TRINITY VALLEY COMMUNITY COLLEGE

Athens · Kaufman · Palestine · Terrell   www.tvcc.edu

2020-2025 STRATEGIC PLAN

Ethel May and Frank Johns Tower

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MESSAGE FROM THE PRESIDENT

Jerry King

Trinity Valley Community College (TVCC) provides exceptional learning experiences that have the power to transform the lives of our students. The 2020-2025 Strategic Plan reaffirms TVCC's commitment to learning as its central value. The college community accepts its responsibility to provide all students with the best possible learning opportunities.

Our supportive environment encourages innovative, learning-centered programs and services that respond to the ever-changing needs of our students and the communities we serve. We are blessed with a truly caring and committed faculty and staff, and it is our promise that we will continue to make student learning and success the focus of our work.

HISTORY

Trinity Valley Community College (TVCC) has provided quality education and training for both students and citizens in its service area since its founding in 1946. TVCC was founded as Henderson County Junior College by a group of Athens civic leaders, headed by J.P. Pickens, Orval Pirtle, and public school administrators in late 1945 and early 1946. Creation of the college was formally approved by voters in the spring of 1946.

Orval Pirtle, First President

The first registration and summer classes were conducted in 1946 in temporary facilities at Athens High School. Classes for the 1946 fall semester were moved to a dedicated property provided by the board of trustees, which remains as our main campus in Athens.

The school became a multi-campus institution with the initiation of instructional programs at the Texas Department of Criminal Justice at the Coffield Unit in 1969 and in the 80s instruction began at the Beto, Powledge and Michael units. Additional satellite campuses were established in Palestine in 1972 and Terrell in 1973.

In 1983, the Health Science Center satellite campus was opened in Kaufman and in 2020 TVCC opened a new Health Science Center in Terrell. In 1986, the board of trustees voted to rename the institution Trinity Valley Community College to better reflect the five-county area our campuses serve.

TVCC has a proud heritage of service to our region and continues to support the needs of our community and student body. In that time, the school has grown from a single campus of 311 students and 12 faculty members, primarily from Henderson County, to a five-campus college district with over 6,400 students and 163 full-time faculty members and 95 part-time instructors (Fall 2019). Students now come from across the five-county service area, the state of Texas, the United States, and foreign countries.

The fall 2019 enrollment for the Athens campus was 1,709. The Terrell campus enrolled 1,119, the Palestine campus enrolled 299, the Texas Department of Criminal Justice (TDCJ) location enrolled 634 and the Health Science Center in Terrell enrolled 393. TVCC had 3,836 students enrolled in online classes. We also taught 1,761 students in dual credit classes throughout the service area. There is some duplication in the per-campus numbers because many students attend courses on more than one campus.

TVCC is committed to its mission of transforming lives through affordable and accessible education and will adapt to better serve the changing trends in higher education as well as the needs of citizens of Henderson, Kaufman, Rains, Van Zandt, and Anderson counties in East Texas.

VISION, MISSION, STATEMENT OF PURPOSE & VALUES

VISION
Trinity Valley Community College will be a leader in providing quality education, innovative programs, and purpose for our students, employees, and communities.

MISSION
Transforming lives through affordable and accessible education.

STATEMENT OF PURPOSE
The TVCC Statement of Purpose is determined in statute identified in the Texas Education Code, Section 130.003, which states that the charge of each public community college shall be to provide the following:
- Technical programs up to two years in length leading to an associate degree or certificates;
- Vocational programs leading directly to employment in semi-skilled or skilled occupations;
- Freshman and/or sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading;
- Compensatory education programs designed to fulfill the commitment of an admissions policy that allow the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Workforce development program designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Other purposes as may be prescribed by the Texas Higher Education Coordinating Board for post-secondary education in Texas.

VALUES

Trinity Valley Community College adopted "The Cardinal Way" as its service standards. The Cardinal Way is to be a leader and these are the actions of a leader.

- **C**ourageous
- **A**ccountable
- **R**espectful
- **D**riven
- **I**nspirational
- **N**etworker
- **A**uthentic
- **L**ife-long learner

DEVELOPMENT & IMPLEMENTATION

In 2018, the Strategic Planning Committee, consisting of 24 members and many subcommittee members, began to research and compile a new five-year strategic plan.

At their annual administrator's retreat in the spring 2019, the Council on College Planning (COCP) looked at the strengths, weaknesses, opportunities and threats (SWOT) analysis the college might face in the next five years. The SWOT analysis was shared and input was received from faculty and staff as well as the community. This acted as the framework for planning and the core elements of the new strategic plan.

In fall 2019, the strategic planning committee continued to hold meetings where the following items were discussed for inclusion into the new 2020-2025 strategic plan:
- Must meet the needs of our community
- Must meet the needs of all faculty and staff
- Must be consistent with the unique history and needs of the college
- Must measure the statewide Texas Higher Education Coordinating Board strategic plan for colleges and universities known as **60x30TX**.
- Must measure student learning goals as required by our accrediting body

The Strategic Planning Committee continued to meet in spring and summer 2020 to refine the strategic directions, goals, strategies, and objectives with key performance indicators also known as action areas created to measure effectiveness. The process consistently followed the assumptions for planning by being a vision and mission driven, data informed institution where the TVCC Board of Trustees approved the new vision and mission statements at the May, 2020 board meeting.

The plan contains four overarching goals, 13 key performance indicators known as action areas tied to 96 outcomes that will be assessed yearly. A brief overview of these goals are outline below:

- Goal 1: **Maximize Student Success**
  - Key Performance Indicators/Action Areas include Access, Affordability, Completion, Student Engagement, Preparedness and Retention/Persistence

- Goal 2: **Develop Employee Excellence**
  - Key Performance Indications/Action Area include Engagement
- Goal 3: **Provide Community Enrichment and Service**
  - Key Performance Indicators/Action Areas include Engagement, Recruiting and Resources
- Goal 4: **Ensure Institutional Improvement**
  - Key Performance Indicators/Action Areas include Action, Compliance and Resources

Trinity Valley Community College and the communities we serve are collectively responsible for institutional success. However, for the purposes of this strategic plan, the departments, divisions, or offices are referred to as reporting units, as shown in Appendix B, which are derived from the current organizational structure of the college. The reporting units are part of the TVCC stakeholders.

Stakeholders and reporting units have created the strategic plan action area outcomes listed in this document and will also be responsible for Learning Enhancement Annual Plans (LEAPs) or Administrative Outcomes (AOs) that support achieving desired action area outcomes (see pages 12-16).

These outcomes are our desired commitment to organizational improvement and the institution's dedication to student success. The college's vision, mission, values, core curriculum, and general education philosophy guide annual outcome creation.

The organizational chart is included in Appendix C. It is possible that organizational changes may modify some stakeholder responsibilities during the 2020-2025 planning and reporting period.

ASSESSMENT

Annual data measuring the level of accomplishment towards meeting the TVCC Strategic Planning Goals is defined by the following:

1. Desired strategic plan action areas and measureable outcomes
2. Data derived from Learning Enhancement Annual Plans (LEAPs), Administrative Outcomes (AOs), and Program Reviews
3. Implementation of the Texas Higher Education Coordinating Board (THECB) programs and
4. State legislative requirements that include 60x30TX data from the Texas Higher Education Coordinating Board (THECB) higher education strategic plan is designed to help Texas remain competitive and prosperous. It has four goals:
   - By 2030, at least 60 percent of Texans ages 25-34 will have a postsecondary credential or degree.
   - By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from a Texas public, independent, or for-profit college or university.
   - By 2030, all graduates from Texas public institutions of higher education will have

completed programs with identified marketable skills.
- By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Evaluation and Assessment

TVCC has an ongoing integrated, institution-wide, research-based planning and evaluation process which incorporates a systemic review of institutional mission, goals and outcomes regardless of location or mode of delivery. This process ensures continuous improvement in institutional quality and demonstrates that the College is effectively accomplishing its mission.

Learning Outcomes Assessment

TVCC assesses all programs **annually**, both academic and occupational, on the basis of students' learning outcomes to systematically examine student learning during a degree program. The primary goal is the continued improvement of academic quality for the institution. Effective learning outcomes assessment answers three questions:

1. What knowledge, skills, and attitudes will successful students have acquired upon graduation?
2. How well do students perform relative to these learning outcomes?
3. How can programs improve to provide a stronger academic experience to students?

Learning Outcomes Assessment and Academic Quality

To assess effective student learning outcomes at the course and program, students may be required to take additional examinations, participate in surveys and/or provide samples of their work at TVCC. The College has two formal mechanisms for assessing academic quality: *Program Review* and *Learning Outcomes Assessment*, which is defined as *Learning Enhancement Annual Plans (LEAPs)* at TVCC.

Various Roles in Learning Outcomes Assessment at TVCC

For learning outcomes assessment to be truly effective it must be a College-wide process. Four primary groups are directly involved with assessment activity: faculty, program division chairpersons, office of strategic planning, effectiveness and accreditation, and the curriculum and instruction committee. The process by which assessment occurs at TVCC is as follows:

1. Faculty develop LEAPs annually, assess student performance, and provide the necessary analysis to understand student mastery of learning outcomes in their programs during each fall and spring semester.
2. Program reviews occur annually and examines the programs' overall functioning by studying administrative data, graduate outcomes, and other measures of effectiveness. The program review also provides an opportunity for academic program faculty to further examine LEAPs outcomes data collected through the annual learning outcome assessment.
3. Program division chairs manage and monitor the assessment process within their programs throughout its lifecycle to assess outcomes. They submit yearly assessment reports that provide evidence of the activity and improvement determined by the analysis of the results.
4. The Office of Strategic Planning, Effectiveness and Accreditation oversees the Institutional Research office who coordinates and supports the overall effort while providing methodological and technical support throughout the process. This office also posts the student learning outcomes reports online annually.

7   *Trinity Valley Community College 2020-2025 Strategic Plan*
Prepared by the Office of Strategic Planning, Effectiveness &
Accreditation

5. The Curriculum and Instruction Committee (C&I) is responsible for curriculum development and the improvement of all educational programs that is faculty driven. This committee is responsible for continuous evaluation and improvement of instruction at TVCC. The committee make-up includes representatives from all instructional programs and divisions of the College who review and advise assessment activities. The committee seeks to keep the college in-line with requirements of regional accreditation and state mandates.

Assessment of Program Student Learning Outcome(s) Assessment

The committee conducts its work by reviewing all divisional and student learning assessment reports from which specific recommendations for improvement are generated to be addressed by departments and programs. The divisional and student learning outcome assessment reports as well as findings are used to provide evidence, where appropriate, in the budget process.

The intent of LEAPs is to specify the desired student learning outcome, the implementation strategy, the assessment method, and the assessment criteria that are directly linked to educational program level competencies and TVCC's strategic planning goals. Therefore, when assessing the learning outcomes for a course, the LEAPs instrument also determines the students' acquisition of the respective program level educational competencies embedded within the course. Measurable data is derived from the LEAPs results that is used for program planning and continuous improvement.

TVCC has established eight general education goals to specify the knowledge and skills that students should gain from completing academic and workforce programs with the College. All learning outcomes within LEAPs are aligned with one to four of the College's general educational goals stated in the TVCC Catalog and listed below:

1. Critical thinking – Students will be able to demonstrate creative thinking, innovation, inquiry, analysis, and synthesis of information.
2. Communication – Students will be able to effectively develop, interpret, and express of ideas through written, oral, visual communication.
3. Empirical and quantitative skills– Students will be able to manipulate and analyze numerical data or observable facts and create informed conclusions.
4. Teamwork – Students will be able to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. Social responsibility – Students will be able to recognize and acquire a sense of intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
6. Personal responsibility – Students will be able to connect choices, actions, and consequences of ethical decision-making.
7. Technology – Students will be able to utilize computer-based technology in accessing information, solving problems, and communicating.
8. Career entry skills – Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation.

Learning Enhancement Annual Plans (LEAPs) Process

The assessment of program student learning outcomes was established in 2006 with a vigorous monitoring process that encourages a continuous improvement approach to programs in which outcomes span multiple reporting cycles without interrupting the creation of new outcomes each year to account for changes to college organization, curriculum, or teaching strategies.

1. Division chairs, program coordinators, and faculty review and analyze results from the ending academic year.
2. The results of the analysis and any changes to the TVCC Strategic Plan are used as input into changing or maintaining student learning outcomes (SLOs). These new SLOs are incorporated into the plans for the next academic year.
3. Outcome measures and assessment methods are modified based on the results of the analysis and the new SLOs. Assessment criteria may be revised if changes are made to the measures or assessment methods. Assessment criteria may also be edited to increase the outcome expectations if prior criteria had been met.
4. The LEAPs are updated and sent to the appropriate associate vice president or division chair for approval.
5. After approval, all impacted faculty are provided information on the updated LEAPs and changes are made to the curriculum as needed.
6. Biennially, LEAPs are evaluated by the General Education Committee and feedback is provided to the person responsible for the LEAPs. This feedback is used as input into the next annual LEAPs assessment.

Program Review Annual Process

To support program review of educational programs and provide relevant data, program level outcomes are evaluated annually through the use of various instruments that are intended to measure the extent to which students attain the general education goals at TVCC. Program and continuous improvements are determined in this process.
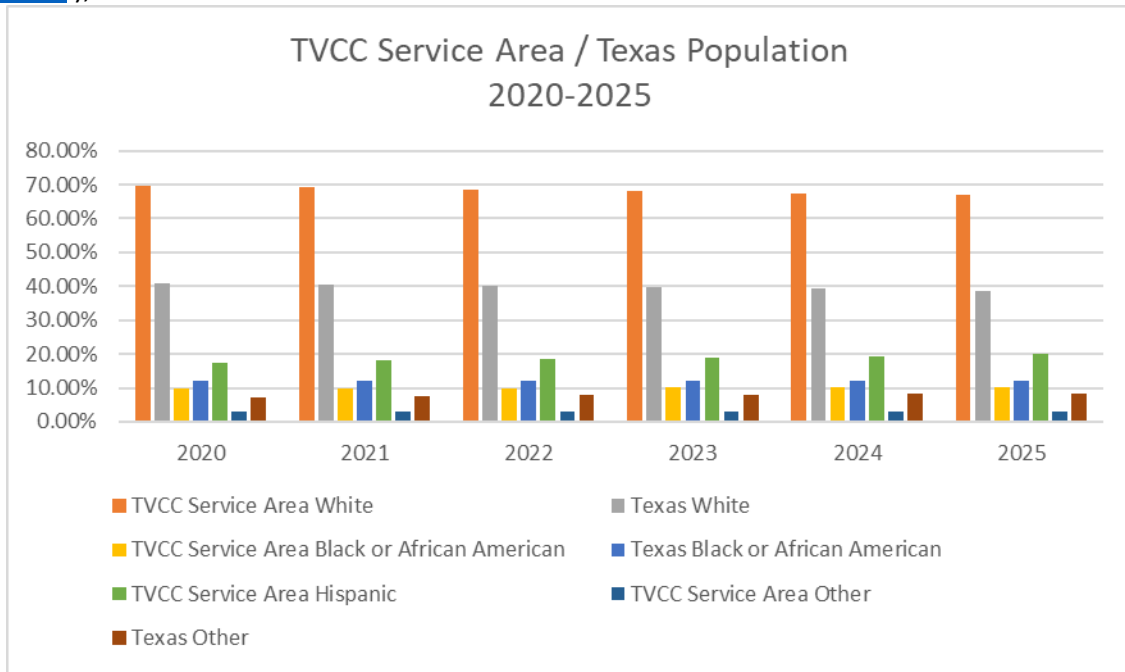
1. Division chairs, program coordinators, and faculty review and analyze results from all the program LEAPs for the ending academic year, then document the SLO results and the new SLOs in the program review.
2. Any changes implemented during the ending year are documented in the program review. The results of the analysis of all SLOs and any changes to the TVCC Strategic Plan are used as input into evaluating current program learning outcomes (PLOs) as well as changing or maintaining PLOs for the future. These new PLOs are incorporated into the plans for the next academic year.
3. The program reviews are updated and sent to the appropriate associate vice president or division chair for approval.
4. After approval, all impacted faculty are provided information on the updated PLOs.

Population Demographics

Strategic planning has always been important to Trinity Valley Community College, but has become more critical given the rapid population growth and demographic changes occurring in our service area and the state as a whole. According to the state demographer the population of Texas grew 9% between 2015 and 2020 and is expected to grow another 9% between 2020 and 2025. During this time, the non-Hispanic White population was projected to decrease from 43% to 39% of the total population, while the Hispanic population would grow from 39% to 41%. The non-Hispanic

Black or African American population was projected to remain steady. The THECB strategic plan takes into account the changing demographics in Texas, and therefore TVCC must also take into account the demographics within our service area.
(https://demographics.texas.gov/Data/TPEPP/Projections/Tool?fid=956DE72754B54EECBE3888CA5FF7D19F0),
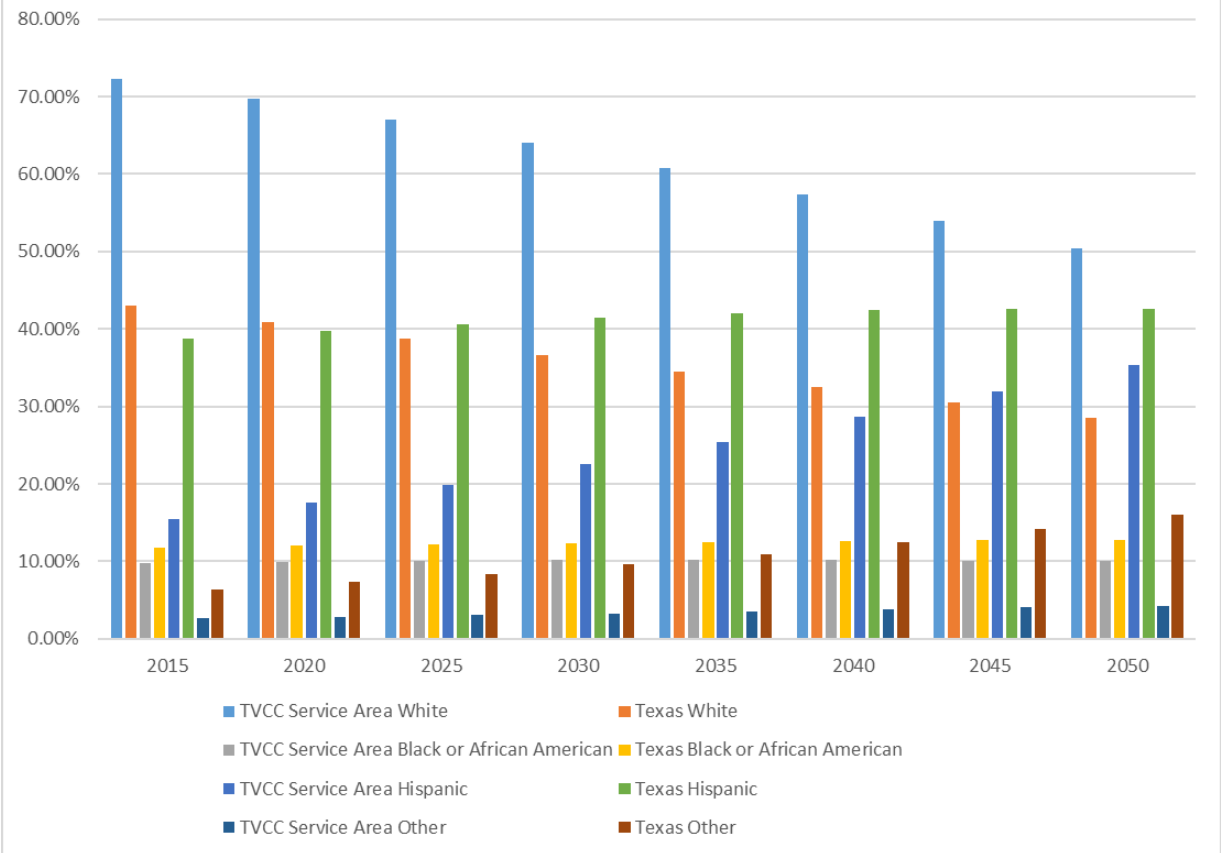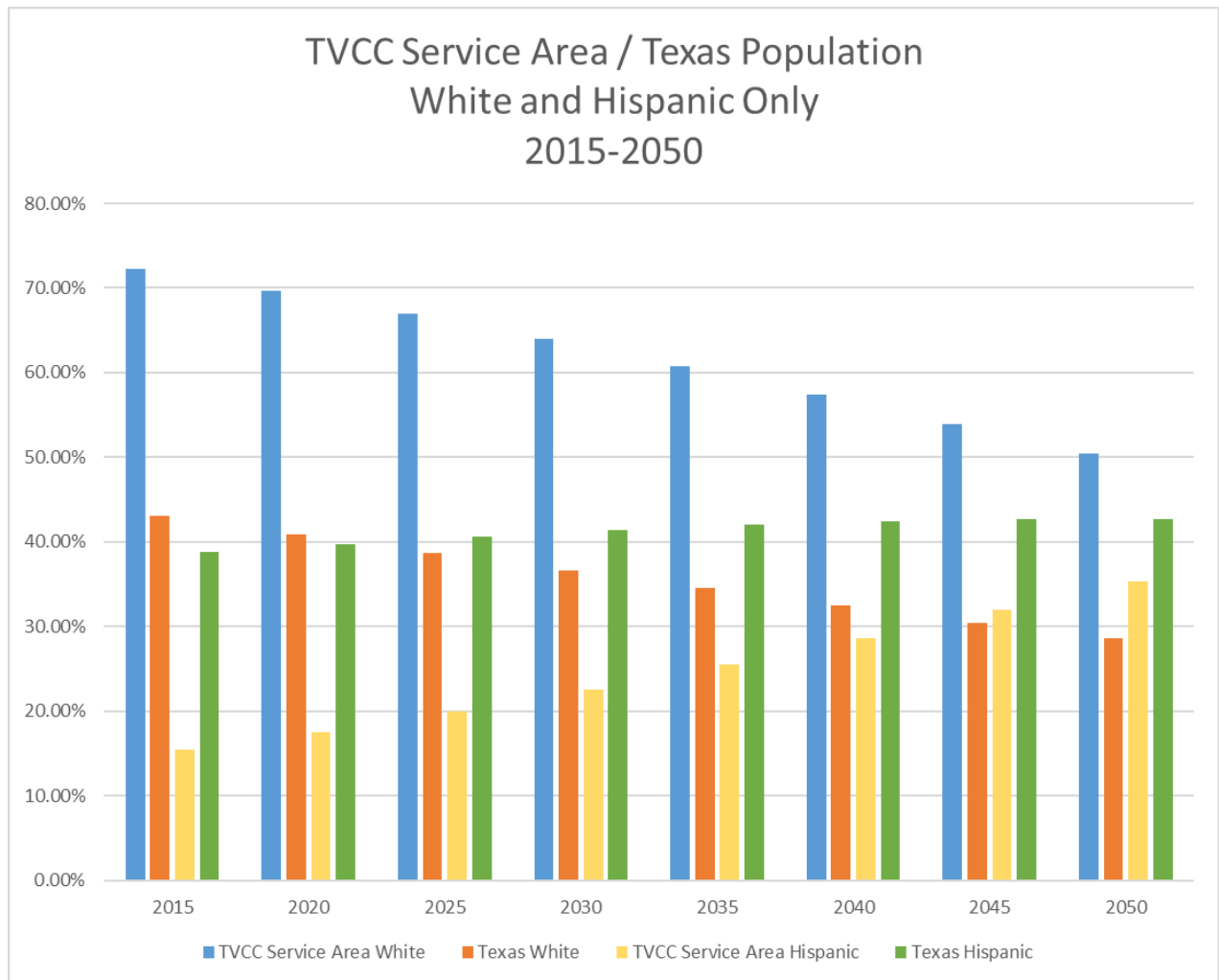

Within the service area, many of the statewide trends will become more evident over the next ten years. Failure to address the coming changes now may lead to a difficult economic and political future. Texas became a minority-majority state in 2005. The growth of populations that have been historically underrepresented in higher education is expected to continue. At present, service area public schools report increasing numbers of Hispanic students. The trend is similar across the state. Moreover, the number of economically, as well as academically, disadvantaged students has continued to increase locally and statewide.

The state has identified the education of those populations as vital to the social and economic security of Texas. The state demographer projects that by 2050, only 29% of the state's population will be non-Hispanic White and 43% will be Hispanic. When evaluating the age of Texans in the future, it is projected that minorities will represent 76% of the 18-to-24-year-old population by 2050 with 47% of the total 18-to-24 population being Hispanic.

In the five county TVCC service area, the state demographer projects by 2025, that 67% of the population will be non-Hispanic White and 20% will be Hispanic. By 2050, the projection is that 50% of the population will be non-Hispanic White and 35% will be Hispanic. The non-Hispanic Black or African American population is projected to remain steady at 10%.

**TVCC Service Area / Texas Population
2015-2050**

Legend:
- TVCC Service Area White
- Texas White
- TVCC Service Area Black or African American
- Texas Black or African American
- TVCC Service Area Hispanic
- Texas Hispanic
- TVCC Service Area Other
- Texas Other

TVCC Service Area / Texas Population
White and Hispanic Only
2015-2050

Given the nexus between both individual and community prosperity and an educated workforce, the role of TVCC in providing education and training to an increasingly diverse population will become vital to the future of our communities and their economies.

CORE CURRICULUM AND GENERAL EDUCATION PHILOSOPHY

The core curriculum at Trinity Valley Community College provides students with a solid foundation of knowledge and skills which will assist them throughout life. The core is based upon developing competencies in communication skills, critical thinking, empirical and quantitative skills, teamwork, social responsibility and personal responsibility. The core encompasses a breadth of content and courses ranging from the humanities and liberal arts to the social and natural sciences and from the visual and performing arts to mathematics and computer science.

In addition to the core competencies, Trinity Valley Community College has established eight general education goals to specify knowledge and skills that students should gain from completing academic and workforce programs with the College. These student learning goals were presented previously in Assessment of Program Student Learning Outcome(s) Assessment.

Based upon the knowledge and skills gained through the core curriculum, general education and workforce education program at Trinity Valley Community College, students will be prepared to serve as informed and productive citizens as well as lifelong learners. Core curriculum goals are the foundation on which annual plans are built. Evaluated annually, LEAPs and their related learning outcomes, and program reviews provide measurable data related to learning-centered strategic planning action areas.

GOAL 1: MAXIMIZE STUDENT SUCCESS

Action Area: Access

1. Increase contact hours in credit courses
2. Increase contact hours in non-credit courses
3. Increase course offerings in high demand programs each plan year
4. Increase flexibility in our course offering schedules in an effort to increase enrollment
5. Remove and reduce barriers to enrollment
6. Expand shared digital collections to increase usage of electronic materials in all learning resource centers (LRCs)
7. Support implementation and creation of Open Educational Resources through training and professional development opportunities

Action Area: Affordability

1. Increase the amount of all financial assistance available to students
2. Increase the amount of institutional financial assistance acquired for students
3. Improve student financial literacy
4. Remain competitive with institutional cost to the student
5. Increase the number of offerings of courses using Open Educational Resources

Action Area: Completion

1. Increase the graduation rate percentage annually
2. Exceed the state targets for industry-recognized credentials, certificates, or degrees
3. Increase course completion rates for students utilizing tutoring services
4. Increase the number of completers in associate degrees and certificates each year
5. Increase the success rate of students attempting their first college level Math or English course
6. Increase the number of students completing the first 15 college credits and the first 30 college credits
7. Increase the number of core curriculum completers each year
8. Increase the number of students who transfer to a university after having completed 15 hours of coursework
9. Increase dual credit completion rates in academic education courses
10. Increase dual credit completion rates in workforce education courses
11. Increase the rate of direct transfer to TVCC of dual credit students
12. Increase course completion rates in academic education courses
13. Increase course completion rates in workforce education courses
14. Remove barriers that prevent students from completing
15. Increase completers of Occupational Skills Awards
16. Maintain the state average of workforce education program completers that are either employed, pursuing advanced training, enlisted in military services, or are Peace Corps Volunteers
17. Increase state licensure rates for programs subject to state licensure
18. Increase enrollment and employment rates of graduates
19. Increase transfer rate to four-year colleges after completion at TVCC

Action Area: Student Engagement
1. Engage service area high schools through presentations, fairs, and campus tours.
2. Increase student satisfaction and engagement in collegiate life
3. Increase overall student satisfaction with their experience at TVCC
4. Provide students a comprehensive, holistic college experience that will enhance their overall growth and development
5. Provide innovative programs/events to enhance student social and personal growth and development
6. Provide student cultural and ethnic diversity programs/activities
7. Increase or maintain engagement scores in the benchmark area Active & Collaborative Learning in the Community College Survey of Student Engagement (CCSSE)
8. Increase or maintain engagement scores in the benchmark area Student Effort in the CCSSE
9. Increase or maintain engagement scores in the benchmark area Academic Challenge in the CCSSE
10. Increase or maintain engagement scores in the benchmark area Student Faculty Interaction in the CCSSE
11. Increase or maintain engagement scores in the benchmark area Support for Learners in the CCSSE
12. Increase the usage of learning resource center instructional supports at all campus learning resource centers (LRCs)
13. Increase the number of service learning programs and opportunities for students

Action Area: Preparedness
1. Increase first college gateway course completion rate
2. Enhance high school students' preparedness for college level course work with college and career readiness initiatives
3. Increase the success rate of developmental and corequisite course completion

Action Area: Retention/Persistence
1. Increase one-year retention rates
2. Increase fall semester to spring semester retention rates
3. Increase one-year retention rate for students placed on academic restriction
4. Increase retention and persistence rate for students attending the second year after completion of the first year
5. Increase retention rate of students who are Texas Success Initiative (TSI) deficient and enrolled in developmental education or corequisite courses
6. Increase GPA average of TSI deficient students who access and use the services available in the Cardinal Success Center
7. Decrease the number of students who are placed on academic probation

GOAL 2: DEVELOP EMPLOYEE EXCELLENCE
Action Area: Engagement
1. Enhance a culture of performance improvement by engaging faculty and staff in professional and leadership development opportunities
2. Enhance and strengthen orientation of faculty and staff
3. Provide a healthy, safe, trustworthy, and secure environment

4. Increase access and training in the use of technology resources for students, administrators, faculty, and staff.

GOAL 3: PROVIDE COMMUNITY ENRICHMENT AND SERVICE

Action Area: Engagement

1. Revitalize the alumni association through the creation of an alumni board, new alumni membership benefits, alumni survey and engagement activities
2. Develop collaborative projects with community members/organizations to provide campus-wide educational diversity and inclusion programs for faculty and staff
3. Increase engagement and enrollment in Hispanic populations
4. Increase community engagement through partnerships, community organizations, and grants

Action Area: Recruiting

1. Increase social media in support of alumni networking, community contact and participation in college activities
2. Enhance and strengthen communications, branding and marketing
3. Increase the participation of under-served populations in non-credit enrollment
4. Collaborate with service area schools and with TVCC departments to innovate new ways to gather and share information regarding TVCC

Action Area: Resources

1. The SBDC provides enrichment and service to area small and start-up businesses by providing guidance, training, and assistance in starting a business and in overcoming obstacles for existing businesses. They provide human resources with their assistance, fiscal resources through offering many services for free, and physical resources through the offices located in several cities throughout the TVCC service area
2. The TVCC Advocacy Center provides community services to our student community by providing fiscal resources through the assistance with food, personal hygiene items, school supplies and clothing needs, help finding mental and physical health needs, and housing when needed
3. The TVCC foundation provides opportunities for personal and professional development workshops, conferences and events at no charge throughout the year for the entire service area community.
4. TVCC provides service learning opportunities to its students through coop classes, student peer tutoring, and community based class projects. These activities provide community enrichment and service by providing the human resources needed in exchange for the learning opportunities for the students

GOAL 4: ENSURE INSTITUTIONAL IMPROVEMENT

Action Area: Action

1. Strengthen and enhance the internal system of communication between departments, divisions, and campuses
2. Implement innovative instructional programs to meet labor market demands in our service areas

Action Area: Compliance
1. Ensure the college engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission
2. Provide on-going support and training to ensure that assessment cycles are enforced to identify outcomes, outcomes are measured, results are analyzed, and actions are taken (planned) to improve performance; changes, if needed, are made based on the information collected
3. Ensure the College is in compliance, as stipulated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation

Action Area: Resources
1. Increase efficiency, productivity, and resources in the graphic and print design department
2. Update the emergency operations plan annually and implement changes within a year
3. Create the continuity of operations plan
4. Create a new College Master Plan with priorities for projects that will be used for budget funding approvals
5. Confirm adequate financing, both internally and externally, to fund the College Master Plan in addition to ongoing college operations
6. Update and complete the major projects list, as funding is approved
7. Maintain adequate network communications connectivity and bandwidth between the Athens and remote campuses to meet the growing technology requirements
8. Maintain adequate network communications connectivity and bandwidth between TVCC and the Internet gateway to meet the growing online technology requirements
9. Increase and maintain technical currency with the number of interactive television (ITV) classrooms to support ITV requirements for campus-to-campus interactive instruction and the needs of our remote student population
10. Improve data security and governance through increased security plan maturity levels
11. Increase community engagement through partnerships, community organizations, and grants
12. Increase institutional readiness for promise program and comprehensive campaign to support student success and institutional sustainability
13. Increase donations to expand support for students and the college
14. Increase philanthropic support in the following areas: major gifts, annual fund, planned gifts and capital campaigns to support student success and overall organizational sustainability
15. Develop and sustain an Advocacy Resource Center
16. Sustain and continuously evaluate and update instructional technology for student needs
17. Evaluate and update on-campus instructional technology for instruction and learning reflective of active and collaborative learning
18. Improve the data exchange between the LMS and Colleague to automate repeatable processes
19. Streamline degree audit process to complete quicker and with less manpower
20. Reduce elapsed time from student application through financial awarded
21. Reduce manpower required for processing and reporting in the financial aid department

APPENDICES

Appendix A – Strategic Planning Committee Members

Last Name	First Name	Job Title	Campus
Allen	Algia	Provost	Terrell Campus
Bennett	Kristen	VP, Institutional Advancement	Athens
Bryan	Karla	Director, Learning Resource Center	Athens
Burnett	Brad	Senior Research Associate	Athens
Collier	Holley	Director, Distance Learning	Athens
Daley	Chris	Coordinator, Institutional Research	Athens
Daniel	Brett	VP, Information Technology	Athens
Denney	Tammy	AVP, Enrollment Management, Registrar	Athens
Dotts	Janene	Director, Human Resources	Athens
Graem	David	AVP, Facilities Management	Athens
Green	Janet	Director, Student Pathways	Athens
Hicks	Chris	Director, Adult and Continuing Education	Athens
Hopkins	David	VP, Administrative Services/CFO	Athens
Hurley	Sam	AVP, Correctional Education Programs	TDCJ
King	Jerry	President	Athens
Kinzer	Jay	VP, Student Services	Athens
McElroy	Katie	Institutional Research Associate	Athens
Reid	Helen	Provost	Terrell HSC
Rummel	Tina	Director, Strategic Planning, Effectiveness and Accreditation	Athens
Samples	Timothy	Faculty Representative	Athens
Spizzirri	Kristin	VP, Instruction	Athens
Townsend	Kelley	AVP, Workforce Education	Athens
Watson	Jeffrey	Provost	Palestine
Williamson	Blake	Director, Recruitment/High School Outreach, Enrollment	Athens

Strategic Planning Sub Committee Members

Last Name	First Name	Position	Campus
Dotts	Janene	Director of Human Resources	Athens
Williamson	Blake	Dir Recruiting/High School Outreach, Enrollment	Athens
Hardgrave	Vivian	Faculty, Business & Computer Science	Athens
Turner	Angel	Faculty, Medical Assistant	Athens
Skiles	Courtney	Staff, Enrollment	Athens
Ellis	Gail	Faculty, Health Occupation	Terrell
Mullins	Suzan	Executive Assistant, Facilities Management	Athens
Kennedy	Zachariah	Staff, IT Services	Athens

Russell	Natalie	Staff, Learning Resource Center	Palestine
Shipman	Karen	Faculty, Math	Palestine
Kite	Sarah	Staff, Advising	Athens
Palacios	Stacy	Staff, Adult Education	Athens
Hayes	Aleah	Staff, Health & Kinesiology	Athens
Daniel	Sheree	Faculty, TVCC	Terrell
Cleaver	Matt	Faculty, Social Science	Athens
Powell	John	Faculty, Social Science	Athens
Smith	Jason	Assistant Provost	Terrell HSC

Appendix B - Stakeholders or Reporting Units (LEAPs and AOs)

1. **President** - The president of Trinity Valley Community College is responsible for the administration of the College, its facilities, and educational programs.

    1.1. **Vice President of Instruction** - The vice president of instruction (VPI) is responsible for the administrative oversight of all Strategic Plan action area outcomes related to all instructional departments including academic, workforce, distance, dual credit, developmental, continuing, and adult education; learning resources; strategic planning, institutional effectiveness and accreditation; and grant coordination.

    1.1.1. **Associate Vice President of Academic Affairs** - The associate vice president for academic education is responsible for the administration of Strategic Plan action area outcomes, LEAPS, and AOs related to academic education and curricular aspects of all academic programs. This includes outcomes related to science and mathematics, language arts, social sciences, fine arts, kinesiology, and developmental education.

    1.1.1.1. **Academic Division Chairpersons** - The College's organizational structure includes academic division chairpersons for the Fine Arts Division (art, band, Cardettes, choir, communications/media, drama, journalism, music education, and speech); the Language Arts Division (English, learning framework, foreign languages, and humanities); the Science and Mathematics Division (biology, chemistry, mathematics, and physics); the Social Sciences Division (education, history, government, philosophy, psychology, and sociology); and the Kinesiology Division (activity, sports-related, and athletic training). They are all responsible for Strategic Plan action area outcomes, LEAPS, and/or AOs related to their particular departments.

    1.1.2. **Associate Vice President of Workforce Education** - The associate vice president for workforce education is responsible for the administration of Strategic Plan action area outcomes, LEAPS, and AOs related to workforce education and continuing education. This includes outcomes related to business and computer science, career technical skills education, adult education, continuing and workforce education, the operation of the Small Business Development Center, the TVCC ranch management program, and the TVCC rodeo team.

    1.1.2.1. **Workforce Education Division Chairpersons** - The College's organizational structure includes the Workforce Education Division chairperson for business and computer science education (accounting, business and office administration, child development, computer science, economics, and management) and career and technical education (agriculture, automotive technology, cosmetology, criminal justice, drafting technology, mechanical engineering technology, fire science, ranch

management, and welding). They are responsible for Strategic Planaction area outcomes, LEAPS, and AOs related to their particular departments.

1.1.2.2. **Director of Continuing Education** - The director of continuing education is responsible for Strategic Plan action area outcomes, LEAPS, and AOs related to non-credit continuing educationprograms.

1.1.2.3. **Director of Adult Education/ESL & El-Civics** - The director of adult education is responsible for Strategic Plan action area outcomes, LEAPS, and AOs related to adult education programs.

1.1.2.4. **Director of Small Business Development Center** - The director of the Small Business Development Center is responsible for LEAPS and AOs related to small business counseling, technical assistance, and training in the College's service area.

1.1.3. **Director of Strategic Planning, Effectiveness, and Accreditation** - The directorof strategic planning, effectiveness, and accreditation is responsible for the management and coordination of strategic planning and accreditation activities and AOs related to institutional planning, effectiveness, research, and accreditation.

1.1.3.1. **Coordinator of Institutional Research** - The coordinator of institutional research is responsible for Strategic Plan action area outcomes and AOs related to institutional research.

1.1.4. **Provost, Terrell Health Science Center**- The provost of the Health Science Center is responsible for Strategic Plan action area outcomes, LEAPS, and AOs related to health occupation programs and the administration of the Health Science Center.

1.1.5. **Provost, Palestine Campus** - The provost of the Palestine Campus is responsible for Strategic Plan action area outcomes and AOs related to the administration of the Palestine campus and for managing participation of Palestine instructional staff in the implementation of workforce and academic LEAPS.

1.1.6. **Provost, Terrell Campus** - The provost of the Terrell campus is responsible for Strategic Plan action area outcomes and AOs related to the administration ofthe Terrell campus and for managing participation of Terrell instructional staff in the implementation of workforce and academic LEAPS.

1.1.7. **Associate Vice President of TDCJ Correctional Programs** - The associate vice president of TDCJ correctional programs is responsible for Strategic Plan action area outcomes and AOs related to instruction offered at Texas Department of Criminal Justice (TDCJ) facilities and for managing participation of TDCJ instructional staff in the implementation of workforce and academic LEAPS.

1.1.8. **Director of Distance Learning** - The director of distance learning is responsible for Strategic Plan action area outcomes and AOs related to distance learning programs.

1.1.9. **Director of Learning Resources** - The director of learning resources is responsible for Strategic Plan action area outcomes and AOs related to the learning resource centers at all campuses.

1.1.10. **Director of Dual Credit** - The director of dual credit is responsible for Strategic Plan action area outcomes, LEAPS and AOs related to the College's dual credit program on campus and at service area high schools.

1.1.11. **Director of Quality Enhancement Plan** - The director of the Quality Enhancement Plan is responsible for Strategic Plan action area outcomes and AOs related to development, facilitation, and implementation of the College's Quality Enhancement Plan.

1.2. **Vice President of Administrative Services and Chief Financial Officer** - The vice president of administrative services and CFO is responsible for Strategic Plan action area outcomes and AOs related to budgeting and finance and has administrative oversight responsibility for action area outcomes and AOs related to human resources, accounting services, facilities management, energy management, transportation, logistics, insurance, purchasing, contracts, the bookstore, vending services, and mail and courier services.

1.2.1. **Director of Accounting Services and Controller** - The director of accounting services and controller is responsible for Strategic Plan action area outcomes and AOs related to the business office including maintenance of student accounts, payroll, regulatory reporting, accounts payable and receivable, general accounting, financial reporting, and grant compliance.

1.2.2. **Director of Bookstore Services** - The director of bookstore services is responsible for AOs related to bookstore operations, mail and courier services, and vending services.

1.2.3. **Purchasing, Contracts, and Insurance Coordinator** - The purchasing, contracts, and insurance coordinator is responsible for AOs related to purchasing policies and processes, contract administration, and insurance management.

1.2.4. **Director of Human Resources and Compliance** - The director of human resources is responsible for Strategic Plan action area outcomes and AOs related to organizational development and effectiveness, talent management, employee relations and advocacy, salary and benefits administration, and institutional policy administration and compliance.

1.2.5. **Director of Transportation and Logistics** - The director of transportation and logistics is responsible for AOs related to vehicle fleet scheduling and maintenance, shipping and receiving, inventory control, and surplus equipment management

1.3. **Vice President of Information Technology** - The vice president of information technology is responsible for Strategic Plan action area outcomes related to development and maintenance of the college's overall information technology infrastructure and maintains oversight responsibility for AOs related to administrative computing, network support services, systems support services, client support services, media support services, and ERP programming.

1.3.1. **Director of ERP Programming** - The director of programming is responsible for AOs

related to the programming efforts associated with the Enterprise Resource Planning (ERP) implementation.

    1.3.2. **Director of Network Support Services** - The director of network support services is responsible for AOs related to IT network support services including LAN, WLAN, and WAN hardware and software and communication links for data, voice, video, surveillance, and wireless networks.

    1.3.3. **Director of Systems Support Services** - The director of systems support services is responsible for AOs related to IT systems support services, including operating systems, servers, and data storage.

    1.3.4. **Director of Client Support Services** - The director of client support services is responsible for AOs related to IT client support services, including desktop support for personal computers, telephones, printers, wireless devices, and related equipment.

    1.3.5. **Director of Media Support Services** - The director of media support services is responsible for AOs related to media support services, including smart rooms, video projection systems, web programming and design, and creation of electronic media.

1.4. **Vice President of Student Services** - The vice president of student services is responsible for Strategic Plan action area outcomes and administrative oversight of AOs related to student recruiting, admissions and enrollment, advisement, financial aid, veterans services, testing services, student success, retention, engagement and completion, student judicial services, student housing, campus police and public safety, outsourced dining services provider contracts, and athletic programs.

    1.4.1. **Director of Campus Police and Public Safety** - The director of campus police and public safety is responsible for Strategic Plan action area outcomes and AOs related to the safety and security of students, personnel, and facilities.

    1.4.2. **Director of Student Housing/Judicial Officer** - The director of student housing/judicial officer is responsible for all Strategic Plan action area outcomes and AOs related to student housing and judicial matters.

    1.4.3. **Associate Vice President of Enrollment Management/Registrar** - The associate vice-president of enrollment management and registrar is responsible for Strategic Plan action area outcomes and AOs related to student recruiting, admissions, enrollment and registration, student completion, and testing.

1.4.3.1. **Director of Student Engagement** - The director of Student Engagement is responsible for all Strategic Plan action area outcomes and AOs related to student engagement, including student life programs, student leadership, and student government.

1.4.3.2. **Director of Student Pathways**- The director of Student Pathways is responsible for Strategic Plan action area outcomes and AOs related to academic and workforce education advisement, counseling, student retention, and student success programs.

1.4.3.3. **Director of Student Success** - The director of student success is responsible for Strategic Plan action area outcomes and AOs related to Cardinal Success Center (CSC) services including disability services.

1.4.3.4. **Coordinator of Career Center –** The coordinator of career center is responsible for Strategic Plan action area outcomes and AOs related to advising and guiding students on career choices and the pathway curriculum to follow at TVCC.

1.4.3.5. **Director of Testing** - The director of testing is responsible for Strategic Plan action area outcomes and AOs related to the testing center.

1.4.3.6. **Director of Recruitment/High School Outreach, Enrollment**- The director of recruitment/high school outreach, enrollment is responsible for Strategic Plan action area outcomes and AOs related to student recruiting including promoting school image, programs, and successes to counselors, prospective students, parents, and the community in general.

1.4.3.7. **Director of Student Completion/Assistant Registrar** - The director of student completion/assistant registrar is responsible for Strategic Plan action area outcomes and AOs related to programs designed to improve student graduation and transfer rates

1.4.3.8. **Director of International Students/Recruiter** - The director of international students/recruiter is responsible for Strategic Plan action area outcomes and AOs related to serving international student admissions and enrollment processes.

1.4.3.9. **Director of Student Financial Aid and Veterans Services** - The director of student financial aid and veterans services is responsible for Strategic Plan action area outcomes and AOs related to local, state, federal, and veterans administration financial aid programs.

1.4.3.10. **Director of Athletics** - The director of athletics is responsible for Strategic Plan action area outcomes and AOs related to athletic teams and trainingprograms.

1.4.3.11. **Director of Student Engagement and Diversity/Campus Events Coordinator** - The director of Student Engagement and Diversity/Campus Events Coordinator is responsible for Strategic Plan action area outcomes and AOs related to student engagement, diversity and campus events.

1.5. **Vice President of Institutional Advancement/Executive Director of TVCC Foundation Grant Writer -** Responsible for all aspects of institutional advancement to include: communications, marketing, advertising, photography, grants, government relations, community relations, public information, social and media relations, publications, sports information, development, alumni relations, events and graphic design. Oversee nearly an $8 million foundation endowment budget, investments, financial management, foundation board policies and reporting.

    1.5.1. **Sports Information Officer** -responsible for all sports news, updates, stats, sports-related social media, game day official/sports for all games and sporting event management.

    1.5.2. **Development Officer/Scholarships Coordinator**-responsible for development to include: annual fund, fundraising events, scholarships management, donor cultivation and stewardship, alumni relations, grant coordination and constituent relationship management system.

    1.5.3. **Director of Marketing & Communications/Public Information Officer**-responsible for all marketing and communications for the entire TVCC system including advancement communication, public information requests, media and crisis communications, proofing, branding, photography, website updates and all social media.

    1.5.4. **Graphic Design Coordinator**-responsible for all graphic design, campus documents and marketing materials for all campuses and nonprofit community graphic needs.

1.6. **Associate Vice President of Facilities Management** - The associate vice president of facilities management is directly responsible for Strategic Plan action area outcomes and AOs related to facilities administration, including oversight of outsourced custodial and grounds service contracts, construction of new facilities, environmental health and safety processes, continuity of operations planning, and coordination of real estate transactions. Additionally, the associate vice president of facilities management has oversight responsibility for AOs related to building services, transportation, logistics, and energy management.

    1.6.1. **Director of Building Services** - The director of building services is responsible for AOs related to maintenance of college buildings and physical plant systems at all college locations.

Appendix C – Organizational Chart

TVCC's organizational chart are located on the human resources webpage at
https://www.tvcc.edu/Human-Resources/category.aspx?z=318