunity" (para. 24). Support must begin at the initial point of entry for students rather than waiting until students fall behind or begin to experience challenges (Barefoot, 2008). This initial period is foundational for the undergraduate experience (Alexander & Gardner, 2009).

Texas is not alone in its aim to improve college graduation rates as there exists a national focus on this objective. As a result, several well-funded foundations, including the Bill and Melinda Gates Foundation and the Lumina Foundation, have partnered with national and state organizations in support of success-based initiatives grounded in best practices in adult education. Studies conducted by Boylan (1999), Tinto (2008), Bailey, Jeong, and Cho (2007), the Community College Research Center at Columbia University (2008), the National Center for Developmental Education (Levine-Brown, Bonham, Saxon & Boylan, 2008), the American Association of Community Colleges (2016), and others have identified proven strategies for increasing academic success, particularly for at-risk students such as those predominantly found in community colleges.

## College Survival Skills

While one's intelligence quotient (IQ) has historically been considered as the main reason for one's academic success, there are other factors that may play as great a role in understanding why some students excel and other fail. White and Sedlacek (1986) reported that a measure of intelligence alone is not a valid assessment of a student's academic ability and should not be used as the sole predictor of success. Research findings by Liff (2003), for example, showed that one's general aptitude score explains only about 50% of academic achievement. The importance of basic study skills and study habits to academic success is well established and has been shown to be more predictive of college success than admissions test scores or high school performance according to Crede and Kuncel, (2008). Balduf (2009) reported that elements such as inadequate study skills, poor time management skills, and poor self-discipline contributed to college students' lack of success. In this study participants, even high achievers, stated that because exceptional grades came so easily in high school, they did not learn effective note-taking and study skills. Generally, college instructors expect high school graduates to come to college with at least a measure of college readiness skills. However, students struggle in freshman-level courses because they are overwhelmed with the rigorous expectations, despite their ability to grasp the subject matter. Additionally, when faced with a crisis or struggle, students are unaware of resources and options that might help them, they are often intimidated by their strange, new environment, and their response to this fight-or-flight scenario is to withdraw, physically as well as mentally. Another factor to consider is the increasing enrollment of dual credit students. These students begin taking college classes before they are old enough to get a driver's license. Their maturity, in both academic and emotional realms, plays a role in their ability to thrive at the collegiate level. While inadequate "classroom" skills may be grounds for struggle, the emotional and psychological well-being of students may actually be the tipping point that leads to success or failure. Therefore, in pursuit of strategies to facilitate academic success, other, non-cognitive elements must be considered.

Emotion-based, non-cognitive abilities, such as inspiration, determination, self-esteem, self-control, and other self-management strategies, may hold the key to achievement and retention (Boylan, 1999). Self-efficacy is a belief system that reflects an individual's belief in her/his ability to behave in such a way that will enable her/him to attain a specific goal or succeed at a task (Bandura, 1997). Self-efficacy has a symbiotic relationship with other potentially influential elements such as emotional intelligence and grit. Emotional intelligence is described as an interrelationship between emotion and cognitive abilities wherein an individual is able to identify his or her own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior (Coleman, 2008). Researcher Daniel Goleman (1995) argues that emotional intelligence has more influence than IQ and serves to motivate oneself, lends to persistence and zeal, and manages internal self-control. It is the ability to assess and manage one's emotions and, thus, manage oneself and deal more effectively with others. According to Duckworth, Peterson, Matthews, and Kelly (2007), grit is defined as the inclination to sustain interest in and effort toward goals, particularly long-term goals. Emotional intelligence and grit, or lack thereof, may be an influential factor in college success, and the good news is that these skills can be taught.

Self-efficacy is connected to emotional intelligence and grit in that the confidence exercised to control one's own motivation and behavior requires rational self-evaluation which, in turn, influences the goals established and the subsequent level and quality of drive expended toward achieving those goals, regardless of the obstacles faced. A high level of self-efficacy will help students deal with obstacles that may prevent them from doing well in or even completing classes. In a study reported by Dubey (2012), a positive relationship was reported between emotional intelligence and academic motivation.

Additionally, people determined to have a high level of grit seem to be those who are capable of adapting to stressful situations and applying effective coping skills when facing difficulties. It is easy to conclude that those individuals with higher levels of emotional intelligence and grit may practice productive self-efficacy skills when faced with struggles and respond effectively and productively, enhancing their potential for academic success. Providing instruction in recognizing and applying self-efficacy skills might positively influence the capacity for students to perform at higher levels. Additionally, this might improve student's ability to cope with the variety of contexts and circumstances. This instruction might prove particularly helpful in stressful situations in which most first-time college students face. Research psychologist Angela Duckworth (Duckworth, Peterson, Matthews, & Kelly, 2007) and her colleagues examined the relationship between character and achievement resulting in the development of a scale to measure the element of grit.

## **Collegiate Community**

The learning outcomes of TVCC's QEP ***Step Out Onto the Pathway to Progress*** are designed to support overall competence by increasing emotional and cognitive learning strategies which positively affect academic proficiency, engagement, and motivation. The plan attempts to prepare and engage students for their first college experience and assimilate them into the collegiate environment. Students who are more academically successful during their first semester at college are more likely to be retained to the next semester and continue to pursue their education (Byrd, 2005). According to data supplied by the TVCC Office of Institutional Research (2014), over 40% of the TVCC students who enter the College each fall are not academically successful. This group of students are then placed on academic probation at the end of their very first semester of college. This information is discouraging as TVCC in 2015 was recognized by the Aspen Institute for a third consecutive year as one of the top 150 community colleges in the nation. The Aspen prize was for high achievement and performance in student outcomes in four areas: student learning, certificate and degree completion, employment and earnings, and high levels of access and success for minority and low-income students. While TVCC students may fare better than average, we still recognize the need for improvement. TVCC has a history of excellence, and personnel insist on maintaining high expectations.

Because of TVCC's open door admissions policy and the changing population of students, there is a challenge to meet the needs of its ever-growing number of entering students who are academically unprepared for the collegiate environment. It is common that students do not take the initiative in seeking academic assistance. In many cases students are unaware of services available to them or how these services may help. Furthermore, when they do seek support, they often do not seek the support in a timely manner. According to Bar and Schuetz (2008), the powerful influence of support services in student success and retention are a challenge to academic institutions who want to increase freshman participation in skill preparation programs and interaction with student support services.

The latest trends affecting student success clearly identify the educational institution as a key constituent in the cause-and-effect relationship between students and their grade point averages, retention, and persistence. The educational institutions themselves are taking on the role of arbiter in the academic lives of students, supporting Tinto (2008), who vehemently places the bulk of the responsibility for students' persistence onto the institution. So, when gathering initial data that would culminate in the quality enhancement plan the college would pursue, TVCC personnel fully embraced the concept that the institution should do more to support students' academic achievement and retention. When asked what one thing the college could do to enhance learning and advancement for the greatest number of individuals, faculty, student support staff, and students supported a classroom-based instruction for incoming freshmen. This instruction was to focus on skills and characteristics that would potentially support students in all areas of study throughout their academic tenure. College personnel accepted responsibility for assisting in students' learning and academic progression and recognized that particular skills and characteristics, such as the elements of emotional intelligence, combined with basic study skills and college resources supported the academic newcomer in a powerful way.

After reviewing the results of numerous surveys and focus groups, the QEP Action Team put forth a proposal that called for the implementation of a college-preparatory course that would support the college's mission of being a learning-centered college by establishing a foundation for success. The course implemented for this purpose is a three-credit-hour learning framework course, a core course cross listed as EDUC 1300 and PSYC 1300. This course will inform and engage all first-time-in-college, degree-seeking students on various cognitive topics, including effective learning skills and behaviors, goal-setting, learning styles, career selection, and information discovery with an introduction to college resources. The curriculum will also include non-cognitive skills such as self-assessment and self-regulation to address a project objective for students to learn to be more competent, self-aware learners. Competent learners are more engaged and are able to more productively adapt to challenges. It is believed that this enhanced competence will result in better academic performance. Personal, non-cognitive success will likely lead to higher levels of success in the classroom; this, then, will positively impact retention rates and, ultimately, increase the number of core completers and graduates.

## CHAPTER 7: INSTITUTIONAL CAPACITY (RESOURCES)

---

Trinity Valley Community College is committed to supporting the College's QEP, ***Step Out Onto the Pathway to Progress***. Through transparent and frequent communication among stakeholders, administrative members have been made aware of the institutional resources needed to fully scale the activities outlined in TVCC's QEP.

Sustainability of the proposed plan is acknowledge through the provision of a dedicated operational budget, the potential addition of instructional staff, and the appropriation of campus facilities. Additionally, the administrative computing staff is dedicated to ensuring that technical support services are completed judiciously so that the Office of Institutional Research can provide relevant, focused, and timely research capabilities with assessment support.

The development and implementation of the QEP are under the direct supervision of the vice president of instruction (VPI). The VPI, along with other members of the administrative staff, have been involved in the process from its inception and have provided insight, guidance, and approval for all significant steps in the development of the proposed plan. Additional administrative staff members who have participated in the process include the associate vice president of academic education, the associate vice president of workforce education, the associate vice president of correctional programs, the SACSCOC accreditation liaison/director of strategic planning, effectiveness & accreditation, the provosts of the Terrell, Palestine, and Kaufman campuses, and the coordinator of institutional research. The QEP Action Team was involved with every phase of the development and implementation planning. Furthermore, updates to the QEP have been communicated college- and community wide through a variety of methods and venues.

### Budget

#### Personnel: Academic

In order for TVCC to successfully implement and promote the ***Step Out Onto the Pathway to Progress***, dedicated personnel will be used:

1. The Quality Enhancement Plan (QEP) director is provided 60% release time from her faculty responsibilities to coordinate, communicate and manage execution of QEP plan deliverables ([Budget Table line item 1](#)). This allows the director time to plan and implement modifications to the QEP plan supported by assessment data, review, and analysis.
2. Members of the QEP Curriculum Committee was primarily comprised of faculty who are employed by TVCC with nine-month contracts. Since QEP Curriculum Committee duties of designing the learning framework curriculum extended into the summer, each member of the committee were compensate an amount equivalent to TVCC overload pay, \$1,450. This is included in the FY15-16 budget under Curriculum Committee Stipends ([Budget Table line item 2](#)).

3. Qualified framework faculty will be hired to teach the learning framework course. These instructors may be current employees who will be given additional sections to their existing load or newly hired faculty to meet this instructional need. The number of anticipated overloads (\$1,450/overload section) and average new faculty salary (\$48,000) were used to determine the total anticipated salary costs affiliated with teaching the learning framework course. \$577,000 has been calculated to be the budgetary impact of learning framework faculty for the seven years (2-year pilot plus 5-year implementation). Furthermore, new full-time faculty will require equipment, adding \$8,625 to these costs. With the fringe benefits, equipment, and faculty costs, TVCC anticipates a budgetary impact of \$668,125 through the completion of the QEP ([Budget Table line items 3-5, 11](#)).

### **Personnel: Student Success**

Co-curricular activities are an integral part of Trinity Valley Community College's QEP. Accordingly, two academic advisors will serve as one of the QEP Assessment Team members to oversee the implementation of key aspects of the plan to include Cardinal Pride freshman orientation. The director of student success services will be responsible for collecting data to be used in the assessment of the QEP. No additional student success personnel costs will result from the QEP. ([Budget Table line item 8](#)).

### **Personnel: Institutional Support Services**

1. The director of strategic planning, accreditation and effectiveness will provide essential leadership to the assessment portion of the QEP with no additional cost to the College resulting from QEP initiatives.
2. The coordinator of institutional research will support the QEP assessment needs as well, and is funded through the strategic planning, accreditation and effectiveness budget. Therefore there will be no additional cost to the College resulting from QEP initiatives.
3. The director of development and communications will oversee marketing and publicity for the QEP with no additional costs incurred to the College.
4. The chairperson of college readiness will coordinate teaching/learning consultation as needed and support the faculty professional development needs for the QEP with no additional funding requirements.
5. An administrative assistant in the office of strategic planning, accreditation and effectiveness will be needed to provide clerical assistance for the QEP, with no additional cost to the college resulting from QEP initiatives.

No institutional support services costs will result from the QEP ([Budget Table line item 9](#)).

### **Other Operating Costs**

1. The QEP budget provides funding for faculty professional development. Costs are allocated in the budget line item, travel and professional development. This budget item includes the cost of seminars, workshops, and conferences as well as associated travel costs for attendance. Total amount budgeted is \$44,500 ([Budget Table line item 13](#)).
2. THE QEP budget provides funding to implement Cardinal Pride freshman orientation activities. Costs are allocated in the budget line item, Cardinal Pride. This budget item includes the cost to implement additional sessions of the orientation in order to serve all first-time-in-college (FTIC) residential students.

3. ETS testing and CCSSE surveys will be used as indirect measures of the effectiveness of the QEP plan. Because TVCC is currently using ETS tests twice a year and CCSSE surveys every odd numbered year, no additional testing or surveying is required for QEP measurement ([Budget Table line items 15-16](#)).
4. Miscellaneous costs include office supplies & services, promotional costs, and consulting costs are included. An estimated \$46,500 is expected to result from the QEP implementation ([Budget Table line items 13, 17-18](#)).

### **Assumptions**

Each year, the QEP budget will be approved as part of the TVCC planning, budget and assessment cycle, the College will fund the budget throughout the QEP. Payroll costs are calculated based on averages as faculty salaries vary and different faculty may accept QEP lead roles during the five-year plan. The [Quality Enhancement Plan Projected Budget Table](#) describes the Trinity Valley Community College's Quality Enhancement Plan Projected Budget.

- TVCC will receive funding from the state at 48 contact hours per student enrolled in the learning framework course. This funding will offset some of the costs associated with the implementation of the QEP.
- TVCC will receive tuition and fees from the student to cover costs associated with the learning framework course.
- TVCC currently charges students who attend the Cardinal Pride freshman orientation. This charge will offset the additional costs associated with expanding the attendance of the orientation unless the College decides to provide Cardinal Pride freshman orientation at no cost to the attendees.

The proposed budget for the QEP was developed by the QEP Action Team, director of QEP, SACSCOC liaison, and coordinator of institutional research. It was reviewed by the vice president of instruction, the president, and the Board of Trustees along with the QEP plan during the June 27, 2016 Board of Trustees meeting ([Appendix M](#)).

## Quality Enhancement Plan Projected Budget Table

Quality Enhancement Plan Projected Budget									
		FY 15-16 (Pilot)	FY 16-17 (Pilot)	FY 17-18 (IMP YR 1)	FY 18-19 (IMP YR 2)	FY 19-20 (IMP YR 3)	FY 20-21 (IMP YR 4)	FY 21-22 (IMP YR 5)	Total 5 year implementation
<b>Personnel Expenses</b>									
1	QEP Faculty Director (60% Release Time)	\$39,350	\$39,350	\$39,350	\$39,350	\$39,350	\$39,350	\$39,350	\$196,750
2	Curriculum Committee Stipends	\$10,150	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Faculty Stipends/Overloads	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$49,000
4	Additional Full-Time Faculty	\$0	\$0	\$0	\$96,000	\$144,000	\$144,000	\$144,000	\$528,000
5	New Instructor Equipment	\$0	\$0	\$0	\$5,175	\$3,450	\$0	\$0	\$8,625
6	Instructor Training (Pearson included)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Learning Support Coordinator	\$0	\$0	\$0	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000
8	Student Success personnel (no costs borne by QEP)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Institutional Support Services personnel (no costs borne by QEP)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	<b>Total</b>	<b>\$59,300</b>	<b>\$49,150</b>	<b>\$49,150</b>	<b>\$159,325</b>	<b>\$205,600</b>	<b>\$202,150</b>	<b>\$202,150</b>	<b>\$818,375</b>
11	Fringe Benefits	\$0	\$0	\$0	\$15,000	\$22,500	\$22,500	\$22,500	\$82,500
12	<b>Total Personnel Expenses</b>	<b>\$59,300</b>	<b>\$49,150</b>	<b>\$49,150</b>	<b>\$174,325</b>	<b>\$228,100</b>	<b>\$224,650</b>	<b>\$224,650</b>	<b>\$900,875</b>
<b>Other Operating Expenses</b>									
13	Travel and Professional Development	\$5,000	\$9,000	\$12,500	\$8,000	\$8,000	\$8,000	\$8,000	\$44,500
14	Office Supplies & Services	\$2,100	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
15	ETS Testing (no costs borne by QEP)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	CCSSE Surveys (no costs borne by QEP)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Promotional Costs	\$2,500	\$4,000	\$2,000	\$0	\$0	\$0	\$0	\$2,000
18	Consulting Services	\$5,050	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Cardinal Pride Freshman Orientation Sessions (additional dollars only)	\$0	\$0	\$5,000	\$10,000	\$15,000	\$15,000	\$15,000	\$60,000
20	<b>Total Other</b>	<b>\$14,650</b>	<b>\$15,500</b>	<b>\$22,000</b>	<b>\$20,500</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$119,000</b>
21	<b>Total All Expenses</b>	<b>\$73,950</b>	<b>\$64,650</b>	<b>\$71,150</b>	<b>\$194,825</b>	<b>\$253,600</b>	<b>\$250,150</b>	<b>\$250,150</b>	<b>\$1,019,875</b>

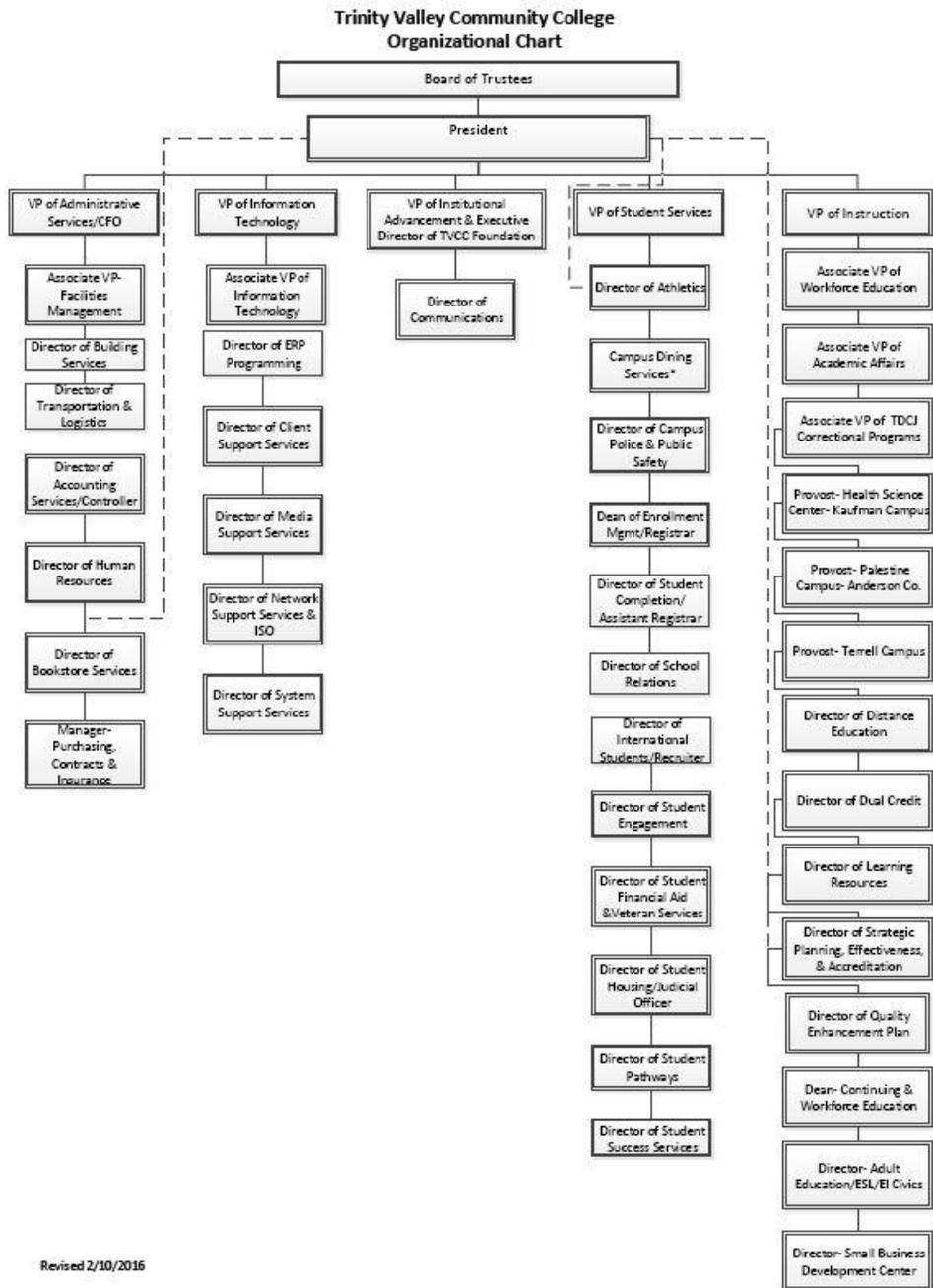
TVCC will receive state funding for the Learning Framework course. For each enrolled student, TVCC will receive funding for 48 contact hours. TVCC current room occupancy allows for the addition of the Learning Framework classes.

## CHAPTER 8: FINAL REMARKS

---

Trinity Valley Community College's QEP supports the college's mission and is aligned with the newly adopted 2015-2020 Strategic Plan ([Appendix A](#)). The QEP is aimed at improving the support the institution offers for first-time-in-college students and directly impacting student learning. Through the efforts of TVCC's ***Step Out Onto the Pathway to Progress***, students will improve collegiate survival skills and develop a strong connection to TVCC. By acquiring these skills, TVCC's mission to empower students for success and promote and enhance life-long learning will be accomplished.

# CHAPTER 9: ORGANIZATIONAL STRUCTURE



## APPENDICES

---

### Appendix A - TVCC's Strategic Plan

## GOAL 1: ENHANCE THE STUDENT

### ACTION AREA 1.1: STUDENT ENGAGEMENT

#### OUTCOMES

- 1.1.1. Increase the satisfaction of student engagement in collegiate life
- 1.1.2. Provide students a comprehensive, holistic college experience that will enhance their overall growth and development
- 1.1.3. Increase or maintain engagement scores for the benchmark area Active & Collaborative Learning in the Community College Survey of Student Engagement (CCSSE)
- 1.1.4. Increase or maintain engagement scores for the benchmark area Student Effort in the Community College Survey of Student Engagement (CCSSE)
- 1.1.5. Increase or maintain engagement scores for the benchmark area Academic Challenge in the Community College Survey of Student Engagement (CCSSE)
- 1.1.6. Increase or maintain engagement scores for the benchmark area Student Faculty Interaction in the Community College Survey of Student Engagement (CCSSE)
- 1.1.7. Increase or maintain engagement scores for the benchmark area Support for Learners in the Community College Survey of Student Engagement (CCSSE)
- 1.1.8. Develop a comprehensive system to engage students in academic advisement and career advisement from admissions to graduation
- 1.1.9. Increase overall student satisfaction with their experience at TVCC

### ACTION AREA 1.2: STUDENT SUCCESS

#### OUTCOMES

- 1.2.1. Increase one-year retention rate for new students from fall to fall and spring to spring
- 1.2.2. Increase fall semester to spring semester retention rate
- 1.2.3. Increase retention and persistence rate for students attending the second year after completion of the first year
- 1.2.4. Increase one-year retention rate for students placed on academic restriction
- 1.2.5. Increase retention and graduation rate of students who are Texas Success Initiative (TSI) deficient and enrolled in developmental education courses
- 1.2.6. Increase GPA average of developmental students who access and use the services available in the Cardinal Success Center
- 1.2.7. Increase course completion rates for students utilizing tutoring services in the Cardinal Success Center
- 1.2.8. Improve content of web-based information for all student services related webpages
- 1.2.9. Enhance high school students' preparedness for college level course work with college and career readiness initiatives

## Appendix B – College-Wide QEP Topic Selection Results from February 2014

The most important one is

Mean: 1.95

Response	Frequency	Percent	Valid Percent	Graph
Integrated Reading and Writing in Developmental Studies	53	34.19	34.19	
Distance Education Improve Student Success Rates	68	43.87	43.87	
Writing Across the Curriculum	22	14.19	14.19	
Dual Credit Quality of Instruction	12	7.74	7.74	
<b>Total Valid</b>	155	100.00	100.00	

The second most important one is

Mean: 2.83

Response	Frequency	Percent	Valid Percent	Graph
Integrated Reading and Writing in Developmental Studies	24	15.69	15.69	
Distance Education Improve Student Success Rates	37	24.18	24.18	
Writing Across the Curriculum	33	21.57	21.57	
Dual Credit Quality of Instruction	59	38.56	38.56	
<b>Total Valid</b>	153	100.00	100.00	

The third most important one is

Mean: 2.71

Response	Frequency	Percent	Valid Percent	Graph
Integrated Reading and Writing in Developmental Studies	19	14.18	14.18	
Distance Education Improve Student Success Rates	29	21.64	21.64	
Writing Across the Curriculum	58	43.28	43.28	
Dual Credit Quality of Instruction	28	20.90	20.90	
<b>Total Valid</b>	134	100.00	100.00	

The least important one is

Mean: 2.68

Response	Frequency	Percent	Valid Percent	Graph
Integrated Reading and Writing in Developmental Studies	36	27.07	27.07	
Distance Education Improve Student Success Rates	24	18.05	18.05	
Writing Across the Curriculum	20	15.04	15.04	
Dual Credit Quality of Instruction	53	39.85	39.85	
<b>Total Valid</b>	133	100.00	100.00	

## Sample Comments from Survey

**Question: If you have thoughts or opinions about how to fulfill the next QEP with one of the topics above, please use the space below.**

Response
Strengthening Academic Internet Learning with the goal to provide a "HIGH QUALITY" learning experience for students in online learning. TVCC continues to see an unprecedented growth in student demand for more flexible course offerings. Baseline data needs to be pulled first to see if there is a significant difference in student success(grades) and withdrawal rates of like courses in face-to-face courses vs. internet; look at ITV/Telecourse distance courses vs. traditional face-to-face courses, and last compare how hybrid distance/hybrid classroom compare. If the need shows that we need to improve the quality of our distance education courses, a QEP could be developed with the following ideas suggestions in mind: 1-if we do not have it, create an online instructional committee charged with identifying and implementing established best practices in online course delivery. 2-After the best practices are established, create an online quality initiative (previously done through certifying courses using Quality Matters) where a rigorous process is used with the goal of getting online courses certified through these best practices (depending on the actual number, if it is large, a pilot group of XX could be done first) 3-Better advising for students interested in taking an online class because often they think it will be easier since they do not have to attend class, which is not the case, therefore students are unsuccessful as a result of not being informed upfront. 4-Data shows from other colleges and universities that many important issues related to online learning can surface during the pilot stage or project evaluation, being that the consensus among faculty, staff, students, and often the community was that a focus on improved course quality in the online environment would provide the greatest impact on student learning. 5-Student learning outcomes could be compared in online vs. traditional (if I were guessing, most of our part-time distance education instructors do not even know what the SLO's are for the course they are teaching, therefore we are asking for trouble from our accrediting body, because we must provide evidence that student learning is taking place regardless of mode of delivery. 6-The benefit of using this as a QEP is that it supports the college's mission to promote student learning, responds to the increased demand in distance education, and expands the College's commitment to online course excellence and to distance education as a viable method of course delivery.
Distance education does not require the interaction between professor and student and fellow students that face to face classes demand. It is a truncated college experience that fails to prepare TVCC student for living and working in larger academic settings. I believe we will be put on SACS probation because of the large numbers of student in on line classes and the quality or lack of quality of these courses.
do a baseline study of drop rates in hybrids, distance,and face to face courses, comparing the same course. get the same baseline data of grades on the same course for the three delivery systems. Then implement a measurable factor to try to improve drop rates and grades.
Accountability/Quality of dual credit (and online) could be measured through two steps. The primary evaluation would be departmental comprehensive finals that would cover the learning objectives and highlight weaknesses in sections. Over time, those evaluations would show specific weaknesses with individual teachers or topics. The secondary evaluation would be weekly peer visits with dual credit instructors to identify problems in the courses and insure the learning objectives are being taught in a timely manner.
My students DO NOT know how to write...especially something as a position or term paper. After several years, I have finally written a very basic "how to" for them and included it in my syllabus. In addition, they do not know how to research. Their idea of research is a "blog."
To help better understand the level of many of our recent graduates, we need to understand the current state level testing of HS students in regards to reading and writing. From there, we can design a tool that helps us measure improvement in bringing those students up to the standard expected in college. For Dist Ed, we are currently working on a mentoring system, that helps new faculty build quality courses that helps increase student engagement, and, therefore, student success. I think that has to be a system that not only helps new online faculty, but continues to check the quality of all of our online courses to ensure BEST practices.

## Appendix C - TVCC's Student Achievement Goals/Benchmarks

Item	Goal	Baseline	Trinity Valley Community College Student Achievement Goals		Strategy to Achieve Goal/Improvement Plan
			Targets	Current Measures TVCC/Medium College /Statewide	
Graduation and Persistence Rates	Exceed graduation and persistence rates of first-time, full-time, credential-seeking entering undergraduates, as compared to peer schools.	38.5% 2009 cohort	Increase graduation and persistence rate of FTIC credential-seeking students by 0.5% annually	38.5%/41.8%/42.2%	TVCC is building a quality enhancement program (QEP) program to improve graduation and persistence rates. To accomplish this objective, college preparatory instruction in the form of a three-credit-hour course will be mandated for all FTIC degree-seeking students in both traditional and distance courses and those in academic and workforce programs of study. The skills and insights gleaned from the curriculum engage and support competence and confidence in students facing the college environment for the first time, sustaining self-reliance and adaptability that will enable them to productively overcome academic challenges.
Completion Rates	Exceed our Legislative Budget Board targets for degrees and certificates awarded.	3 year - 21.9% (2012 cohort) 4 year - 21.3% (2011 cohort) 6 year - 33.4% (2009 cohort)	Increase graduation rates by 0.5% annually	3 year - 21.9%/19.0%/15.4% 4 year - 21.3%/23.9%/22.1% 6 year - 33.4%/33.5%/32.6%	TVCC is building a QEP program to improve graduation rates. To accomplish this objective, college preparatory instruction in the form of a three-credit-hour course will be mandated for all FTIC degree-seeking students in both traditional and distance courses and those in academic and workforce programs of study. The skills and insights gleaned from the curriculum engage and support competence and confidence in students facing the college environment for the first time, sustaining self-reliance and adaptability that will enable them to productively overcome academic challenges and complete their education goals.
Credential, Certificate, or Diploma Rates	Exceed the state targets for industry recognized credentials, certificates, or degrees	34.27% 2014 -2015 academic year	Increase percent of CTE concentrators receiving award by 0.5% annually.	34.27%/32.22%	Provide peer tutoring for CTE students at the Palestine and Terrell TVCC centers. Financial barriers to CTE student success will be minimized through the use of Perkins funds to provide child care assistance and CTE work-study positions. All CTE Associate degree programs must conform to the new maximum 60 semester hour rule for fall, 2015 implementation. For many programs, this will mean a decrease in total semester hours necessary to graduate with an AAS degree. With few semester hours, students will be more likely to complete the degree.
Underprepared Student Remediation	Exceed our Legislative Budget Board targets for TSI Obligation Met	Math - 36.9% Reading - 63.9% Writing 49.3% 2011 cohort	Increase the success rate of developmental course completion by 1% annually.	Math - 36.9%/31.8%/29.7% Reading - 63.9%/50.5%/53.2% Writing 49.3%/46.6%/45.5%	TVCC provides both the standard developmental classes as well as non-course-based-option (NCBO) developmental classes. The NCBO classes provide a customized developmental plan to aid the student in completing their developmental coursework in a shortened timeframe allowing them to more quickly complete their first college level course successfully. Additionally, TVCC is participating in the New Mathways Project with the Dana Center which is a math program that uses processes, strategies, and structures to help improve student success and completion.
Underprepared Student Remediation	Exceed the percent of underprepared and prepared students who successfully complete a college-level course in math, reading, or writing, as compared to peer schools.	Met Standard Math - 35.9% Reading - 51.6% Writing - 45.1% Did Not Meet Standard Math - 20.1% Reading - 29.8% Writing 19.7% 2011 cohort	Increase first college course completion rate by 0.4% annually.	Met Standard Math - 35.9%/51.1%/51.4% Reading - 51.6%/65.4%/73.0% Writing - 45.1%/65.5%/67.7%  Did Not Meet Standard Math - 20.1%/4.7%/15.8% Reading - 29.8%/11.9%/37.7% Writing 19.7%/11.7%/18.0%	TVCC provides both the standard developmental classes as well as non-course-based-option (NCBO) developmental classes. The NCBO classes provide a customized developmental plan to aid the student in completing their developmental coursework in a shortened timeframe allowing them to more quickly complete their first college level course successfully. Additionally, TVCC is participating in the New Mathways Project with the Dana Center which is a math program that uses processes, strategies, and structures to help improve student success and completion.
Licensure Rates	Exceed our Legislative Budget Board targets for License Examinations passed.	82% 2013-2014 academic year	Licensure pass rate will be maintained at or above 90%. Until 90% is reached, licensure pass rate will increase by 2% annually.	82%	TVCC programs provide training in all the knowledge and skills required for licensure. Training is both theory and hands-on application. TVCC updates the programs when licensure requirements are changed. Additionally, TVCC provides tutoring for those students who may need additional help in their coursework.
Course Completion	Exceed the percent of successful course completion for state funded semester credit courses, as compared to peer schools.	87.5% Fall 2014	Increase course completion rate by 0.5% annually.	87.5%/89.8%/89.0%	TVCC provides freshman orientation, academic advising, and academic coaches to help prepare a student for success at college. The orientation and advising help a student select the program and classes that meet their needs and abilities. The coaching program helps a student during the academic year to identify goals and meet with success.
Transfer Rates	Exceed the percent of transfers to a senior institution, as compared to peer schools.	16.9% 2009 cohort	Increase transfer rate by 0.4% annually	16.9%/21.6%/22.5%	TVCC provides academic advising to help prepare a student for success at TVCC and four year colleges. The advising help a student select the program and classes that meet their needs and abilities as well as prepare them to move to a program at a four year college. TVCC maintains partnerships with multiple universities. These universities periodically schedule their representatives to meet with students at TVCC.

# Appendix D - 2011-2015 Distance Education and Dual Credit Enrollment Report

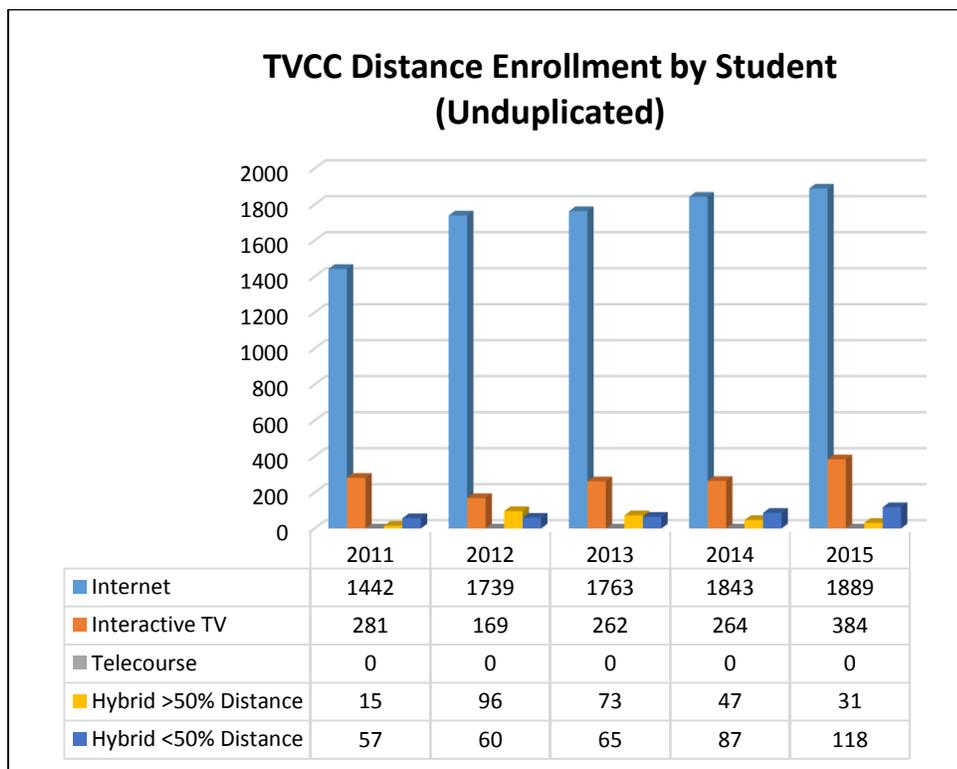
## Fall Distance Education and Dual Credit Enrollment 2011-2015

Distance Education Enrollment by Student (Unduplicated)					
Distance Education Type	Year				
	2011	2012	2013	2014	2015
Internet	1442	1739	1763	1843	1889
Interactive TV	281	169	262	264	384
Telecourse	0	0	0	0	0
Hybrid >50% Distance	15	96	73	47	31
Hybrid <50% Distance	57	60	65	87	118

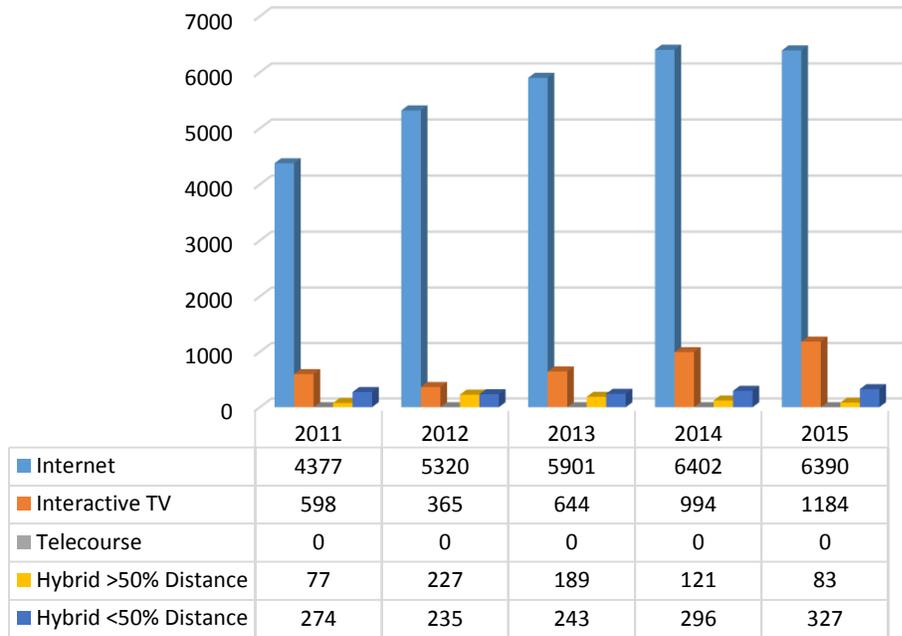
Distance Education Enrollment by Section (Duplicated-Same student enrolled in multiple sections)					
Distance Education Type	Year				
	2011	2012	2013	2014	2015
Internet	4377	5320	5901	6402	6390
Interactive TV	598	365	644	994	1184
Telecourse	0	0	0	0	0
Hybrid >50% Distance	77	227	189	121	83
Hybrid <50% Distance	274	235	243	296	327

High School Enrollment					
Enrollment Type	Year				
	2011	2012	2013	2014	2015
Unduplicated Dual Credit Enrollment	1561	1428	1352	1410	1694
Duplicated Dual Credit Enrollment	2628	2489	2459	2629	3409
Unduplicated High School Enrollment for College Credit Only	23	13	15	10	8
Duplicated High School Enrollment for College Credit Only	58	46	28	19	15

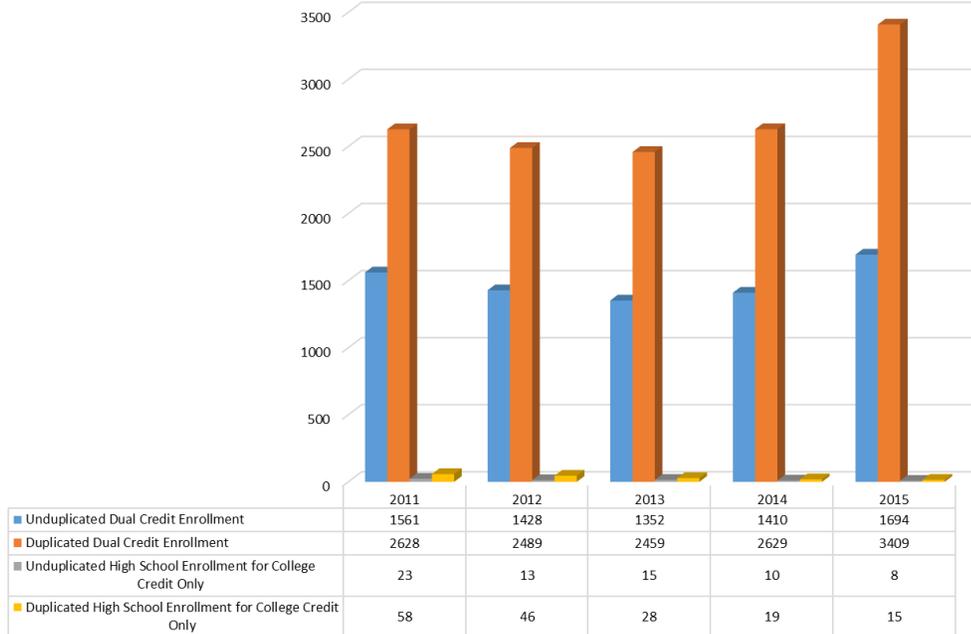
State definition of Fall semester which includes mini semesters falling within the traditional fall term



### TVCC Distance Education Enrollment by Section (Duplicated)



### TVCC Fall Semester High School Enrollment



# Appendix E - 2008-2014 TVCC Developmental Education Success Report

## 2008-2014 TVCC Developmental Education Success (A-C) by Calendar Year

Course Name	2008			2009			2010			2011			2012			2013			2014		
	Enrolled	Success	%																		
Dev Writing I	77	53	69%	120	85	71%	156	121	78%	151	97	64%	145	98	68%	177	105	59%	388	201	52%
Dev Math I	530	304	57%	627	420	67%	759	505	67%	565	505	89%	565	339	60%	469	321	68%	425	223	52%
Dev Reading I	113	75	66%	137	86	63%	132	78	59%	139	92	66%	139	80	58%	159	120	75%	137	75	55%

### DEVL Level 2

Course Name	2008			2009			2010			2011			2012			2013			2014		
	Enrolled	Success	%																		
Dev Writing II	77	53	69%	120	85	71%	156	121	78%	151	97	64%	145	98	68%	344	270	78%	117	87	74%
Dev Math II	530	304	57%	627	420	67%	759	505	67%	565	505	89%	565	339	60%	629	518	82%	825	410	50%
Dev Reading II	113	75	66%	137	86	63%	132	78	59%	139	92	66%	139	80	58%	345	284	82%	144	94	65%
Integ Read & Write																			363	236	65%
Inten Devl Math															11	11	100%				
Mathways																			8	3	38%
NCBO English <sup>1</sup>																			15	6	40%

### DEVL Level 3

Course Name	2008			2009			2010			2011			2012			2013			2014		
	Enrolled	Success	%	Enrolled	Success	%															
Intermed Algebra	77	53	69%	120	85	71%	156	121	78%	151	97	64%	145	98	68%	700	581	83%	642	359	56%
NCBO Algebra <sup>1</sup>																7	3	43%	10	2	20%
NCBO Statistics <sup>1</sup>																3	3	100%	9	1	11%

<sup>1</sup> 2013 First Year, Pilot Program

### Previous DEVL Student Success in 1st College Level Math Class versus Students Without DEVL Class

Course Name	2008			2009			2010			2011			2012			2013			2014		
	Enrolled	Success	%																		
College Algebra (Previously in DEVL Math)	286	191	67%	363	241	66%	431	310	72%	541	331	61%	515	331	64%	330	202	61%	335	200	60%
College Algebra (Without DEVL Math)	935	673	72%	1174	856	73%	1195	862	72%	1143	811	71%	1271	925	73%	1199	855	71%	1072	716	67%

### Previous DEVL Student Success in 1st College Level English Class versus Students Without DEVL Class

Course Name	2008			2009			2010			2011			2012			2013			2014		
	Enrolled	Success	%																		
Composition & Lit (Previously in DEVL Reading or Writing)	143	108	76%	166	104	63%	210	144	69%	307	190	62%	277	178	64%	233	138	59%	264	156	59%
Composition & Lit (Without DEVL Reading or Writing)	1384	1087	79%	1576	1254	80%	1726	1324	77%	2033	1527	75%	1933	1450	75%	1709	1228	72%	1790	1277	71%

## Appendix F – Director of QEP Job Description

### DIRECTOR OF QUALITY ENHANCEMENT PLAN

#### GENERAL STATEMENT:

The quality enhancement plan (QEP) director is a part-time responsibility appointed to a full-time faculty member and compensated through a reduced course load. This position provides guidance and leadership for the institution-wide development, facilitation, and implementation of the QEP.

#### REPORTS TO:

Associate Vice President of Academic Affairs

#### OCCUPATIONAL GROUP:

Faculty

#### FLSA: Exempt

#### QUALIFICATIONS FOR APPOINTMENT:

##### EDUCATION:

Master's degree with a minimum of eighteen (18) graduate hours in a teaching field required.

##### LICENSE OR

##### CERTIFICATION:

None

##### EXPERIENCE:

Minimum of five (5) years community college experience required. College teaching experience preferred. Experience in institutional effectiveness and research is preferred.

##### OTHER:

The QEP project is designed to focus on the enhancement of a specific learning outcome at TVCC; however, the current design calls for the plan to evolve as the institution becomes more knowledgeable about student learning at TVCC. As such, the duties and responsibilities of this position may expand to incorporate the expansion of the project's scope.

#### DUTIES AND RESPONSIBILITIES:

- Responsible for the development, implementation, evaluation, data collection, and enhancement of TVCC's Quality Enhancement Plan.
- Coordination of faculty development efforts specific to learning outcomes covered in the QEP.
- Coordination of assessment of student learning outcomes specific to the QEP.
- Coordination of marketing communications to the campus community and other stakeholders regarding the QEP.
- Development of the QEP budget, timeline, learning outcomes, and administrative outcomes.
- Writing and developing the official QEP report to be submitted to the Southern Association of Colleges and Schools, including any follow-up reports required.
- Other duties as assigned by appropriate supervisory personnel.

#### PHYSICAL REQUIREMENTS:

- Within the general range of an office or classroom environment
- Some travel required.

# Appendix G – QEP Action Team Minutes 10/17/2014

## QEP Meeting Summary October 17, 2014

Below is a summary of an option seriously considered by the team as a way to incorporate college-readiness instruction without altering established core courses or graduation requirements. The elements described below are intended to be incorporated as a whole, not as either/or options.

- Require enrollment in a stand-alone Learning Frameworks course (PSYC/EDUC) for all FTIC students who are TSI liable in two (2) or more areas.
- Increase contact hours for ENGL 1301 Composition and Rhetoric from 48 to 64, incorporating college-readiness instruction and activities into the additional 16 hours. The additional 16 credit hours could be incorporated in a variety of ways:
  - Internet-based mode using Black Board
    - Note that even if an internet-based mode is utilized, students will still be in face-to-face contact with the instructor/facilitator if they are enrolled in a face-to-face course
  - Additional daily class time, requiring a change in the basic schedule structure (see Appendix A)
  - Additional weekly class time, fulfilled by meeting on Friday mornings or one evening per week
    - Note that the additional 16 hours may be fulfilled within the first half of the semester by meeting for 2 hours on Fridays or an evening for 8 weeks
- Add an NCBO component to HIST 1301 History US to 1877, GOVT 2305 Federal Government, PSYC 2301 General Psychology, SOCI 1301 Intro to Sociology, MATH 1314 College Algebra, and MATH 1342 Intro to Statistics. The NCBO would have the following characteristics:
  - The NCBO would be non-credit bearing; thus, it would not affect core or degree-hour limits.
  - The college could charge whatever it deems necessary to enroll in the NCBO but would not have to charge anything (recommended for workforce certificate students, as NCBO would be optional for them). A \$75 fee was discussed for degree-seeking students.
  - Some elements of the college-readiness instruction would overlap those in the ENGL 1301 course to reinforce particular skills.
  - Elements of the instruction in the above courses would add course-specific skills.
- Compensating instructors for the additional contact hours may be done in two ways:
  - The instructor of record for the course may elect to be trained and facilitate the college-readiness portion of the course
  - A trained instructor may be contracted to facilitate the college-readiness portion of the course and would enter a team-teaching arrangement with the instructor of record

Additional ideas discussed include the following:

- The college-readiness instruction would be module based and predetermined so that all students receive the same instruction, perform the same activities, and are assessed using the same rubrics.
- A committee with representatives from all stakeholders departments would design the modules and determine what modules would be included in each of the above-listed courses so that
  - there is agreement on which modules would be covered in each of the courses,
  - there is agreement on which modules would overlap and in what courses, and
  - there is agreement on which course-specific skills would be included in particular modules.

Proposed schedule with extended course times

Monday & Wednesday / Tuesday & Thursday

8:00 AM - 9:45 AM

10:00 AM - 11:45 AM

12:00 PM - 1:45 PM

2:00 PM - 3:45 PM

4:00 PM - 5:45 PM

6:00 PM - 9:00 pm

# Appendix H – 2016 Cardinal Pride Freshman Orientation Agenda

## 2016 CARDINAL PRIDE FRESHMAN ORIENTATION SCHEDULE

### GROUP 1

8:30-9:00	Check in		Admin. Bldg.
9:00-9:15	Welcome		Auditorium
	<i>Melinda Berry</i>		
	<i>Dr. Jerry King, Interim President of TVCC</i>		
	<i>Danica Edwards</i>		
	<i>Chalisa Madsen</i>		
9:20-9:40	Session 1 "Show Me the Money"		TC-109
	Financial Aid	Michelle Wayne	
		Diane Waggoneer	
9:45-10:05	Session 2 "Get Involved"		TC-119
	Student Engagement	Blake Williamson	
	Band	Tim Samples	
	Choir	Doc Hudson & Mike Matchael	
	Theater	Craig Lee	
10:10-10:30	Session 3 "Staying Out of Trouble"		TC-111
	Rules and Regulations	Sgt. Adam Estes	
		Janene Dotts	
		Harold Jones	
10:35-10:55	Session 4 "Connections"		TC-320
	Cardinal Connection	Chalisa Madsen	
	Cardinal ID		
	TVCC Alert/TVCC Email		
11:00-11:20	Session 5 "Accessibility at TVCC"		TC 118
	Distance/Online Learning	Renda Garner	
	Accommodations/Suicide Prevention	Melinda Berry	
11:30-12:15	<b>LUNCH WITH PARENTS</b>		Cafeteria
12:30-2:00	<b><u>AFTER LUNCH STUDENTS WILL SPLIT INTO TWO SEPARATE GROUPS</u></b>		
	<b><u>GROUP ONE</u></b>		
	REGISTRATION	Administration Building-Advisement Center	
	CAMPUS TOUR		
	<b><u>GROUP TWO</u></b>		
	STUDENT ID'S & PARKING PERMIT	Administration Building-Foyer	
2:00	Ice Cream Sundaes	Auditorium foyer in the Administration Bldg.	

**ATTENTION STUDENTS:** If you would like to make a payment for tuition/fees, housing, please visit the Cashier's Office in the Administration Bldg.

## Appendix I - Cardinal Pride and Freshman Orientation Survey



# Freshman Orientation Student Survey

## Summer 2016

Please evaluate the following sessions based on the following ratings:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. I know where to go for questions on financial aid and scholarships both online and the office location on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know where to go in Cardinal Connection to view my awards whether it is scholarships or financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am aware of where my classes are located and know where to go on the first day of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My degree plan is the area I am interested in pursuing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My schedule is clear on courses I am taking and tells me when and where classes are located.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I received a list of books and materials needed for the courses I am taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The session on getting involved in student activities was clear on how to get involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I was able to log into Cardinal Connection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was able to sign up for the TVCC alert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know who and where to make contact or get help with accommodations at TVCC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I understand where to go online and on campus if I have questions on distance education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I understand all rules and regulations or where to find the student code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how you became aware of Freshman Orientation "Cardinal Pride". Please mark all that apply.

- TVCC website
- Admissions letter or email
- TVCC Employee
- High School Counselor
- Other - Please specify

## Appendix J – QEP “My Best Fit” Project Instructions

### “My Best Fit” Semester Project

#### Project Objective

The objective of this project is to research a career, a major/field of study, and two different colleges. You should evaluate each college according to the information you have gathered using the required worksheets and resources. By comparing the two schools, you should be able to choose one college that fits your major/field of study, personality, career choice, budget, and interests. Once you have chosen the college that fits you best, create a PowerPoint presentation following the proper guidelines and include all pertinent information.

#### Project Guidelines

**PowerPoint Presentation:** Using the information you have gathered in Steps 1 – 7, the Semester Project, titled “My Best Fit” should be presented in PowerPoint format, using the 6x6 PowerPoint guidelines. PowerPoint guidelines can be found on the following website:  
<http://questgarden.com/16/10/3/060208202646/process.htm>

- The goal of the PowerPoint presentation is to convince your audience that the career, major, and college you have chosen is the best fit for you.
- The PowerPoint should begin with a title slide displaying the title of the project “My Best Fit”, student name, course title, professor's name, and due date.
- Your research information should be presented in the PowerPoint in the following order:
  - Career of Choice
  - Major/Field of Study
  - Compare two Colleges/Universities
  - College/University Chosen
  - Educational Costs
  - Community Life
  - Degree Completion Time-Line (Calendar)
- Each section should include a minimum of two (2) slides and a maximum of four (4) slides
- The PowerPoint should include pictures of colleges, college logos, mascots, and other items of interest. Your audience should be able to read and follow what you have presented in a visually pleasing presentation.

**Research Materials:** College Research Worksheets, Pros and Cons List, and a copy of the Degree Plan of the major you chose should be completed, typed or printed, and turned in in the above order with a typed coversheet with the same information as the title slide of your PowerPoint Presentation.

#### Step 1 – Choose a Career

Use the information generated from the Do What You Are (DWYA), Multiple Intelligence (MI), and PEPS Learning Style Inventory (PEPS) reports taken online at the beginning of the semester to report the following information in your PowerPoint presentation:

- Career of choice
- Qualifications required for desired job (degree, certifications, etc.)
- Overview of job description (including duties and responsibilities)

- Additional knowledge and skills required for the job
- Salary range (include the minimum to maximum yearly/hourly rate)  
Hint: to calculate the hourly rate, divide yearly salary by 2080 hours
- Cost of benefits (insurance, retirement, etc.)
- Average annual salary in the city you wish to live
- Why did you choose this career? Do you know anyone in this career?

**Step 2 – Choose a Major/Field of Study**

Once you have chosen your career (step 1), use the DWYA, MI, and PEPS Reports to research several majors that you may study to prepare for the career of your choice. Once you have chosen a major/field of study, use the College Research Worksheet and Degree Plan to report the following information in your PowerPoint presentation:

- Major/field of study
- Is there a separate application for this major?
- How many credit hours are required to complete a degree in this major?
- What is the average salary of someone in my major/field of choice?
- What types of jobs are related to this major?
- Would this major require a masters or doctorate degree in order to obtain a job in the career you have chosen?
- Will you be required to sit for a test/certification once you have completed your major/field of study requirements? (i.e. C.P.A., Teaching certificate, etc.)

**Step 3 – Compare Two Colleges/Universities**

Once you have chosen your career and your major/field of study, complete the College Research Worksheet on two colleges of your choice that have your major. Use the College Research Worksheet and Degree Plan to report the following information in your PowerPoint presentation:

- Name of colleges that you compared (Including location and website)
- Did both colleges include your major/field of study?
- What was the distance from your hometown to each college (hours/miles)
- Total current enrollment in each college (# of students)

**Step 4 – Choose the College/University that Best Fits You!**

Once you have completed the College Research Worksheet, complete the Pros and Cons Worksheet. The Pros and Cons list should help you decide which college is the “best fit” for you. Use the College Research Worksheet, Degree Plan and the Pros and Cons Worksheet to report the following information in your PowerPoint presentation:

- Name of college/university that you chose based on your pros and cons list and why
- Type (private/public)
- Student demographics
- What type of student will you be? (Transfer, freshmen, etc.)
- Admission requirements/deadlines
- Personality type (using the DWYA Report)

- Your major and a list of the three most popular majors
- Unique information (Traditions, famous graduates, etc.)

### **Step 5 – Educational Costs Associated with College/University of Choice**

Use the College Research Worksheet, Degree Plan and the Pros and Cons Worksheet to report the following information in your PowerPoint presentation:

- Tuition and fees for major/field of study
- Estimated cost of books and supplies
- Financial aid available (I.e. Loans, grants, work study, etc.)
- Financial aid deadlines/requirements
- Cost per semester hour (Face-to-Face / On-line)
- Room and board (including meal plan/other expenses)
- Scholarships available in your major/field of study

### **Step 6 – Community Life**

Use the College Research Worksheet to report the following information in your PowerPoint presentation:

- Student organizations that interest you
- Community organizations that interest you (I.e. Red Cross, Veterans, Child Advocacy, etc.)
- Is there a community or student organization that fits with your major and career choice?
- Other important points of personal interest
- What campus resources are available? (I.e. Library, Tutoring, etc.)
- Population of town your college of choice is in

### **Step 7 – Complete a Degree Completion Time-Line**

Using the College Worksheet information from the college of your choice and your Degree Plan to design a time-line that will show how many years it will take for you to complete your major/field of study. Report the following information in your PowerPoint presentation:

- Total number of hours required to complete a Bachelor degree in your major/field of study.
- Internships, Student teaching or other out of class requirements
- Provide a timeline of the number of semesters it will ACTUALLY take you to complete your degree (take in to account work schedule, extra-curricular activities, family schedule, and life)

## **Grading Policy**

A rubric will be used for grading the College Research Worksheet, the Pros and Cons Worksheet, Degree Plan and the PowerPoint presentation. This project will count as part of the FINAL exam grade.

## Pros and Cons Worksheet

Based on the two colleges you researched, weigh the pros and cons to determine the college that best fits your career choice, major/field of study, personality type, budget, location, and interests.

### College Research Worksheet

Question	Name of College #1	Name of College #2
Location of college (City, State) and Phone number		
College website		
Mascot/Colors		
Type of college (Public/Private)		
Current enrollment (# of students)		
Student demographics (include Gender/Racial group/Age)		
Admission requirements (based on student type – freshman, transfer, etc.) <ul style="list-style-type: none"> <li>• Application Deadline</li> <li>• Testing Requirements</li> <li>• Test Scores (SAT/ACT)</li> <li>• GPA Requirements</li> </ul>		
College distance from your hometown (miles/hours)		

Question	College #1	College #2
Three (3) most popular majors/programs	1. 2. 3.	1. 2. 3.
Unique information regarding college (traditions, famous graduates, etc.)		
<b>Major/Field of Choice</b>		
Your major/Field of choice		
Page number in college catalog your major/field of study was found and which semester/year you will take them		
List two (2) classes required for each semester based on the degree plan in the catalogue. List the class prefix, name, credit hours		
Phone number of the advising office		
Separate application for major?		
Credit hours required to complete a degree in your major		
Average annual salary of someone in my major/field of choice		
Question	College #1	College #2
Types of jobs related to major		
Testing/certification requirements for major (i.e.		

CPA Exam, Teaching Certificate, Bar Exam, etc.)		
<b>Educational Costs</b>		
(Base your research on 15 credit hours per semester for a student living on campus for 4 years)		
Tuition and fees for major/field of study		
Estimated cost of books and supplies		
Financial Aid available for your major (I.e. loans, grants, scholarships etc.)		
Financial Aid deadlines and requirements		
Cost per semester hour (Face-to-face /On-line)		
Living Expenses (dormitory and meal plan or apartment rent and food costs)		
<b>Question</b>	<b>College #1</b>	<b>College #2</b>
<b>College/Community Life</b>		
Student organizations that interest you and phone number for student life office		
Community organizations that interest you (I.e. Red Cross, Habitat, Veterans, etc.)		
College/Community organizations that fits with your major/career choice		
Campus resources available to students? (I.e. Library, tutoring, etc.)		

Population of the town where your college of choice is located (interests and personality)		
--	--	--

	College #1		College #2	
Factors	Pros	Cons	Pros	Cons
Career of Choice				
Major/field of study				
Personality type				
Educational Costs(cost of attendance to complete major)				
Location of College (hours/miles from home)				
	College #1		College #2	
Factors	Pros	Cons	Pros	Cons
College/Community Life				
Personal Values				
Personal Interests				

**After comparing both colleges, my “best fit” is**

---

## Appendix K – Personal Responsibility Pre and Post-Test

### Textbook Chapter Questions

#### Chapter 1: Rewards of College

1. I feel ready to handle college-level work
2. I am aware of what it takes to succeed in today's technology-driven, ever-changing workplace.
3. I believe that my intelligence can increase as a result of my efforts.
4. I often combine critical, creative, and practical thinking to reach a goal.
5. I relate well to others and can work effectively in a team.
6. I know that I will need to learn throughout my life to succeed in the workplace.

#### Chapter 2: Values, Goals, and Time

1. I have a system for reminding myself when I am working toward a goal.
2. When I set a long-term goal, I break it down into a series of short-term goals.
3. I am aware of my time-related needs and preferences.
4. I record tasks, events, responsibilities in a planner and refer to it regularly.

#### Chapter 3: Learning How You Learn

1. I have taken a skills or interest inventory to help find a major or career area that suits me.
2. I choose study techniques that tap into how I learn best.
3. I have a pretty clear idea of my strengths and abilities.

#### Chapter 4: Critical, Creative, and Practical Thinking

1. I do not take everything I read or hear as fact—I question how useful, truthful, and logical it is before I decide whether I can use it.
2. I think about different solutions before I choose one and take action.
3. I discover information, make solutions, and solve problems by asking and answering questions.

#### Chapter 5: Reading and Information Literacy

1. I prioritize my reading assignments to focus on what is most important.
2. I do not just rely on the internet for research; I also consult library materials.
3. I evaluate every Internet source for signs of bias, validity, credibility, and reliability.

#### Chapter 6: Listening and Note Taking

1. I arrive early for class, prepared to absorb information because I read the required textbook ahead of time.
2. I ask questions during lectures and listen for verbal clues to identify important information.
3. I use different note-taking formats depending on my instructors' teaching style and the subject matter.
4. I review notes within 24 hours of taking them.
5. I know how to use visuals in my notes to clarify tough concepts discussed in class.

#### Chapter 7: Memory and Studying

1. When I studying, I try to choose what is the most important to remember.
2. I use flash cards and other active memory strategies to remember what I study.
3. I try to review material in several sessions over time rather than cram the night before a test.
4. I know how to study class and text notes effectively to prepare for tests.

#### Chapter 8: Test Taking

1. I use strategies to help me predict what will be on tests.
2. I read test directions before beginning.
3. I use certain strategies to answer questions for which I am unsure of the answers.
4. I learn from my testing mistakes and actively grow from them.

#### Chapter 12: Careers and More

1. I have thought about careers that may suite my interests and abilities.
2. I have looked into majors that match up with my career interests.
3. I am familiar with online job search, social networking and career planning sites.
4. I know how to write and effective cover letter.
5. I have a current resume to send out to current employers.
6. Knowing how quickly the modern workplace changes, I am ready to be flexible if a job or career choice that does not last.

## Appendix L – Pathway to Progress Survey

Name: \_\_\_\_\_

Program of Study: \_\_\_\_\_

### Trinity Valley Community College First Year Experience Survey

INSTRUCTIONS: Please answer each of the following questions as honestly as you can. Your feedback will allow us to evaluate and improve our services for beginning students. Your individual comments will be kept confidential but included anonymously in a summary of responses.

#### Part 1: Information

Is this your first semester to attend any college?     Yes             No

Select your enrollment status.     Full Time (12 hours or more)     Part Time (Less than 12 hours)

Select your age range.  
semester?

18-25

28-39

40+

How many hours did you work this

I did not work

1 -15

16-35

36+

#### Part 2: Ratings:

Remembering what you learned this semester, rate yourself on each of the following traits as compared to someone your age.	Above Average	Average	Below Average
1. Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mathematical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Writing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ability to set personal goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to set educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ability to plan for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Level of self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Level of self-understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Understanding of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Tolerance of different beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Open to having my views challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ability to discuss controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ability to see the world from someone else's perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you gained information and learned about the skill listed, where was this information learned?	Learning Framework Course	Cardinal Pride Freshman Orientation	Other TVCC resource	Other non-TVCC resource	
1. Computer skills	i	i	i	i	
2. Mathematical ability	i	i	i	i	
3. Writing ability	i	i	i	i	
4. Study skills	i	i	i	i	
5. Ability to think critically	i	i	i	i	
6. Ability to set personal goals	i	i	i	i	
7. Ability to set educational goals	i	i	i	i	
8. Ability to achieve goals	i	i	i	i	
9. Ability to plan for the future	i	i	i	i	
10. Level of self-confidence	i	i	i	i	
11. Level of self-understanding	i	i	i	i	
12. Understanding of others	i	i	i	i	
13. Tolerance of different beliefs	i	i	i	i	
14. Open to having my views challenged	i	i	i	i	
15. Ability to discuss controversial issues	i	i	i	i	
16. Ability to see the world from someone else's perspective	i	i	i	i	
Please rank the programs below in terms of how helpful they were to you this semester.	<b>Very Helpful</b>	<b>Helpful</b>	<b>Somewhat Helpful</b>	<b>Not Helpful</b>	<b>N/A</b>
1. Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Learning Framework Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cardinal Success Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Meeting with Advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which program above has been the most beneficial for your learning this semester? Please explain how it has helped you this semester and how it will be helpful for moving forward.

Please indicate the extent to which you agree or disagree with the following statements regarding attending TVCC.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a clear understanding of how college fits into my future goals and plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I will have to take a lot of responsibility for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a clear understanding of the major I have selected to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I understand what will be required to graduate from my program of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am aware of the campus resources as they relate to my specific needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I will seek assistance from the success center if I am struggling in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Important dates and deadlines have been communicated clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The programs I have attended have made me feel welcome and connected to the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now that you are at the end of the semester, is there any information that you wish you would have been given before registering or beginning your courses.

---

# Appendix M - Minutes of Board of Trustees Meeting June 27, 2016

**Public and Sports Information**  
100 Cardinal Dr.  
Athens, TX 75751  
(903) 675-6322 and (903) 675-6327

**Office Hours:**  
Monday-Friday  
8:00-4:30

**Contacts:**

**BENNY ROGERS**  
Sports Information Officer

**MARK MEREDITH**  
Public Information Officer



RSS News



RSS Sports

## More Public Relations

[Public Relations Home](#)

[Cardinal News](#)

[Cardinal Sports](#)

[Sports Notes](#)

[TVCC Board Of Trustees](#)

[HOME](#) | [PUBLIC RELATIONS](#) | [TVCC BOARD OF TRUSTEES](#) | [BOARD OF TRUSTEES MINUTES - JUNE 27, 2016](#)

## Board Of Trustees Minutes - June 27, 2016



Posted: 6/29/2016 2:34:15 PM

Trinity Valley Community College

The Trinity Valley Community College Board of Trustees met in regular session at 7:30 p.m. on Monday, June 27, 2016 in the Board Room of the Orval Pirtle Administration Building in Athens, with the following members present:

Mr. Ray Raymond	Mr. Kenneth McGee	Mr. Homer Norville
Mr. David Monk	Mr. Jerry Stone	Mr. Ron Day
Dr. Charlie Risinger	Mrs. Paula Kimball	

1. Mr. Monk opened the meeting with prayer.
2. There were no public comments/information and news items.
3. Judge Randy Daniel swore in the following Board of Trustee members:  
Dr. Charlie Risinger District 6  
Mr. Jerry Stone District 7  
Mr. Homer Norville District 9
4. Mr. McGee moved, seconded by Mr. Stone to keep Ray Raymond as President of the Board of Trustees and Mrs. Paula Kimball as Vice-President of the Board of Trustees. Motion carried unanimously.  
Mrs. Kimball moved, seconded by Mr. Grant to appoint Mr. Kenneth McGee as Secretary of the Board of Trustees. Motion carried unanimously.
5. The following topics were discussed or reviewed in the President Pro Tem report:
  - Jerry King reminded the Board that the next regularly scheduled Board meeting would be July 25, 2016.
  - Jerry King reminded the Board of the annual ACCT Meeting in New Orleans for October 5-8, 2016.
  - 2016-17 College Catalog was handed out.
  - The TVCC Fact Book was handed out.
6. Mr. McGee moved, seconded by Mr. Norville, the Board approve TVCC's Quality Enhancement Plan. Motion carried unanimously.
7. Mr. Stone moved, seconded by Mr. Grant, the minutes to the April 25, 2016 board meeting and the May 2, 2016 special board meeting be approved. Motion carried unanimously.
8. Mr. Stone moved, seconded by Mrs. Kimball, the Board approve the business, financial and investment reports for April and May 2016. Motion carried unanimously.

## REFERENCES

---

- Alexander, J. S., & Gardner, J. N. (2009). Beyond retention: A comprehensive approach to the First College Year. *About Campus*, 14(2), 18-26. <http://doi:10.1002/abc.285>
- American Association of Community Colleges. (2016). *AACC Fast Facts 2016*. Retrieved from <http://www.aacc.nche.edu/AboutCC/Documents/AACCFactSheetsR2.pdf>.
- Balduf, M. (2009). Underachievement among college students. *Journal of Advanced Academics* 20(0), 274-94. Retrieved from <http://web.usu.edu/arc/StudySmart/pdf/Underachievement%20Among%20College%20Students.pdf>
- Bailey, T., Jeong, D.W., & Cho, S. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29(2), 255-270.
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.
- Barefoot, B. (2008). Collegiate transitions: The other side of the story. *New Directions for Higher Education*, 20089144), 89-92.
- Barr, J., & Scheutz, P. (2008). Overview of foundational issues. *New Directions for Community Colleges*, 144, 7-16.
- Boylan, H. R., Bonham, B.S., & White, S.R. (1999). Developmental and remedial education in postsecondary education. *New Directions for Higher Education*, 108, 87-103.
- Byrd, K.L., & MacDonald, G. (2005). Defining college readiness from the inside out: First-Generation college student perspectives. *Community College Review*, 33(1), 22-37.
- Coleman, A. (2008). *A dictionary of Psychology*. (3<sup>rd</sup> ed.). New York, NY: Oxford University Press.
- Community College Research Center (2008). Bridges to opportunity for underprepared adults: A state policy guide for community college leaders. Retrieved from <http://ccrc.tc.columbia.edu/medi/k2/attachments/bridges-opportunity-underprepared-adults.pdf>

- Complete College of America. (2001). *Texas 2011*. Retrieved from <http://www.completecollege.org/docs/Texas.pdf>
- Crede, M., & Kuncel, N.R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3(6), 425-53. <http://doi:10.1111/j.1745-6924.2008.00089.x>
- Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D. (2007). Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101. Retrieved from <https://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>
- Dubey, R. (2012). Emotional and academic motivation among adolescents: A relationship study. *Zenith International Journal of Multidisciplinary Research*, 2(3), 142-7. Retrieved from [http://zenithresearch.org.in/images/stories/pdf/2012/March/ZIJRM/10\\_ZEN\\_VOL2\\_ISSUE3\\_MARCH12.pdf](http://zenithresearch.org.in/images/stories/pdf/2012/March/ZIJRM/10_ZEN_VOL2_ISSUE3_MARCH12.pdf)
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than I.Q.* London: Bloomsbury Publishing.
- Levine-Brown, P., Bonham, B.S., Saxon, D.P., & Boylan, H.R. 2008. Affective assessment for developmental students, part 2. *Research in Developmental Education*, 22(2), 1-4.
- Liff, S.B. (2003). Social and emotional intelligence: Applications for developmental education. *Journal of Developmental Education* 26(3), 28-34.
- Obama, B. (2009). *Remarks of President Barack Obama-Address to joint session of Congress*. Retrieved from <https://www.whitehouse.gov/the-press-office/remarks-president-barack-obama-address-joint-session-congress>
- Tinto, V. (2008). *Access without support is not opportunity*. Retrieved from <https://www.insidehighered.com/views/2008/06/09/tinto>
- Trinity Valley Community College. (2014). *Transform lives enrich communities*. Retrieved from [http://www.tvcc.edu/Institutional-Research/files/Factbook/FY14\\_TVCC\\_Factbook.pdf](http://www.tvcc.edu/Institutional-Research/files/Factbook/FY14_TVCC_Factbook.pdf)
- United States Department of Education. (2011). *Performance Highlights*. Retrieved from <http://www2.ed.gov/about/reports/annual/2011report/2f-mda-performance-highlights.pdf>

United States Department of Education. (2012). *New state-by-state college attainment numbers show progress toward 2020 goal*. Retrieved from <http://www.ed.gov/news/press-releases/new-state-state-college-attainment-numbers-show-progress-toward-2020-goal>

White, T.J., & Sedlacek, W.E. (1986). Non-cognitive predictors: Grades and retention of specially admitted students. *Journal of College Admissions*, 111, 20-23.

