



Commission on Colleges
Southern Association of Colleges and Schools

COMPLIANCE CERTIFICATION

Name of Institution **Tyler Junior College**

Date of Submission **March 15, 2010**

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

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

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

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

- Part 3** The institution's assessment of compliance with the *Principles of Accreditation*

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

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

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Tyler Junior 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 Tyler Junior 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 Tyler Junior 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

Dr. Homer M. Hayes

Signature _____

Date

Chief Executive Officer

Dr. L Michael Metke

Signature _____

Date

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

Directions: For each substantive change approved since the institution’s initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write “none” in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported *immediately* to Commission staff.

Substantive changes requiring approval:

- Initiating certificate or degree programs at a more advanced degree level
- Initiating an off-campus site at which students can earn at least 50 percent of credits toward a degree
- Initiating a branch campus
- Initiating any change in legal status, governance, form of control, or ownership of the institution
- Expanding the institution’s programs at the current degree level through the addition of significantly different programs
- Initiating programs at a lower degree level
- Initiating a consolidation or merger

Access <http://www.sacscoc.org> and click onto “Policies” for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Description of Substantive Change
1/5/2001	Delivery of complete Associate of Arts (AA) and Associate of Applied Science (AAS) Degrees and related certificates via interactive video, internet, and other distance learning technologies
7/12/2007	Continued accreditation after Commission state-wide review of participation in Virtual College of Texas as a <u>Host Institution</u>
12/19/2008	Delivery of 50 percent or more of Air Conditioning and Refrigeration, Automotive Technology, Vision Care Technology and Welding Technology programs at West Campus

<p>Submitted to SACS 6/4/2009</p>	<p>Seeking approval to offer 50% or more of coursework towards Associate Degrees or Certificates available to students at seventeen (17) high school sites: Alba Golden High School, All Saints Episcopal School, Arp High School, Brook Hill School, Bullard High School, Chapel Hill High School, Grand Saline High School, John Tyler High School, Lindale High School, Mineola High School, Quitman High School, Robert E. Lee High School, Rusk High School, Troup High School, Van High School, Whitehouse High School, and Winona High School</p>
<p>7/1/2009</p>	<p>Delivery of 100 percent of the Licensed Vocational Nursing (LVN) program and 50 percent or more of the LVN-ADN (Associate Degree Nursing) programs at the Jacksonville Center</p>
<p>8/17/2009</p>	<p>Delivery of 100 percent of the Licensed Vocational Nursing (LVN) program and 50 percent or more of the LVN-ADN (Associate Degree Nursing) programs at the Lindale Center</p>
<p>3/5/2010</p>	<p>Deactivated Programs:</p> <ul style="list-style-type: none"> Information Systems Applications Certificate Network Administration (Novell) Certificate Network Administration (Novell) AAS PC Service and Support Certificate PC Service and Support AAS Law Enforcement AAS Office Technology—Administrative Option AAS Web Master Certificate Automotive Service Consultant Certificate Automotive Maintenance and Light Repair Trainee Certificate Basic Automotive Technician Trainee Certificate Advanced Automotive Technician Certificate GTAW Certificate GMAW/FCAW Certificate SMAW Structural Certificate Leadership Certificate Computer Information Security Certificate Criminal Justice—Corrections AAS Advanced Office Management Certificate Office Technology MOS Certification Certificate Computer Information Security Certificate Criminal Justice—Corrections AAS Advanced Office Technology Certificate Office Technology MOS Certification Certificate

	<p>PC Support Specialist AAS PC Support Specialist Certificate Designated Office Technology Certificate</p>
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Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should place an "X" before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

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

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

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

Section 1: THE PRINCIPLE OF INTEGRITY

1.1 The institution operates with integrity in all matters. **(Integrity)**
(This statement should not be addressed by the institution in its Compliance Certification.)

Section 2: CORE REQUIREMENTS

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College began in 1926 as part of the Tyler Public School System. In 1945 the voters established an independent Tyler Junior College district which is presently comprised of six local school districts (*Tyler Junior College Board Policy Manual (Board Policy Manual)*, "AA (Local)"). The College derives its degree-granting authority from the State of Texas, the Texas Higher Education Coordinating Board (THECB), and the Tyler Junior College Board of Trustees (Board).

Several separate state statutes in the *Texas Education Code (TEC)* specify the structure and purpose of public junior colleges in Texas and define the territory included in the Tyler Junior College service area (*TEC*, "§51.352"; "§61.003"; "§61.051e-f"; "§61.0513"; "§61.053"; "§61.054"; "§61.055"; "§61.061"; "§61.062c-d"; "§61.075"; "§130.001b 3-4"; "§130.003e 1, 2, 3, 7"; "§130.151"; and "§130.206").

The *Texas Administrative Code (TAC)* specifies the structure of the academic degree programs in public community colleges (*TAC*, "Rule §9.181") and describes the THECB's authority to implement regulations and policies and establish rules for postsecondary programs granting associate degrees and certificates in Texas (*TAC*, "Rule §9.182"). Another *TAC* statute reiterates the role of community colleges in offering vocational, technical, and academic courses for certificates or associate degrees (*TAC*, "Rule §9.53b").

Furthermore, the *Board Policy Manual* gives authority to the Board to confer such degrees and certificates as permitted by law to those recommended by the College president (*Board Policy Manual*, "BAA (Local)").

Documentation:

Tyler Junior College Board Policy Manual, "AA (Local): College District Legal Status."

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter G, §51.352:

Responsibility of Governing Boards."

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter A, §61.003:

Definitions."

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.051e-f:

Coordination of Institutions of Public Higher Education."

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.0513: Court Reporter Programs."

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.053: Board Orders; Notice."

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.054: Expenditures for Programs Disapproved by Board."
Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.055: Initiation of New Departments, Schools, and Programs; Partnerships or Affiliations."
Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.061: Policies, Rules, and Regulations Respecting Junior Colleges."
Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.062c-d: Powers Respecting Junior Colleges."
Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter C, §61.075: Courses Benefiting Military Installations."
Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.001b 3-4: Supervision by Coordinating Board, Texas College and University System."
Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.003e 1, 2, 3, 7: State Appropriation for Public Junior Colleges."
Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter I, §130.151: Purpose."
Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter J, §130.206: Tyler Junior College District Service Area."
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.181: Purpose."
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.182: Authority."
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53b: Role, Mission, and Purpose of Public Community/Junior and Technical Colleges."
Tyler Junior College Board Policy Manual, "BAA (Local): Board Legal Status: Powers, Duties, Responsibilities."

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

Compliance Partial Compliance Non-Compliance

Narrative:

Texas Education Code (TEC) ("§130.004") establishes the authority of a public junior college in Texas and in paragraph (3), validates "all acts of the governing boards. . . ." in ordering elections, declaring election results, levying taxes, and issuing bonds for the establishment of the public junior college in its service area.

Tyler Junior College's nine-member governing board known as its Board of Trustees (Board) has the authority to govern the College under the terms of the *TEC* ("§130.002"). This section states, "All authority not vested by this chapter or by other laws of the state in the coordinating board or in the Central Education Agency is reserved and retained locally in each of the respective public junior college districts or in the governing boards of such junior colleges as provided in the laws applicable."

Elected at large on a rotating schedule, the College's Board members serve six-year staggered terms as specified in the *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "BBB (Local)." The current Board members are listed in the online *Tyler Junior College Catalog 2009-2010*, (p. 5). In addition, the attached Core Requirement 2.2 Template (Template) documents each board member by name/address, employment, special interests in the College, year in which term expires, and what body approved the appointment of the Board member.

TEC ("§51.352") outlines the authority and responsibilities of the Board. This section specifies the roles expected of a board in the State of Texas, including, for example, in paragraph (5) (b) that it ". . . shall provide the policy direction for each institution of higher education under its management and control."

The Board exercises its authority and is the active policy-making body of the College, as specified in the *Board Policy Manual*, "BAA (Local)," "BBE (Local)," and "BE (Local)." The *Board Policy Manual*, "BA (Legal)" states: "The Board shall constitute a body corporate and shall have the exclusive power to manage and govern the College District." Evidence demonstrates that the Board has the authority and that it takes necessary actions to ensure that financial resources of the College are adequate to provide sound educational programs.

To accomplish this task, the Board exercises its authority provided in the *Board Policy Manual*, "BAA (Legal)." This policy provides authority to levy and collect taxes, approve the annual institutional budget, and to "set and collect any amount of tuition, rentals, rates, charges or fees" which it "considers necessary for the efficient operation of the College District." The policy also states that the board shall "act as a fiduciary in the management of funds under the control of institutions subject to the Board's control and management."

The August 21, 2008 and August 27, 2009 Board Minutes document examples of the Board as an "active policy making body." For instance, these minutes record the Board's action on items such as the 2008-2009 and 2009-2010 College annual budgets in their respective order.

These minutes also show that following those budget motions, the Board considered and approved the following: proposed tax rates, investment policies, salaries of College employees,

the monthly financial/investment reports, and the purchase of property by the College. An additional example includes the October 22, 2009 Board Minutes in which the Board discussed and approved "additions, revisions and deletions to the *Board Policy Manual*."

No minority of Board members or any organization or separate interests control the Board. *Board Policy Manual*, "BBF (Local)," under the heading "Transacting Business," requires that "official Board action shall be taken only in meetings that comply with the Open Meetings Act," as recorded in *Texas Government Code* ("Chapter 551"). It continues, "The affirmative vote of a majority of all Board members shall be required to transact business." The same policy, under the heading "Individual Authority," describes the scope of individual authority of Board members: "a Board member as an individual shall have no authority over the District, its property, or its employee. . . ."

Item 6 of the *Board Policy Manual*, "BBF (Local)" describes the responsibilities of a Board member, stating that members are to "render all decisions based on the available facts and . . . independent judgment, and refuse to surrender that judgment to individuals or special interest groups." A College employee may not serve as a College Board member at the institution where he/she is employed (*Board Policy Manual*, "DBD (Legal)"). Furthermore, the College "may not employ or contract with an individual who was a member of the Board of the College District before the first anniversary of the date the individual ceased to be a member of the Board." (*Board Policy Manual*, "DC (Legal)").

The current presiding officer of the Board also serves as the Executive Vice President of the College's depository bank (Template). He and all members of the board carefully observe the *Board Policy Manual*, "BBFA (Legal)" which stipulates: "If a local public official or a person related to a local public official in the first degree by either affinity or consanguinity has a substantial interest in a business entity or in real property, the local public official before a vote or decision on any matter involving the business entity or the real property, shall file an affidavit with the official Board recordkeeper stating the nature and extent of the interest and shall abstain from further participation. . . ." In addition, *Texas Local Government Code* ("§171.004") addresses this matter.

Board members, including the presiding officer, who are affiliated in any way with an entity with which the College conducts business have executed a "Conflict of Interest" form on file in the President's office as prescribed in the *Board Policy Manual*, "BBFA (Legal)" and "BBFA (Exhibit)." Examples of completed "Disclosure of Substantial Interest in a Business Entity" forms, which include that of the presiding officer, are on file in the president's office (Completed Disclosure Forms, October 23, 2003; November 20, 2003; March 5, 2007; September 27, 2007). Board minutes document abstentions from voting in which a conflict of interest could be involved with a board member's decision (Minutes, August 24, 2006; November 16, 2006; September 27, 2007; April 23, 2009). These examples which document the application of policy include abstentions by the Board's presiding officer when decisions occur that could potentially benefit the College's depository bank where he has a substantial business interest.

Documentation:

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.004:
Authorized Types of Public Junior Colleges."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.002:
Extent of State and Local Control."

Tyler Junior College Board Policy Manual, "BBB (Local): Board Members: Elections."
Online *Tyler Junior College Catalog 2009-2010*, "Board of Trustees," p. 5.

Core Requirement 2.2 Template, "Governing Board (Information on Board Members)."

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter G, §51.352:
Responsibility of Governing Boards."

Tyler Junior College Board Policy Manual, "BAA (Local): Board Legal Status: Powers,
Duties, Responsibilities."

Tyler Junior College Board Policy Manual, "BBE (Local): Board Members: Authority."

Tyler Junior College Board Policy Manual, "BE (Local): Policy and Bylaw Development."

Tyler Junior College Board Policy Manual, "BA (Legal): Board Legal Status."

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers,
Duties, Responsibilities."

Tyler Junior College Board of Trustees Minutes, August 21, 2008.

Tyler Junior College Board of Trustees Minutes, August 27, 2009.

Tyler Junior College Board of Trustees Minutes, October 22, 2009.

Texas Government Code, "Title 5, Subtitle A, Chapter 551: Open Meetings."

Tyler Junior College Board Policy Manual, "BBF (Local): Board Members: Ethics."

Tyler Junior College Board Policy Manual, "DBD (Legal): Employment Requirements and
Restrictions: Conflict of Interest."

Tyler Junior College Board Policy Manual, "DC (Legal): Hiring Practices."

Core Requirement 2.2 Template, "Governing Board (Information on Board Members)."

Tyler Junior College Board Policy Manual, "BBFA (Legal): Ethics: Conflict of Interest
Disclosures."

Texas Local Government Code, "Subtitle C, Chapter 171, §171.004: Affidavit and
Abstention from Voting Required."

Tyler Junior College Board Policy Manual, "BBFA (Legal): Ethics: Conflict of Interest
Disclosures."

Tyler Junior College Board Policy Manual, "BBFA (Exhibit): Conflict of Interest
Disclosures."

Completed "Disclosure of Substantial Interest in a Business Entity" form, October 23, 2003.

Completed "Disclosure of Substantial Interest in a Business Entity" form, November 20, 2003.

Completed "Disclosure of Substantial Interest in a Business Entity" form, March 5, 2007.

Completed "Disclosure of Substantial Interest in a Business Entity" form, September 27, 2007.

Tyler Junior College Board of Trustees Minutes, August 24, 2006.

Tyler Junior College Board of Trustees Minutes, November 16, 2006.

Tyler Junior College Board of Trustees Minutes, September 27, 2007.

Tyler Junior College Board of Trustees Minutes, April 23, 2009.

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (*See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach."*) **(Chief Executive Officer)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College President Dr. L. Michael Metke serves as the chief executive officer and has primary responsibilities to the College as specified in the *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "BFA (Local)." The president's job description states that he reports to the Board of Trustees (Job Description). He has served as Tyler Junior College's president since December 3, 2007.

Board President Lonny Uzzell presides over the Board by fulfilling the legally required duties, as well as those listed in the *Board Policy Manual*, "BCAB (Local)." Elected at large, Board members serve six-year staggered terms as documented in the *Board Policy Manual*, "BBB (Local)." Board minutes reflect that the College president is not the presiding officer of the Board (Minutes). The "Tyler Junior College Organizational Structure" delineates the reporting relationship between the Board and the College president (Organizational Structure). The *Board Policy Manual*, "BAA (Local)," states that the Board appoints the president.

Documentation:

Tyler Junior College Board Policy Manual, "BFA (Local): College President: Qualifications and Duties."

President's Job Description.

Tyler Junior College Board Policy Manual, "BCAB (Local): Board Officers and Officials: Duties and Requirements of the Board President."

Tyler Junior College Board Policy Manual, "BBB (Local): Board Members: Elections."

Tyler Junior College Board of Trustees Minutes, April 23, 2009.

"Tyler Junior College Organizational Structure."

Tyler Junior College Board Policy Manual, "BAA (Local): Board Legal Status: Powers, Duties, Responsibilities."

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College mission statement is:

To provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life and community service.

The College developed this mission statement, along with the *Strategic Plan*, as a result of a focus group methodology involving wide input from College employees and other constituents (Institutional Effectiveness, Planning, and Research (IEPR) website; *Tyler Junior College 2008-2011 Strategic Plan Working Draft*, p. 1). After the executive cabinet forwarded the proposed mission statement to the Board of Trustees, the Board approved this mission statement at its November 20, 2008 meeting (Minutes) and included it in the *Tyler Junior College Board Policy Manual*, ("AD (Local)").

The resulting mission statement is clearly defined and published in numerous of the College's publications such as:

- Tyler Junior College website
- Online *Tyler Junior College 2009-2010 Catalog* (p. 5)
- Online *Tyler Junior College School of Continuing Studies Course Schedule, December 2009-May 2010* (p. 3)
- Online *Tyler Junior College Faculty Handbook 2010* (p. 2)
- Online *Tyler Junior College 2009-2010 Student Handbook* (p. 4)
- Online *Tyler Junior College Registration Guide for Spring 2010* (p. 3)
- *Tyler Junior College Commencement Program*

The mission statement is both specific and appropriate to the College, an institution which has long been noted as an excellent higher education representative with a proud history and practiced philosophy of delivering on three promises to its community:

1. A Quality Education
2. A Vibrant Student Life
3. Community Service

As the mission statement addresses teaching and learning with the phrase, "A Quality Education," it also stresses public service with another phrase, "Community Service." The center phrase of the statement, "A Vibrant Student Life," encourages student involvement in extracurricular and co-curricular activities.

The concept behind Tyler Junior College's mission to provide "A Quality Education" is not limited to only the traditional course delivery methods. For example, distance education courses and programs also play an integral part in supporting quality education as noted in the *2008-2009 Strategic Plan Report* (pp. 14-16). The Board has received specific information regarding distance education from this report. Board minutes also reflect a distance education presentation (Minutes, February 27, 1997) and approval of fees (Minutes, April 26, 2001; January 24, 2008). Since the Board approves budgets, these include those for distance education as well (Minutes, August 23, 2007; August 21, 2008; August 27, 2009; Budgets FY 07-08; FY08-09; FY09-10).

The mission statement is consistent with the *Texas Education Code* ("§130.0011") outlining the role and mission of community colleges and with the *Texas Administrative Code* ("Rules §9.53, §9.54").

Documentation:

IEPR website, "Strategic Planning."

Tyler Junior College 2008-2011 Strategic Plan Working Draft, p. 1.

Tyler Junior College Board of Trustees Minutes, November 20, 2008.

Tyler Junior College Board Policy Manual, "AD (Local): Educational Role, Mission, Purpose, and Responsibility."

Tyler Junior College website, "Mission & Vision Statements."

Online *Tyler Junior College Catalog 2009-2010*, "Tyler Junior College Mission Statement," p. 5.

Online *Tyler Junior College School of Continuing Studies Course Schedule December 2009 – May 2010*, "Tyler Junior College Mission Statement," p. 3.

Online *Tyler Junior College Faculty Handbook 2010*, "TJC Mission Statement," p. 2.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Mission Statement," p. 4.

Online *Tyler Junior College Registration Guide for Spring 2010*, "Tyler Junior College Mission Statement," p. 3.

Tyler Junior College Commencement Program, "Tyler Junior College Mission Statement," December 11, 2009.

2008-2009 Strategic Plan Report, pp 14-16.

Tyler Junior College Board of Trustees Minutes, February 27, 1997.

Tyler Junior College Board of Trustees Minutes, April 26, 2001.

Tyler Junior College Board of Trustees Minutes, January 24, 2008.

Tyler Junior College Board of Trustees Minutes, August 23, 2007.

Tyler Junior College Board of Trustees Minutes, August 21, 2008.

Tyler Junior College Board of Trustees Minutes, August 27, 2009.

Distance Education Budget FY 07-08.

Distance Education Budget FY 08-09.

Distance Education Budget FY 09-10.

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.0011: Public Junior Colleges; Role and Mission."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53: Role, Mission, and Purpose of Public Community/Junior and Technical Colleges."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.54: Publication of Purpose, Role, and Mission Statements."

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- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Compliance

Partial Compliance

Non-Compliance

Narrative:

Tyler Junior College engages in processes of data-informed planning, evaluation, and improvement in order to demonstrate that it is effectively accomplishing its mission.

The processes are ongoing.

The institution has been engaged in documented institutional research and effectiveness since 1995 when the president established an institutional research office staffed by an institutional research specialist. Tyler Junior College facilitated its institutional effectiveness functions through this office until 2007 when the institution established a separate institutional effectiveness office and appointed an executive director of institutional effectiveness to oversee these functions. However, in the interest of facilitating better coordination of their duties, the institutional research and institutional effectiveness offices combined in 2008, creating a new office known as institutional effectiveness, planning and research (IEPR).

The College established three committees to pursue the development of institutional effectiveness processes (*Tyler Junior College 2009-2010 Personnel Directory*, "College Standing Committees," pp. 8-9). The general education committee and the college program review committee began work in 2007, and in 2008, the newly established assessment committee assisted academic assessment units and served in a coordinating role among all committees charged with assessment duties.

Strategic planning is an ongoing process at Tyler Junior College. The plan that existed during and prior to 2007-2008 was a set of thirteen institutional goals used for planning and development of College programs (*Tyler Junior College: 2002 Institutional Effectiveness Goals and Objectives*). The plan classified its goal according to instruction, students, faculty and staff, community and administration. Early in 2008, with a new president setting directions for the College, the institution determined the need for an updated strategic plan. To facilitate its development, the College contracted The Regis Group, an international strategic planning consulting firm.

The College formed 13 committees of stakeholders including faculty and staff, alumni, students, and others. Working with the strategic planner, these groups developed ideas and goals to pass along to a strategic planning committee. (*Sample Focus Group Overview; Strategic Planning Committee Membership Roster*). After several months of work, the strategic planning committee proposed a new strategic plan to present to the College's executive cabinet, including the president and the academic affairs council (*Tyler Junior College 2008-2011 Strategic Plan*). After incorporating input from these groups, the president presented the plan to the Tyler Junior College Board of Trustees (Board), who adopted it in September of 2008 (Board Minutes). Fine tuning of the strategic plan continued during 2008-2009, resulting in a significantly revised plan which became effective October 1, 2009 (*Tyler Junior College 2009-2010 Strategic Plan*).

A comparison of strategic plans was then created to highlight the connections between the

two plans (*Comparison of Strategic Plans*). The plan will continue to serve as a living document with goals established for three years, while the objectives are reviewed and adjusted on an ongoing basis.

As depicted in the model that follows, all institutional strategic plans are mission driven. The College engages in a cyclical planning process of defining desired outcomes, implementing strategies, gathering and analyzing data, creating and carrying out improvement plans, and evaluating the effectiveness of the improvements which are integrated with the development of the institutional operating budget. The mission of the institution is the center of all improvement initiatives. Core Requirement 2.4 contains more information about the Tyler Junior College mission.



* Includes Instructional, Administrative, and Educational Support Units

** Includes Technology, Marketing, Physical Facilities, Campus Master Plan

Although not exhaustive of all of the College's planning activities, the *Tyler Junior College 2009-10 Procedural Calendar (2009-10 Procedural Calendar)* includes most of the regularly scheduled action items in its ongoing process of planning and evaluation. This calendar points to multiple levels of integrated evaluation and planning. Both students and faculty/staff evaluate college services (*College-Wide Assessment of Services, 2008 and 2009; Student Evaluation of Services: 2008, 2009; Community College Survey of Student Engagement (CCSSE) Institutional Report for 2009*). The stakeholders at various levels evaluate the

strategic plan's progress (*Strategic Plan 1st Quarter Progress Report; 2008-2009 Strategic Plan Annual Report*), and units "tie" their outcomes--whether student learning, administrative, or strategic--to appropriate areas of the strategic plan (*Five Column Assessment Report: 2008-2011 Strategic Plan Goals and Objectives (effective 2008-2009)*). Budget planning incorporates input from various levels, and division plans are generated based on unit plans. The *ADA Annual Assessment Report (Annual Assessment Report: ADA)* illustrates several examples in which a unit states its budget needs.

The processes are integrated.

Instructional, administrative and educational support units conduct evaluations and develop improvement plans which support the mission and strategic goals of the College. Each unit links its outcomes to the areas of the strategic plan which it supports. Units accomplish this task within TracDat, the web-based assessment management software in use at Tyler Junior College. (*Five Column Assessment Report: 2008-2011 Strategic Plan Goals and Objectives (effective 2008-2009)*). Unit plans note budget implications when specific outcomes or plans for improvement will affect or be affected by allocation of funds. (*Annual Assessment Report: Library Services*).

Instructional, administrative, and educational support units, including distance education, undergo program reviews on a five-year rotation. The program review is the means by which all instructional, administrative, and educational support units periodically review themselves according to a set of established criteria. The program review process complements other levels of institutional effectiveness and is a vital part of the Tyler Junior College strategic planning process.

Comprehensive Standards 3.3.1.1, 3.3.1.2, and 3.3.1.3 contain detailed information on the program review process.

With the assistance of institutional effectiveness, planning and research (IEPR) staff and/or assessment committee members, each unit, including distance education, develops an Annual Assessment Plan (AAP) in September. AAPs and all related documents appear in TracDat. The College offers training for assessment processes and hands-on sessions during the opening activities each semester as well as at various times during the year. For example, a nationally recognized assessment professional presented a workshop on January 8, 2008, (*Student Learning Outcomes Workshop*), after which the IEPR staff met with every unit head individually during the 2008 Spring Semester. Individual training and assistance continue whenever requested or needed. Training sessions offered during 2009-2010 appear in *2009-2010 Assessment Training Presented (Training)*. The Assessment Committee reviews the academic units' AAPs and offers assistance or referral to IEPR if needed. Supervisors and vice presidents in consultation with IEPR, review administrative unit plans. Assistance from IEPR helps unit heads determine the appropriateness and feasibility of plans as well as their alignment with the College's mission and strategic plan goals. As plans are carried out and completed, unit heads enter the results and analysis of data into TracDat along with plans for improvement when results have not been satisfactory. The detailed processes appear in the *Tyler Junior College TracDat Manual (TracDat Manual, "Appendices D and E")*.

Comprehensive Standards 3.3.1.1, 3.3.1.2 and 3.3.1.3 contain more information regarding the College's system for AAPs and Annual Assessment Reports (AARs).

The processes are institution-wide.

Faculty members participate in the development and evaluation of student learning outcomes at the course and program levels. All courses and programs, including distance education, participate in the process regardless of the delivery method- -hybrid, face-to-face or online. All courses have a master syllabus which may be viewed on the Tyler Junior College website (*Master Syllabus: ARTV 2345: 3D Modeling and Rendering II; DRAM 1342: Introduction to Costume*). Each course syllabus lists student learning outcomes and assessment methods. The same master syllabus applies to all sections of a single course regardless of method of delivery. Faculty and staff within all instructional, administrative, and educational support units participate in the annual assessment planning and reporting process of developing, implementing, and evaluating unit level outcomes. Each administrative and academic unit's AAP states these outcomes. When the plan is completed, the resulting document is the AAR.

As referenced above, the program review process supports the institution-wide implementation of institutional effectiveness practices. It provides a vital link between strategic planning and unit level processes. Comprehensive Standards 3.3.1.1, 3.3.1.2, and 3.3.1.3 include more information on program review.

Representatives from across campus contribute to strategic planning through participation on the strategic planning committee (*Membership Roster, 2008-09*). Departments participate in budget planning through their statements regarding budget implications in the unit goals/administrative outcomes recorded in TracDat and submitted to their dean or vice president as part of the budget process (*AAPs with budget implications for 2010-11: Diagnostic Medical Sonography; Associate Degree Nursing; Testing Services*).

"Special initiatives planning" in areas such as technology, marketing and physical facilities also involves participation of a broad range of campus constituents, depending on the specific project. For example, the College's in-house computing system, which affects all areas of the College, was converted to Banner beginning in 2005. In the initial stages, the College established a time-line, graphing the time allotted for development and implementation in each area. Over a period of approximately two and one-half years, units worked to customize the Banner system to their particular needs and participated in extensive training on use of the new software, rolling out their "live" functions according to the timeline. The Banner sign-on page lists the phases of the project and the "go live" date for each area (*Banner sign-on page*).

The processes are research-based.

The institutional effectiveness process of the College uses research-based data and analysis for improvement initiatives. For example, the strategic planning committee identifies goals and objectives using trend and peer comparison data from the Texas Higher Education

Coordinating Board (THECB) Accountability System, the *Tyler Junior College 2008-2009 Fact Book*, and input from all areas of the College. Nationally normed assessments along with locally administered surveys also provide data from which all units can draw to focus on specific improvement needs for their own areas.

Various ad hoc surveys provide data regarding the level of student satisfaction with a unit's services. Data drawn from the surveys is then used in creating plans for improvements. For example, surveys of students using the testing center indicate that noise and distractions are a problem. The testing center director has requested additional space to provide a more comfortable, distraction-free environment (*Testing Center Surveys: 2008, 2009; Testing Center Annual Assessment Plan, 2010-11*). In addition to surveys, IEPR provides data requested for use in determining feasibility of development of new programs or courses. Recently TJC-Lindale requested a breakdown of course enrollments by zip code to help determine which courses should be offered at that location (Email request to institutional research from Andrea Liner/Heather Stokke). TJC-Lindale has also requested information on the number of LVNs who have gone through the main campus LVN/ADN transitional program to ascertain the feasibility of also offering the program at TJC-Lindale (Email request to institutional research from Heather Stokke).

Unit level assessments provide data which drives plans for improvement in the next assessment cycle; the annual assessment reports include documentation of the data used to support these plans. For example, Campus Safety in 2008-2009 documented the need for increased staffing based on research by the Bureau of Justice regarding campus law enforcement (*Bureau of Justice Statistics Special Report*). Subsequently, Tyler Junior College hired additional officers in fall 2009, thereby improving the ratio of officers to students (*Campus Safety Annual Assessment Report; Executive Cabinet Minutes, November 24, 2009; Executive Cabinet Minutes, January 15, 2010*).

In fall 2007, the executive director of institutional effectiveness conducted a campus-wide audit to determine the status of planning and other institutional effectiveness processes across the campus (*Institutional Effectiveness Checklist for Academic Departments; Institutional Effectiveness Checklist for Administrative and Educational Support Units*). All units responded to the survey. The resulting report to the president on January 15, 2008, (*Report*) showed the following:

- 80% of units had a written purpose;
- 72% had either student learning or administrative outcomes;
- 59% had written criteria and assessment procedures in place; and
- 60% had written documentation to "close the loop."

The overall extent of compliance with Institutional Effectiveness was 68%. Each area's self-assessment and the individual unit responses to each question appear in a chart, the *Unit Inventory Responses to the Institutional Effectiveness Checklist (Inventory Responses)*. Since annual assessment plans and reports were done in multiple formats using different terminology, this research indicated a need to standardize and organize assessment. At that point, the College decided to purchase TracDat, a web-based system for assessment

management. Implementation started immediately with most units producing their first annual assessment report in 2007-2008. Assessment weaknesses revealed by the first reports included poor alignment of outcomes and means of assessment, selection of outcomes that turned out to be beyond the unit's ability to assess, weak or poorly defined criteria for success, results and analysis that did not directly address the criterion, lack of supporting documentation, and limited understanding of how to use results for improvement.

A concentrated effort by the institutional effectiveness staff to increase understanding of the assessment process, the quality of assessments, and efforts at improvement is ongoing. Training for assessment and use of the TracDat software has been a high priority in 2009-2010 (*2009-2010 Assessment Training*). AARs from 2008-2009 give evidence of better assessments, improved documentation, and an increased understanding of how to use results for improvement. AAPs for 2009-2010 show a better developed understanding of what constitutes a useful, assessable outcome (*Annual Assessment Reports: Campus Safety; Respiratory Care*). Since the inaugural year of TracDat at Tyler Junior College, all assessment units now create AAPs and follow the assessment process through its full cycle to the completion of an AAR.

The processes include a systematic review of institutional mission, goals, and outcomes.

Tyler Junior College reviewed and revised its mission statement during the *Project 2001* initiative in 1999 (*Project 2001*). During the executive/administrative planning session on December 9, 2005, the mission statement was once again reviewed and revised to update the focus of the College in conjunction with new strategic thinking and planning initiatives (*Report, December 9, 2005*, pp. 3-4). The current mission statement evolved after broad-based input from College employees and other constituents (*Focus Group Overview, Strategic Plan Working Draft; Executive Cabinet Minutes, October 28, 2008*). The Board adopted this new statement on November 20, 2008 (Board Minutes). The executive cabinet reviews the mission, strategic plan goals and objectives annually, making adjustments to respond to changing circumstances and new information (*2009-10 Procedural Calendar*). Following the adoption of a new strategic plan by the Board in September 2008, fine tuning of the plan continued during 2008-2009 resulting in approval by the executive cabinet of a significantly reorganized and revised plan which became effective October 1, 2009 (*2009-2010 Strategic Plan*). The strategic plan will continue to be a living document with goals established for three years, while the objectives are reviewed and adjusted on an ongoing basis.

The processes result in continuous improvement.

Improvements resulting from action on objectives of the Strategic Plan are documented in the annual and semi-annual Strategic Plan reports prepared by executive cabinet members. After review by the executive cabinet, the Board receives these reports. Improvements achieved during 2008-2009 include:

- development of a revised College Preparatory Studies Curriculum and Schedule
- secondary and post-secondary accreditation for Automotive Technology Program

- employment of a professional development coordinator to facilitate faculty development opportunities
- development of master syllabi with student learning outcomes for every course listed in the College catalog
- accreditation of Police Academy by the Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE), June, 2009
- development of process for evaluating online and hybrid courses to certify that they meet the College's distance education course standards
- completion of five articulation agreements with the University of Texas at Tyler
- creation of mini advising/registration sessions to increase early registration of returning and new students

The *Tyler Junior College 2008-2009 Strategic Plan Annual Report* and the *Tyler Junior College Strategic Plan 2009 First Quarter Progress Report* document these and numerous other improvements (*2008-2009 Strategic Plan Annual Report; Strategic Plan 2009 First Quarter Progress Report*).

Academic and administrative units identify areas for improvement in their AARs and report the results of changes made for improvement. A "Use of Result" identifying plans for improvement in 2008-2009 was implemented in 2009-2010 and the resulting change is reported as "Results and Analysis" in the report for 2009-2010. These results are also summarized and entered as "follow-up" into the preceding year's (2008-2009) AAR. The Result Status is then updated to "Loop Closed," indicating the plans for improvement have been carried out. Two examples of completed AARs are attached (*Annual Assessment Reports: Business Administration; Chemistry*).

The institution is effectively accomplishing its mission.

The Tyler Junior College mission, as stated in the online *Tyler Junior College 2009-2010 Catalog (Catalog)* is: "To provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life, and community service" (online *Tyler Junior College 2009-2010 Catalog*, p. 5). Comprehensive Standard 3.1.1 has additional information.

Quality Education:

Although the number of degrees and certificates awarded each year from 2003-2009 has fluctuated, the overall trend shows the numbers rising from 1,352 in 2004 to 1,477 in 2009, a 9% percent increase. The number of certificates has increased significantly while the number of Associate of Applied Science (AAS) degrees has decreased slightly. Associate of Arts (AA) degrees, including AAT degrees in education, have decreased from 648 to 510. However, the number of Field of Study (FOS) degrees, mostly unavailable prior to 2004, has increased from 6 to 127 (*Supplements to 2008-2009 Fact Book*). A "Field of Study" (FOS) is a "set of courses that will satisfy the lower-division requirements for a bachelor's degree in a specific academic area at a general academic teaching institution" at a Texas public college or university

(*Catalog*, p. 45). No Associate of Science (AS) degrees were awarded during this period because Tyler Junior College did not offer this degree until fall 2009.

All educational programs are assessed each year using the AAR process. Comprehensive Standard 3.3.1.1. contains further details.

Program completer surveys overwhelmingly indicate that students believe their education at Tyler Junior College is appropriate and of high quality, preparing them well for the careers they plan to enter. (*Program Completers: Graphic Arts/Photography A.A.S. Degree; Associate Degree Nursing Fall 2008*). All program completer surveys appear on the Tyler Junior College IEPR website. Another indicator of quality education is the number of programs with state and/or national accreditation or certification. The following is a list of these programs:

- Associate Degree Nursing
- Automotive Technology
- Dental Hygiene
- Diagnostic Medical Sonography
- Emergency Medical Services Professions
- Health Information Technology
- Medical Laboratory Technology
- Radiologic Technology
- Respiratory Care
- Surgical Technology
- Vision Care Technology
- Vocational Nursing Education Certificate

Tyler Junior College's quality education is strongly evidenced by the number of students who receive national academic recognition. Sixteen Tyler Junior College students have been named to All-USA Academic Teams. All team members receive a scholarship, national recognition and a trophy. Seven students have been named to the first team, four to the second team, and five to the third team.

The Alpha Omicron chapter of Phi Theta Kappa, chartered at Tyler Junior College in November 1930, is one of the oldest in the nation. Today it is one of the largest chapters in the country and is the eleventh oldest active chapter. All of the All-USA Academic Team members have also been members of Phi Theta Kappa. Eight chapter members have been named as Guistwhite scholars (\$5,000 scholarship and international recognition), and four have been named Coca-Cola Scholars, each receiving a \$1,000 scholarship. To date, ten Alpha Omicron members have represented Tyler Junior College as either regional or international officers. The chapter is currently running for regional vice president at the Texas Regional Conference March 11-14, 2010.

Vibrant Student Life:

Residential life programs, inter-collegiate and intramural athletics, Student Senate, theatre

department activities, nationally recognized forensics program, Apache Belles, band and choral ensembles, *Apache Pow-Wow* student newspaper, along with many other clubs and organizations provide numerous opportunities for students to participate in student life at Tyler Junior College. Presently, the Student Senate Executive Board presides as president for the Texas Junior College Student Government Association. A list of active student organizations is available in the online *Tyler Junior College 2009-2010 Student Handbook (Student Handbook, pp. 73-74)*. Students enjoy access to recreational and weight training facilities at the Ornelas Health and Physical Education Center and the recreational equipment such as pool tables, table tennis and flat screen TVs with the latest video consoles and video games at Rogers Student Center. A monthly calendar, brochures, posters, and text messages (textcasters) publicize a variety of recreational sports that are also available. Attached are sample calendars for a few of these activities (*Recreational Sports; Theatre; Band; Recital Opportunities*). The Tyler Junior College Student Senate is a vital organization, fully developed with a constitution and bylaws (*Student Handbook, "Student Senate," pp. 56-57, 74-80*). Student support units participate in the College's annual planning and assessment processes and report their results on AARs (*AAR: Residential Life; Center for Student Life and Involvement*).

Core Requirement 2.10 and Comprehensive Standard 3.3.1.3 contain more information about student support services.

Community Service:

Tyler Junior College has long been committed to community service. Recently it appeared on The President's Higher Education Community Service Honor Roll in 2007 and 2009 (Letter 2007; e-mail 2009). Tyler Junior College students perform numerous types of service, some through classes and many others through campus organizations that choose a service project and follow it through. Likewise, staff and faculty members participate in a multitude of community service activities. Opportunities include but are not limited to:

- Susan G. Komen Race for the Cure
- Salvation Army Angel Tree each Christmas
- Food drives for PATH (People Attempting to Help)
- United Way Day of Caring
- Coats for Kids
- Muscular Dystrophy Lockup
- ASL Story Time at Barnes and Noble presented by sign language students
- Annual volunteer fair led by Phi Theta Kappa
- Tyler Junior College District Science Fair for middle school grades 6-8
- Host for regional University Interscholastic League (UIL) competitions
- Host for Region 21 Music Meetings and Region Band Auditions
- Extreme Makeover: Home Edition

The attached list of individual contest directors for UIL competition scheduled for April 23-24, 2010 (*UIL Academic Directors*) and the *TJC Band Calendar* for Region 21 meetings and region band auditions (*TJC Band Calendar, Spring 2010*) scheduled through the end of 2010 show

active community participation.

In addition, members of the Alpha Omicron chapter of Phi Theta Kappa have undertaken many projects in the community which provide them with opportunities to develop leadership skills while serving the community. A few examples of their activities are:

- Adopt-a-Highway – Fifth Street in front of Tyler Junior College
- Habitat for Humanity volunteers
- Keep Tyler Beautiful – educational booths at Earth Day and Kids Day in the Park

Tyler Junior College also makes room for “unscheduled” events. For example, the College provided an evacuation site for hurricane victims with special medical needs following Hurricane Rita in 2005 and Hurricanes Ike and Gustav in 2007 (“Tyler Junior College Medical Special Needs Shelter Operations: Taking the Fear Out of Evacuation”).

The College makes many of its facilities and services available to the community, including Wagstaff Gym and Pat Hartley Field both of which are available for rental to schools and other groups (*Wagstaff Gym Rental Form; Hartley Field Rental Form*). Vaughn Library is open for use by the general public, allowing qualified persons to obtain check-out privileges (*Library Check-out Policy and Procedures*). Hudnall Planetarium attracts a sizeable public attendance at its numerous programs presented throughout the year, especially at those special programs for schools (*Planetarium Attendance Records*). Wise Auditorium, Jean Speller Browne Theatre, and numerous other campus buildings are also available for activities such as Region Band Auditions, scheduled for December 2010 (*TJC Band Calendar, Spring 2010*). The Tyler Youth Orchestra holds its weekly rehearsals in the Wise Cultural Arts building, and has scheduled its end-of-season concert on May 2, 2010 in Wise Auditorium (*TJC Spring 2010 Recital Opportunities*). The Louise Brookshire Community Tennis Complex is open for public use whenever the Complex is not reserved for Tyler Junior College class or a scheduled tournament.

Comprehensive Standard 3.3.1.5 offers additional information regarding community/public service within the College’s educational mission.

Summary:

Tyler Junior College recognizes that its institutional effectiveness processes are essential to accomplishing its mission. The College engages in a cyclical process of identifying expected outcomes, conducting assessment of student learning and administrative and educational support services processes, identifying areas needing improvement, implementing improvement plans, and looking for actual improvement in processes and outcomes. Processes are integrated, with all planning and evaluation activities related to the mission of the College. They are institution-wide, allowing for participation and input from appropriate faculty and staff at the course, department and institution levels. The College systematically reviews its mission, goals, and objectives. Planning and evaluation is data-informed with institutional research being an active and essential element of the process. Through these ongoing, institution-wide planning and evaluation processes, Tyler Junior College is actively

engaged in improving its quality at all levels; and through these collective processes, the College demonstrates that it is effectively accomplishing its mission.

Documentation:

Tyler Junior College 2009-2010 Personnel Directory, "College Standing Committees," pp. 8-9.

Tyler Junior College: 2002 Institutional Effectiveness Goals and Objectives. Marketing/Foundation Meeting Overview, July 29, 2008.

Strategic Planning Committee Membership Roster, 2008-2009.

Tyler Junior College 2008-2011 Strategic Plan.

Tyler Junior College Board of Trustees Minutes, September 25, 2008.

Tyler Junior College 2009-2010 Strategic Plan.

Comparison of Strategic Plans: Crosswalk.

Core Requirement 2.4

Tyler Junior College 2009-10 Procedural Calendar.

College-Wide Assessment: Evaluation of TJC Services 2008.

College-Wide Assessment: Faculty/Staff Evaluation of Services.

Services: Student Evaluation of Services (2008 Spring).

Services: Student Evaluation of Services Spring 2009.

Community College Survey of Student Engagement: 2009 Benchmark Summary Table, All Students Tyler Junior College.

Tyler Junior College Strategic Plan 2009 First Quarter Progress Report.

2008-2009 Strategic Plan Annual Report.

Five Column Assessment Report: 2008-2011 Strategic Plan Goals and Objectives (effective 08-09), "Learning Centered Instruction 1.1."

Annual Assessment Report: ADA.

Five Column Assessment Report: 2008-2011 Strategic Plan Goals and Objectives (effective 2008-2009), "Expanded Resources 4.1."

Annual Assessment Report: Library Services.

Comprehensive Standard 3.3.1.1.

Comprehensive Standard 3.3.1.2.

Comprehensive Standard 3.3.1.3.

Tyler Junior College: Student Learning Outcomes Workshop, January 8, 2008.

2009-10 Assessment Training Presented.

TracDat Users Manual for Assessment Units, "Appendices D and E."

Comprehensive Standard 3.3.1.1.

Comprehensive Standard 3.3.1.2.

Comprehensive Standard 3.3.1.3.

Master Syllabus: ARTV 2345.

Master Syllabus: DRAM 1342.

Comprehensive Standard 3.3.1.1.

Comprehensive Standard 3.3.1.2.

Comprehensive Standard 3.3.1.3.

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Annual Assessment Plan: Diagnostic Medical Sonography, Administrative Outcomes 2010-2011.

Annual Assessment Plan: Nursing Associate Degree, Administrative Outcomes 2010-2011.
Annual Assessment Report: Testing Services, Administrative Outcomes 2010-2011.
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 Email request to Institutional Research from Andrea Liner/Heather Stokke.
 Email request to Institutional Research from Heather Stokke.
Bureau of Justice Statistics Special Report: Campus Law Enforcement, 2004-05.
Annual Assessment Report: Campus Safety, Outcome 1, 08-09 and Outcomes 1 and 2, 09-10.
 Executive Cabinet Minutes, November 24, 2009.
 Executive Cabinet Minutes, January 5, 2010.
Institutional Effectiveness Checklist for Academic Departments.
Institutional Effectiveness Checklist for Administrative and Educational Support Units.
Institutional Effectiveness Report to the President, January 15, 2008.
Unit Inventory Responses to the Institutional Effectiveness Checklist.
2009-2010 Assessment Training Presented.
Annual Assessment Report: Campus Safety.
Annual Assessment Report: Respiratory Care.
Project 2001 Phase II Final Report, pp. 9-10.
President's Cabinet Executive/Administrative Group Results of the Strategic Thinking and Planning Session, Friday, December 9, 2005, pp. 3-4.
Marketing/Foundation Meeting Overview, July 29, 2008.
2008-2011 Strategic Plan Working Draft, p. 1.
 Executive Cabinet Minutes, October, 28, 2008.
 Tyler Junior College Board of Trustees Minutes, November 20, 2008.
2009-10 Procedural Calendar.
2009-2010 Strategic Plan.
2008-2009 Strategic Plan Annual Report.
Strategic Plan 2009 First Quarter Progress Report.
Annual Assessment Report: Business Administration.
Annual Assessment Report: Chemistry.
 Online *Tyler Junior College 2009-2010 Catalog*, p. 5.
 Comprehensive Standard 3.1.1.
Associate Degrees Awarded by Program 2003-2009, Associate of Arts (AA).
Associate Degrees Awarded by Program 2003-2009, Field of Study (FOS).
Associate Degrees Awarded by Program 2003-2009, Associate of Applied Science (AAS).
Certificates of Proficiency (CERTS) Awarded by Program 2003-2009.
 Online *Tyler Junior College 2009-2010 Catalog*, p. 45.
 Comprehensive Standard 3.3.1.1.
Program Completers: Graphic Arts/Photography A.A.S. Degree.
Program Completers: Associate Degree Nursing Fall 2008.
 Online *Tyler Junior College 2009-2010 Student Handbook*, "Active Organizations," pp. 73-74.
The Recreational/Intramural Sports Department January 2010 Schedule.

Tyler Junior College Theatre Season 2009-2010.
TJC Band Calendar, Spring 2010.
TJC Spring 2010 Recital Opportunities.
 Online *Tyler Junior College 2009-2010 Student Handbook*, "Student Senate," pp.56-57, 74-80.
Annual Assessment Report: Residential Life.
Annual Assessment Report: Center for Student Life and Involvement.
 Core Requirement 2.10.
 Comprehensive Standard 3.3.1.3.
 Letter *The President's Higher Education Community Service Honor Roll in 2007.*
 Email *2009 President's Higher Education Community Service Honor Roll Announcement.*
UIL Academic Individual Contest Directors 2010 Spring Meet: Region III Conference AA Hosted by Tyler Junior College, April 23-24, 2010.
TJC Band Calendar, Spring 2010.
 "Tyler Junior College Medical Special Needs Shelter Operations: Taking the Fear Out of Evacuation."
Wagstaff Gym Facility Rental Form.
Pat Hartley Field Facility Rental Form.
Library Checkout Policy and Procedures.
Hudnall Planetarium Attendance Records 2008-2009.
TJC Band Calendar, Spring 2010.
TJC Spring 2010 Recital Opportunities.
 Comprehensive Standard 3.3.1.5.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College has continuously operated since its beginning in 1926. Established as part of the Tyler Public School System, Tyler Junior College provided Tyler-area residents access to higher education, offering limited courses in the traditional liberal arts and "pragmatic courses" in public school music and home economics. The formal opening of Tyler Junior College occurred the morning of September 17, 1926, in the local high school auditorium. Nine faculty members and 93 students began the 1926 school year (Cross and Glover, pp. 7-11). By the Fall 2008 Semester, 9,928 students were enrolled.

Student enrollment for the 2008-2009 academic year was as follows:

Semester	Academic Majors*	Technical Majors*	Total
Fall 2008	7,732	2,196	9,928
Spring 2009	7,239	2,147	9,386
Summer 1 2009	2,253	779	3,032
Summer 2 2009	1,683	311	1,994

* Does not include flexible entry (8 week or smaller term) enrollment

(Source: *Fall 2008, Spring 2009, Summer I 2009, Summer II 2009 Texas Higher Education Coordinating Board (THECB): CBM Report 001*)

The twelve (12) month Full Time Enrollment (FTE) figure according to the Integrated Postsecondary Education Data System (IPEDS) was 6,865. (*IPEDS Data Feedback Report 2009*, p. 3).

In 2008-2009, 510 graduates received Associate of Arts degrees; another 127 graduates earned Associate of Arts or Associate of Science degrees in a Field of Study (a set of courses that satisfies the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution); and 303 graduates received Associate of Applied Science degrees. In addition, 519 students earned Certificates of Completion, and 637 students received Core Completion Certificates (transcript designation for completion of core requirements) (*2008-2009 Texas Higher Education Coordinating Board (THECB): CBM Report 009*).

Information on enrollment and graduates from each of these programs by Classification of Instructional Programs (CIP) code appears in the most recent *THECB 2006 Annual Data Profile*.

The *Tyler Junior College 2008-2009 Fact Book* supplements also contain more current data on degrees and certificates awarded by program.

Documentation:

Cross, Linda and Robert Glover, *A History of Tyler Junior College*, 1985, pp. 7-11.

Fall 2008 Texas Higher Education Coordinating Board: CBM Report 001.

Spring 2009 Texas Higher Education Coordinating Board: CBM Report 001.

Summer I 2009 Texas Higher Education Coordinating Board: CBM Report 001.

Summer II 2009 Texas Higher Education Coordinating Board: CBM Report 001.

IPEDS Data Feedback Report 2009, p. 3.

2008-2009 Texas Higher Education Coordinating Board: CBM Report 009.

Texas Higher Education Coordinating Board 2006 Annual Data Profile, "Enrollment by CIP Code," pp. 12A-1-12A-6.

Texas Higher Education Coordinating Board 2006 Annual Data Profile, "Graduates by CIP Code," pp. 10A-1-10A-8.

Supplements to the *Tyler Junior College 2008-2009 Fact Book*.

2.7 The institution

2.7.1 offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Compliance Partial Compliance Non-Compliance

Narrative:

Accredited as a Level I Institution by the Commission on Colleges Southern Association of Colleges and Schools (COC/SACS) (Accreditation Status), Tyler Junior College currently awards the following degrees: Associate of Arts (AA), the Associate of Arts in Teaching (AAT), the Associate of Science (AS), and the Associate of Applied Science (AAS) (online *Tyler Junior College Catalog 2009-2010 (Catalog)*, p. 44). The College bases the requirements for each degree on the Texas Higher Education Coordinating Board (THECB) Rules (*Texas Administrative Code (TAC)*, "Rule §4.6").

Program length for transfer associate degrees (AA, AAT, AS) must consist of a minimum of 60 semester credit hours and a maximum of 66 semester credit hours in each suggested degree plan (*TAC*, "Rule §9.183"; *THECB Lower-Division Academic Course Guide Manual*, pp. 200-202). Associate of Applied Science degrees (AAS) are limited to a range of 60-72 semester credit hours (*Guidelines for Instructional Programs in Workforce Education*, "Chapter 3," p. 11).

Every Tyler Junior College degree has a minimum of 60 semester credit hours (Tyler Junior College Program Length Audit). The online *Catalog* (pp. 47-99) also reflects this minimum requirement. The online *Catalog* is the guiding document for instructional programs and procedures which the Tyler Junior College Board of Trustees has approved (Minutes, May 24, 2007).

Documentation:

Commission on Colleges Southern Association of Colleges and Schools Accreditation Status. Online *Tyler Junior College Catalog 2009-2010*, "Academic Degrees," p. 44.

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter A, Rule §4.6:

Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.183:

Degree Titles, Program Length, and Program Content."

Texas Higher Education Coordinating Board Lower-Division Academic Course Guide

Manual, "Appendix D: Academic Associate Degree Programs," pp. 200-202.
Guidelines for Instructional Programs in Workforce Education, "Chapter 3: Workforce Education Program Elements," p. 11.

Tyler Junior College Program Length Audit.

Online *Tyler Junior College Catalog 2009-2010*, "Degree Certificate/Plans," pp. 47-99.

Tyler Junior College Board of Trustees Minutes, May 24, 2007.

2.7.2 offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.
(Program Content)

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College offers degree programs that embody a coherent course of study that is compatible with its stated mission and built upon fields of study appropriate to higher education.

The Tyler Junior College mission statement, published in the online *Tyler Junior College Catalog 2009-2010 (Catalog)*, states: "To provide a comprehensive collegiate experience that is anchored in the rich tradition of a quality education, vibrant student life and community service" (p. 5).

The *Tyler Junior College Strategic Plan* conveys the College's commitment to assuring that Tyler Junior College is the college of choice for a wide range of students both throughout East Texas and beyond. It advocates the establishment and promotion of a series of innovative curricula and special programs that anticipate the educational needs of the population at large. Goal One specifically targets the continuous improvement of learning-centered instruction (*Tyler Junior College 2008-2011 Strategic Plan*, pp. 1, 3).

Tyler Junior College offers four degrees: Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), and Associate of Applied Science (AAS) (*Catalog*, pp. 44-46). Texas law provides the authority to offer these degrees (*Texas Administrative Code (TAC)*, "Rules §4.21; §4.22; §4.23; §4.24; § 4.25"). Tyler Junior College provides instruction for all course work required in all its degree programs.

The AA and AS degrees have a 44-hour core curriculum requirement as well as other pre-professional courses of study requirements. These degrees enable students to enter as juniors at senior-level colleges or universities. The Tyler Junior College Core Curriculum is state approved for transfer to any other state higher education institution (*Catalog*, pp. 44-45). The authority for the programs of study appears in the *TAC* ("Rules §9.71; §9.72; §9.73") and the *Texas Higher Education Coordinating Board (THECB) Lower-Division Academic Course Guide Manual (ACGM)*. The *Catalog* individually lists the courses requiring prerequisites or corequisites in the "Course Description" section (pp. 100-61).

Tyler Junior College participates in the field of study curricula development as defined by Senate Bill 148. According to the *Catalog*, these curricula are "a set of courses that will satisfy the lower-division requirements for a bachelor's degree in a specific area of a general academic teaching institution." Participation in field of study curricula or the core curriculum guarantees transferability of courses among Texas public colleges and universities. Tyler Junior College has published field of study curricula for Business, Communications, Computer Science, Criminal Justice, Music, Engineering, and Teaching (*ACGM*, "Appendix A: Approved Field of Study Curricula," pp. 142-72; *Catalog*, p. 45).

The *ACGM* includes the official list of academic transfer courses that public community colleges can offer for state funding (*ACGM*). The Texas Common Course Numbering System (TCCNS), identified in the *ACGM*, facilitates the transfer of lower-division courses among Texas community colleges and universities. Prior to inclusion in the *ACGM*, all courses receive a TCCNS number (*ACGM*, "Common Course Numbering System"; *Catalog*, p. 24). Institutions approved to offer transfer programs may provide courses and programs that conform to the guidelines without seeking further approval from the THECB.

The AAS degree and certificate programs conform to the THECB *Guidelines for Instructional Programs in Workforce Education (GIPWE)* ("Chapter 3," pp.1-19). Workforce Education and AAS degree programs include guidelines for developing credit courses and programs to ensure that each workforce education program has a coherent sequence of courses designed to prepare students for success and employment in vocational and technical settings (*Catalog*, pp. 45-47; *TAC*, "Rule §9.93"; *Texas Education Code*, "§130.003 e").

The Tyler Junior College advisory committees for the AAS degree programs meet at least annually to ensure that the courses offered are appropriate for the needs in the specific fields (Advisory Committee Minutes: Dental Hygiene; Graphic Arts and Photography; Health Information Technology; Medical Office Management).

The Tyler Junior College Curriculum and Instruction Committee (C&I) reviews and evaluates all curricula. The *Tyler Junior College 2009-2010 Personnel Directory* explains the committee's function and role and also lists its members (p. 9). Further, the College's C&I packet includes a purpose statement (Purpose Statement). The process for curricula change at Tyler Junior College recognizes certain steps: for example, where applicable, advisory committee minutes recommend curriculum changes; department chairs/program directors meet with faculty to discuss possible revisions; the chairs/directors submit the revisions to the deans for review; the chairs/directors and deans present the revisions to the C&I Committee for approval. New programs require Tyler Junior College Board of Trustees' (Board) approval. However, only the workforce programs go to the THECB for approval as well.

Finally, the Board approves the programs when it approves the *Catalog* (C&I completed packet; THECB approval; Board approval).

Documentation:

- Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.
Tyler Junior College 2008-2011 Strategic Plan, pp. 1, 3.
- Online *Tyler Junior College Catalog 2009-2010*, "Academic Degrees," pp. 44-46.
Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.21: Purpose."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.22: Authority."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.23: Definitions."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.24: General Provisions."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.25: Requirements, and Limitations."
- Online *Tyler Junior College Catalog 2009-2010*, "Core Curriculum," p. 44-45.
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter D, Rule §9.71: Purpose."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 9, Subchapter D, Rule §9.72: Authority."
- Texas Administrative Code*, "Title 19, Part 1, Chapter 9, Subchapter D, Rule §9.73: General Provisions."
- Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual*.
- Online *Tyler Junior College Catalog 2009-2010*, "Course Descriptions," pp. 100-61.
Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual, "Appendix A: Approved Field of Study Curricula," pp. 142-72.
- Online *Tyler Junior College Catalog 2009-2010*, "Field of Study Curriculum," p. 45.
Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual, "The Texas Common Course Numbering System (TCCNS)," pp. 3-4.
- Online *Tyler Junior College Catalog 2009-2010*, "Numbering of Courses," p. 24.
Guidelines for Instructional Programs in Workforce Education, "Chapter Three, Section A: Workforce Education Programs: Defining Characteristics," pp. 1-19.
- Online *Tyler Junior College Catalog 2009-2010*, "Areas of Emphasis for Degrees and Certificates," pp. 45-47.
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.93: Presentation of Requests and Steps for Implementation of New Degree and Certificate Programs in Career Technical/Workforce Education."
- Texas Education Code*, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.003 e: State Appropriation for Public Junior Colleges."
- Dental Hygiene Advisory Committee Minutes, October 24, 2008.
- Graphic Arts and Photography Advisory Committee Minutes, October 23, 2009.
- Health Information Technology Advisory Committee Minutes, April 23, 2009.
- Medical Office Management Advisory Committee Minutes, October 30, 2009.
- Tyler Junior College 2009-2010 Personnel Directory*, "College Standing Committees:

Curriculum & Instruction," p. 9.

Curriculum and Instruction Committee Purpose Statement.

Gaming and Simulation Programming Curriculum and Instruction completed packet.

Texas Higher Education Coordinating Board Approval, May 16, 2007.

Tyler Junior College Board of Trustees Minutes, May 24, 2007.

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

Compliance

Partial Compliance

Non-Compliance

Narrative:

Tyler Junior College offers Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science (AS) degrees, each designed for the student planning to transfer to a senior college or university. Further, Tyler Junior College awards the Associate of Applied Science (AAS) degree for the successful completion of a two-year, prescribed occupational program. General education is a component of all degrees.

For the AA, AAT, and AS degrees, the state of Texas mandates a core curriculum of no less than 42 semester hours (*Texas Administrative Code, "Rule §4.28"*). Tyler Junior College meets this requirement with a core curriculum of 44 semester hours. Designed to give students breadth of knowledge in the liberal arts and to promote critical thinking skills that are fundamental to higher education, the core curriculum focuses on developing competencies in oral and written communication, reading comprehension and analysis, computer literacy, critical thinking, and mathematics. The core encompasses courses in humanities and liberal arts, social and natural sciences, visual and performing arts, and mathematics.

The specific core requirements for the transfer degrees include the following: 9 hours of communication courses (6 hours of English and 3 hours of speech), 3 hours of mathematics, 8 hours of laboratory science, 3 hours of humanities, 3 hours of visual and performing arts, 15 hours of social and behavioral science, and 3 hours of an institutionally designated option.

The

online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 44-45) outlines the specific courses in each component area.

The AAS degree requires a minimum of 15 semester hours of general studies courses. At least one 3-semester-hour course is required from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics (online *Catalog*, p. 46; Tyler Junior College General Education Audit).

The philosophy for Tyler Junior College's core curriculum appears in the online *Catalog* (p. 44). The general education core follows the guidelines and requirements outlined in the *Texas Higher Education Coordinating Board (THECB) Core Curriculum: Assumptions and Defining Characteristics* (1999). This document delineates the basic intellectual competencies of the core, perspectives which should be covered in core courses, the component areas of the core, and exemplary educational objectives for each component area.

As submitted to the THECB, the "Tyler Junior College Core Curriculum Evaluation Report, March 2010" documents that Tyler Junior College's core courses incorporate these competencies, perspectives, and objectives.

Broadly focused and not specifically related to a particular occupation or profession, Tyler Junior College's core courses follow the mandate set forth in "Assumption 4" of *THECB Core Curriculum: Assumptions and Defining Characteristics* which states: "a core curriculum should contain courses that provide multiple perspectives about the individual and the world in which he or she lives; that stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; and that enable students to integrate knowledge and understand the interrelationships of the disciplines."

The core curriculum at Tyler Junior College clearly fulfills this mandate as evidenced in the "Tyler Junior College Core Curriculum Evaluation Report, March 2010" presented to the THECB.

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

To establish course equivalency, Tyler Junior College uses the *THECB Lower Division Academic Course Guide Manual (ACGM)* (pp. 1-4). Core courses must also be included in the Texas Common Course Numbering System (*Texas Administrative Code*, "Rule §4.24"). This listing ensures that state colleges and universities recognize these courses as collegiate level and fully transferable toward baccalaureate degree completion. These documents also assist in establishing course equivalencies at both state and private institutions. Tyler Junior College accepts transfer credit from other institutions (*Catalog*, p. 24).

In addition, Tyler Junior College uses a standard formula to establish course equivalency for institutions on the quarter hour system. This formula converts quarter hours into semester hours for transcript evaluation and transfer (Computation).

Tyler Junior College does not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent in student learning outcomes. Students may earn credit for some core courses based on achieving acceptable advance placement scores of the College Board (AP), College-level Examination Program (CLEP-subject exams only), International Baccalaureate Program (IB), and certain specific departmental institutional tests (*Catalog*, p. 20). The required scores and other stipulations for receiving specific-course credit appear in the online *Tyler Junior College 2009-2010 Student Handbook*, pp. 22-25.

Comprehensive Standard 3.4.4 covers this particular area in more detail.

Documentation:

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.28: Core Curriculum."

Online *Tyler Junior College Catalog 2009-2010*, "Core Curriculum," pp. 44-45.

Online *Tyler Junior College Catalog 2009-2010*, "General Education Courses," p. 46.

Tyler Junior College General Education Audit.

Online *Tyler Junior College Catalog 2009-2010*, "Core Curriculum," p. 44.

Texas Higher Education Coordinating Board Core Curriculum: Assumptions and Defining Characteristics, April 1999.

"Tyler Junior College Core Curriculum Evaluation Report," March 2010.

Texas Higher Education Coordinating Board Core Curriculum: Assumptions and Defining Characteristics, "Assumption 4."

"Tyler Junior College Core Curriculum Evaluation Report," March 2010.

Texas Higher Education Coordinating Board Lower Division Academic Course Guide Manual, pp. 1-4.

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.24: General Provisions."

Online *Tyler Junior College Catalog 2009-2010*, "Transfer Credit," p. 24.

Computation for Course Equivalency for Institutions on the Quarter System.

Online *Tyler Junior College Catalog 2009-2010*, "Credit by Examination," p. 20.

Online *Tyler Junior College 2009-2010 Student Handbook*, pp. 22-25.

Comprehensive Standard 3.4.4

2.7.4 provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses

some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See *Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Course work for Degrees)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College provides instruction for the required course work for all the programs for which it awards degrees. The online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp.47-99) lists the courses required for each degree program offered at Tyler Junior College. Each *Tyler Junior College Registration Guide* lists courses offered during specific terms.

As an example of a degree program, Associate Degree Nursing has been tracked through the *Summer 2008, Fall 2008, Spring 2009, Summer 2009, Fall 2009, and Spring 2010 Tyler Junior College Registration Guides* (Chart). Evidence of Associate Degree Nursing graduates appears in the Supplement to the online *Tyler Junior College Fact Book* (Associate of Applied Science degrees).

Some general education courses for degrees are also offered through the Virtual College of Texas. Comprehensive Standard 3.4.7 provides more information on this aspect.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Degree/Certificate Plans," pp. 47-99.

Online *Tyler Junior College Catalog 2009-2010*, "Nursing, Associate Degree (ADN)," pp. 83-84.

Summer 2008, Fall, 2008, Spring 2009, Summer 2009, Fall 2009, Spring 2010--Tyler Junior College Registration Guides.

Associate Degree Nursing Chart.

Summer 2008, Fall, 2008, Spring 2009, Summer 2009, Fall 2009, Spring 2010--Tyler Junior College Registration Guides, (Nursing courses and General Education courses pertaining only to Nursing Degree).

Supplement to the online *Tyler Junior College Fact Book*; "Associate Degrees Awarded by Program: Academic Years 2003-2009; Associate of Applied Science (AAS)."

Comprehensive Standard 3.4.7.

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College employs an adequate number of full-time faculty members to support the mission of the institution and insure the quality and integrity of its academic programs. According to the *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "DC (Local)," the Tyler Junior College Board of Trustees establishes policies for hiring qualified faculty based on the practices in higher education at the time of employment. The department chair and/or dean and the provost review and certify the academic credentials and qualifications for both full-time and part-time faculty members at the time of hiring. The Completed Credential Evaluation Summary forms indicate that faculty members have been certified by the department chair and/or academic dean and provost (Completed Credential Evaluation Summaries).

Definitions:

- Full-time faculty members are employed on an annual basis for 1 to 3 years for 9 – 12 months, depending on the academic discipline and the needs of the College, to teach a minimum load of 15 semester hours per semester.
- Adjunct faculty members are employed to teach on a per course basis not to exceed 12 semester hours per semester.

Qualifications of Faculty:

Both full-time and adjunct faculty members who teach courses identified in the *Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual (ACGM)* have completed a minimum of a master's degree and have a minimum of 18 graduate hours within their teaching discipline.

Faculty teaching in technical education courses, as identified in the *Workforce Education Course Manual* contained within the *Guide for Instructional Programs in Workforce Education* ("Chapter Two, pp. 3-4"), have credentials at the level in which they are teaching and also have demonstrated competencies in the teaching field. Further, if required by another accrediting body or by licensing, the faculty member has an appropriate license.

Faculty teaching in college preparatory courses as identified in the ACGM, have at least a bachelors degree and appropriate experience.

Comprehensive Standard 3.7.1 contains a full discussion on faculty credentials.

Faculty Load:

Following the procedures outlined in the *Board Policy Manual* ("DJ (Regulation)"), the academic deans and department chairs develop the semester schedules and assign full-time faculty to teach at least a 15-15.5 semester hour load. Adjunct faculty members receive assignments where needed, not to exceed 12 semester hours per semester. Because Tyler Junior College's enrollment has increased by 30% since fall of 2007, it has been necessary to exceed the limitation on overloads to meet enrollment demands. The dean and department

chairs work within the guidance provided by the provost (Memorandum, September 21, 2009).

Based on the *Core Requirement 2.8 Number of Full-Time Faculty Members by Location* (Template), Table 2.8.1 summarizes the adequacy of the number of full-time faculty for the spring of 2009 and fall of 2009:

All Sites	All Classes		General Education Classes	
	Full-Time	Adjunct	Full-Time	Adjunct
Total Credit Hours	159,249	48,581	94,216	30,040
Percent of Total	76.6 %	23.4 %	75.8%	24.2%

Table 2.8.2 further demonstrates that the number of faculty members is adequate to support the College's mission of a quality education.

Term / Campus	Avg. Class Size
Spring 2009	20.21
Main Campus	20.38
West Campus	13.67
TJC-Jacksonville	16.14
TJC-Lindale	10.50
Fall 2009	24.24
Main Campus	24.53
West Campus	16.10
TJC-Jacksonville	14.57
TJC-Lindale	17.13
Grand Total	22.55

Documentation:

Tyler Junior College Board Policy Manual, "DC (Local): Hiring Practices."
Completed Credential Evaluation Summaries.

Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual.

Guide for Instructional Programs in Workforce Education, "Chapter Two: Qualifications of Workforce Education Program Personnel," pp. 3-4.
Comprehensive Standard 3.7.1.

Tyler Junior College Board Policy Manual, "DJ (Regulation): Work Load."
Memorandum to Academic Deans from Provost, September 21, 2009.

Core Requirement 2.8 Number of Full-Time Faculty Members by Location.

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Vaughn Library is committed to providing consistent, quality services to all locations and remote users, both students and faculty. To deliver this model, Tyler Junior College has chosen a centralized, technology-driven approach and infrastructure for library services and organization. Established as a center for research and academic support, the library houses a collection of more than 104,000 volumes, a complete multimedia center with audio and video production facilities, an electronic research center with personal computers, and study carrels equipped with audio and/or video monitors to supply students with their information needs. General library information is available through the Vaughn Library's website (Library website), the online *Tyler Junior College Catalog, 2009-2010* (pp. 8-9), and the online *Tyler Junior College 2009-2010 Student Handbook* (pp. 81-88).

Comprehensive Standards 3.8.1, 3.8.2, and 3.8.3 contain additional information regarding learning resources and services.

To demonstrate the usage and service provided to the College, the library has excellent data on resource usage that provides and guides the College in actions for fiscal decisions at budget time (*Library Annual Statistics 2009-2010*).

The library works in partnership with classroom faculty and other professional staff such as instructional technologists and developers to ensure collections and resources are adequate to support the College's educational programs. Faculty members are encouraged to make recommendations for the development of the collections (*Acquisitions Requests*). The library solicits recommendations from Tyler Junior College teaching faculty and professional staff throughout the year by sending suggestions through campus mail and visits to faculty department meetings. Library services and media services work extensively with faculty in specific disciplines to build campus collections to reflect concentrations of courses and thus meet the needs of faculty, staff, and students.

The library also participates in the following arrangement/agreement to broaden access to adequate collection and other learning/information resources:

- **TexShare:** TexShare is a statewide consortium in which community college, university, and public libraries participate to access electronic resources at a greatly reduced cost to individual libraries. Tyler Junior College provides access to TexShare resources and an additional 28 to 30 online institutional subscriptions. Tyler Junior College librarians in

conjunction with Tyler Junior College classroom faculty choose these institutional subscriptions as well as online e-books.

- **TexShare Cards:** This card program, part of TexShare, is a reciprocal borrowing program designed to allow the registered users to borrow materials directly from the libraries of other participating institutions. Registered users obtain a card from Tyler Junior College first, and then they are able to check out materials from other participating institutions (*TexShare Library Card Program*). All librarians encourage access to non-Tyler Junior College library resources through interlibrary loan (*Interlibrary Loan Request Form*) by providing TexShare borrower cards, allowing faculty and on-campus and all distance learning students to check out materials at most academic and many public libraries across the state.

Documentation:

Tyler Junior College Library website, "Vaughn Library & Learning Resources Center."

Online *Tyler Junior College Catalog 2009-2010*, "Buildings and Facilities," pp. 8-9.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Vaughn Library and Learning Resources Center," pp. 81-88.

Comprehensive Standard 3.8.1.

Comprehensive Standard 3.8.2.

Comprehensive Standard 3.8.3.

Library Annual Statistics 2009-2010.

Acquisitions Requests.

TexShare Library Card Program.

Interlibrary Loan Request Form.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College provides student support programs, services, and activities that are high quality, easily accessible, and promote student learning. This enhancement of student development is provided to students through a variety of venues designed to assist students in their efforts to receive a "comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life and community service" (online *Tyler Junior College Catalog (Catalog) 2009-2010*, p. 5). The *Catalog* and online *Tyler Junior College Student Handbook 2009-2010 (Student Handbook)* explain and outline Tyler Junior College's offerings. Services include:

- Academic Advising (*Catalog*, p. 18; *Student Handbook*, pp. 13-19)
- Academic Support/Peer Tutoring (*Catalog*, p. 36; *Student Handbook*, pp. 31-33)

- Admissions (*Catalog*, pp. 12-15)
- Adult Basic Education (*Catalog*, p. 41)
- Campus Safety and Security (*Student Handbook*, pp. 104-15)
- Career Services (*Catalog*, p. 20; *Student Handbook*, p. 37)
- College Orientation (*Catalog*, p. 19; *Student Handbook*, p. 35)
- College Preparatory Studies (*Catalog*, p. 40; *Student Handbook*, pp. 19-20)
- Credit by Examination (*Catalog*, p. 20; *Student Handbook*, p. 20-25)
- Dining Services (*Catalog*, p. 34; *Student Handbook*, pp. 92-93)
- Distance Learning (*Catalog*, p. 42)
- First Year Experience (*Catalog*, pp. 18-19; *Student Handbook*, p. 35)
- Ornelas Health & Physical Education Center (*Catalog*, pp. 41-42)
- Personal Counseling Assistance (*Catalog*, p. 38; *Student Handbook*, pp. 28-29)
- Residential Life and Housing (*Catalog*, pp. 33-34; *Student Handbook*, pp. 98-99)
- Student Activities (*Catalog*, pp. 35-36; *Student Handbook*, pp. 56-74)
- Student Health Services (Campus Clinic) (*Catalog*, p. 34; *Student Handbook*, pp. 94-98)
- Testing Services (*Catalog*: pp.12-14, 19-20; *Student Handbook*, pp. 20-25)
- Vaughn Library (*Catalog*, p. 38; *Student Handbook*, pp. 81-91)

Programs and services for students who qualify are in the *Catalog* (pp. 28-38) and include:

- Accommodations for Students with Disabilities (*Catalog*, pp. 36-37; *Student Handbook*, pp. 30-31)
- Adult Student Services in Career Technical Education Programs (*Catalog*, p. 37; *Student Handbook*, pp. 26-28)
- Athletics (*Catalog*, p. 35; *Student Handbook*, pp. 55-56)
- Disability Services (*Catalog*, pp. 36-37; *Student Handbook*, p. 29)
- Financial Aid (*Catalog*, pp.28-32; *Student Handbook*, p. 34)
- Honors Program (*Catalog*, p. 40)
- Interpreting Services for deaf/hard of hearing students (*Catalog*, p. 37)
- Scholarships (*Catalog*, pp. 32-33)
- Student Employment (*Catalog*, p. 30)
- Student Loans (*Catalog*, pp. 29-30)
- TRiO Student Support Services (*Catalog*, p. 37; *Student Handbook*, pp. 33-34)
- Tuition Exemptions (*Catalog*, p. 30)
- Tuition Waivers (*Catalog*, p. 31)
- Veterans Services (*Catalog*, pp. 31-32)
- Vocational Rehabilitation Program (*Catalog*, p. 30)

These student support programs work together to fulfill those sections of the College mission related to providing a quality education and a vibrant student life. From the time that students first contact Tyler Junior College, these support programs and services begin working together to promote students' learning and enhance their development as they progress through their college experience.

As distance education and dual credit enrollments have grown, efforts to serve students have likewise expanded. One example is testing services, which supports distance education students by providing an opportunity to test in a proctored environment with the approval of their professor. Testing services strives to provide a quiet and comfortable testing environment where students can achieve their best.

Students who are at a distance from campus and enrolled in distance education and/or dual credit may test closer to their home, place of employment, or dual credit classroom with professor permission. In cooperation with the student and professor, staff members from testing services send tests via mail, e-mail, or fax to remote proctored locations that are more convenient to the student. When the student completes the test, the proctor at the remote location returns the test to the Tyler Junior College testing center for processing.

Testing services personnel administer state approved placement testing such as Accuplacer and THEA to students, including those interested in enrolling in distance education and dual credit courses. Testing staff visit local high schools to test students during the school day. Another testing option is for students to test on the Tyler Junior College campus. Several days are reserved during each spring semester for high school representatives to bring their students who are interested in dual credit classes to take the Accuplacer or THEA on the College campus.

Testing services also offers extended and weekend hours all through the semester to accommodate students with varying needs (*Testing Center Hours & Information Flyer* (Flyer; Testing website).

To accommodate the technology needs of distance education and dual credit students, the Tyler Junior College computer services "Helpdesk" extends its hours until 8 PM at the beginning and end of each semester. This office also has provisions for students to leave a telephone message or send an email so that they can be contacted later and provided assistance.

Distance education students at Tyler Junior College must complete the *Distance Education Online Student Orientation (Distance Education Orientation)* which provides information about distance learning and how to access various student services offered by the College (*Distance Education Orientation*, p. 8; Student Services website).

Dual credit students receive services equal to or better than other students at Tyler Junior College. Personnel from the College's offices including admissions, registrar, advising, financial aid, and scholarships visit the public school campuses to assist early admission/dual credit students. The students are also invited to the College campus for additional services as needed or desired. As admissions personnel visit with dual credit/early admission students, the students receive a checklist to assist them in getting enrolled (*Dual Credit/Early Admissions Student Checklist*). Specific services available to dual credit/early admission/distance education students are listed on the back of *The Dual Credit Program for High School Students* flyer (Flyer).

Advising services are offered to distance education students through the internet, by telephone, or in person if students wish to come to campus for advising regarding their required classes and class schedules. The College has experienced a 30% student enrollment growth in the past three years, a situation which has led to an expanded workload for all areas of student support services. One particular area having difficulty keeping up with that growth is student advising. To relieve this additional work load, faculty members are asked to do more student academic advising, especially around registration time. This extra request is easier for faculty who teach workforce courses because they are with their students for extended hours each week and their curriculum requirements are more structured. Advising has also become an around-the-year process in an effort to spread the workload out. Dual credit students receive advising primarily on their home campus by their high school faculty or by Tyler Junior College advisors, faculty, dual credit staff, and admissions staff.

Tutoring services assists students taking courses online in a variety of ways. First, any student enrolled for a course at Tyler Junior College has the opportunity to receive individual or group tutoring for that course. For many core courses, walk-in tutoring labs are available with no required appointment. In addition to the traditional face-to-face option, students may choose to use online tutoring services. For assistance with any writing assignment, not limited to only English courses, students may submit their essay or research paper online for review and suggestions. Writing center professional staff and tutors review these submissions by utilizing a platform called AskOnline. Further, students needing assistance with other core courses may receive online tutoring assistance through Smarthinking, an online tutoring service provided by Tyler Junior College. Both online tutoring platforms allow for question and essay submission, chatroom or instant messaging for real time feedback and use of a whiteboard with an equation editor for tutoring that is more conducive to handwritten content, such as math problems. Registration information for Smarthinking may be found on the tutoring website (Tutoring website). Professors are encouraged to speak to students about online tutoring services in their "Online Orientation" and/or provide a link to the services from within their online course. Also, tutoring staff members often make presentations about their services during online orientations when invited by the professors.

Distance education students may receive library services by way of online databases and e-books along with self-service tutorials, all found on the library's website (Library website). If distance education students need the hard copy of a book, they can come to campus and check it out or request that it be delivered to them. Statistics revealing the frequency for each database's use are kept and reported monthly on the library's *Library Annual Statistics (Library Annual Statistics: 2007-2008; 2008-2009; 2009-2010)*. To provide patrons with prompt answers to their questions, the librarians may be contacted through email and telephone. Recently, the Library added *Meebo*, a chat interface linked directly on its website (Library website) that allows patrons to chat with one of the librarians directly in real time. Part-time evening and weekend librarians are trained for online chat so that the service is available during all hours of library operation.

Comprehensive Standards 3.8.1, 3.8.2, and 3.8.3 contain more information on the Library and learning resources.

The distance education department employs two surveys to assess whether students are properly informed about the availability of access to student services at a distance and whether they are able to satisfactorily gain access to the services that they need. The first survey is the *Distance Education Ongoing Survey (Survey)*. This survey is available all the time and allows the distance education department to get continual feedback about issues that affect distance students. The second survey is the *Distance Education End-of-course Survey (End-of-course Survey)*.

The distance education department seeks to identify students who are having difficulty, including difficulties with student services, by using its Calling Online Students (COLS) program which attempts to contact each distance education student via phone or email at least one time during the semester to check on, help, and encourage that student. When students having difficulties are identified, the distance education department shares that information with their professor or an appropriate staff person for problem resolution (COLS Log).

The distance education department, as part of its ongoing assessment, regularly measures the success of distance students as compared to on-campus students. The criterion used states that success rates for distance classes will be no more than 5% below the rates for traditional classes with a goal of shrinking this percentage difference (*Annual Assessment Report: Distance Education, "Outcome 3"*).

Each student support unit at Tyler Junior College develops an annual assessment plan (AAP). These plans establish outcomes the units expect to achieve and determine criteria for success. The plans are entered into the College's TracDat software system. At the conclusion of the cycle, the unit assesses the extent to which it has achieved the stated outcomes, analyzes the results, and enters those outcomes into the AAP document. The plan then becomes the annual assessment report (AAR). These results influence the next year's plan for each department.

Comprehensive Standards 3.3.1.2 and 3.3.1.3 contain more information on assessment of support services.

The *Student Evaluation of Services (Student Survey)* survey is an institution-wide instrument used to evaluate the services offered at Tyler Junior College. Each division uses these results to validate or influence the improvement of services for the future. An example is student responses to a question about academic advising. In the *Student Survey Spring 2008*, 71.4% of the students rated the services as "Excellent" or "Good" (*Student Survey 2008 Spring*, Referenced question #14a, p. 8). During the 2008-2009 school year, advising was centralized and put under one director. The 2009 survey results reflected an improvement to 76.4% of respondents rating this service as "Excellent" or "Good" (*Student Survey 2009 Spring*, Referenced question #14a, p. 35).

In an effort to improve campus housing, a new dorm was added for the Fall of 2008. Students who did not use campus housing declined from 78.3% (*Student Survey 2008 Spring*, Referenced question #14l, p. 10) to 70.3% (*Student Survey 2009 Spring*, Referenced question

#14l, p. 37) and the "Good" and "Excellent" scores for campus housing went from 12.7% to 17.5%.

More students are using on-line registration each year. In the 2008 survey, 20.7% did not use on-line registration (*Student Survey 2008 Spring*, Referenced question #14o, p. 11), and in 2009 only 16.9% did not use this method of registration (*Student Survey 2009 Spring*, Referenced question #14o, p. 38). "Good" and "Excellent" percentages are slightly skewed lower because the survey instrument did not account for students not using the services.

Student responses to question number 27 on *Student Survey of Services* demonstrate that services the College claims to provide are indeed available and are considered satisfactory by a large majority of students. For 2008, over 81% (*Student Survey 2008 Spring*, p. 14) and in 2009, almost 83% (*Student Survey 2009 Spring*, p. 41) of respondents indicated overall satisfaction with student services.

Documentation:

- Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.
- Online *Tyler Junior College Catalog 2009-2010*, "Academic Advising," p. 18.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Academic Advising," pp. 13-19.
- Online *Tyler Junior College Catalog 2009-2010*, "Academic Support/Peer Tutoring," p. 36.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Peer Tutoring Program," pp. 31-33.
- Online *Tyler Junior College Catalog 2009-2010*, "Admissions," pp. 12-15.
- Online *Tyler Junior College Catalog 2009-2010*, "Adult Basic Education," p. 41.
- Online *Tyler Junior College Student Handbook 2009-2010*, "Campus Safety and Security," pp. 104-15.
- Online *Tyler Junior College Catalog 2009-2010*, "Career Services," p. 20.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Career Services," p. 37.
- Online *Tyler Junior College Catalog 2009-2010*, "College Orientation," p. 19.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "College Orientation," p. 35.
- Online *Tyler Junior College Catalog 2009-2010*, "College Preparatory Studies," p. 40.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "The School of College Preparatory Studies," pp. 19-20.
- Online *Tyler Junior College Catalog 2009-2010*, "Credit by Examination," p. 20.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Testing Center," pp. 20-25.
- Online *Tyler Junior College Catalog 2009-2010*, "College Dining Services," p. 34.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "TJC Dining Services," pp. 92-93.
- Online *Tyler Junior College Catalog 2009-2010*, "Distance Education," p. 42.
- Online *Tyler Junior College Catalog 2009-2010*, "First Year Experience," pp. 18-19.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "First Year Experience," p. 35.
- Online *Tyler Junior College Catalog 2009-2010*, "Ornelas Health & Physical Education Center," pp. 41-42.
- Online *Tyler Junior College Catalog 2009-2010*, "Counseling Assistance," p. 38.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Counseling Assistance," pp. 28-29.

Online *Tyler Junior College Catalog 2009-2010*, "Residential Life and Housing," pp. 33-34.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Residential Life and Housing," pp. 98-99.

Online *Tyler Junior College Catalog 2009-2010*, "Center for Student Life and Involvement (CSLI)," pp. 35-36.

Online *Tyler Junior College 2009-2010 Student Handbook*, "The Center for Student Life and Involvement (CSLI)," pp. 56-74.

Online *Tyler Junior College Catalog 2009-2010*, "Campus Clinic," p. 34.

Online *Tyler Junior College 2009-2010 Student Handbook*, "TJC Campus Clinic," pp. 94-98.

Online *Tyler Junior College Catalog 2009-2010*, "Admission," pp. 12-14.

Online *Tyler Junior College Catalog 2009-2010*, "Testing/Assessment," pp. 19-20.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Testing Center," pp. 20-25.

Online *Tyler Junior College Catalog 2009-2010*, "Vaughn Library," p. 38.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Vaughn Library and Learning Resources Center," pp. 81-91.

Online *Tyler Junior College Catalog 2009-2010*, "How We Help You," pp. 28-38.

Online *Tyler Junior College Catalog 2009-2010*, "Accommodations for Students," pp. 36-37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Accommodations for the Student with a Disability," pp. 30-31.

Online *Tyler Junior College Catalog 2009-2010*, "Adult Student Services in Career Technical Education Programs," p. 37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Adult Student Services/Technology Students," pp. 26-28.

Online *Tyler Junior College Catalog 2009-2010*, "Athletic Program," p. 35.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Athletics," pp. 55-56.

Online *Tyler Junior College Catalog 2009-2010*, "Disability Services," pp. 36-37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Disability Services," p. 29.

Online *Tyler Junior College Catalog 2009-2010*, "Financial Aid," pp. 28-32.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Financial Aid," p. 34.

Online *Tyler Junior College Catalog 2009-2010*, "Honors Program," p. 40.

Online *Tyler Junior College Catalog 2009-2010*, "Deaf/Hard of Hearing Student Services, Interpreting Services," p. 37.

Online *Tyler Junior College Catalog 2009-2010*, "Scholarships," pp. 32-33.

Online *Tyler Junior College Catalog 2009-2010*, "Employment," p. 30.

Online *Tyler Junior College Catalog 2009-2010*, "Loans," pp. 29-30.

Online *Tyler Junior College Catalog 2009-2010*, "TRiO Student Support Services," p. 37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "TRiO Program," pp. 33-34.

Online *Tyler Junior College Catalog 2009-2010*, "Tuition Exemptions," p. 30.

Online *Tyler Junior College Catalog 2009-2010*, "Tuition Waiver Codes," p. 31.

Online *Tyler Junior College Catalog 2009-2010*, "Veterans Services," p. 31-32.

Online *Tyler Junior College Catalog 2009-2010*, "Vocational Rehabilitation Program," p. 30.

Testing Center Hours & Information.

Testing Center website, "Testing Center."

Distance Education Online Student Orientation, "What Student Services Are Available?" p. 8.

Student Services website, "Student Services."

Dual Credit/Early Admissions Student Checklist.

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 Tutoring website, "Tutoring Services."
 Library website, "Vaughn Library Online Resources."
Library Annual Statistics 2007-2008.
Library Annual Statistics 2008-2009.
Library Annual Statistics 2009-2010.
 Library website, "Vaughn Library Online Resources."
 Comprehensive Standard 3.8.1.
 Comprehensive Standard 3.8.2.
 Comprehensive Standard 3.8.3.
Distance Education Ongoing Survey.
Distance Education End-of-Course Survey.
Calling Online Students Log Excerpt (Spring 09).
Annual Assessment Report: Distance Education, "Outcome 3."
 Comprehensive Standard 3.3.1.2.
 Comprehensive Standard 3.3.1.3.
Student Evaluation of Services 2008 Spring, "Referenced question #14a," p. 8.
Student Evaluation of Services 2009 Spring, "Referenced question #14a," p. 35.
Student Evaluation of Services 2008 Spring, "Referenced question #14l," p. 10.
Student Evaluation of Services 2009 Spring, "Referenced question #14l," p. 37.
Student Evaluation of Services 2008 Spring, "Referenced question #14o," p. 11.
Student Evaluation of Services 2009 Spring, "Referenced question #14o," p. 38.
Student Evaluation of Services 2008 Spring, "Referenced question #27," p. 14.
Student Evaluation of Services 2009 Spring, "Referenced question #27," p. 41.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions. **(Financial Resources)**

Compliance Partial Compliance Non-Compliance

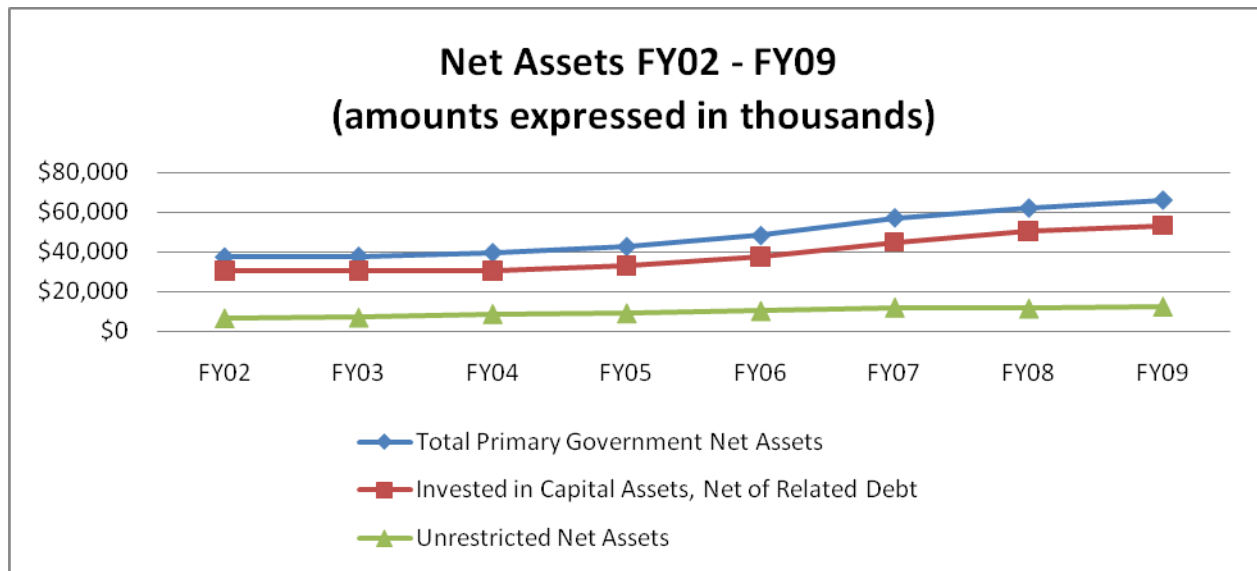
Narrative:

Tyler Junior College has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services as evidenced by audited Comprehensive Annual Financial Reports; a Statement of Unrestricted Net Assets exclusive of plant assets and plant-related debt; and an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. The Tyler Junior College Board of Trustees (Board) received a management letter with the submission of the 2009 Comprehensive Annual Audit addressing the current status and the status of the prior year (*Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009*, pp. 70-83).

Tyler Junior College has a sound financial base evidenced by consistent unqualified opinions on annual audits of financial statements conducted by the independent accounting firm, Gollob Morgan Peddy & Co., P.C. in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government

Auditing Standards, issued by the U.S. Comptroller General (*Comprehensive Annual Financial Reports: Fiscal Year Ended August 31, 2007*, pp. 1-2; *2008*, pp. 1-2; *2009*, pp. 1-2).

The significant accounting policies followed by Tyler Junior College in preparing the annual financial statements are in accordance with the Texas Higher Education Coordinating Board (THECB). Tyler Junior College applies all applicable Governmental Accounting Standard Board (GASB) pronouncements and all applicable Financial Accounting Standard Board (FASB) statements and interpretations issued on or before November 30, 1989, unless they conflict or contradict GASB pronouncements. Tyler Junior College is reported as a special-purpose government agency engaged in business-type activities (*Comprehensive Annual Financial Reports: Fiscal Year Ended August 31, 2007; 2008; 2009*).



Tyler Junior College's total net assets have increased by 64.88% (\$37.5 million to \$66 million) since 2002, as detailed in the Statistical Section (Unaudited) in the *Tyler Junior College Comprehensive Annual Financial Report (Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009*, p. 13). Capital assets, net of related debt, have increased by 65.31% (\$30.3 million to \$53.3 million) since 2002. Tyler Junior College continues to purchase land, build and improve buildings, and buy equipment for programs, causing this increase. As Tyler Junior College pays off debt and makes purchases without incurring debt, the institution will continue to experience an increase in this area. Unrestricted net assets increased by 71.85% (\$6.6 million to \$12.4 million) since 2002. This increase is due to the continuous cycle of Tyler Junior College's cash intake, investments and accounts receivable increases, and a continued decrease in debt.

Included below in the narrative, *The Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant Related Debt* chart details the changes in unrestricted net assets attributable to operations for the most recent years. The FY 2008 decline reflects the decline of long term interest rates in the spring of 2008, a situation which led to the sale of all the District's outstanding bonds. Further, the payment to vendors during the construction phase of the new residence hall contributed to the decline in FY 2008.

Unrestricted Net Assets Exclusive of Plant and Plant Related Debt			
	FY 2007	FY 2008	FY 2009
Invested in capital Assets, net of depreciation and related debt	\$ 44,698,637	\$ 50,438,514	\$ 53,315,039
Restricted - non-expendable	\$ -	\$ -	\$ -
Restricted - expendable	\$ 254,967	\$ 279,879	\$ 390,206
Unrestricted	\$ 12,035,888	\$ 11,472,105	\$ 12,462,921
TOTAL NET ASSETS	\$ 56,989,492	\$ 62,190,498	\$ 66,168,166
Current Assets	\$15,762,978	\$24,510,869	\$25,635,067
Current Liabilities	\$18,938,746	\$24,360,559	\$24,457,183
Property and Equipment, net of accumulated depreciation	\$60,533,511	\$99,442,816	\$99,242,379
Total Operating Revenues	\$30,073,061	\$19,260,265	\$23,420,187
Total Operating Expenses	\$53,984,865	\$56,731,899	\$63,334,982
Net Non-Operating Revenues (Expenses)	\$32,598,749	\$42,421,510	\$43,892,463
Long-Term Liabilities - Current Portion	\$3,006,073	\$4,121,769	\$4,357,341
Long-Term Liabilities - Noncurrent Portion	\$61,315,288	\$57,333,967	\$54,265,674
Total Long-Term Liabilities	\$64,321,361	\$61,455,736	\$58,623,015

A sound financial base and demonstrated financial stability of Tyler Junior College to support the mission of the institution and the scope of its programs and services has also been evidenced by the recent debt ratings. Standard & Poor's Ratings Services assigned its rating of 'AA+' for the District's series 2009 maintenance tax general obligation (GO) notes on September 17, 2009 (*Standard & Poor's Report*). Also positive, Moody's Investors Services

affirmed the "A2" rating on the District's revenue bonds, series 2004 and 2006 on January 22, 2010 (*Moody's Investors Services Report*). Both agencies described the outlook for the District as stable.

Budgeting is the process whereby the institution's strategic plan is translated into an itemized, authorized, and systematic plan of operation expressed in dollars for a given period. The budget planning process begins each year in January when each executive cabinet member meets with the president individually to discuss each respective division's plan (*Advancement/External Affairs Division Plan*). These plans are used in preparation of the proposed budget. To assist in the process, the business affairs office conducts a workshop for the unit/department heads on budget preparation and also an orientation session for the executive cabinet members regarding any proposed budget request forms, budget guidelines specific to the respective budget year, and current projected revenues.

In February, the units/departments prepare proposed line item budgets based on their plans for the upcoming fiscal year. During March, the executive cabinet meets to review the proposed budgets and prepare preliminary divisional budgets based on divisional plans. In April, the divisional budgets undergo reviews with the respective unit/department heads; proposed tuition, fees, room and board charges are finalized for the new fiscal year; and a proposed budget draft is completed. Then, in May, the executive cabinet and individual unit/department heads review the overall proposed budget. Next, the Board reviews the proposed budget during a June workshop. Finally, the Board then approves the balanced budget each August (*Tyler Junior College 2009-10 Procedural Calendar*). Sound budget implementation and control throughout the year ensures that Tyler Junior College revenues exceed expenses each fiscal year.

Community/junior colleges in Texas must file a copy of the annual operating budget and subsequent amendments by December 1 of each fiscal year directly with the Governor, Legislative Budget Board, the Legislative Reference Library, and the THECB (*Functional Budget: 2007; 2008; 2009*). The Board approved amendments for the annual operating budgets for fiscal years 2009 and 2010 (Board Minutes: November 20, 2008; November 19, 2009).

Documentation:

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, pp. 70-83.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,

"Independent Auditor's Report," pp. 1-2.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,

"Independent Auditor's Report," pp. 1-2.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,

"Independent Auditor's Report," pp. 1-2.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, "Tyler Junior College District Statement of Net Assets as of August 31, 2009 and 2008," p. 13

Standards & Poor's Tyler Junior College Rating Report.

Moody's Investors Services Tyler Junior College Rating Report.

Advancement/External Affairs Division Plan 2009-2010.

Tyler Junior College 2009-10 Procedural Calendar.

Tyler Junior College Fiscal Year 2007 Functional Budget.

Tyler Junior College Fiscal Year 2008 Functional Budget.

Tyler Junior College Fiscal Year 2009 Functional Budget.

Tyler Junior College Board of Trustees Minutes, November 20, 2008.

Tyler Junior College Board of Trustees Minutes, November 19, 2009.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College maintains adequate physical resources that are of high quality, easily accessible, and diversified to meet community needs in the Tyler, Lindale and Jacksonville communities.

Tyler Junior College maintains three educational sites to serve its over 10,000 students. The main Tyler Junior College campus, located in Smith County at 1400 East Fifth Street in Tyler, Texas (*Tyler Junior College Campus Map*), includes more than 100 acres and 30 buildings totaling 1.1 million gross square feet (GSF). Approximately 3.5 miles from the main campus, the West Campus is located at 1530 SSW Loop 323 in Tyler, Texas. Its 159,000 square feet of instructional space houses the College's continuing education and some vocational training programs, the Small Business Development Center, Tyler Area Business Incubator, and Skills Training Center (*West Campus Map*).

In addition to courses offered on the main campus, Tyler Junior College offers day and evening courses for college transfer, Licensed Vocational Nursing (LVN) and continuing education programs in Lindale, Texas. TJC-Lindale is a 3,700 square foot facility located at 2808 South Main Street, Lindale, Texas (*TJC-Lindale Map*). Some general education courses, LVN, and the LVN to Associate Degree Nursing Transition program are available in Jacksonville Texas. TJC-Jacksonville is a 4,500 square foot leased facility located within East Texas Medical Center Hospital at 501 South Ragsdale Street, Jacksonville, Texas (*TJC-Jacksonville Map*).

The Core Requirement 2.11.2 Adequacy of Physical Resources Template lists conditions of resources and identifies if improvements are planned or underway (*Template*). The College uses maintenance tax note proceeds for repairs and renovations (*Maintenance Note Projects*).

To ensure adequate physical resources, Tyler Junior College began construction on the Louise H. and Joseph Z. Ornelas Residential Complex in January 2007. With construction completed in July 2008, the Complex opened for residents in August 2008, providing 462 additional beds.

The Tyler Junior College Board of Trustees approved the College's *Campus Master Plan*, completed by Randall Scott Architects, Inc., in 2009 (Board Minutes, May 28, 2009). The *2008 Campus Master Plan's* primary focus was placed on renovations and new facilities (*2008 Campus Master Plan*, separate CD).

The College's facilities are available for use by community organizations within the Tyler Junior College tax district for a nominal fee (*Facility Use Guidelines*). The College offers community resources to the public through the services provided at Wagstaff Gymnasium, Hudnall Planetarium, Tyler Museum of Art, Vaughn Library, Murphy Tennis Center, and the Louise Brookshire Community Tennis Center.

Documentation:

Tyler Junior College Campus Map.

West Campus Map.

TJC-Lindale Map.

TJC-Jacksonville Map.

Core Requirement 2.11.2 Adequacy of Physical Resources.

Maintenance Tax Note Proceeds Pending and Potential Projects, January 31, 2010.

Tyler Junior College Board of Trustees Minutes, May 28, 2009.

2008 Campus Master Plan – on separate CD

Facility Use Guidelines.

- 2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan).** *(Not applicable for the Compliance Certification submitted by institutions.)*

Section 3: COMPREHENSIVE STANDARDS

Institutional Mission, Governance, and Effectiveness

3.1 Institutional Mission

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College mission statement is as follows:

To provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life and community service.

The mission statement appears in numerous print and web publications, as well as the Tyler Junior College website (website). These publications include:

- the *Tyler Junior College Board Policy Manual, "AD (Local)"*
- the online *Tyler Junior College Catalog 2009-2010*, (p. 5)
- the online *Tyler Junior College 2009-2010 Student Handbook*, (p. 4)
- the online *Tyler Junior College Registration Guide for Spring 2010*, (p. 3)
- the online *Tyler Junior College School of Continuing Studies Course Schedule December 2009-May 2010*, (p. 3)
- the online *Tyler Junior College Faculty Handbook 2010* (p. 2)
- the *Tyler Junior College Commencement Program*

The College administration and Board of Trustees (Board) use the specific core areas of the mission statement such as quality education, vibrant student life, and community service as guides for the direction of the College.

The mission of Tyler Junior College is consistent with the *Texas Education Code (TEC)* outlining the role and mission of community colleges (*TEC, "§130.0011"*) and *Texas Administrative Code (TAC)* (*TAC, "Rules §9.53, §9.54"*).

The College reviewed and revised the mission statement during the Project 2001 initiative in 1993 (*Phase II Final Report: Project 2001*). During the executive/administrative planning session on December 9, 2005, the mission statement was once again reviewed and revised to update the focus of the College in conjunction with new strategic thinking

and planning initiatives (*Strategic Thinking and Planning Session Report*, December 9, 2005). The current mission statement has evolved as the result of a focus group methodology involving wide input from College employees and other constituents (Institutional Effectiveness, Planning, and Research (IEPR) website; *Tyler Junior College 2008-2011 Strategic Plan Working Draft*, p.1). When the executive cabinet forwarded the proposed mission statement to the Board, it approved the mission statement on November 20, 2008 (Minutes).

Core Requirement 2.4. offers additional information regarding the mission statement.

Documentation:

Tyler Junior College website, "Mission & Vision Statements."

Tyler Junior College Board Policy Manual, "AD (Local): Educational Role, Mission, Purpose, and Responsibility."

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Mission Statement," p. 4.

Online *Tyler Junior College Registration Guide for Spring 2010*, "TJC Mission Statement," p. 3.

Online *Tyler Junior College School of Continuing Studies Course Schedule December 2009-May 2010*, "TJC Mission Statement," p. 3.

Online *Tyler Junior College Faculty Handbook 2010*, "TJC Mission Statement," p. 2.

Tyler Junior College Commencement Program, "Tyler Junior College Mission Statement," December 11, 2009.

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.0011: Public Junior Colleges; Role and Mission."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53: Role, Mission, and Purpose of Public Community/Junior and Technical Colleges."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.54: Publication of Purpose, Role, and Mission Statements."

Phase II Final Report: Project 2001, "Objective One," pp. 8-10.

Strategic Thinking and Planning Session Report, December 9, 2005.

IEPR website, "Strategic Planning."

Tyler Junior College 2008-2011 Strategic Plan Working Draft, p. 1.

Tyler Junior College Board of Trustees Minutes, November 20, 2008.

Core Requirement 2.4.

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Board of Trustees (Board) is responsible for appointing and evaluating the president as evidenced in item 15 of the *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "BAA (Legal)" and the *Texas Education Code*, "§51.352d3" and "§130.082d." The July 26, 2007, Board Minutes demonstrate the selection of the current president, Dr. L. Michael Metke. As indicated in Core Requirement 2.3, his first official work day at the College was December 3, 2007.

As indicated in the *Board Policy Manual*, "BFD (Local)," the Board must evaluate the performance of the president annually. Board minutes document that Dr. Metke's most recent evaluation occurred during the Board's executive session meeting on October 22, 2009. The Board used the *Tyler Junior College Board of Trustees 2008-09 Evaluation of College President* form for the evaluation. The result of that evaluation is on file in the president's personnel file in the human resources office.

Documentation:

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers, Duties, Responsibilities."

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter G, §51.352d3: Responsibility of Governing Boards."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter E, §130.082d: Governing Board of Junior College of Other Than Independent School District."

Tyler Junior College Board of Trustees Minutes, July 26, 2007.

Tyler Junior College Board Policy Manual, "BFD (Local): College President Evaluation."

Tyler Junior College Board of Trustees Minutes, October 22, 2009.

Tyler Junior College Board of Trustees 2008-09 Evaluation of College President.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission;

Compliance Partial Compliance Non-Compliance

Narrative:

The *Texas Administrative Code (TAC*, "Rule §9.53b") requires that each public, two-year community college must develop a mission and purpose statement consistent with its role as an open-door community college. The *Texas Education Code (TEC*, "§51.352 a5") gives the Tyler Junior College Board of Trustees (Board) the legal authority and operational control over the institution's mission statement. The *Tyler Junior College Board Policy*

Manual (Board Policy Manual), "BAA (Legal)" charges the Board with responsibility for the College's mission statement.

The Tyler Junior College mission statement evolved through a process involving representatives from all across the campus. The Board, in compliance with the *Board Policy Manual, "BAA (Legal),"* then approved the mission statement. Last revised for the 2009-2010 school year, this mission statement received Board approval at its regular meeting on November 20, 2008 (Minutes).

Comprehensive Standard 3.1.1 and Core Requirement 2.4 both contain additional supporting information and documentation regarding the mission statement.

Documentation:

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53b: Role, Mission, and Purpose of Public Two-Year Colleges."

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter G, §51.352a5: Responsibility of Governing Boards."

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers, Duties, Responsibilities."

Tyler Junior College Board of Trustees Minutes, November 20, 2008.

Comprehensive Standard 3.1.1.

Core Requirement 2.4.

3.2.2.2 the fiscal stability of the institution;

Compliance Partial Compliance Non-Compliance

Narrative:

The fiscal stability of Tyler Junior College is a responsibility of the Board of Trustees (Board) and is accomplished through the Board's authority to levy and collect taxes; to approve the annual operating budget; to set and collect tuition, rentals, rates, charges, and/or fees from students and others; and to have the accounts audited in accordance with the approved financial reporting system. The *Tyler Junior College Board Policy Manual, "BAA (Legal)"* describes this authority. The *Texas Education Code*, in "§51.352e" and "§130.084," also supports this responsibility.

The Board approves the annual operating budget during an official board meeting on or before the fourth Thursday in August each year, as evidenced by the Board Minutes for August 23, 2007, August 21, 2008, and August 27, 2009 (Minutes).

The Board also reviews and approves the monthly financial statements and investment reports during the regular board meetings throughout the year, as documented in Board Minutes for November 19, 2009 (Minutes).

An independent CPA firm approved by the Board audits Tyler Junior College annually. Performed in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards as issued by the U.S. Comptroller General, these audits include all of the required statements: Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and Statement of Cash Flows.

In addition, expenditure schedules of federal and state awards are presented for purposes of additional analysis as required by *U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* and by the *Uniform Grant Management Standards*. For the fiscal year ended August 31, 2009, the *Comprehensive Annual Financial Report* received an unqualified or clean opinion. The Board approved the audit report for FY2009 (2009 Audit), conducted during October and November, on December 17, 2009 (Minutes).

Two national rating agencies have affirmed the fiscal stability of Tyler Junior College. Standard & Poor's Ratings Services assigned its rating of "AA+" for the District's series 2009 maintenance tax general obligation (GO) notes on September 17, 2009 (*Standard & Poor's Report*). Additionally, Moody's Investors Services affirmed the "A2" rating on the District's revenue bonds, series 2004 and 2006, on January 22, 2010 (*Moody's Investors Services Report*). Both agencies noted that the outlook for the District is stable.

Additional information on financial statements, investment reports, audits, and unrestricted assets is available in Core Requirements 2.11.1, 2.11.2, and Comprehensive Standard 3.10.4.

Documentation:

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers, Duties, Responsibilities."

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter G, §51.352e: Responsibility of Governing Boards."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter E, §130.084: Powers and Duties."

Tyler Junior College Board of Trustees Minutes, August 23, 2007.

Tyler Junior College Board of Trustees Minutes, August 21, 2008.

Tyler Junior College Board of Trustees Minutes, August 27, 2009.

Tyler Junior College Board of Trustees Minutes, November 19, 2009.

Comprehensive Annual Financial Report: Fiscal year Ended August 31, 2009.

Tyler Junior College Board of Trustees Minutes, December 17, 2009.

Standard & Poor's Tyler Junior College Rating Report.

Moody's Investors Services Tyler Junior College Rating Report.

Core Requirement 2.11.1.

Core Requirement 2.11.2.

Comprehensive Standard 3.10.4.

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;

Compliance Partial Compliance Non-Compliance

Narrative:

The *Texas Education Code (TEC)* ("§130.002") delegates all authority not vested to state agencies to the local board which is granted exclusive power to govern and oversee the management of Tyler Junior College as described in the *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "CF (Legal)." Board policy follows the state statutes regarding contracts with outside agencies and the operations of auxiliary services by the College under the policies stated in *TEC* ("§130.010").

The Tyler Junior College Board of Trustees (Board) accepts its responsibility to establish policies intended to guide the actions of the College's staff. The Board respects the authority vested in the president and administrative staff to implement those policies (*Board Policy Manual*, "BAA (Legal)").

The College's auxiliary services consist of the bookstore, food services, on-campus health clinic, and housekeeping services. The business affairs vice president and the campus services director oversee these auxiliary areas as indicated in the Tyler Junior College business affairs organizational structure (Business Affairs Organizational Structure). As delineated in the job description, the campus services director has direct responsibility for oversight of contract services (Director of Campus Services Job Description). Further, the College controls the auxiliary services as evidenced in individual service contracts (Custodial Services, Bookstore, Food Services, On-Campus Clinic).

Documentation:

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.002: Extent of State and Local Control."

Tyler Junior College Board Policy Manual, "CF (Legal): Purchasing and Acquisition."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.010: Purchasing Contracts."

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers, Duties, Responsibilities."

Tyler Junior College Business Affairs Organizational Structure.

Director of Campus Services Job Description.

Custodial Services Contract.

Bookstore Contract.

Food Services Contract.

On-Campus Clinic Contract.

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Foundation (Foundation), the only related foundation for Tyler Junior College, was incorporated in 1965 as a separate section 501 (c) (3) support organization for the College (Internal Revenue Service Letter). As documented on the Foundation's website (website), the mission is "to enhance the overall reputation of Tyler Junior College, to provide external resources to fund College priorities, and to create opportunities for the College to build partnerships with alumni, friends, donors, corporations and foundations." A 35-member Board of Directors governs the Foundation (*Bylaws of The Tyler Junior College Foundation (Bylaws)*). Inside pooled endowment funds, the majority of the Foundation's assets supports the College's programs, faculty, and students.

The Foundation operates under a set of administrative policies and guidelines adopted by the Foundation's Board of Directors to ensure that the Foundation accomplishes its mission (*Bylaws*). The vice president for advancement and external affairs serves as the executive director of the Foundation.

The relationship between the Foundation and Tyler Junior College is solidified by a *Memorandum of Understanding (Amended and Restated Memorandum of Understanding between the Tyler Junior College Foundation and Tyler Junior College, February 23, 2010)*, last updated and approved by the Tyler Junior College Board of Trustees on December 17, 2009 (Minutes). The Foundation approved this document on February 23, 2010 (Foundation Minutes).

Comprehensive Standard 3.2.12 contains additional documentation related to fund-raising activities.

Documentation:

Internal Revenue Service Letter, June 4, 1990.
Tyler Junior College Foundation website, "About the Foundation."
Bylaws of The Tyler Junior College Foundation.
Amended and Restated Memorandum of Understanding between the Tyler Junior College Foundation and Tyler Junior College, February 23, 2010.
Tyler Junior College Board of Trustees Minutes, December 17, 2009.
Tyler Junior College Foundation Minutes, February 23, 2010.
Comprehensive Standard 3.2.12.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Members of the Tyler Junior College Board of Trustees (Board) accept their responsibility to refrain from conflicts of interest. The *Tyler Junior College Board Policy Manual*, "BBFA (Legal)" and "BBFA (Exhibit)" as well as "DBD (Legal)" specifically address conflicts of interests for board members and demonstrate commitment to avoiding any situation which might be read as a conflict of interest.

These policies provide definitions, required procedures, and declaration forms used by board members for indicating conflicts of interest (Completed *Disclosure Forms*, October 23, 2003; November 20, 2003; March 5, 2007; September 27, 2007.). Board minutes demonstrating this policy document instances of board members' abstentions (Minutes, March 8, 2007; September 27, 2007).

Core Requirement 2.2 cites additional discussion, examples, and documentation of board members' actions related to this responsibility.

Documentation:

Tyler Junior College Board Policy Manual, "BBFA (Legal): Ethics: Conflict of Interest Disclosures."

Tyler Junior College Board Policy Manual, "BBFA (Exhibit): Ethics: Conflict of Interest Disclosures."

Tyler Junior College Board Policy Manual, "DBD (Legal): Employment Requirements and Restrictions: Conflict of Interest."

Completed *Disclosure of Substantial Interest in a Business Entity Form*, October 23, 2003.

Completed *Disclosure of Substantial Interest in a Business Entity Form*, November 20, 2003.

Completed *Disclosure of Substantial Interest in a Business Entity Form*, March 5, 2007.

Completed *Disclosure of Substantial Interest in a Business Entity Form*, September 27, 2007.

Tyler Junior College Board of Trustees Minutes, March 8, 2007.

Tyler Junior College Board of Trustees Minutes, September 27, 2007.

Core Requirement 2.2.

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

Compliance Partial Compliance Non-Compliance

Narrative:

The *Tyler Junior College Board Policy Manual (Board Policy Manual)* in "BBF (Local)" addresses special interest groups and the requirement for board members to remain free from any type of undue influence.

The Board Policy Manual in "BBB (Legal)" and "BBB (Local)" requires that the Tyler Junior College Board of Trustees (Board) be elected for at large positions and serve six-year, staggered terms. With these staggered terms, one-third of the nine-member board's terms expire every two years. The rotation schedule and need for reelection work to ensure the Board is free from undue influence.

To further ensure that Board members are free from undue influence, the Board follows *Texas Government Code* ("Chapter 551") guidelines for all its actions. No member of the community has ever brought a complaint against an individual Board member related to political, religious, or other external influences.

Both Core Requirement 2.2 and Comprehensive Standard 3.2.3 include additional information related to the governing board's freedom from undue influence.

Documentation:

Tyler Junior College Board Policy Manual, "BBF (Local): Board Members: Ethics."

Tyler Junior College Board Policy Manual, "BBB (Legal): Board Members: Elections."

Tyler Junior College Board Policy Manual, "BBB (Local): Board Members: Elections."

Texas Government Code, "Title 5, Subtitle A, Chapter 551: Open Meetings."

Core Requirement 2.2.

Comprehensive Standard 3.2.3.

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Compliance Partial Compliance Non-Compliance

Narrative:

The *Tyler Junior College Board Policy Manual*, "BBC (Legal)" addresses reasons specified in the *Texas Constitution* for which a Board member may be removed from office. Reasons

include incompetency, official misconduct, intoxication on or off duty, conviction of a felony or misdemeanor official misconduct, or nonattendance at board meetings.

Texas statute also supports removal of a trustee from the Board for nonattendance at meetings (*Texas Education Code*, "§130.0845"). To ensure due process, actions for removal of a Board member must be brought before a local district judge. The policy allows protection for board members, while also providing a procedure for dismissal when appropriate.

The Tyler Junior College Board of Trustees has never had reason to dismiss a member.

Documentation:

Tyler Junior College Board Policy Manual, "BBC (Legal): Board Members: Vacancies and Removal From Office."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter E, §130.0845: Removal of Trustee for Nonattendance of Board Meetings."

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

Compliance Partial Compliance Non-Compliance

Narrative:

The *Tyler Junior College Board Policy Manual (Board Policy Manual)* in "BAA (Local)" defines the Tyler Junior College Board of Trustees (Board) as a policy-making body, not an executive agency. The College president and the administration comply with the adopted policy. Furthermore, the *Board Policy Manual* in "BBA (Legal)" indicates that state policy grants authority to the Board to govern the College. The duties and responsibilities of faculty members and their defined relationship to the Board are available in the online *Tyler Junior College Faculty Handbook 2010*, p. 3).

Recent examples demonstrating how the Board approves policies for the College district include:

- establishing a College preservation fund for infrastructure (Board Minutes, July 23, 2009);
- announcing a public hearing on the College preservation fund (Board Minutes, August 13, 2009);
- announcing a public hearing on the College preservation fund (Board Minutes, August 20, 2009); and
- setting the tax rate on the College preservation fund (Board Minutes, August 27, 2009).

The Board assigns authority to the administration to carry out the business of the College (Board Minutes, September 24, 2009, approving resolution to issue maintenance tax notes). The *Request for Capital Project Expenditures* is an example of the Board's action regarding this particular matter (*Request for Capital Project Expenditures*).

Documentation:

Tyler Junior College Board Policy Manual, "BAA (Local): Board Legal Status: Powers, Duties, Responsibilities."

Tyler Junior College Board Policy Manual, "BAA (Legal): Board Legal Status: Powers, Duties, Responsibilities."

Online *Tyler Junior College Faculty Handbook 2010, "College Governance,"* p. 3.

Tyler Junior College Board of Trustees Minutes, July 23, 2009.

Tyler Junior College Board of Trustees Minutes, August 13, 2009.

Tyler Junior College Board of Trustees Minutes, August 20, 2009.

Tyler Junior College Board of Trustees Minutes, August 27, 2009.

Tyler Junior College Board of Trustees Minutes, September 24, 2009.

Request for Capital Project Expenditures.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College's clearly defined organizational structure which delineates the responsibility for the administration of policies has been distributed to all personnel of the College.

The Tyler Junior College organizational structure (2009-2010 Organizational Structure) reflects the intention of the Tyler Junior College Board of Trustees (Board), as indicated in the *Tyler Junior College Board Policy Manual* in "BG (Regulation)" and "BFA (Local)," to support the mission of the College (online *Tyler Junior College Catalog 2009-2010*, p. 5). The organizational structure clearly depicts the line of authority and responsibility for the administration of Board approved policies.

The published organizational structure appears online (Tyler Junior College Organizational Structure website) and in the online *Tyler Junior College Faculty Handbook 2010*, (pp. 6-19).

While Comprehensive Standard 3.2.8 describes the qualifications of administrative and academic officers, Comprehensive Standard 3.9.3 cites the qualifications of student affairs personnel.

Documentation:

2009-2010 Tyler Junior College Organizational Structure.

Tyler Junior College Board Policy Manual, "BG (Regulation): Administrative Organization Plan."

Tyler Junior College Board Policy Manual, "BFA (Local): College President: Qualifications and Duties."

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.

Tyler Junior College Organizational Structure website.

Online *Tyler Junior College Faculty Handbook 2010*, "Organizational Charts," pp. 6-19.

Comprehensive Standard 3.2.8.

Comprehensive Standard 3.9.3.

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Qualified administrative/academic officers)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College administrative and academic officers have the necessary education, experience, and competence to provide leadership for the College.

According to the *Tyler Junior College Board Policy Manual*, "DC (Local)," the Tyler Junior College Board of Trustees establishes policies for hiring qualified administrators based on the practices in higher education at the time of employment.

College administrative and academic officers include the following:

- President
- Provost
- Vice President Advancement/External Affairs
- Vice President Business Affairs
- Vice President Student Affairs
- Executive Director of Institutional Effectiveness, Planning and Research
- Dean of Continuing Studies/Executive Administrator, West Campus and TJC-Lindale
- Executive Director of Human Resources
- Dean of Academic Foundations
- Dean of Liberal Arts and Sciences
- Dean of Nursing and Health Professions
- Dean of Professional and Technical Programs

Resumes and official transcripts of each officer are located in respective employee's files in the human resources office. Both the *Comprehensive Standard 3.2.8 Qualified*

Administrative/Academic Officers Template (Template) and Comprehensive Standard 3.2.7, which includes the organizational structure, contain additional information.

Documentation:

Tyler Junior College Board Policy Manual, "DC (Local): Hiring Practices."
Comprehensive Standard 3.2.8 Qualified Administrative/Academic Officers Template.
Comprehensive Standard 3.2.7.

3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff. **(Faculty/staff appointment)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College has defined and published policies regarding the appointment and employment of faculty and staff. The definitions, policies and practices are accessible in the *Tyler Junior College Board Policy Manual (Board Policy Manual) Policy Online Personnel § D (Board Policy Manual website)*. Tyler Junior College's hiring practices and recruitment policies are stated specifically in the *Board Policy Manual ("DC (Legal)"; "DC (Local)")*.

The search process follows human resource guidelines (*Tyler Junior College Faculty and Staff Search and Employment Guidelines; "Preparing To Interview"*). Initially, the College posts a vacancy announcement through the appropriate avenues for a period of at least 10 business days. Upon receipt of applications by the human resources office, the appropriate supervisor and vice president review the applications and other requested material provided by the applicant, ranking each candidate.

Department chairpersons and/ or the appropriate dean and vice president invite the top candidates for personal interviews. When interviews are complete, the interviewers rank the candidates again and forward those names to the president who reviews their selections. After his/her review, the president sends a recommendation to the Tyler Junior College Board of Trustees ("Representative Search and Employment Process").

Depending on the job function, faculty and staff have varying department selection processes. Although faculty appointment guidelines parallel staff ones, they may also include teaching or laboratory demonstrations. Additional information on faculty qualifications is available in Core Requirement 2.8. Faculty employment requires the completion of the "Credential Evaluation Summary Form ("CES Form").

As noted in the *Board Policy Manual, "DAA (Legal)"* and *"DAA (Local)"*, Tyler Junior College has a commitment to Equal Opportunity (EEO). Each January, the human resources office reaffirms the College's compliance with the nondiscrimination provision of all state and federal regulations by placing advertisements in newspapers (*Tyler Morning Telegraph, "EEO Notice"*) and by posting flyers at various campus locations (Campus EEO Notice).

Documentation:

Tyler Junior College Board Policy Manual, "§ D: Personnel."
Tyler Junior College Board Policy Manual, "DC (Legal): Hiring Practices."
Tyler Junior College Board Policy Manual, "DC (Local): Hiring Practices."
Tyler Junior College Faculty and Staff Search and Employment Process Guidelines.
"Preparing To Interview."
"Representative Search and Employment Process."
Core Requirement 2.8.
Completed Credential Evaluation Summary Form.
Tyler Junior College Board Policy Manual, "DAA (Legal): Employment Objectives: Equal Opportunity Employment."
Tyler Junior College Board Policy Manual, "DAA (Local): Employment Objectives: Equal Employment Opportunity."
Tyler Morning Telegraph, "EEO Notice," August 23, 2009.
Campus EEO Notice.

3.2.10 The institution evaluates the effectiveness of its administrators on a periodic basis.
(Administrative staff evaluations)

Compliance Partial Compliance Non-Compliance

Narrative:

The *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "DLA (Local)" requires that every employee be periodically evaluated in the performance of his/her duties (*Board Policy Manual, "DLA (Local)"*). The College follows evaluation guidelines distributed by the human resources office (*Tyler Junior College Guidelines and Standards for Performance and Development Evaluation System*).

The appropriate executive staff member collects data via *Performance and Development Evaluation* instruments which focus on specific performance criteria. A supervisor discusses the results with the employee on an annual basis. These results serve as a means for assessing job performance as well as employee goals and objectives.

The president annually evaluates the effectiveness of Tyler Junior College personnel who report directly to him/her (Executive Cabinet Organizational Structure). The executive cabinet includes the provost; vice president of advancement/external affairs; the vice president of business affairs; the vice president of student affairs; the executive director of institutional effectiveness, planning, and research; the executive director of human resources; and the executive assistant of the president/Board of Trustees (Representative Evaluation of a Vice President).

The Tyler Junior College Board of Trustees (Board) evaluates the president annually, as documented in Comprehensive Standard 3.2.1 (Comprehensive Standard 3.2.1; Tyler Junior

College Board of Trustees 2008-09 Evaluation of College President; Board of Trustees Minutes, October 22, 2009).

The Provost evaluates the effectiveness of personnel who report directly to him/her (Academic Affairs Council) on an annual basis (Provost Organizational Structure). These positions include the dean of academic foundations; dean of continuing studies/executive administrator, West Campus and TJC-Lindale; dean of liberal arts and sciences; dean of nursing and health professions; dean of professional and technical programs; director of library services; and the director of distance education (Representative Evaluation of a Dean).

Documentation:

Tyler Junior College Board Policy Manual, "DLA (Local): Status of Employment: Evaluation."

Tyler Junior College Guidelines and Standards for Performance and Development Evaluation System.

Tyler Junior College Executive Cabinet Organizational Structure.

Representative Evaluation of a Vice President.

Comprehensive Standard 3.2.1.

Tyler Junior College Board of Trustees 2008-09 Evaluation of College President.

Tyler Junior College Board of Trustees Meeting Minutes, October 22, 2009.

Tyler Junior College Provost Organizational Structure.

Representative Evaluation of a Dean.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College supports the following organized athletic programs for male participants:

- football
- baseball
- basketball
- soccer
- golf
- tennis

The College also supports the following organized athletic programs for female participants:

- tennis
- golf
- soccer
- basketball
- volleyball

In addition, the College provides athletic opportunities to students as cheerleaders and as members of the Apache Belles, Tyler Junior College's dance and drill team.

Both the *Tyler Junior College Board Policy Manual (Board Policy Manual)* and the president's job description specify that the president has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, Tyler Junior College's athletics program (*Board Policy Manual, "BFA (Local)"; President's Job Description*). The president represents the College by serving on the National Junior College Athletic Association's Region XIV Board.

Per chain of command, the athletic director reports to the student affairs vice president (Student Affairs Organizational Structure) whom the president supervises and regularly evaluates. The student affairs vice president, who reports to the College president, is responsible for serving as the official reporting and certifying officer of the College, a duty which includes serving as Tyler Junior College's National Junior College Athletic Association Compliance Certification Officer (Executive Cabinet Organizational Structure).

Documentation:

Tyler Junior College Board Policy Manual, "BFA (Local): College President: Qualifications and Duties."

Tyler Junior College President Job Description.

Student Affairs Organizational Structure.

Executive Cabinet Organizational Structure.

3.2.12 The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. **(Fund-raising activities)**

Compliance Partial Compliance Non-Compliance

Narrative:

The *Texas Education Code (TEC)* gives Tyler Junior College the legal authority to seek and accept gifts from external sources (*TEC, "§51.162"*). The College president has ultimate control of the Tyler Junior College's fund-raising activities. As the chief executive officer, the president actively directs and oversees Tyler Junior College's advancement program, either directly or through designated representatives.

The president's responsibility for and control over the College and its budget is codified in the *Tyler Junior College Board Policy Manual, "BFA (Local)"* which states that the president "is responsible to the Board for . . . controlling the College District's fund-raising activities exclusive of the Tyler Junior College Foundation." The president's job description on file in the Human Resources Office further documents his responsibility "to attract external funding and actively support alternative means of financing higher education" (Job Description). These duties clearly cover the oversight of fund-raising activities. The president attends Foundation meetings as needed (Minutes, Brochure, Agenda).

While the College president has ultimate control of all fund-raising activities, he delegates the coordination of such activities to the vice president for advancement and external affairs. As documented in the vice president's job description on file in the Human Resources Office (Job Description), the vice president for advancement and external affairs reports directly to the president and serves as a member of the President's Cabinet (Tyler Junior College Organizational Structure). Each week, or more often as necessary, the vice president keeps the president apprised of fundraising strategies, plans, and progress.

Documentation:

Texas Education Code, "Title 3, Subtitle A, Chapter 51, Subchapter D, §51.162: Gifts and Grants."

Tyler Junior College Board Policy Manual, "BFA (Local): College President Qualifications and Duties."

Tyler Junior College President's Job Description.

Tyler Junior College Foundation Minutes, February 24, 2009.

Promises to Keep Brochure.

Tyler Junior College Foundation Agenda, October 13, 2009.

Tyler Junior College Vice President for Advancement & External Affairs Job Description.

Tyler Junior College Organizational Structure.

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-related foundations)**

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Foundation (Foundation) is an institution-related foundation not controlled by Tyler Junior College. While the College's mission is "To provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life, and community service" (Tyler Junior College website), the Foundation's mission is "to enhance the overall reputation of Tyler Junior College, to provide external resources to fund College priorities, and to create opportunities for the College to build partnerships with alumni, friends, donors, corporations and foundations" (Tyler Junior College Foundation website).

The *Amended and Restated Memorandum of Understanding*, February 23, 2010 (*MOU*) between the Tyler Junior College Foundation and Tyler Junior College describes formal relationship between the Foundation and the College. According to the *MOU*, "The Foundation was organized and incorporated on January 18, 1965 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the College." The Foundation exists to raise and manage private resources supporting the mission and priorities of College and to provide opportunities for students and a margin of institutional excellence unavailable with state funds.

The Foundation is dedicated to assisting the College in the building of the endowment and in addressing, through financial support, the long-term academic and other priorities of the College." The *MOU* also delineates each entity's responsibilities and provides that neither the Foundation nor the College has financial liability for one another: "The Tyler Junior College Foundation shall be solely responsible for the satisfaction of its own debts, obligations, liabilities, judgments and claims. The College shall be solely responsible for the satisfaction of its own debts, obligations, liabilities, judgments and claims."

Registered as an independent not-for-profit organization under the Internal Revenue Code §501 (c) (3) and §509 (a) (3), the Foundation qualifies for the primary purpose of supporting Tyler Junior College (Internal Revenue Service Letter). Further, a Board of Directors separate and apart from the College manages the Foundation which operates under the *Bylaws of the Tyler Junior College Foundation (Bylaws)*.

Comprehensive Standard 3.2.2.4 provides more information regarding the Foundation.

Documentation:

Tyler Junior College website, "Mission & Vision Statements."
Tyler Junior College Foundation website, "About the Foundation."
Amended and Restated Memorandum of Understanding between the Tyler Junior College Foundation and Tyler Junior College, February 23, 2010.
Internal Revenue Service Letter, June 4, 1990.
Bylaws of the Tyler Junior College Foundation.
Comprehensive Standard 3.2.2.4.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College has established policies and procedures which apply to faculty, staff and students concerning ownership of materials, compensation, copyright issues, and the use of revenue from the creation and production of all intellectual property. The details regarding these policies and procedures, including the use of revenue, are available to the faculty and staff in the *Tyler Junior College Board Policy Manual*, "DBD (Legal)" and "DBD (Local)" as well as the online *Tyler Junior College Faculty Handbook 2010*, (pp. 48-49).

The online *Tyler Junior College 2009-2010 Student Handbook* (p. 39) and *The Bell Tower Arts Journal*, "Guidelines for Submission" inform students about their rights and responsibilities concerning intellectual property.

As an example, the included copyright release form from the graphic arts/photography department represents the College's actions regarding these policies (Completed Copyright Release Form).

Documentation:

Tyler Junior College Board Policy Manual, "DBD (Legal): Employment Requirements and Restrictions Conflict of Interest: Intellectual Property."
Tyler Junior College Board Policy Manual, "DBD (Local): Employment Requirements and Restrictions Conflict of Interest: Intellectual Property."
Online *Tyler Junior College Faculty Handbook 2010*, "Rights of Ownership of Instructional Materials," pp. 48-49.
Online *Tyler Junior College 2009-2010 Student Handbook*, "Intellectual Property Policy," p. 39.

The Bell Tower Arts Journal, "Guidelines for Submission."
Completed Copyright Release Form.

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**

3.3.1.1 educational programs, to include student learning outcomes

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College identifies expected student learning outcomes for its educational programs, including distance learning; assesses the extent to which it achieves those outcomes; and provides evidence of improvement based on analysis of those results.

Master Syllabi

All academic courses at Tyler Junior College have a master syllabus which is used by faculty for development of their individual course syllabi. Each master syllabus contains the student learning outcomes for that course, which must also appear on all individual course syllabi. Other essential elements of the master syllabus included in each individual syllabus are the course name, number and credit hours, course description, pre-requisites, co-requisites, methods of instruction, methods of evaluation, college requirements, departmental requirements and policies, and course requirements. Each master syllabus also includes a listing of Tyler Junior College's General Education and Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. Only the workforce education programs require the SCANS listing. Those competencies which are addressed in the course are selected from the list (*Master Syllabus*). The Tyler Junior College website stores copies of all master syllabi (Master Syllabi website).

Annual Assessment Report Process

Tyler Junior College uses an annual assessment report process to assess expected outcomes and identify changes that will lead to improvements in student learning. This process includes a focus on each academic program or department, with outcomes specific to that unit being assessed. Faculty of each academic unit identify expected outcomes, assess the extent to which outcomes are achieved and, based on analysis of results of the assessment, implement changes directed toward improvement. Alongside and concurrent with this process, institutional effectiveness and the Tyler Junior College assessment committee review the assessment plans and reports and assist units in improving the

assessments and their completion. *Tyler Junior College Assessment Manual (Assessment Manual)* outlines the College's assessment report process for academic units. All types of courses and all methods of delivery, including online, ITV, dual credit, face-to-face, and hybrid are included in the assessments. The College uses TracDat, a web-based assessment management system, to assist in developing assessment reports and to help standardize the process across the College.

Three examples which demonstrate the annual assessment process for academic units, including changes directed at improvement of results are available in *2007-2010 Annual Assessment Reports: (Chemistry, Sign Language and Sign Language Interpreting, and Nursing Vocational Education)*. These reports list the expected outcomes and describe a method of assessment including a measurable criterion for success. Faculty analyze the results and determine either that 1) the criterion has been met and the loop can be closed, or 2) changes are indicated to produce improved results. When improvement is needed the result status is "pending follow-up" and a plan for changes directed at improving results is set forth in "Use of Results." Following the implementation of the plan, the results of the changes are entered as "Results and Analysis" for the year in which changes were made and added as "Follow-up" for the previous year. At this time the result status may be changed to "loop closed" if the desired improvement was achieved, or, if additional changes are still needed, the status may remain "pending follow-up" until the next cycle of changes has been implemented.

The following illustrations show how assessments identified specific areas needing improvement, how changes were made, and how improved student learning was achieved.

Example 1, Annual Assessment Report, Chemistry

The annual assessment report for Chemistry identifies its Outcome 2 for 2007-2008: "Students enrolled in organic chemistry II will outline the steps required to synthesize compounds with oxygen-containing functional groups." Start and end dates are provided (09/04/07 – 8/18/08). The assessment method is embedded questions on the final exam - a national standardized test. The criterion states "The class average for the pertinent questions of the lecture final exam will lie within 5% of the national average (or better)." Results of the assessment state that: "Students averaged 74% on the pertinent questions, well above the national average of 57%. On 4 of the 22 questions, however, performance was significantly below the national average; these dealt with the topic of carbonyl alpha-substitution reactions." Although the criterion was met and the loop could be closed, faculty determined to pursue the weakness that the assessment had revealed. Use of results indicates that the organic chemistry faculty members would pursue improvement by devoting more attention to the topic of carbonyl alpha-substitution reactions, splitting the material into two parts and covering one part earlier in the course. Results for the assessment in 08-09 (stated as follow-up in the 07-08 outcome and as results and analysis in the 08-09 outcome) indicate that students averaged 75% on the pertinent questions of the exam, well above the national average of 57%; and, compared to the previous year, distinct improvements were made on the 4 questions dealing with carbonyl alpha-substitution reactions. Students performed at or above the national average on these

questions. Results of the assessment and department meeting minutes indicating planned changes are attached to the report.

This annual assessment report clearly shows that improvement occurred as a result of targeting a weakness revealed by assessment. In this case, although the outcome was achieved in the first year it was assessed, the department identified a weakness and made changes with the goal of eliminating that weakness.

Example 2, Annual Assessment Report, Sign language and Sign Language Interpreting

Another example of identifying and pursuing needed improvement is in Sign Language and Sign Language Interpreting, Outcome 3, 2007-2008. The outcome states, "Students will demonstrate the ability to voice interpret selections that are signed to them at the approximate level of the state board exam (capstone)." The assessment method was a video tape of students voice interpreting a 3-5 minute selection from ASL to English. The criterion stated that students would interpret the 3-5 minute selection with a 70% accuracy level, with no student scoring below 60%. Results and analysis indicate that 9 of 16 students (56%) were able to score 70% or better on the test of voicing and that students were very weak in reading finger spelling and numbers. The criterion was not met and the result status was "pending follow-up" at that time. Use of results indicates that the plan for improvement was to use a new one hour lab to work on improving receptive skills and that criterion would be changed for the coming year. In 2008-2009 the same outcome was assessed with the new criterion specifying that 80% of students would interpret at the targeted level. Results and analysis indicated that 100% of students met the targeted 70% proficiency, indicating that the criterion was achieved for 08-09. This information was entered as follow-up to 07-08, showing that changes had resulted in improved student learning. The outcome was now met, and the loop was closed for both 07-08 and 08-09.

The addition of a one hour lab focusing on the targeted skills, along with more specific criterion for success, allowed this outcome to be successfully achieved. Other improvements are still underway, including a new rubric for use in spring 2010.

Example 3, Annual Assessment Report, Nursing Vocational Education

Outcome 1, 2007-2008, for the Nursing Vocational Education program states that "Upon completion of VNSG 1423, Basic Nursing Skills, the student will be able to utilize the nursing process as the basis of all nursing." The assessment method was the Practical Nurse Computer Achievement Profile, a standardized test. The criterion stated that "90% of the students will score at or above the national average of 62% on the Educational Resource, Inc. (ERI) – Practical Nurse (PN) Computer Achievement Profile (CAP) on the first attempt." Results and analysis indicate that of the 154 students who took the ERI PN CAP Fundamentals of Nursing in November 2007, 68% passed on the first attempt. Criterion was not met, and the result status was "pending follow-up." The Use of Result states that students who did not pass on the first attempt received remediation, with 16%

passing on the second attempt and the remaining 16% not passing. Planned changes included rearrangement of lab schedule. Results and analysis for the outcome in 08-09 indicated that the first-attempt pass rate was 87% and that the remaining students, following remediation, passed on the second attempt. Follow-up entered into the 07-08 report indicates that the change made in 08-09, that is, re-scheduling into blocked days with adequate faculty, had a positive impact on student learning, facilitating the increased pass rate on the ERI PN CAP. The loop was then closed on this outcome for both 07-08 and 08-09.

College Program Review Process

In addition to the annual assessment report process, academic programs and departments also undertake a thorough self-study every five years. The college program review is a comprehensive, systematic method of self-evaluation and review of achievement of program/departmental purposes and goals. It includes all types of instruction delivered by the department, including face to face, online, hybrid and dual credit. It has been developed to complement other institutional effectiveness processes and is a vital part of the Tyler Junior College strategic planning process. Each year approximately nine departments and/or programs undergo review in order to determine how well the program accomplishes its purpose and goals. Following the review, decisions concerning allocation of funds and new directions for the program can be based on documented evidence. The first completed reviews occurred in spring of 2009 (*Associate Degree Nursing Program Review; Foreign Languages Program Review; Professional Tennis Management Program Review*). Detailed information about the process and the schedule of reviews appear in the *Tyler Junior College: College Program Review Rationale and Calendar (Rationale and Calendar)*.

General Education Assessment

The Tyler Junior College general education committee has established and implemented a plan to evaluate general core knowledge that all students should know upon graduation. The five competencies identified are: reading and writing, speaking and listening, critical thinking and problem solving, ethics and community, and technology and computer literacy. In each of these competency areas, outcomes have been identified and defined. At the present time, one or more competency areas are evaluated each semester by assessing one or two outcomes from the competency. A new competency has been added each semester, and this pattern will continue until all competencies are assessed on a regular basis. Student scores are compiled for statistical analysis, including average scores, percentage of students achieving minimum competency, and score distribution related to number of college credits already earned. In addition to evaluation for overall competency, item analysis is performed so that strengths and weaknesses may be identified and plans created to address any weaknesses. After a competency has been assessed three times, determination will be made regarding specific actions to address any shortcomings identified, and the frequency of future assessments will be determined based on that information. The *General Education Assessment Plan* broadly states the plan for assessment of general education at Tyler Junior College (*General Education Assessment*).

The *General Education Committee Report for 2008-2009* details the processes for assessments conducted during that year (*General Education Report*). The general education committee is currently completing the analysis report on reading and writing (*Summary Spring 2009 Reading Assessment; Statistical Analysis of Reading Results for Spring 2009; Statistical Analysis of Writing Results for Spring 2009*).

Summary

Documented evidence demonstrates an active, on-going institutional effectiveness process at Tyler Junior College. Academic program outcomes are assessed on an annual basis with results of assessments being used to identify needed changes in the continual quest for improvement of student learning. College program review examines all aspects of a program or department, identifies areas needing improvement, and sets in motion the plans and actions to achieve improved student learning. General education competencies have been identified and are being assessed with the goal of improving student achievement in the core knowledge and skills identified.

Documentation:

Tyler Junior College Master Syllabus: General Botany, BIOL 1411.

Tyler Junior College Master Syllabi website.

Tyler Junior College Assessment Manual, pp. 7-9.

Annual Assessment Report: Chemistry.

Annual Assessment Report: Sign Language and Sign Language Interpreting.

Annual Assessment Report: Nursing Vocational Education.

Associate Degree Nursing Program Review.

Foreign Languages Program Review.

Professional Tennis Management Program Review.

Tyler Junior College: College Program Review Rationale and Calendar.

General Education Assessment at Tyler Junior College, Spring 2009 (A Brief Overview and Timeline).

General Education Committee Report 2008-2009.

Summary Spring 2009 Reading Assessment.

Statistical Analysis of Reading Results for Spring 2009.

Statistical Analysis of Writing Results for Spring 2009.

3.3.1.2 administrative support services

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College identifies expected outcomes for its administrative support services, assesses the extent to which it achieves the outcomes, and provides evidence of improvement based on analysis of the results.

Administrative support services are defined as the services providing a framework upon which the College builds its educational programs. The units that deliver these services are largely in the background, ensuring that the College functions properly.

Administrative support services at Tyler Junior College include twenty-one (21) units:

- Admissions/Dual Credit
- Alumni Relations
- Annual Giving
- Business Services
- Campus Safety
- Campus Services (Purchasing and Central Services)
- Creative Services: Print, Graphic Design, Photography
- Creative Services: Web Content, Writing/Editing, Social Networking *
- Financial Aid
- Gift Processing and Stewardship
- Human Resources
- Information Technology
- Institutional Effectiveness and Planning
- Institutional Research
- Marketing and Public Information
- Physical Plant
- Planned Giving *
- Principal Giving
- Registrar
- Scholarship
- Special Events

*A new administrative unit added in the 2009-2010 academic year.

Annual Assessment Report Process

Tyler Junior College uses an annual assessment report process to identify and assess expected outcomes leading to improvement. This process includes a focus on each of the twenty-one (21) departments that comprise administrative support services.

Leadership of each support unit identifies expected outcomes for improvement, assesses the extent to which outcomes are achieved, and implements change based on analysis of those outcomes on a yearly basis. The College's assessment report process for administrative support services is documented in the *Administrative Unit Assessment Handbook (Handbook)*. This document introduces the process of recording institutional effectiveness measures used at the College incorporating TracDat assessment software terminology.

The College's assessment data collected for the administrative support service units is

located in annual assessment reports (AAR). These reports list the expected outcomes, and describe a method of assessment including a measurable criterion of success. They also document the results with an analysis of the results leading to either the improvement cycle being closed with the criterion met, or open and pending further study/action. The annual assessment report at the College also includes an area to document the use of the results and a place to record follow-up actions to ongoing implementation of outcome achievements/improvements (*AAR: Financial Aid; Marketing and Public Information; Physical Plant*).

A review of the AARs demonstrates that the College has a working system in place that identifies outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Two examples extracted from these reports follow:

Example 1, *Annual Assessment Report, Business Services*

The *Annual Assessment Report for Business Services* identifies its outcome 1 for 2007-2008: "Business Services will improve the student refund disbursement process." A start and end date is provided (9/1/07 – 8/31/08). The means of assessment is to use "External reports generated by Higher One (3rd party provider) which will provide data on number of students receiving funds through direct deposit, debit card and paper check." The assessment method will be based on a measurable volume of activity. The criterion states: "At the time of refund disbursement, at least 30% of eligible students will have immediate access to their funds." An assessment of the extent to which the outcome was achieved is documented on 10/06/2008: "Refund via direct deposit was available immediately for 38% of active cards" The criterion of at least 30% was met and the quality improvement loop was closed for that year. Use of the result and follow-up for further improvement is documented in that the business services unit "Will continue this outcome setting higher criterion in next fiscal year."

Therefore, the reviewer can see that the entire quality improvement cycle was completed and further improvement was made as a goal in the subsequent year. That outcome goal can be seen in Outcome 1, 2008-09 which "raised the bar" with a criterion of "at least 40% of eligible students will have immediate access to their funds." Results show that the goal was achieved with 50% of eligible students having immediate access to their funds. This goal of continued improvement is currently being assessed in Outcome 1, 2009-10 as documented in the *Annual Assessment Report for Business Services (AAR: Business Services)*.

Example 2, *Annual Assessment Report, Information Technology*

A second example demonstrating the annual assessment reporting process at Tyler Junior College also fulfills Comprehensive Standard 3.3.1.2. The report from information technology includes Outcome 1 for 2007-08: "First Contact Resolution – Information Technology's first level support group will increase First Contact Resolution (FCR) for all support calls." The assessment method is a report generated by a software package that

tracks work orders to the helpdesk. The goal was to achieve a 5% increase in FCR from the previous year's outcome of 59%. Results demonstrate an increase of 26%, reaching an 85% total. The criterion was met and the follow-up use of the results was to establish 80% as the standard for the unit for first call resolutions in the future.

Subsequently in 2008-09, the information technology unit established outcome 1 with an FCR goal of 80%. The results and analysis demonstrated an FCR rate of 78% attributable to the loss of a long time employee in the unit. Follow-up action will include an effort to maintain proper personnel levels possessing a strong familiarity with the needs of that unit.

An ongoing outcome to measure the FCR rate for the current academic year is documented as Outcome 1 2009-10 for information technology's annual assessment report (*AAR: Information Technology*). This outcome documents a continued improvement cycle as a part of the institutional effectiveness activity of this unit within administrative support services.

Administrative Program Review Process

In addition to the annual assessment reporting process, the College initiated a five (5) year, staggered administrative departmental review process in the summer of 2008. This process is a systematic method of self-evaluation and review of achievement of departmental/program purposes and goals on a rotating five-year cycle. It is in addition and complementary to the annual assessment reporting process. The five-year review process has been developed to contribute to ongoing institutional effectiveness activities and is a vital part of the Tyler Junior College strategic planning effort. This process is the means by which each department undergoes a periodic assessment in accordance with standardized, written criteria. The first reviews were completed in spring 2009. The review schedule is documented in the *2009-2010 Administrative Divisional/Departmental Review Rationale and Calendar* document (*Review*).

Completed divisional/departmental reviews are attached for the following administrative service units:

- Gift Processing and Stewardship (Review)
- Purchasing and Central Services (Review)
- Institutional Effectiveness, Planning & Research (Review)

Another activity that supports institutional effectiveness at the College is the establishment of a well-defined strategic planning process. This activity helps to identify those efforts needed as a part of the College's continuous improvement effort.

Long range goals and outcomes to be addressed within the administrative support services units are delineated in the *2008-2009 Strategic Plan Annual Report (Strategic Report)*. Goals that address administrative support units include:

- Goal 2: Student Success (Strategic Report, pp. 31, 33, 38, 39)
- Goal 3: External Communities (Strategic Report, pp. 42, 44-45, 47, 49, 51, 53, 55)
- Goal 4: Expanded Resources (Strategic Report, pp. 56-61)

The *Strategic Plan Annual Report* along with department reviews provides direction for establishing outcomes/goals for each administrative unit. Additional sources of assessment information include:

- The annual *Student Evaluation of Services*. These surveys assess the performance of the administrative support services units (*Student Evaluation of Services, Spring 2008*, pp. 8-14; *Spring 2009*, pp. 25, 35-42).
- *The College-Wide Assessment of Services, 2008 and 2009*. These surveys assess the performance of units by faculty and staff of the College (*College Wide Assessment of Services 2008*, pp. 4-15, 17, 19-20, 22-28; and *2009*, pp. 1, 9-11, 31, 34-35).
- The *Community College Survey of Student Engagement (CCSSE) Institutional Report for 2009* (p. 7) compares the College with its CCSSE cohort.

Summary

Documented evidence demonstrates an active, viable, on-going institutional effectiveness process at Tyler Junior College. Data is collected from a broad spectrum of sources regarding the performance of administrative support service units. Information is translated into goals and expected outcomes for desired improvement within each unit using an effective, transparent, web-based annual assessment reporting process. The results from associated outcomes are measured and assessed. An analysis of the results provides evidence that a continual improvement process is on-going at the College with the overall goal of improved service to its students and community.

Documentation:

Administrative Unit Assessment Handbook.

Annual Assessment Report: Financial Aid.

Annual Assessment Report: Marketing and Public Information.

Annual Assessment Report: Physical Plant.

Annual Assessment Report: Business Services.

Annual Assessment Report: Information Technology.

2009-2010 Administrative Divisional/Departmental Review Rationale and Calendar.

Gift Processing and Stewardship Program Review.

Purchasing and Central Services Program Review.

Institutional Effectiveness, Planning and Research Program Review.

2008-2009 Strategic Plan Annual Report, "Goal 2: Student Success," pp. 31, 33, 38, 39.

2008-2009 Strategic Plan Annual Report, "Goal 3: External Communities," pp. 42, 44-45,

47, 49, 51, 53, 55.

2008-2009 Strategic Plan Annual Report, "Goal 4: Expanded Resources," pp. 56-61.

Student Evaluation of Services, Spring 2008, pp. 8-14.

Student Evaluation of Services, Spring 2009, pp. 25, 35-42.

College Wide Assessment of Services 2008, pp. 4-15, 17, 19-20, 22-28.

College Wide Assessment of Services 2009, pp. 1, 9-11, 31, 34-35.

Community College Survey of Student Engagement (CCSSE) Institutional Report for 2009, p. 7.

3.3.1.3 educational support services

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College identifies expected outcomes for its educational support services, assesses the extent to which it achieves those outcomes, and provides evidence of improvement based on analysis of those results.

Educational support services are defined as those that directly affect student learning. The units that deliver these services are more likely to be on the "front lines," working directly with students on a regular basis. Educational support services at Tyler Junior College include the following:

- ADA
- Advising
- Athletics
- Career Services
- Counseling
- Distance Education
- First Year Experience (FYE)
- Hudnall Planetarium
- Interpreting
- Library
- Ornelas Health and Physical Education
- Residential Life
- Special Populations/Adult Student Services
- Student Judicial Programs
- Student Life and Involvement
- Cheerleading
- Recreational Services
- Testing
- TRiO
- Tutoring
- Writing Lab

Annual Assessment Report Process

To identify and assess expected outcomes, Tyler Junior College uses the Annual Assessment Report (AAR) Process. This process focuses on the assessment and improvement of outcomes for support units, including educational support units. Each year the support units identify their expected outcomes, assess the extent to which they achieve those outcomes, and make needed improvements based on those outcomes. The *Administrative Unit Assessment Handbook (Handbook)* documents the College's assessment process for educational support services. Actual assessment data for five selected service units serve as documentation (*AAR: Intercollegiate Athletics; Center for Student Life and Involvement*).

Two examples show how Tyler Junior College identifies expected outcomes for its educational support services, how it assesses the extent to which it achieves those outcomes, and how it provides evidence of improvement based on analysis of those results.

Tutoring Services

First, one of the tutoring services' expected outcomes for 2007-2008 was that students who received tutoring would have at least a 10% lower withdrawal rate than students who did not receive tutoring. Tutoring services measured the results by running a report that compared the withdrawal rates for students who registered for and received tutoring services with the withdrawal rates for students who registered for tutoring services but did not follow through to receive tutoring. The withdrawal rate for students who received tutoring was 18% compared to 43% for those who did not receive tutoring. For 2008-2009, tutoring services decided to look at the impact that tutoring has on retention rates in college algebra by establishing an expected outcome of at least a 20% lower withdrawal rate in college algebra for students who receive tutoring (*AAR: Tutoring*).

Special Populations/Adult Student Services

One of the adult student services' expected outcomes for 2007-2008 was that 25% of participants in the Returning Adult Workshop would enroll at Tyler Junior College in the next regular semester. For the three workshops held in Summer 2008, more than 50% of the 187 participants enrolled in Fall 2008. Wishing to increase this rate, adult student services sent an email message to those who did not enroll asking how adult student services could help them enroll (*AAR: Special Populations/Adult Student Services*).

Distance Education

The Distance Education Department provides direction, supervision, assessment, and support for distance learning at Tyler Junior College. Distance Education participates in the same assessment reporting process as all other education support services (*AAR: Distance Education*).

Administrative Program Review Process

In addition, Tyler Junior College initiated the administrative divisional/departmental review process in the summer of 2008. This process is a comprehensive, systematic method of self-evaluation and review of achievement of departmental/program purposes and goals. The review process has been developed to complement ongoing institutional effectiveness and is a vital part of the Tyler Junior College strategic planning effort. This process is the means by which all divisions and departments periodically review themselves according to a set of established criteria. All divisions and departments within the College must undergo review every five years. The first reviews were completed in Spring 2009. The established review schedule appears in the *2009-2010 Administrative Divisional/Departmental Review Rationale and Calendar* (Calendar). Completed divisional/departmental reviews are documented for the following educational services self studies:

- Intercollegiate Athletics (Review)
- Center for Student Life and Involvement (Review)
- Testing Services (Review)

Strategic Plan

Another activity supporting institutional effectiveness at the College is the establishment of a well-defined strategic planning process. This activity helps to identify those efforts needed as a part of the College's continuous improvement effort.

Long range goals and outcomes addressed within the educational support services units are delineated in the *2008-2009 Strategic Plan Annual Report (Strategic Report)*. Goal Two addresses educational support units (*Strategic Plan, "Goal Two,"* pp. 23-24).

Annual College-wide Assessment of Services Survey

Another way that Tyler Junior College assesses the extent to which it achieves its expected outcomes is the annual student survey of needs and the college-wide assessment of services survey. These surveys assess the performance of support units, including educational support units. Support units receive the survey results to use for unit improvement (*Student Evaluation of Services 2008*, pp. 8-14; *Student Evaluation of Services 2009*, pp. 35, 37-41; *College Wide Assessment of Services 2008*, pp. 16-19; *College Wide Assessment of Services 2009*, pp. 2-4, 6-8, 33, 35-42).

In addition, the *Community College Survey of Student Engagement (CCSSE) Institutional Report for 2009*, (p. 7) shows that the College's support services compare very favorably with its CCSSE cohort and with large colleges.

Documentation:

Administrative Unit Assessment Handbook.
Annual Assessment Report: Intercollegiate Athletics.
Annual Assessment Report: Center for Student Life and Involvement.
Annual Assessment Report: Tutoring.
Annual Assessment Report: Special Populations/ Adult Student Services.
Annual Assessment Report: Distance Education.
2009-2010 Administrative Divisional/Departmental Review Rationale and Calendar.
Intercollegiate Athletics Program Review.
Center for Student Life and Involvement Program Review.
Testing Services Program Review.
2008-2009 Strategic Plan Annual Report, "Goal Two: Student Success," pp. 23-24.
Student Evaluation of Services 2008, pp. 8-14.
Student Evaluation of Services 2009, pp. 35, 37-41.
College-Wide Assessment of Services, 2008 Results, pp. 16-19.
College-Wide Assessment of Services, 2009 Results, pp. 2-4, 6-8, 33, 35-42.
Community College Survey of Student Engagement (CCSSE) Institutional Report for 2009, p. 7.

3.3.1.4 research within its educational mission, if appropriate

Narrative:

This Comprehensive Standard does not apply to Tyler Junior College's educational mission.

3.3.1.5 community/public service within its educational mission, if appropriate

Compliance Partial Compliance Non-Compliance

Narrative:

Community and public service is one of the three promises defined in the College's mission statement published in the online *Tyler Junior College Catalog 2009-2010* (p. 5). Tyler Junior College offers numerous community service opportunities.

Students, faculty, and staff find available service opportunities through various campus organizations such as the College's performing groups as outlined in the *Tyler Junior College Board Policy Manual* ("FKE (Regulation)"), through the Student Senate or other campus organizations as outlined in the online *Tyler Junior College 2009-2010 Student Handbook* (pp. 64-67), and through community needs. Examples of such community service activities include:

- Medical Special Needs Shelter Operations ("Tyler Junior College Medical Special Needs Shelter Operations: Taking the Fear Out of Evacuation"; *The Apache Pow Wow*, "TJC Shelter opening for Hurricane Ike"; *The Apache Pow Wow*, "It Happened Again: Tyler Responds to Gustav and Ike"; *The Apache Pow Wow*, "Time to help Gulf Coast Neighbors")

- Athletic teams donating approximately 1,230 man hours to various projects and organizations (*2008-2009 Tyler Junior College Strategic Plan Annual Report*, pp. 40-41)
- Coats for Kids annual coat drive (*The Apache Pow Wow*, "PATH collecting winter coats to keep kids warm")
- Blood drives (*The Apache Pow Wow*, "Sigma Kappa Delta is out for blood")
- Food Drives by students (*The Apache Pow Wow*, "Art club hosts canned food drive to help Tyler AIDS Services;") and by faculty (Tyler Junior College Faculty Senate Minutes, February 3, 2009)
- Multiple Sclerosis Walk (*The Apache Pow Wow*, "Community to walk, raise funds for multiple sclerosis")
- Make-A-Wish (*The Apache Pow Wow*, "Making dreams come true;" and *The Apache Pow Wow*, "Leadership class grants child's parade wish this year")
- Campus Cleanup (*The Apache Pow Wow*, "Campus Attempts To Help Environment")
- ASL Story Time at Barnes and Noble (*The Apache Pow Wow*, "Students read, sign story time at bookstore")
- Extreme Makeover: Home Edition (Memorandum "Help! – Extreme Makeover in Our Area!," February 26, 2010 from Fred Peters; Memorandum "Re: Extreme Home Makeover – TJC," February 9, 2010 from Dr. Deborah Kelley)

Other opportunities include, but are not limited to:

- Salvation Army Angel Tree
- Susan G. Komen Race for the Cure
- Book drive for the Boys and Girls Club (non-major biology lab classes)
- Muscular Dystrophy Lockup
- American Cancer Association Relay for Life
- Phi Theta Kappa Annual Volunteer Fair

The different campus organizations such as the Apache Belles keep records of such community/public services activities (*The Apache Pow Wow*, "Apache Belles prove that they do more than just dance"). In some cases, these services are reported to the office of public information (*The President's Higher Education Community Service Honor Roll 2007 Letter*; *The President's Higher Education Community Service Honor Roll Announcement* e-mail) as well to the campus student newspaper.

Already mentioned in an earlier list, another excellent example of a Tyler Junior College student organization's commitment to community service is the Alpha Omicron chapter

of Phi Theta Kappa. Specifically, members of this chapter provide valuable service to the community while building their leadership skills in taking ownership of a project. Some of the projects undertaken by Phi Theta Kappa include:

- Africa outreach – fundraising for antiretrovirals for AIDS orphans in Africa
- Adopt-a-Highway – Fifth Street in front of Tyler Junior College
- Bethesda Health Clinic volunteers
- Literacy and health fairs for local “at risk” elementary schools
- Habitat for Humanity volunteers
- Great American Smokeout volunteers
- Project Graduation – Feed a Body, Feed a Mind – book and canned food drives
- Keep Tyler Beautiful – Rose Rudman, Bergfeld and Windsor park clean-ups
- Keep Tyler Beautiful – education booths at Earth Day and Kids Day in the Park
- Better World Books – book recycling and collections – funds go to Africa Outreach
- Salvation Army Red Kettle Drive

This documented evidence demonstrates a highly active, viable, and on-going institution commitment to community service at Tyler Junior College.

Comprehensive Standard 3.4.2 contains additional information regarding community service.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, “TJC Mission Statement,” p. 5.
Tyler Junior College Board Policy Manual, “FKE (Regulation): Student Activities: Performance.”

Online *Tyler Junior College 2009-2010 Student Handbook*, pp. 64-67.

“Tyler Junior College Medical Special Needs Shelter Operations: Taking the Fear Out Of Evacuation.”

Lillich, Cody. “TJC Shelter opening for Hurricane Ike: Shelter Team: ‘We’re ready to roll.” *The Apache Pow Wow*. 15 August 2008.

Lillich, Cody. “It Happened Again: Tyler Responds to Gustav and Ike.” *The Apache Pow Wow*. 19 September 2008.

Lillich, Cody. “Time to help Gulf Coast Neighbors.” *The Apache Pow Wow*. 19 September 2008.

2008-2009 Tyler Junior College Strategic Plan Annual Report, “Objective 2.11,” pp. 40-41.

Trammell, Shaylon. “PATH collecting winter coats to keep kids warm.” *The Apache Pow Wow*. 16 October 2009.

D’Avignon, Polly. “Sigma Kappa Delta is out for blood.” *The Apache Pow Wow*. 29 October 2007.

Malik, Sarah. “Art club hosts canned food drive to help Tyler AIDS Services.” *The Apache Pow Wow*. 20 February 2009.

Tyler Junior College Faculty Senate Minutes, February 3, 2009.

Trammel, Shaylon. "Community to walk, raise funds for multiple sclerosis." *The Apache Pow Wow*. 2 October 2009.

Nwanonyiri, Chrystal. "Making dreams come true." *The Apache Pow Wow*. 20 March 2008.

Valle, Daisy. "Leadership class grants child's parade wish this year." *The Apache Pow Wow*. 5 December 2008.

Burgess, Shela. "Campus Attempts To Help Environment: Art department tries to get Tyler up to speed on recycling." *The Apache Pow Wow*. 17 October 2008.

Strong, Christine. "Students read, sign story time at bookstore." *The Apache Pow Wow*. 16 October 2009.

Memorandum re: "Help! – Extreme Makeover in Our Area!," February 16, 2010 from Fred Peters.

Memorandum re: "Re: Extreme Home Makeover – TJC," February 9, 2010 from Dr. Deborah Kelley.

Robinson, Cheyenne. "Apache Belles prove that they do more than just dance." *The Apache Pow Wow*. 5 February 2010.

The President's Higher Education Community Service Honor Roll 2007 Letter, May 9, 2008.

The President's Higher Education Community Service Honor Roll e-mail, February 24, 2010.

Comprehensive Standard 3.4.2.

PROGRAMS

3.4 Educational Programs: For All Educational Programs

(Includes all on-campus, off-campus, and distance learning programs)

(See Commission policy "Distance Education.")

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Compliance Partial Compliance Non-Compliance

Narrative:

The faculty and administration of Tyler Junior College approve all educational programs for which academic credit is awarded.

Tyler Junior College offers numerous workforce education programs through which students have the opportunity to earn an Associate of Applied Science (AAS) degree and/or a Certificate of Completion (online *Tyler Junior College Catalog 2009-2010*, pp. 46; 46-47). Tyler Junior College also offers Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Teaching (AAT) degrees which are designed for transfer students and are not defined as cohesive programs.

The Texas Higher Education Coordinating Board (THECB) requires that new workforce programs be developed according to the *Guidelines for Instructional Programs in Workforce Education (GIPWE)* (Chapter 5).

Tyler Junior College develops new programs when business or industry indicates a need and adequate demand in the service area can be demonstrated. The appropriate dean works with local employers (Program Development Advisory Committee) and current faculty to design a curriculum which will prepare graduates to successfully enter the job market. Members of the program development advisory committee work with the College faculty and administration in developing program objectives, course objectives, course descriptions, and degree requirements and in identifying equipment necessary for the proposed program. The local Curriculum and Instruction (C&I) Committee, College president, Board of Trustees, and THECB staff are responsible for approving the new program proposal (New Program Application Packet, Fire Science; *C & I*). Then, a substantive change notification is submitted to the Southern Association of Colleges and School Commission on Colleges (SACS/COC) on a time-line consistent with current guidelines.

Once approved and implemented, new workforce programs are modified when faculty members identify the need for revision. Program faculty and advisory committee members work together to develop a Program Revision Packet which must receive approval from the appropriate dean, C&I Committee, and provost (Sample C&I Packet: Health Information Technology; Course Additions Packet: HPRS 1201 and HPRS 1105).

To involve faculty members from all areas of the College, the C&I Committee consists of faculty and program directors from transfer as well as workforce curricula areas (*Tyler Junior College 2009-2010 Personnel Directory*, p. 9). Minutes from each meeting are recorded to verify actions taken by the committee (Minutes: November 11, 2009; November 18, 2009).

Designed for transfer to four year institutions in Texas, the AA and AS degrees follow guidelines in the *THECB Lower-Division Academic Course Guide Manual (ACGM)* and state law. At Tyler Junior College, AA and AS degrees consist of the approved core curriculum of 44 semester credit hours and a field of emphasis based on the requirements of the institution to which the student is transferring. Additions and changes to transfer courses also proceed through the C&I Committee process (Music Curriculum and Instruction Packet; Minutes: November 4, 2009).

In a statewide initiative, the THECB developed field of study (FOS) curricula which are comprised of specific courses to satisfy the lower division requirements for a bachelor's degree in specific academic areas at senior institutions. These FOS curricula include the lower-division courses in a major--exclusive of core curriculum and free elective courses--that a student would need to complete in order to register for upper-division courses. The FOS curricula are designed to assist students by facilitating transfer of academic credit from institution to institution. Tyler Junior College has FOS curricula for business, communications, computer science, criminal justice, engineering, and music (*Catalog*, p. 45).

Faculty within the various transfer disciplines choose courses from the ACGM to offer at Tyler Junior College. Courses are chosen after consulting with senior institutions and College administrators. Changes require approval through the C&I process.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Associate of Applied Science Degrees," p. 46.

Online *Tyler Junior College Catalog 2009-2010*, "Certificate Options," pp. 46-47.

Guidelines for Instructional Programs in Workforce Education (GIPWE), "Chapter 5: New Program Approval Process."

New Program Application Packet: Fire Science.

Curriculum and Instruction Committee.

Curriculum and Instruction Packet: Health Information Technology.

Curriculum and Instruction Packet: Course additions: HPRS 1201 and HPRS 1105.

Tyler Junior College 2009-2010 Personnel Directory, "College Standing Committees: Curriculum & Instruction," p. 9.

Curriculum and Instruction Committee Meeting Minutes, November 11, 2009.

Curriculum and Instruction Committee Meeting Minutes, November 18, 2009.

Music Curriculum and Instruction Packet.

Curriculum and Instruction Committee Meeting Minutes, November 4, 2009.

Online *Tyler Junior College Catalog 2009-2010*, "Field of Study Curriculum," p. 45.

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College school of continuing studies provides programs and services anchored in the rich tradition of a "quality education, vibrant student life, and community service" (Online *Tyler Junior College Catalog, 2009-2010*, p. 5).

The school of continuing studies provides a broad range of activities through continuing education and corporate services programs, the Tyler Junior College Small Business Development Center, the Tyler Area Business Incubator, and the Adult Basic Education Program.

Continuing education consists of easy-entry, short-term training courses and instructional activities geared to meet a variety of needs for local community members, including courses to help individuals upgrade job skills as well as courses for individuals looking to change careers. Courses for recreation and personal enrichment are also available to the general public as well as special populations including children and senior adults.

At the conclusion of each course, key staff members evaluate course participants' feedback received through the continuing education course evaluation (Sample Continuing Education Course Evaluation). Continuing studies uses these course evaluations to gather data from participants regarding the quality of the continuing education experience. Key staff members and the course facilitator/instructor of each continuing education activity review the evaluations and then take appropriate action to ensure that a quality education experience is provided (Course Evaluation Surveys: 2nd Quarter 2009; 3rd Quarter 2009).

Various state and federal licensing and accreditation agencies which provide approval and oversight of specific programs also perform outside review and evaluation of continuing education programs. One example is the continuing education Certified Nurse Aide (CNA) course which is approved and reviewed every two years by the Texas Department of Aging and Disability Services (CNA Program Approval Letter, April 1, 2008).

The College's approved continuing education Law Enforcement Academy (LEA), which provides basic training to become a licensed peace officer in the state of Texas, undergoes regular review by the Texas Commission on Law Enforcement Officer Standards and Education (*LEA Evaluation Report, June 2, 2009*). Members of the local law enforcement community through bi-annual meetings held with a local LEA Advisory Committee provide additional input and evaluation of the program (LEA Advisory Committee Minutes: October 17, 2008; April 17, 2009; November 12, 2009). The Tyler Junior College offers the LEA through a joint partnership with both the Tyler Police Department and the Smith County Sheriff's Office.

The College's corporate services unit serves the local business community by providing on-site and work-site customized training to meet the employee training needs of local business and industry. Pre-employment assessment and screening is provided as well as post-assessments upon completion of training. Further, corporate services assists local businesses in the application and procurement of state training grants to provide financial aid to cover the cost of employee training. For each grant awarded, the Texas Workforce Commission conducts an evaluation of the College and its performance in the delivery of workforce training provided to the companies (Texas Workforce Commission Grant Review Letter, December 17, 2003).

The Tyler Small Business Development Center (SBDC), funded by the College, State of Texas, and the U.S. Small Business Administration, serves the local community by providing assistance to over 150 potential new and existing businesses annually and by providing counseling and training for small business owners throughout seven counties in East Texas. The center helps procure approximately \$10,000,000 annually in loans for small business clients. The SBDC is part of the North Texas SBDC Region office. The Tyler SBDC is evaluated by the attainment of Small Business Administration (SBA) established milestones including a minimum number of 5-hour client counseling sessions, the number of new startup businesses, and economic development via investment and loans (*SBDC Milestones 2009-2010 Report*). The SBA also requires annual customer satisfaction surveys to measure service delivery. In 2009 one client of the Tyler Junior College SBDC received the Small Business Person of the year award from the North Texas SBDC Region office (*SBA Awards Report*). To ensure a quality educational experience, the College provides all SBDC training course participants with the Continuing Education Course Evaluation Survey to evaluate their courses (Completed Continuing Education Course Evaluation).

The Tyler Area Business Incubator (TABI), a creative consortium including Tyler Junior College, the City of Tyler, and the Tyler Economic Development Council, creates a central location where local start-up and fledgling business owners can receive the nurture needed to grow into successful entrepreneurs. Working in tandem with the SBDC, the TABI serves the business community by providing an environment where start-up businesses can incubate and grow to healthy firms that create jobs and wealth and strengthen the local economy. TABI is a member of the National Business Incubation Association (NBIA) and adheres to the quality and standards set forth by the NBIA. In 2007, one of its graduated companies received the Outstanding Incubator Graduate Award in the non-technology category (NBIA website, "Success Stories," 2007).

In 2001, Tyler Junior College formed a partnership with the Literacy Council of Tyler (LCOT) to administer the College's Adult Basic Education program. To serve the local community, the Adult Basic Education program includes training in English as a Second Language (ESL), GED preparation, one-on-one tutoring, and training throughout the community in basic adult literacy. The Texas Education Agency (TEA) and external auditors annually evaluate the LCOT to ensure quality of programming as well as efficiency in financial operations. For the last two years, the LCOT has received exemplary ratings from the TEA. TEA evaluation criteria require that the Literacy Council meet a minimum of six out of eleven performance measures during each annual evaluation. The LCOT has consistently met this goal since TEA

began this evaluation process (*Texas Educating Adults Management System Performance Report, 2008-2009*).

Key continuing studies administrators and professional staff are actively involved in both the local Chamber of Commerce and the Tyler Area Economic Development Corporation. These staff members serve on Chamber healthcare, education and information technology committees. The directors of the Small Business Development Center and the Tyler Area Business Incubator and staff work closely with the Chamber staff to facilitate the growth of area businesses and to provide information regarding training support to prospective businesses considering locating to the Tyler area.

Comprehensive Standard 3.3.1.5 contains additional information about community service activities.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p.5.

Sample Continuing Education Course Evaluation.

Course Evaluation Survey, 2nd Quarter 2009.

Course Evaluation Survey, 3rd Quarter 2009.

Texas Department of Aging and Disability Services Nurse Aide Training and Competency Evaluation Program Approval Letter, April 1, 2008.

Tyler Junior College Law Enforcement Academy Evaluation Report, June 2, 2009.

TJC Criminal Justice Advisory Committee Minutes, October 17, 2008.

TJC Law Enforcement Advisory Committee Minutes, April 17, 2009.

Applied Studies Law Enforcement Academy Advisory Committee Minutes, November 12, 2009.

Texas Workforce Commission Grant Review Letter, December 17, 2003.

Small Business Development Center Milestones, 2009-2010.

Small Business Administration Awards, e-mail from Liz Klimback, March 17, 2009.

Completed Continuing Education Course Evaluation.

National Business Incubator Association Website, Success Stories, 2007.

Texas Educating Adults Management System Performance Report, 2008-2009.

Comprehensive Standard 3.3.1.5.

3.4.3 The institution publishes admissions policies consistent with its mission. **(Admissions policies)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College is an open-door public community college adhering to admissions policies that are both consistent with its mission and in conformity with the *Texas Education Code (TEC)*. According to the Tyler Junior College website (website), Tyler Junior College "has an

open-door admissions policy that encourages everyone to pursue their dreams of a quality, affordable education."

Tyler Junior College also "gives equal consideration to all applicants for admission without regard to race, creed, color, national origin, gender, age, marital status, disability, or veteran status," as published on the Tyler Junior College website (website), in the online *Tyler Junior College Catalog 2009-2010 (Catalog)* (p. 12), in the online *Tyler Junior College 2009-2010 Student Handbook (Student Handbook)* (p. 3), and the *Dual Credit Brochure (Brochure)*.

These policies are consistent with the College's mission "to provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant student life, and community service," (*Catalog*, p. 5). The *TEC* states, "Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided" (*TEC*, "§130.0011"). In addition, Tyler Junior College sends all prospective students an admissions packet (Packet).

Although Tyler Junior College uses assessment procedures for course placement, the results of those assessments do not determine admission.

College admissions policies for high school graduates; General Education Development Test students; transfer students; special admissions including dual credit, early admission students, allied health programs, and independent study; international students; and selective admissions appear in the online *Catalog* (pp. 12-14) and on the website (website).

Tyler Junior College "does not discriminate on the basis of disability in admission," as provided under provisions of §504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, both of which appear in the online *Catalog* (p. 36) and the online *Student Handbook* (p. 29).

Documentation:

Tyler Junior College website, "Admissions."

Tyler Junior College website, "Getting Started."

Online *Tyler Junior College Catalog 2009-2010*, "Admission," p. 12.

Online *Tyler Junior College 2009-2010 Student Handbook*, p. 3.

Dual Credit Brochure.

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.0011:
Public Junior Colleges; Role and Mission."

Admissions Packet.

Online *Tyler Junior College Catalog 2009-2010*, "Admission," pp. 12-14.

Tyler Junior College website, "Admissions."

Online *Tyler Junior College Catalog 2009-2010*, "Disability Services," p. 36.

Online *Tyler Junior College 2009-2010 Student Handbook*, "§504 and the Americans with Disabilities Act of 1990," p. 29.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College has published policies for evaluating, awarding, and accepting credit through transfer, non-traditional credit, and Tech-Prep (online *Tyler Junior College Catalog 2009-2010 (Catalog)*, pp.12-20). These policies are consistent with Tyler Junior College's mission to provide a quality education (*Catalog*, p. 5).

Tyler Junior College evaluates credit for transfer coursework by using the *Petition for Transfer Credit* form (*Transfer Petition*). Courses considered for transfer credit must match the student learning outcomes of the College course (*Catalog*, p. 24). Coursework completed outside the United States must be evaluated first by an American Association of Collegiate Registrars (AACRAO) approved evaluation service. A listing of such services is available at the admissions and registrar's offices. Transcripts must be translated into English and are evaluated by appropriate staff to ensure that credit awarded corresponds to the appropriate and equivalent coursework in the student's major or field of study (*Transfer Equivalency Worksheet*).

The *Texas Administrative Code (TAC)* ("Rule §4.24") mandates that "successfully completed lower-division academic courses that are identified by the Texas Common Course Numbering System (TCCNS) and published in the Lower-Division Academic Course Guide Manual (ACGM) shall be fully transferable among public institutions and shall be substituted for the equivalent course at the receiving institution" (*TAC*, "Rule §4.35"; *TCCNS Course Matrix*). The *Guidelines for Instructional Programs in Workforce Education (GIPWE)* explains the creation of the *Workforce Education Course Manual (WECM)*, which outlines the expectations for workforce education courses in the state of Texas (*GIPWE*, "Chapter Four"). The Texas Higher Education Coordinating Board (THECB) administers all rules pertaining to transfer of credit.

The registrar's office, through research of course descriptions, syllabi, and consultation with dean's and department chairs, is responsible for evaluating and certifying courses presented for transfer from Texas institutions which are not listed in the TCCNS, *ACGM* or *WECM*. It also evaluates and certifies courses taken at private or out-of-state institutions for consideration of admission to allied health programs (*Transcript Evaluation Request Form*).

Comprehensive Standard 3.5.2 contains additional information about credit hour requirements for coursework transferred.

Tyler Junior College awards credit through nationally administered tests including College Board Advanced Placement examinations, College Board Achievement Tests known as SAT Subject Tests, International Baccalaureate Program, and College-level Examination Program (*Catalog*, pp. 20; online *Tyler Junior College 2009-2010 Student Handbook*, pp. 20-25). The college recognizes and uses the scoring rubric published by the College Board (Scoring Rubric).

Tyler Junior College also participates in the Advanced Technical Credit (ATC) program which provides articulated credit for high school workforce education courses. The initiative, known as Tech-Prep, allows students to begin coursework toward the Associate of Applied Science degree (AAS) or a certificate while in high school. Upon satisfactory completion of these courses, students may apply for articulated college credit toward the linked technical degree or certificate (*Catalog*, p. 20). Articulation is an approved process of matching a high school course curriculum and teacher credentials to a college workforce course curriculum and faculty credentials. Both the THECB and the Texas Education Agency establish statewide standards for awarding college credit for selected high school coursework based on the high school curriculum and credentials of the high school instructor.

Comprehensive Standard 3.4.7 contains more detailed information on Advanced Technical Credit.

The Tyler Junior College Curriculum and Instruction Committee (C&I) reviews and evaluates all curricula to ensure that coursework and learning outcomes are at the collegiate level and are comparable to Tyler Junior College's degree programs.

Core Requirement 2.7.2 contains additional information.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "How to Get Started," pp.12-20.

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.
Petition for Transfer Credit.

Online *Tyler Junior College Catalog 2009-2010*, "Transfer Credit," p. 24.
Transfer Equivalency Worksheet.

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.24:
General Provisions."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.35:
Texas Common Course Numbering System."

TCCNS Course Matrix.

Guidelines for Instructional Programs in Workforce Education, "Chapter Four: The
Workforce Education Course Manual (WECM)," pp. 1-18.

Transcript Evaluation Request Form.

Comprehensive Standard 3.5.2.

Online *Tyler Junior College Catalog 2009-2010*, "Credit by Examination," p. 20.
Online *Tyler Junior College 2009-2010 Student Handbook*, "Testing Center," pp. 20-25.
College Board Scoring Rubric.
Online *Tyler Junior College Catalog 2009-2010*, "Tech Prep and Credit by Articulation,"
p. 20.
Comprehensive Standard 3.4.7.
Comprehensive Standard 2.7.2.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College's institutional mission statement promises students a comprehensive collegiate experience anchored in the rich traditions of a quality education, vibrant student life, and community service (online *Tyler Junior College Catalog (Catalog) 2009-2010*, p. 5).

Tyler Junior College publishes academic policies on its website and in a variety of handbooks that adhere to principles of good educational practice as outlined by the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges.

Tyler Junior College prospective students, current students, and employees access academic policies in many ways. The online *Catalog* is the most up-to-date publication on campus (*Catalog*, pp. 12-99). Students are encouraged to use computer access points located throughout the campus to view the online *Catalog*. The *Tyler Junior College Board Policy Manual* is also available online for students and employees to access (*Policy On Line*). Other publications containing academic policies include the online *Tyler Junior College Faculty Handbook 2010* (pp. 21-60), online *Distance Education Faculty Handbook* (p. 17), and online *Tyler Junior College 2009-2010 Student Handbook* (pp. 2-39) are readily available to faculty and students.

In addition, periodic publications outlining the College's academic policies include the *Tyler Junior College Registration Guide (Registration Guide for Fall 2009*, pp. 2-6; *Spring 2010*, pp. 2-6); the *Tyler Junior College School of Continuing Studies December 2009-May 2010* (p. 3); and the *Need to Know Information for Students of Tyler Junior College For the Academic Year 2009-10* (pp. 2-8). These publications are available on campus and at locations throughout the community.

Tyler Junior College's publications are regularly reviewed and updated to reflect changes to academic policy. Registration guides are updated three times each academic year while each of the handbooks undergoes annual review by the Academic Affairs Council, a body composed of the provost, deans, and administrative staff.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement", p. 5.
Online *Tyler Junior College Catalog 2009-2010*, pp. 12-99.
Online *Tyler Junior College Board Policy Manual*, "Policy On Line."
Online *Tyler Junior College Faculty Handbook 2010*, pp. 21-60.
Online *Tyler Junior College Distance Education Faculty Handbook Spring 2010*, "Tyler Junior College Distance Education Course Certification Instructions," p. 17.
Online *Tyler Junior College 2009-2010 Student Handbook*, pp. 2-39.
Tyler Junior College Registration Guide for Fall 2009, pp. 2-6.
Tyler Junior College Registration Guide for Spring 2010, pp. 2-6.
Tyler Junior College School of Continuing Studies December 2009-May 2010, p. 3.
Need to Know Information for Students of Tyler Junior College For the Academic Year 2009-10, pp. 2-8.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The Texas Higher Education Coordinating Board (THECB) determines the amount and level of credit awarded for a course as prescribed to community colleges in two separate manuals: the *Workforce Education Course Manual (WECM)* found in the *Guidelines for Instructional Programs in Workforce Education* ("Chapter 4," pp. 1-18) and the THECB's *Lower-Division Academic Course Guide Manual (ACGM)*.

The *WECM* is a web-based inventory of current workforce education courses available for use by Texas public two-year colleges. Grouped by subject according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES), the *WECM* courses are created and maintained by teams of instructional specialists (faculty) with expertise in the relevant subject areas. These selected specialists come from colleges within the state. The allotted range of contact hours and/or credit hours represents the instructional specialist teams' professional judgment about the appropriate amount of time needed to cover the necessary course learning outcomes (<http://www.thecb.tx.us/aar/undergraduateed/workforceed/wecm/>).

The *ACGM* is the official list of approved courses for general academic transfer that may be offered for state funding by Texas public community and technical colleges. Each course entry begins with a list of common course prefixes and numbers. The *ACGM* provides a course description, the 10-digit approval number for the course, the matching CIP descriptor,

and information about maximum semester credit hours (SCH) per student, maximum SCH per course, and maximum contact hours per course.

As described in the *ACGM* ("Introduction," pp. 1-4), a standardization process in Texas determines the amount and level of credit for both lecture and laboratory classes. This process, adopted under the *Tyler Junior College Board Policy Manual* in "EFA (Legal)" also appears in the online *Tyler Junior College Catalog 2009-2010 (Catalog)* (p. 24).

Before awarding credit for prior academic work, Tyler Junior College evaluates transfer student transcripts to determine the level, content quality, quantity, and relevance to Tyler Junior College curricular offerings. Tyler Junior College considers such credit requests on a course-by-course basis as referenced in the *Catalog* (p. 24).

Both Core Requirement 2.7.4 and Comprehensive Standard 3.4.4 contain complete descriptions of policies governing transfer of credits.

Tyler Junior College is a member of the Virtual College of Texas (VCT), a statewide consortium of 50 Texas community colleges offering distance learning within Texas. More than 200 courses are available through the VCT. Although these courses may originate from any of the public colleges in the state, Tyler Junior College students pay the same tuition and fees and adhere to the same requirements as for courses taught at Tyler Junior College. Credit for VCT courses appears on students' transcripts as Tyler Junior College courses. Students may complete course exams at the Tyler Junior College Testing Center, an approved high school, or other approved off-campus location. Comprehensive Standard 3.4.7 contains more information on VCT.

Tyler Junior College also offers various formats and modes of delivery of instruction including ITV, online instruction, two-way video, and hybrid instruction comprised of both on-campus and distance education delivery methods. The *Catalog* (p. 42) affirms that students receive appropriate academic credit for all courses taken at Tyler Junior College regardless of the format or mode of delivery.

Documentation:

Guidelines for Instructional Programs in Workforce Education (GIPWE), "Chapter 4: The Workforce Education Course Manual (WECM)," pp. 1-18.

Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual.

<http://www.thecb.tx.us/aar/undergraduateed/workforceed/wecm/> .

Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual, "Introduction," pp. 1-4.

Tyler Junior College Board Policy Manual, "EFA (Legal): Curriculum Design: Instructional Programs and Courses."

Online *Tyler Junior College Catalog 2009-2010*, "Transfer Credit," p. 24.

Core Requirement 2.7.4.

Comprehensive Standard 3.4.4.

Comprehensive Standard 3.4.7.

Online *Tyler Junior College Catalog 2009-2010*, "Distance Education," p. 42.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

The College defines a consortial relationship as one in which two or more institutions share in the responsibility to develop courses and programs that meet mutually agreed-upon standards of academic quality. A contractual agreement is considered one in which the College enters an agreement for receipt of courses/programs or portions of courses or programs delivered by another institution or service provider.

Advanced Technical Credit (ATC)

Tyler Junior College participates in the Advanced Technical Credit (ATC) program and provides articulated credit for high school workforce education courses according to the *Texas College Guide to the Advanced Technical Credit Program March 2008 (Technical Credit Program)* (§ 1, p. 2). ATC, also known as statewide articulation, is an advanced placement program for students interested in preparing for college and technical careers that require postsecondary education. The Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) establish and approve Texas standards for awarding college credit for selected high school courses. These standards are prescribed for participating Texas community colleges in the *Technical Credit Program* (§ 1, pp. 1-21). Students who successfully complete statewide articulated secondary courses and meet the requirements outlined in the "Advanced Technical Credit Program Standard Articulation Agreement," *Technical Credit Program* (§ 5, pp. 35-39) are eligible to receive articulated credit for corresponding college courses offered by Tyler Junior College (Completed *Advanced Technical Credit Program Petition for Award of Advanced Technical Credit*; Student Transcripts with Posted Articulated Credit).

In order for high school faculty to participate in ATC and to teach courses designated for statewide articulation, they must attend annual ATC workshops and meet or exceed minimum qualifications for faculty in associate degree programs. The employer of record verifies that the faculty member meets minimum requirements and is eligible to teach ATC

courses (*Earning College Credit in Texas High Schools*, § 2, p. 20). Tyler Junior College faculty members participate in annual ATC workshops with corresponding high school faculty to approve and ensure the integrity of the course articulation agreements (Completed *Advanced Technical Credit Professional Development Applications for Approval*). In addition, ATC conducts state-wide workshops to evaluate the high school articulated courses (*Earning College Credit in Texas High Schools*, § 2, p. 21).

Virtual College of Texas (VCT)

Tyler Junior College participates in the Virtual College of Texas (VCT), a collaboration of Texas' 50 community college districts and the Texas State Technical College System. The Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) reviewed and approved accreditation for the Virtual College of Texas and its member institutions in July 2007 (*Memorandum*, July 12, 2007; *Clarification Memorandum*, May 4, 2009). Through VCT, students may register at their local colleges to take distance learning courses from other community and technical colleges throughout Texas. The Texas Association of Community Colleges (TACC) holds sole governance authority over VCT (VCT Governance). Member institutions of the VCT share distance learning courses under the terms of a statewide *VCT Memorandum of Understanding for Credit Courses* (*Memorandum*, July 6, 2006).

The College ensures the quality of courses offered through this relationship by maintaining the same level of control over VCT hosted courses as it does over its own courses. Each semester, Tyler Junior College evaluates all VCT courses hosted by the College. An on-line evaluation is administered using an electronic survey service. The distance education department sends all VCT enrolled students an e-mail, with the link embedded, requesting completion of the evaluation (*Evaluation of Instruction Fall 2009 Tyler Junior College Institutional Report*; *Evaluation of Instruction Fall 2009 Individual Class Report: BIOL 1322*). The evaluation used is the common on-line instrument developed for VCT facilitated by the TACC Distance Learning Advisory Committee with statewide review and input. The distance education department examines Tyler Junior College results each semester for improvement measures (*Track Response Rates Evaluation of Instruction Fall 2009 Tyler Junior College*).

In addition to local evaluation of the VCT consortial relationship, statewide forums provide considerable evaluation of the relationship. Statewide survey results appear in the *Evaluation of Instruction Fall 2009 State Composite Report (Report)*. Each new fiscal (academic) year on behalf of VCT, the Austin Community College Office of Institutional Effectiveness (OIE) administers a statewide evaluation for the VCT for the preceding year (*Analysis of the Coordinator Evaluation of the Virtual College of Texas*).

Documentation:

College Guide to the Advanced Technical Credit Program March 2008, "§ 1: General Information for Colleges," p. 2.

College Guide to the Advanced Technical Credit Program March 2008, "§ 1: What Is the Advanced Technical Credit Program?" pp. 1-21.

College Guide to the Advanced Technical Credit Program March 2008, "§ 5: Advanced Technical Credit Program Standard Articulation Agreement," pp. 35-39. Completed Advanced Technical Credit Program Petition for Award of Advanced Technical Credit.

Student Transcripts with Posted Articulated Credit.

Earning College Credit in Texas High Schools, "§ 2," p. 20.

Completed *Advanced Technical Credit Professional Development Example Applications for Approval.*

Earning College Credit in Texas High Schools, "§ 2," p. 21.

Southern Association of Colleges and Schools Memorandum, July 12, 2007.

Southern Association of Colleges and Schools Clarification Memorandum, May 4, 2009.

Virtual College of Texas website, "VCT Governance."

Virtual College of Texas Memorandum of Understanding for Credit Courses.

Evaluation of Instruction Fall 2009 Tyler Junior College Institutional Report.

Evaluation of Instruction Fall 2009 Individual Class Report: BIOL 1322.

Track Response Rates Evaluation of Instruction Fall 2009 Tyler Junior College.

Evaluation of Instruction Fall 2009 State Composite Report.

Analysis of the Coordinator Evaluation of the Virtual College of Texas, Fiscal Year 2007-2008.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College awards academic credit for coursework earned on a noncredit basis only when documentation proves that the noncredit coursework is equivalent in student learning outcomes (online *Tyler Junior College Catalog 2009-2010*, p. 20).

Additional information concerning non-traditional credit is available in Comprehensive Standard 3.4.4.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Credit by Examination," p. 20. Comprehensive Standard 3.4.4.

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College provides appropriate academic support programs and services at all locations. Information about services available can be accessed by all students, including distance education, on the student services website (Student Services website).

These programs and services are designed to meet the education and career needs of students as well as the community within its service area (*Texas Education Code*, "§130.206"). On the 2009 *Community College Survey of Student Engagement (CCSSE)*, Tyler Junior College was consistently rated higher in support for learners than its cohort group and equal to or higher than the "other large colleges" group (*CCSSE*, "Support for Learners"). The online *Tyler Junior College Catalog 2009-2010 (Catalog)*, online *Tyler Junior College 2009-2010 Student Handbook (Student Handbook)*, and several other College publications contain detailed information about the many support services available.

Admissions:

The Tyler Junior College admissions office personnel provide academic support for individuals seeking to enroll in the College. Students gain admission to the College is by providing a completed admissions application, an official high school transcript or General Educational Development Test (GED) score report, and placement test scores, such as Accuplacer, Texas Higher Education Assessment (THEA), ACT, SAT, Compass or Texas Assessment of Knowledge and Skills (TAKS). The admissions counselors review test scores and explain the need for additional placement testing, if needed. The students' scores are critical information for starting their academic life at Tyler Junior College (*Tyler Junior College Registration Guide for Spring 2010*, p. 4) (*Registration Guide*). Once a student's placement scores are determined, he/she can consider various degree plans. Admissions personnel inform students about degrees and certificates offered and the career opportunities for each degree or certificate. The admissions staff also offers interested students a campus tour to acquaint them with the campus. The admissions office personnel provide assistance on a daily basis on Tyler Junior College's main campus, and most students access these services at the outset of their college experience (online *Tyler Junior College Catalog 2009-2010*, pp. 12-14). In addition, admissions personnel schedule visits to other Tyler Junior College sites on a regular schedule.

Testing Services:

The Tyler Junior College testing center serves current and prospective students as well as the community. All tests, with the exception of standardized tests such as College Level Examination Program (CLEP), VUE, and the quick Texas Higher Education Assessment (QTHEA) are administered on a walk-in basis during the testing center's published hours. The testing center administers classroom exams for students taking on-line and ITV classes. These tests are paper and pencil or computer based tests (e.g. QuestionMark, Apache Online (Blackboard)). Other tests proctored by the testing center are the THEA, Accuplacer, CLEP, HESI (entrance exam for Associate Degree and Licensed Vocational Nursing students),

HOBET (entrance exam for dental hygiene students), Bennett Mechanical Comprehension Test (entrance exam for automotive and welding students), correspondence exams, Certiport computer exams, ACT and SAT (online *Tyler Junior College 2009-2010 Student Handbook*, p. 20-25).

As published on the Tyler Junior College website, the GED examination is provided on Thursdays at Tyler Junior College West Campus (Tyler Junior College website).

Academic Advising:

The mission of academic advising at Tyler Junior College is to enhance academic success by assisting students in developing an educational plan compatible with their life goals, identifying campus resources, and providing guidance toward academic self-responsibility and completion of their academic goal, whether it is upgrading skills, graduation, transfer or entering an occupation (*Catalog*, p. 18). Academic advisors provide accurate and timely information about educational opportunities, requirements, policies and procedures and work with students to develop and implement academic plans and educational plans.

Academic advising services are available to traditional and non-traditional students, parents, faculty, and staff. These include:

- interpretation of test scores
- assistance with selection of major/degree plan
- explanation of degree requirements
- selection of courses and schedule planning
- registration of first time freshmen and non-Texas Success Initiative (TSI) complete students (those students deficient in reading, writing or mathematics) into courses
- assistance with transfer issues including investigation of transfer university requirements
- assistance with the application process

Academic advising and registration procedures are identified in the *Student Handbook* (pp. 13-19). These services are available for all students at any location, whether traditional or non-traditional; transfer majors or career technical majors; attending classes online or on campus (*Registration Guide*, p. 4).

Career Services:

The office of career services offers career exploration assistance to Tyler Junior College students who are interested in identifying and locating educational and occupational information based on values, interests, and skills. The goal of career services is to provide a bridge in connecting educational experiences with career exploration (*Catalog*, p. 20). Career services provides a variety of services year round to Tyler Junior College students including personality testing, career-related information, job success seminars and videos, campus job fairs, and career information and counseling. These services are provided to students and members of the community (prospective students, displaced workers) without

regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or veteran status (*Student Handbook*, p. 37). Career services personnel periodically distribute information at Tyler Junior College instructional sites.

First Year Experience:

First Year Experience (FYE) is a program dedicated to presenting unique opportunities for first time Tyler Junior College students to maximize student potential in the college setting. FYE provides tools, support, and knowledge enabling students to have a successful experience in higher education (*Student Handbook*, p. 35).

FYE Extravaganza:

FYE Extravaganza is a fun-filled, in-person, on-campus opportunity for incoming Tyler Junior College students. New students who choose to participate in FYE Extravaganza gain a first-hand glimpse of college life before a semester begins. During this two-day event, students become familiar with the campus via a walking tour; spend the night in a residence hall; explore how to become involved on campus with activities, clubs and organizations; socialize and enjoy live entertainment with other incoming/new students; and most importantly, connect with a current Tyler Junior College student as a mentor to ease and assist the transition to college. Although open to any new, incoming student, FYE Extravaganza is designed for recent high school graduates or GED recipients ages 18–21 having earned fewer than 15 college credit hours, excluding dual credit enrollment. Parents are welcome to attend a special FYE Parent Extravaganza during FYE days. These sessions are designed to inform parents about how to help their student make the transition into the college lifestyle and to give them valuable knowledge about Tyler Junior College (*Student Handbook*, p. 35).

College Orientation (CORI 0100):

This course is required of any new student to Tyler Junior College as it facilitates student success and ensures each student transitions successfully into college life. CORI 0100 educates new students about College-specific facilities, services, and information that will assist them throughout their attendance at Tyler Junior College. Topics discussed include:

- how to locate the Library or Campus Clinic
- how to meet with an Advisor and secure a degree plan
- how to finance educational goals
- how to get involved on campus
- how to log-in and utilize Apache Access to register, or if necessary, withdraw from classes

CORI 0100 is offered each fall, spring, and summer semesters via an interactive, distance education format (*Student Handbook*, p. 35).

Support Services:

Career technical or allied health majors who are Pell eligible and working on an Associate of Applied Science (AAS) degree or certificate may receive Carl D. Perkins grant support services (*Catalog*, p. 37). The Pell grant eligible student may receive assistance with dependent care, book loans and or transportation reimbursement. The student must meet with the Perkins data/grant coordinator to assess progress at mid-semester (*Student Handbook*, pp. 26-28).

Tutoring Services:

Housed within the office of support services, tutoring services are available for most core courses and some elective courses (*Catalog*, p. 36). This program, which is certified by the College Reading and Learning Association (CLRA), is designed to use qualified peer tutors to assist students who are experiencing academic difficulty. Online tutoring is available in several subjects for students taking courses online. Face to face tutoring includes individual, group, and walk-in services. An additional service called "academic coaching" is provided in which students can receive help with skills that will enhance their success in all college classes such as time management, effective note-taking, effective textbook reading, memory techniques, and how to make the best use of their particular learning styles. Although tutoring is offered on an extensive basis in the long semesters, it is also available in the summer. Face to face tutoring is available at the main campus. Online tutoring is available for most subjects 24 hours per day, 7 days per week (*Student Handbook*, pp. 31-33).

TRiO:

Under the direction of support services, TRiO provides academic counseling and a broad array of services for at-risk students to encourage and promote academic success. Each academic year, TRiO services are available to 200 participants. To be eligible for TRiO services, a student must meet at least one of the following criteria:

- demonstrate an academic and/or educational need
- be a first generation college student (neither parent has a four-year degree)
- be economically disadvantaged
- have a physical/learning disability

Participants must intend to transfer to a four-year institution. These services are offered only on the main campus (*Catalog*, p. 37).

Services for Deaf and Hard of Hearing Students:

Under the office of support services, deaf student services are provided for students who are deaf or hard-of-hearing and meet criteria to receive classroom accommodations. The settings may include, but are not limited to: lectures, exams, advising, financial aid, and Tyler Junior College sponsored events. Pager and video assisted technology are available by contacting the deaf student services office. Interpreting services are provided to any

qualified student at all locations (*Catalog*, p. 37).

Disability Services:

Under the direction of the office of support services, disability services follows the provisions set forth under § 504 and the Americans with Disabilities Act of 1990 (ADA) (*Catalog*, pp. 36-37). Accommodations may be made for a student who shows appropriate documentation of physical or psycho/educational evaluation that meets Tyler Junior College's guidelines, has met with the ADA coordinator or support services counselor, and has filed the necessary paperwork. Items such as color screen overlays, large font textbooks, note takers, books on CD, testing accommodations, relocation of classrooms, and sign language interpreter are available (*Student Handbook*, pp. 30-31).

Personal Counseling:

Counseling is provided for enrolled students with personal problems, testing, social adjustment, and individual development issues which interfere with academic success (*Catalog*, p. 38). Counseling follows a brief, solution-focused format with a limit of six sessions per semester. The primary charge is to manage the situation through intervention and referral services in order to achieve stabilization and a connection to ongoing supportive services in the community (Tyler Junior College website). Counseling services are provided only on the main campus where students are requested to abide by the policies and procedures of receiving counseling services (*Student Handbook*, pp. 28-29). Minimal intervention is provided via e-mail and telephone when needed.

College Preparatory Studies:

College preparatory studies at Tyler Junior College assists students to achieve "TSI Complete Status" in reading, writing, and mathematics. The Texas Success Initiative (TSI) is a state-legislated program to improve student success in college. The area also ensures academic growth and success by providing classroom instruction and open labs to ensure that Tyler Junior College students develop the basic skills sets necessary for university transfer and occupational-technical courses. Courses are offered in reading, mathematics, and English.

Supplemental support is offered with:

- Open Labs supervised by Certified Lab Managers
- Tutoring in Open Labs
- Final Exam Review in Labs
- State Test Review Sessions
- One-to-One instruction with instructors, by appointment
- Special Population Learning Communities

These services are provided year-round at the main campus to students who are underprepared for college level course work. College preparatory studies classroom and grading policies are available in the *Catalog* (p. 40) and the *Student Handbook* (pp. 19-20).

Distance Education:

Distance education at Tyler Junior College provides online and hybrid courses, telecourses, and dual credit courses for students (*Catalog*, p. 42). Other services are:

- Distance students are informed about available student services via the distance education online student orientation. All distance students are required to complete this orientation which provides a complete introduction and orientation to distance learning at Tyler Junior College. The student services portion of the orientation (p. 8) provides information to the distance student on how to obtain access to the various student services, including library services (Distance Education Student Orientation, p. 8).
- Distance education readiness assessment tool (READI) is a service that provides students with an assessment of their readiness for a distance course in terms of their personal attributes, their technical capabilities, and their typing speed and accuracy. In addition, it gives an in-depth assessment of their learning style(s) (Tyler Junior College website)
- Virtual College of Texas (VCT) provides Tyler Junior College students the opportunity to take a class online at another college and receive Tyler Junior College credit for it in the event that the equivalent Tyler Junior College class is either not offered in the current semester or all currently offered sections are full (Virtual College of Texas website).
- Apache online, the College's Blackboard-based learning management system provides students with virtual classrooms where their course content is located and where all course work and communication are carried out. Apache online provides for the administration, documentation, scheduling, tracking, and reporting of all distance course activities.

These services are provided throughout the year for online credit students. Comprehensive Standard 3.4.12 contains more information on the use of technology to enhance student learning.

Registrar:

The mission of the registrar's office is to support the enrollment management efforts of Tyler Junior College. The registrar's office maintains accurate academic records to ensure the security and integrity of student information and records. Transcripts and transcript evaluations are provided upon request. Access to these services is also available through Apache Access online portal (*Registration Guide*, pp. 1-2, 4).

Continuing Studies:

Students may register for classes by phone, fax, mail, online, or in person 7 days a week. Students can enhance personal and professional skills and prepare for participation in the

civic, cultural, and political life of the community. These services are provided in response to Needs expressed by students or employers (*Catalog*, pp. 40-41).

Help Desk, Information Technology:

The Information Technology (IT) department is responsible for all computer needs of the faculty, staff, and students of Tyler Junior College (Tyler Junior College website). The IT department provides such services as campus computer labs, wireless accounts, student email accounts, Apache Access, helpdesk support (Apache Access and Apache Online (Blackboard)), and the public website. These services are provided throughout the year.

Core Requirement 2.10 and Comprehensive Standards 3.3.1.2 and 3.3.1.3 contain additional information on support services.

Documentation:

Student Services website, "Student Services."

Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter J, §130.206: Tyler Junior College District Service Area."

Community College Survey of Student Engagement, "Support for Learners."

Online *Tyler Junior College Registration Guide for Spring 2010*, "Advisement and Registration Procedures", p. 4.

Online *Tyler Junior College Catalog 2009-2010*, "Admissions," pp. 12-14.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Testing Center," pp. 20-25.

Tyler Junior College website, "Available Testing, GED."

Online *Tyler Junior College Catalog 2009-2010*, "Academic Advising and Testing," p. 18.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Academic Advising," p. 13-19.

Online *Tyler Junior College Registration Guide Spring 2010*, "Advisement and Registration Procedures," p. 4.

Online *Tyler Junior College Catalog 2009-2010*, "Career Services Information," p. 20.

Online *Tyler Junior College Student Handbook 2009-2010*, "Career Services," p. 37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "First Year Experience," p. 35.

Online *Tyler Junior College 2009-2010 Student Handbook*, "FYE Extravaganza," p. 35.

Online *Tyler Junior College 2009-2010 Student Handbook*, "College Orientation," p. 35.

Online *Tyler Junior College Catalog 2009-2010*, "Adult Student Services in Career Technical Education Programs," p. 37.

Online *Tyler Junior College Student Handbook 2009-2010*, "Adult Student Services/Technology Students," pp. 26-28.

Online *Tyler Junior College Catalog 2009-2010*, "Academic Support/Peer Tutoring," p. 36.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Peer Tutoring Program," pp. 31-33.

Online *Tyler Junior College Catalog 2009-2010*, "TRiO Student Support Services," p. 37.

Online *Tyler Junior College Catalog 2009-2010*, "Deaf/Hard of Hearing Student Services, Interpreting Services," p. 37.

Online *Tyler Junior College Catalog 2009-2010*, "Disability Services," pp. 36-37.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Accommodations for the Student with a Disability," pp. 30-31.

Online *Tyler Junior College Catalog 2009-2010*, "Counseling Assistance," p. 38.

Tyler Junior College website, "Crisis Counseling."

Online *Tyler Junior College 2009-2010 Student Handbook*, "Counseling Assistance," pp. 28-29.

Online *Tyler Junior College Catalog 2009-2010*, "College Preparatory Studies," p. 40.

Online *Tyler Junior College 2009-2010 Student Handbook*, "The School of College Preparatory Studies," pp. 19-20.

Online *Tyler Junior College Catalog 2009-2010*, "Distance Education," p. 42.

Tyler Junior College website, "Distance Education Student Orientation," p. 8.

Tyler Junior College website, "Distance Education."

Virtual College of Texas website, "Homepage."

Comprehensive Standard 3.4.12.

Online *Tyler Junior College Registration Guide for Spring 2010*, pp. 1-2, 4.

Online *Tyler Junior College Catalog 2009-2010*, "Continuing Studies," pp. 40-41.

Tyler Junior College website, "Information Technology Department."

Core Requirement 2.10.

Comprehensive Standard 3.3.1.2.

Comprehensive Standard 3.3.1.3.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative:

According to the *Tyler Junior College Board Policy Manual*, "EE (Local)," the faculty members of Tyler Junior College are primarily responsible for the content, quality, and effectiveness of the curriculum.

The Tyler Junior College Curriculum and Instruction Committee (C&I), composed of faculty, reviews and evaluates all curricula. A current committee roster appears in the *Tyler Junior College 2009-2010 Personnel Directory* (p. 9). The College's C&I packet includes pertinent information about the purpose, duties, and responsibilities of the committee (Purpose Statement).

The process for curriculum change at Tyler Junior College recognizes certain steps; for example, where applicable, advisory committee minutes recommend curriculum changes; department chairs/program directors meet with faculty to discuss possible revisions; the chairs/directors submit the revisions to the deans for review; the chairs/directors and deans present the revisions to the C&I Committee for approval. New programs require Tyler Junior College Board of Trustees' (Board) approval. However, only the workforce programs go to the Texas Higher Education Coordinating Board (THECB) for approval as well.

Finally, the College Board approves the programs when it approves the *Catalog* (Completed Paralegal Packet). Core Requirement 2.7.2, Comprehensive Standard 3.5.3, and Federal Requirement 4.2 contain additional information.

The online *Tyler Junior College Faculty Handbook 2010* (*Faculty Handbook*, pp. 44-45) outlines faculty duties and responsibilities in curriculum matters. Master Syllabi are mentioned in the *Faculty Handbook* (p. 54) and are located on the Tyler Junior College website (College website). The College Assessment Committee was charged with determining content and drafting a template for the Master Syllabus. Faculty, full-time and adjunct, in each program area selected appropriate general education or Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and developed appropriate student learning outcomes for each course (Master Syllabi: Dental Hygiene, DHYG 1235; College Preparatory English, ENGL 0302; Sign Language, SGNL 1402). Individual course syllabi are on file in the instructional deans' offices as required by the *Tyler Junior College Board Policy Manual* ("EFA (Legal)"; Individual Syllabi: Dental Hygiene, DHYG 1235; College Preparatory English, ENGL 0302; Sign Language, SGNL 1402). By the end of the year all individual course syllabi will be available on the College website in accordance with *Texas Administrative Code* ("§4.228").

Faculty members determine student learning outcomes for each course, the method of implementation, assessment, and documentation of outcomes. The learning outcomes are reviewed by the department chair/faculty.

Comprehensive Standard 3.3.1.1 also contains details regarding student learning outcomes assessment.

Tyler Junior College has additional distance education course standards. Certification is required for all new online and hybrid courses. New sections of established online and hybrid courses being taught by newly trained instructors who have not previously designed and taught online or hybrid courses at Tyler Junior College also require certification. Certification for those courses must be complete before the course section is made available to students. Incorporated into the certification process is an evaluation by the Course Evaluation Committee (*Distance Education Faculty Handbook*).

Comprehensive Standard 3.3.1.3 contains more information on distance education assessment.

Faculty are also directly involved in college program review, a faculty-developed and driven process which is a comprehensive, systematic method of self-evaluation and review of achievement of departmental/program purposes and goals. The program review process has evolved to complement on-going institutional effectiveness and to become a vital part of the Tyler Junior College strategic planning effort. The program review process is the means by which all instructional programs periodically review themselves according to a set of established criteria (*College Program Review Rationale and Calendar*). Several completed examples of program reviews are included to demonstrate this vital process (Program

Review: Business Administration; Associate Degree Nursing).

The documentation provides evidence that faculty are primarily responsible for the content, quality and effectiveness of Tyler Junior College's curriculum. The Board places the responsibility on the faculty through its policies. The faculty is responsible for curriculum and program development, assessment, and the development of syllabi, both master and individual.

Documentation:

Tyler Junior College Board Policy Manual, "EE (Local): Curriculum Development."

Tyler Junior College 2009-2010 Personnel Directory, "College Standing Committees:

Curriculum & Instruction," p. 9.

Curriculum and Instruction Committee.

Completed Paralegal Packet.

Core Requirement 2.7.2.

Comprehensive Standard 3.5.3.

Federal Requirement 4.2.

Online *Tyler Junior College Faculty Handbook 2010, "Personnel Duties and Responsibilities,"* pp. 44-45.

Online *Tyler Junior College Faculty Handbook 2010, "Syllabus,"* p. 54.

Tyler Junior College website, "Master Syllabi."

DHYG 1235: Pharmacology for the Dental Hygienist Master Syllabus.

ENGL 0302: College Preparatory English II Master Syllabus.

SGNL 1402: Beginning American Sign Language II Master Syllabus.

Tyler Junior College Board Policy Manual, "EFA (Legal): Curriculum Design: Instructional Programs and Courses."

DHYG 1235: Pharmacology for the Dental Hygienist Individual Syllabus.

ENGL 0302: College Preparatory English II Individual Syllabus.

SGNL 1402: Beginning American Sign Language II Individual Syllabus.

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter N, Rule §4.228: Internet Access to Course Information."

Comprehensive Standard 3.3.1.1.

Distance Education Faculty Handbook, "Tyler Junior College Distance Education Course Certification Instructions," p. 17.

Comprehensive Standard 3.3.1.3.

College Program Review Rationale and Calendar.

College Program Review: Business Administration.

College Program Review Associate Degree Nursing.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College organizes its instructional programs by departments. Several Associate of Arts (AA) degrees offered at Tyler Junior College do not identify a specific major; however, areas of emphasis are offered that relate to specific curricular areas. A description and listing of the areas of emphasis are available in the online *Tyler Junior College Catalog 2009-2010* (pp. 45-47).

Each department includes one or more instructional programs. A listing of those responsible for the instructional programs is included in the *Tyler Junior College 2009-2010 Personnel Directory* (p. 3).

In each instructional area, a faculty member who is academically qualified in the instructional program is responsible for program coordination, curriculum development, and review. Comprehensive Standard 3.7.1 outlines the qualifications and competencies for program coordinators. A list of program coordinators by degree, along with their qualifications, appears in the *Qualifications of Curriculum Coordinators* document (*Qualifications Document*).

Program coordinators, deans, department chairs, faculty, and advisory committees in the appropriate program area annually review courses and program curricula to determine if changes are needed. After this administrative review process is complete, suggested revisions go to the Curriculum and Instruction Committee for its review. The provost takes the final action and approval.

Core Requirement 2.7.2 and Comprehensive Standards 3.4.1, 3.5.3, and 3.4.10 contain more details about the Curriculum and Instruction Committee process.

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Areas of Emphasis for Degrees and Certificates," pp. 45-47.

Tyler Junior College 2009-2010 Personnel Directory, "Managing Directors/Department Chairs/Directors/Coordinators," p. 3.

Comprehensive Standard 3.7.1.

Qualifications of Curriculum Coordinators.

Core Requirement 2.7.2

Comprehensive Standard 3.4.1.

Comprehensive Standard 3.5.3.

Comprehensive Standard 3.4.10.

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

Compliance

Partial Compliance

Non-Compliance

Narrative:

Tyler Junior College's use of technology enhances student learning. This technology utilization throughout the College helps to meet the objectives of its academic programs. The College also ensures that students have access to and training in the use of the technology.

Data collected from various surveys indicate that the College's use of technology is both adequate for meeting its program objectives and accessible to students. The *Tyler Junior College General Graduate Survey, Spring 2008* (p. 2) indicates that 93% of students were satisfied with computer equipment in use at the College. In the *Student Evaluation of Services, 2009* (pp. 36-38), the following collected results indicated both student access and satisfaction with various technologies that serve student success.

Technology	Student rating of Excellent or Good (from those who used the service*)
Apache Access (online portal)	88%
Online Class Schedule Information	89%
Help Desk	79%
Online Library Resources	84%
Online Registration	89%
Testing Center	86%
* the above statistics were calculated by basing the percentage on only respondents who selected Excellent, Good, Fair, or Poor and omitting the percentage of respondents who selected "Did not use". This method creates a more useful rating by looking only at those who actually used the technology.	

To ensure that students have training in computer technology, the College's core curriculum includes four computer course choices in the Institutional Designated Option (online *Tyler Junior College Catalog 2009-2010*, p. 45). The objective of the computer component is to teach students how to take advantage of the productivity and efficiency opportunities and job skills that computers and popular application software provide. The four courses included as choices in the Institutional Designated Option are:

- Agriculture 1309 (AGRI 1309 Computers in Agriculture Syllabus),
- Business Computer Information Systems 1405 (BCIS 1405 Business Computer Applications Syllabus),
- Computer Science 1300 (COSC 1300 Introduction to Computing Syllabus), and
- Engineering 2304 (ENGR 2304 Computing for Engineers Syllabus).

Many of the College's degrees and certificates include one of these courses as a required component.

Students receive training in the use of technology in several ways. In addition to the credit classes the College offers in computer science as part of the core curriculum Institutional Designated Option, many basic computer skill classes are offered through continuing education at the Tyler Junior College West Campus (*Tyler Junior College School of Continuing Studies Course Schedule December 2009-May 2010*, pp. 21-29). Distance education students must complete the *Distance Education Student Orientation* which is an online tutorial offering students not only with in-depth information about distance education at Tyler Junior College, but also with the best practices for accessing and using available technology (Distance Education Student Orientation website). In addition, each distance education course contains a "Start Here" module that augments the earlier instruction from the *Distance Education Student Orientation*. This module contains instruction regarding technology use, specific to a particular class. "Start Here" module requirements appear in the *Distance Education Faculty Handbook* (pp. 15-16).

Students who are interested in distance education can take the Distance Education Readiness for Education At a Distance Indicator (READI) assessment (READI: Assessment website; Assessment Logon Page). Students may also seek technical instruction and help from the Tyler Junior College help desk and distance education personnel by phone, email or the online help request form. Online instruction in targeted computer use is available to students and faculty in the form of 15 minute seminars. These short, targeted tutorials are accessible in either video or print format (15 Minute Seminars website). In addition, students receive technology training through participation in the College's online College Orientation (CORI) course which all new students must take. CORI contains learning modules which assist the student in accessing and using Apache Access, the College's online portal (CORI: *Apache Access, "Module 2;" Tyler Junior College Online Registration*).

While the funding for technology used within a department or localized to a specific academic area normally comes from departmental funds, the funding for technology used campus-wide comes from a technology fund administered by the College's information technology department. This fund is primarily utilized in support of maintenance contracts on the College's enterprise software and to administer the College's computer replacement plan as explained in a Memorandum from the Chief Information Officer (CIO) (CIO Memorandum). The Tyler Junior College Advisory Campus Technology Committee provides the oversight and planning for technology (*Tyler Junior College 2009-2010 Personnel Directory*, p. 8). Formerly known as the Technology Resource Committee, this committee's mission is: "To serve as an advisory group in establishing and evaluating computer resource plans, policies, and priorities and monitoring computer hardware/software purchases to ensure compatibility, state-of-the-art technology and the College's ability to support acquisitions" (Technology Resource Committee Minutes, October 18, 2007; Technology Resource Committee Minutes, April 13, 2009).

The *Technologies at Tyler Junior College* document (*Technologies*) provides summaries of the various technologies in use at Tyler Junior College. Supporting documentation for this document are available in the (*Campus Computer Labs, Fall 2009; Tyler Junior College Classroom Technology List, September 2009; Tyler Junior College Student Wireless Internet Access Hotspots; and Tutoring Services website, "Smarthinking"*).

Tyler Junior College's distance education department is responsible for the introduction and support of various software technologies to enhance student learning and meet the objectives of the College's programs. A summary of these technologies appear in the *Distance Education Technology Resources* document (*Distance Technology Resources*).

The distance education department requires distance certification for faculty members who teach online and/or hybrid courses. To acquire this certification, faculty must successfully complete two required training courses (*Distance Education Faculty Handbook*, p. 4). In addition, the faculty member's first distance course must be certified according to the Tyler Junior College course certification standards for best practices before the course opens for instruction. (*Distance Education Faculty Handbook*, pp. 20-38).

Documentation:

Tyler Junior College General Graduate Survey, Spring 2008, p. 2.

Student Evaluation of Services, 2009, pp. 36-38.

Online Tyler Junior College Catalog 2009-2010, "Institutional Designated Option," p. 45.

AGRI 1309 Computers in Agriculture Syllabus.

BCIS 1405 Business Computer Applications Syllabus.

COSC 1300 Introduction to Computing Syllabus.

ENGR 2304 Computing for Engineers Syllabus.

Tyler Junior College School of Continuing Studies Course Schedule December 2009-May 2010, "Computers & IT," pp. 21-29.

Distance Education Student Orientation website.

Distance Education Faculty Handbook, "Start Here Quick Reference," pp. 15-16.

Readiness for Education At a Distance Indicator Assessment website.

Readiness for Education At a Distance Indicator Assessment Logon Page.

15 Minute Seminars website.

College Orientation: *Apache Access*, "Module 2."

College Orientation: *Tyler Junior College Online Registration*.

Memorandum from the Chief Information Officer, February 25, 2010.

Tyler Junior College 2009-2010 Personnel Directory, "Campus Technology," p. 8.

Technology Resource Committee Minutes, October 18, 2007.

Technology Resource Committee Minutes, April 13, 2009.

Technologies at Tyler Junior College.

Campus Computer Labs, Fall 2009.

Tyler Junior College Classroom Technology List, September 2009.

Tyler Junior College Student Wireless Internet Access Hotspots.

Tutoring Services website, "Smarthinking."

Distance Education Technology Resources.

Distance Education Faculty Handbook, "What If I Want to Teach an Online Class?" p. 4.

Distance Education Faculty Handbook, "Distance Education Course Standards: Course Certification Checklist," pp. 20-38.

3.5 Educational Programs: *Undergraduate Programs*

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

Compliance Partial Compliance Non-Compliance

Narrative:

General education is considered an important part of the educational experience for students attending Tyler Junior College. The general education core curriculum for all students seeking an Associate of Arts (AA) or Associate of Science (AS) degree appears in the online *Tyler Junior College Catalog 2009-2010 (Catalog, pp. 44-45)*. Students receiving one of these degrees must complete the prescribed core unless they are enrolled in a state approved articulated curriculum such as the one for Mechanical Engineering or one of the state approved Fields of Study (FOS) which requires some core courses to be taken at the junior or senior level. Comprehensive Standard 3.4.1. offers more information on Texas FOS. Students in these programs must complete specific courses required for their university transfer curriculum without any deviation. General education courses are also required for Associate of Applied Science (AAS) degrees (*Catalog, p. 46*). Core Requirement 2.7.3 contains more information on general education course requirements.

The philosophy for the Tyler Junior College's core curriculum appears in the online *Catalog* (p. 44). The general education core was developed based on guidelines and requirements outlined in the Texas Higher Education Coordinating Board (THECB) *Core Curriculum: Assumptions and Defining Characteristics* (1999). This document outlines the basic intellectual competencies of the core, perspectives which should be covered in core courses, the component areas of the core, and exemplary educational objectives for each component area.

According to the THECB website:

The Texas General Education Core Curriculum assures students high-quality undergraduate educational experiences across a broad range of intellectual and practical areas of inquiry. Far from being those 'basics' that students are frequently advised to 'get out of the way,' the Texas General Education Core Curriculum embodies a carefully-designed set of significant intellectual skills and content intended to contribute in specific ways to excellence within the undergraduate experience for all students (*THECB Essential Core Curriculum Information*).

The Texas Higher Education Coordinating Board requires an evaluation of core courses approximately every five years. Tyler Junior College submitted the first core curriculum evaluation in August 2004 (*2004 Tyler Junior College Core Curriculum Evaluation Report*). The most recent report (*2010 Tyler Junior College Core Curriculum Evaluation Report*) was submitted in March 2010. Each report documented that core courses at Tyler Junior College incorporated specified competencies, perspectives, and exemplary educational objectives. The first report showed only evaluation in individual courses (*2004 Report:*

Mathematics; Chemistry). The *2010 Report* incorporated the evaluation role of the General Education Committee (*2010 Report*, pp. 5-6). Also included is a description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum (*2010 Report*, p. 7). The *General Education Committee Report, 2008-2009 (General Education Report)* delineates the time frame for evaluation, the specific outcomes, and some of the assessment guidelines and training provided to faculty.

In an effort to ensure successful transfer of the core courses completed at the community college level, the *Texas Education Code* ("§61.822c") states: "If a student successfully completes the 42-hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum." To assist students who complete the core requirements and prefer to transfer without graduating, a "Core Certificate" is available (*Catalog*, p. 44).

When developing and upgrading course syllabi, the College gives major consideration to including core competencies. The master syllabus identifies general education core competencies from which instructional strategies are then developed by each instructional department to enhance the student's attainment of the competencies (Master Syllabus: DHYG 1235, Pharmacology for the Dental Hygienist). Both general education and the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies are included so that these essential life skills are integrated into each course as appropriate. Some examples of master syllabi illustrating inclusion and assessment of general education competencies include Introduction to Accounting I (ACNT 1303) and Technical and Business Writing (ENGL 2311).

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Core Curriculum and General Education Philosophy and Rationale," pp. 44-45.

Comprehensive Standard 3.4.1.

Online *Tyler Junior College Catalog 2009-2010*, "General Education Courses," p. 46.
Core Requirement 2.7.3

Online *Tyler Junior College Catalog 2009-2010*, "Core Curriculum and General Education Philosophy and Rationale," p. 44.

Core Curriculum: Assumptions and Defining Characteristics, April 1999.

Texas Higher Education Coordinating Board Essential Core Curriculum Information.

Tyler Junior College Core Curriculum Evaluation Report, August 13, 2004.

Tyler Junior College Core Curriculum Evaluation Report, March 2010.

Tyler Junior College Core Curriculum Evaluation Report, August 13, 2004,
"Mathematics Department's Vision of Evaluating General Education."

Tyler Junior College Core Curriculum Evaluation Report, August 13, 2004, "E mail from Rodney Whetzel on Core Curriculum Data."

Tyler Junior College Core Curriculum Evaluation Report, March 2010, pp. 5-6.

Tyler Junior College Core Curriculum Evaluation Report, March 2010, p. 7.

General Education Committee Report, 2008-2009.

Texas Education Code, "Title 3, Subtitle B, Chapter 61, Subchapter S, §61.822c: Core Curriculum."

Online *Tyler Junior College Catalog 2009-2010, "Core Certificate,"* p. 44.

DHYG 1235: Pharmacology for the Dental Hygienist Master Syllabus.

ACNT 1303: Introduction to Accounting I Individual Syllabus.

ENGL 2311: Technical and Business Writing Individual Syllabus.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (*See Commission policy "The Transfer or Transcribing of Academic Credit."*) **(Institutional credits for a degree)**

Compliance Partial Compliance Non-Compliance

Narrative:

The online *Tyler Junior College Catalog 2009-2010* (p. 43) states that a minimum of 25 percent of the degree requirements must be completed at Tyler Junior College.

Transfer coursework appears at the beginning of each Tyler Junior College transcript and displays the name of the institution from which the student transferred (Tyler Junior College Transcripts with Transfer Hours). The computerized degree audit quickly shows the hours completed at Tyler Junior College and those accepted in transfer (sample Degree Audits). Advisors calculate eligibility for graduation using the student's transcript (School of Applied Studies Graduation Checksheets). The coordinator of student records/registration is then responsible for the posting of all degrees (Coordinator of Student Records/Registration Job Description).

Tyler Junior College participates in the Virtual College of Texas (VCT), which is a collaborative effort of two-year Texas colleges to offer distance education courses (*VCT Memorandum of Understanding; VCT Mission*). The College considers VCT courses as equivalent to those earned at Tyler Junior College and transcripts them in the same manner as its own courses. Tyler Junior College includes the VCT courses along with its courses when determining if a student meets the 25-percent hour rule.

Comprehensive Standard 3.4.7 includes additional VCT information.

Documentation:

Online *Tyler Junior College Catalog 2009-2010, "General Graduation Requirements for all Degrees,"* p. 43.

Tyler Junior College Transcripts with Transfer Hours.

Sample Degree Audits.

School of Applied Studies Graduation Checksheets.
Coordinator of Student Records/Registration Job Description.
VCT Memorandum of Understanding.
VCT Mission.
Comprehensive Standard 3.4.7

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College defines and publishes general education requirements in the "Academic Degrees" section of the online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 44-46) for the Associate of Arts, Associate of Arts in Teaching, Associate of Science and the Associate of Applied Science degrees.

Further, the College's general education requirements appear in detail in Core Requirement 2.7.3. The *Catalog* lists suggested and required curricula for the various programs of study (*Catalog*, pp. 47-99), and Core Requirement 2.7.1 contains additional information on program length.

Tyler Junior College's published program requirements conform to commonly accepted standards and practices for undergraduate programs as defined by the *Texas Administrative Code (TAC)* and administered by the Texas Higher Education Coordinating Board (THECB) (*TAC*, "Chapter 9, Subchapter E, Rules §9.91-9.96"; "Subchapter F, Rules §9.111-9.117"; "Chapter 4, Rules §4.25-4.29"; "Chapter 9, Rule §9.183").

As required by the THECB, Tyler Junior College uses the course numbers and descriptions from the *THECB Lower-Division Academic Course Guide Manual (ACGM)* to define the course offerings within its academic transfer programs (*ACGM*). For academic transfer degrees, Tyler Junior College establishes and maintains a core curriculum of general education courses required for all academic degrees to conform to the THECB requirements.

The Tyler Junior College Curriculum and Instruction Committee (C&I) reviews and evaluates all curricula. The *Tyler Junior College 2009-2010 Personnel Directory* explains the committee's function and role and lists its members (p. 9). Further, the College's C&I packet includes a purpose statement (Purpose Statement). The process for curricula change at Tyler Junior College recognizes certain steps; for example, where applicable, advisory committee minutes recommend curriculum changes; department chairs/program directors meet with faculty to discuss possible revisions; the chairs/directors submit the revisions to the deans for review; the chairs/directors and deans present the revisions to

the C&I Committee for approval. New programs require Tyler Junior College Board of Trustees' (Board) approval. However, only the workforce programs to the THECB for approval as well.

Finally, the Board approves the programs when it approves the *Catalog* (C&I completed packet; THECB approval; Board approval).

All workforce education degree programs include at least 15 credit hours of general education courses and must include at least one course in each of the following three areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics (*Catalog*, p. 46). These requirements conform to COCS/SACS mandates, documented in the THECB *Guidelines for Instructional Programs in Workforce Education (GIPWE)* (*GIPWE*, "Chapter 3, §A.2.a"). As required by the THECB, Tyler Junior College uses the course numbers and descriptions from the *Workforce Education Course Manual* to define the course offerings within its workforce education programs (*GIPWE*, Chapter 4).

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Academic Degrees," pp. 44-46.
Core Requirement 2.7.3.

Online *Tyler Junior College Catalog 2009-2010*, "Degree/Certificate Plans," pp. 47-99.
Core Requirement 2.7.1.

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.91:
Purpose."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.92:
Authority."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.93:
Presentation of Requests and Steps for Implementation of New Degree and
Certificate Programs in Career Technical/Workforce Education."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.94:
Action and Order of the Board."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.95:
Reporting to the Board."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.96:
Disapproval of Programs; Noncompliance."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.111:
Purpose."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.112:
Authority."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.113:
General Provisions."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.114:
Application and Approval Procedures for Career Technical/Workforce Continuing
Education Courses."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.115:
Funding."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.116: Reporting to the Board."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter F, Rule §9.117: Disapproval of Courses; Noncompliance."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.25: Requirements and Limitations."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.26: Penalty for Noncompliance with Transfer Rules."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.27: Resolution of Transfer Disputes for Lower-Division Courses."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.28: Core Curriculum."

Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.29: Core Curricula Larger than 42 Semester Credit Hours."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.183: Degree Titles, Program Length, and Program Content."

Texas Higher Education Coordinating Board Lower-Division Course Guide Manual Tyler Junior College 2009-2010 Personnel Directory, "College Standing Committees: Curriculum & Instruction," p. 9.

Curriculum and Instruction Committee Purpose Statement.

Gaming and Simulation Programming Curriculum and Instruction completed packet.

Texas Higher Education Coordinating Board Approval, May 16, 2007.

Tyler Junior College Board of Trustees Minutes, May 24, 2007.

Online *Tyler Junior College Catalog 2009-2010*, "General Education Courses," p. 46.

Guidelines for Instructional Programs in Workforce Education, "Chapter Three: Workforce Education Program Elements; Section A2a: Types and Characteristics of Awards," pp. 10-13.

Guidelines for Instructional Programs in Workforce Education, "Chapter Four: The Workforce Education Course Manual," pp. 1-18.

3.5.4 At least 25 percent of the discipline hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Narrative:

Tyler Junior College does not offer discipline course hours at the baccalaureate level.

3.6 Educational Programs:

Graduate and Post-Baccalaureate Professional Programs

Narrative:

Tyler Junior College does not offer graduate and post baccalaureate professional programs.

3.7 Faculty

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College employs competent faculty members qualified to accomplish the mission of the institution by offering quality instruction (online *Tyler Junior College Catalog 2009-2010*, p. 5). The Tyler Junior College Board of Trustees establishes policies for hiring qualified faculty based on the practices in higher education at the time of employment according to the *Tyler Junior College Board Policy Manual* ("DC (Local)"). The office of human resources maintains personnel files for all full-time and part-time instructional faculty members.

The institution defines competence according to the qualities set forth in the Southern Association of Colleges and Schools Commission on Colleges "Faculty Credentials Guidelines." Factors considered in the employment of faculty include the highest degree earned in the discipline, competence, effectiveness, appropriate work experience in the field, professional licensure and certifications, awards and honors, and documented excellence in teaching.

Credentials Required by Tyler Junior College:

Transfer Faculty:

All full-time and adjunct faculty members teaching transfer courses identified in the *Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual (ACGM)*, at a minimum, must have a master's degree and 18 semester graduate hours in the teaching discipline (*ACGM*).

Technical Faculty:

All full-time and adjunct faculty members must possess at least the academic credential for the level at which they are teaching, unless a higher degree is required by another accrediting agency and, if appropriate, a current license or certification. In addition, all

technical faculty members must have at least three years of relevant work experience with demonstrated competence in their teaching field.

Developmental Education Faculty:

All full-time and adjunct faculty members in developmental education must possess at least a bachelor's degree. In addition, they must have three years college-level teaching experience, or demonstrated adult learning competencies, or demonstrated competence in the teaching field. However, individuals with a master's degree are preferred.

A listing of faculty credentials, with the courses taught for the spring and fall of 2009, is provided in the *Roster of Instructional Staff (Faculty Roster)*.

In order to assure that appropriate credentials and experience are considered in selection and hiring, the College has adopted a *Credential Evaluation Summary Form* that must be completed by the dean and the provost which identifies certificates, undergraduate and graduate degrees, number of graduate hours in the teaching discipline, and years of appropriate work experience (Completed *Credential Evaluation Summary Forms*). Further, a supplemental form can be attached identifying additional relevant information to justify employment that is approved by the dean and provost (*Justification of Professor Qualifications*).

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.
Tyler Junior College Board Policy Manual, "DC (Local): Hiring Practices."
Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual.
Roster of Instructional Staff.
Completed *Credential Evaluation Summary Forms*.
Completed *Justification of Professor Qualifications*.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College uses a comprehensive faculty evaluation system to evaluate all full-time and adjunct faculty members, including those teaching distance education classes, as required by the *Tyler Junior College Board Policy Manual* ("DLA (Local)"). Procedures for faculty evaluation are detailed on the Faculty Evaluation Systems website (Website).

While the frequency of some types of evaluation varies based on years of service to Tyler Junior College, all faculty members are formally evaluated by students during each long semester (online *Tyler Junior College Faculty Handbook 2010*, p. 35). Student feedback is gathered in all course sections, including both classroom sections and online sections. Evaluation is carried out using the SIR II, a nationally-normed evaluation instrument for student evaluation of faculty. It is delivered in both paper and online formats, as documented on the faculty evaluation website (Official Student Evaluation Process). Student evaluations are stored in the institutional effectiveness, planning and research (IEPR) office, and results are sent electronically to faculty after each semester has ended. The packet returned to the faculty member includes the SIR II report and copies of student comments (*SIR II report*).

The second aspect of evaluation is classroom observation by the supervisor. Classroom observation of instruction for new faculty members and adjunct faculty members is completed by their direct supervisor during a targeted semester (fall or spring) annually for the first four years. Faculty members on multiple year contracts are observed in the classroom by their supervisor once every three years, or as needed. Following these observations the supervisor completes a *Classroom Observation Checklist (Observation Checklist)*. Although it is not possible to observe a faculty member directly teaching an online course, the *Tyler Junior College Distance Education Course Standards (Course Standards Summary)* provides a thorough review of the course organization and presentation, including opportunities for student feedback. This process ensures the quality of course delivery by requiring that all course standards be met before a course can be delivered online.

The third aspect of the evaluation process is self-evaluation, interpretation of the SIR II results, and reporting of professional activities by the faculty member. During the first half of the semester following classroom observation, new faculty members, and other faculty who wish to do so, complete an unofficial self-evaluation, concluding with a *Faculty Self-Evaluation Statement (Statement)*. This statement allows new faculty members to list strengths and areas where they need development, and prepares them to discuss their development with their supervisor.

Each faculty member undergoing an evaluation provides the supervisor with the completed *Faculty Input Form (Input Form)*, which is an explanation of student evaluations and additional information about the faculty member's instructional activities. The faculty member also provides the supervisor with the completed *Faculty Professional Service Form (Service Form)*. This form lists the participation of the faculty member in professional activities related to the College, such as committees, mentoring assignments, training led/facilitated by the faculty member, student organizations, professional service external to the College, and service to the community.

When SIR II results, *Classroom Observation Checklist*, *Self-Evaluation*, *Faculty Input Form*, and the *Faculty Professional Service* form are complete, the supervisor meets with the faculty member to discuss the evaluations and develop a *Performance Evaluation Summary*

(*Summary*), including plans for improvement if needed. This meeting provides the faculty member with information regarding specific aspects of how his or her performance is perceived. The supervisor also discusses and records information regarding other efforts and achievements that enhance faculty performance, such as participation in department/division tasks and projects such as curriculum development, committee work and professional growth activities.

Mechanisms for providing feedback on the evaluation process as well as opportunities for pursuing improvement are also posted at the Faculty Evaluation System website (*Faculty Self-Improvement Process; Feed Back Process; Faculty Development*).

Documentation:

Tyler Junior College Board Policy Manual, "DLA (Local): Status of Employment: Evaluation."

Faculty Evaluation Systems website, "Faculty Evaluation Systems."

Online *Tyler Junior College Faculty Handbook 2010, "Faculty: Single Year Contract, Multi Year Contract, Adjunct,"* p. 35.

Faculty Evaluation Systems website, "Official Student Evaluation Process."

Student Instructional Report II: SIR II Results Packet.

Completed *Classroom Observation Checklists.*

Distance Education Faculty Handbook Spring 2010, "Distance Education Course Standards Summary," p. 21.

Faculty Self-Evaluation Statement.

Faculty Input Form.

Faculty Professional Service Form.

Full-Time Evaluation Summary.

Faculty Development Systems website, "Faculty Self-Improvement Process."

Faculty Development Systems website, "Feed Back Process."

Faculty Development Systems website, "Faculty Development."

3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (**Faculty development**)

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College is committed to offering professional development and training for its faculty in accordance with the *Tyler Junior College Board Policy Manual* ("DK (Local)").

Consistent with Objective 1.3 of the *2008-2009 Strategic Plan Annual Report (Annual Report)*, the institution provides professional development that focuses on:

- Information Technology skills (Information Technology Workshops; Apache Training and Development, *The Tomahawk*)

- Distance education design and development skills
- Professional development for College educators, student learning, instruction, and personal growth

The professional development is offered through distance education, in classroom settings, in individual tutoring, and in seminars.

The faculty, with approval of their division deans, must plan professional development activities within their respective departmental budget allocations. Full-time faculty members are encouraged to attend regional, state and national conferences, along with state association meetings (Professional Development Budget Allocation by Program Area).

Tyler Junior College provides ongoing professional development through its membership in the State of Texas Academic Resource Link (STARLINK). STARLINK is a teleconference network of community colleges that produce and distribute training through video conference accessed via the internet or via DVD for an in-class training session. Many STARLINK programs are directly relevant to improving classroom instruction in higher education. Tyler Junior College notifies faculty of *STARLINK* opportunities via e-mail (STARLINK Professional Development).

The distance education department provides faculty members with ongoing pedagogical and instructional technology training opportunities. This training is carried out on a regular basis throughout the fall, spring, and summer semesters. Both in-class and online training courses are offered (Training: Spring 2009; Fall 2009). In addition, the distance education department holds a training week in May each year during the week following spring semester finals. This four-day training conference offers a variety of training opportunities. The course formats include hands-on classes using computers, instructor-led demonstrations, and round table discussions. Keynote speakers are often scheduled (May Conference Agenda: 2009).

In addition, for the last two years, Tyler Junior College has also been the host site for the annual summer distance education conference of the Northeast Texas Consortium (NETNet), which provides distance education services and leadership to its 15 member institutions throughout the Northeast Texas area. Attendance at this conference is free to Tyler Junior College faculty and many faculty members take advantage of this opportunity. Some of the conference topics have been:

- Putting Your Course Online, required training course to teach a distance class
- Apache Online Training, required Learning Management System (LMS) training course to teach a distance class
- Retention Strategies
- Panopto Lecture Capture System
- Using Elluminate
- Digital Repository Access and Use
- Using Rubrics for Consistent Grading
- Page Layout for Online Content

- Start Here Module Hands-on Workshop
- Hybrid Class Best Practices
- Tyler Junior College Course Evaluation Process
- Online Resources for Instructors
- Podcasting PowerPoint with Camtasia
- Using Respondus and StudyMate
- Using the Flip Video Camera
- QuestionMark Perception Online Assessment System

Professional development activities for faculty are documented through the Professional Development Faculty Curriculum Vita. As a part of the formal evaluation process, the instructional deans and provost review the professional development activities to ensure compliance. The forms are on file in the office of the provost (Faculty Learning Communities; Opening Activities; Professional Development Offerings; Professional Development Sign-in Sheets; Compliance Based Training; Program Review: Chemistry).

Tyler Junior College recognizes outstanding professors yearly with endowed teaching excellence awards (Recipient List) which provide professional development stipends. Recipients and presenters attend the National Institute for Staff and Organizational Development (NISOD) Convention presented by the Community College Leadership Program at the University of Texas in Austin (NISOD Memorandum; NISOD Registration). Instructors are also encouraged to join the Texas Community College Teachers' Association (TCCTA) and attend the annual meeting (TCCTA e-mail; TCCTA Transportation Cost).

Tyler Junior College provides evidence through evaluation documents, travel and reimbursement budget documents, professional growth documents, and publication documents that the College has an ongoing professional development program.

Documentation:

Tyler Junior College Board Policy Manual, "DK (Local): Professional Development." 2008-2009 Strategic Plan Annual Report, "Objective 1.3: Expand the capabilities of all members through exposure to advanced instruction practice," pp. 5-6.

Information Technology Workshops.

The Tomahawk, Professional Development Newsletter.

Tyler Junior College Professional Development by Program FYE 2009.

STARLINK Professional Development.

Distance Education Training Opportunities, Spring 2009.

DE Training Schedule, Fall 2009.

TJC Distance Education Training Conference, May 2009.

Faculty Evaluation Systems website, "Faculty Learning Communities."

Tyler Junior College Opening Activities, Spring Semester, 2009.

Professional Development Offerings for 2009

Professional Development Sign-in Sheets.

Accessing TJC Compliance Based Training.

Program Review: Chemistry.

Awardee History of Endowed Chair for Teaching Excellence.
National Institute for Staff and Organizational Development Memorandum, May 7, 2008.
National Institute for Staff and Organizational Development Registration, 2008.
Texas Community College Teachers Association e-mail.
Texas Community College Teachers Association Transportation Cost.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College ensures adequate procedures for safeguarding and protecting academic freedom and demonstrates its dedication to the ideals of academic freedom through the details within its policies and procedures for maintaining that freedom. Tyler Junior College acknowledges statements of the American Association of University Professors (AAUP) regarding freedom of expression and extends its practice to include student publications (*AAUP 1940 Statement of Principles of Academic Freedom and Tenure*).

In its conduct for the common good, Tyler Junior College values the faculty's entitlement to a free search for truth and its expression by allowing its faculty full freedom in the classroom to discuss the course's subject matter without the corrosive fear of restriction, censorship, or discipline. The *Tyler Junior College Board Policy Manual, "DGC (Local)"* and the online *Tyler Junior College Faculty Handbook 2010* (p. 22) clearly express these academic freedom values.

Documentation:

American Association of University Professors, 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments, 10th ed., 2, 2006.

Tyler Junior College Board Policy Manual, "DGC (Local): Employee Rights and Privileges: Academic Freedom and Responsibilities."

Online *Tyler Junior College Faculty Handbook 2010, "Academic Freedom," p. 22.*

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Compliance Partial Compliance Non-Compliance

Narrative:

The *Tyler Junior College Board Policy Manual (Board Policy Manual)* and online *Tyler Junior College Faculty Handbook 2010 (Faculty Handbook)* contain the policies that relate to

academic and governance matters. Faculty members have input into academic matters through their respective department chairs. Governance issues are generally addressed through the Faculty Senate. College committees, composed of faculty, staff, and administration, consider policies and procedures and address other issues related to academic and governance matters. A collective listing of the Faculty Senate Committees and College Standing Committees appears in the *Tyler Junior College 2009-2010 Personnel Directory* (pp. 7; 8-10). Ad hoc committees, consisting of faculty, staff, and administration, are appointed if issues arise that do not relate to an existing committee's mission. The committees submit recommendations and decisions to the appropriate administrators for review or implementation.

Academics:

Curriculum development and revision are primarily the responsibility of faculty, as stated in the *Board Policy Manual* ("EE (Local)"). Faculty and department chairs originate recommendations and serve on the curriculum and instruction (C&I) committee, which reviews the recommendations (C&I Purpose; Minutes: November, 11, 2009; Minutes: November 18, 2009). The *Faculty Handbook* enumerates faculty responsibilities in this particular area (pp. 44-45). Both full-time and part-time instructors are charged with "preparing instructional materials and keeping them current" and "enhancing the instructional/learning process." Additionally, full-time faculty members are expected to "[use] professional publications, faculty development sessions, and/or graduate course work, to improve instruction. . . ." The academic standards committee focuses on academic quality and standardization of college-wide policies and procedures (*Academic Standards Mission Statement*; Minutes: December 10, 2008; Minutes: September 23, 2009; Minutes: January 27, 2010). The assessment committee and the general education committee, composed almost entirely of faculty, provide ongoing evaluation of academics (*Assessment Committee Annual Report*; *General Education Assessment of Tyler Junior College*).

The College also provides a *Distance Education Faculty Handbook* available electronically (*Distance Education Faculty Handbook*). All faculty involved in teaching distance education courses receive a copy. Included is detailed information outlining the faculty member's responsibilities for Internet (online), hybrid, Virtual College of Texas, and telecourses. The *Faculty Handbook* also includes a brief discussion of "Distance Education Information" (pp. 27-28).

Since Tyler Junior College receives federal financial assistance, directly and indirectly, the *Board Policy Manual* charges the College's Board of Trustees (Board) with the responsibility of adopting grievance procedures that incorporate appropriate due process standards (*Board Policy Manual*, "FLD (Legal)"). The Board has adopted grievance policies that follow the legal standards (*Board Policy Manual*, "FLD (Local)") and further defines student complaints as they relate to academic grievances; dispute of grade or academic grievances not related to disputed grades; and nonacademic or discrimination grievances (*Board Policy Manual*, "FLD (Regulation)"). Academic grievances are addressed in the *Faculty Handbook*

(pp. 50-52). The first step in any academic grievance is consultation with the faculty member. Further references to academic grievances are found in Federal Requirement 4.5.

Governance:

Tyler Junior College has a long history of shared governance between administration and faculty. The *Board Policy Manual* explicitly states, “. . . professors serve . . . in academic, governance, and strategic planning matters . . . through committees and task forces” (*Board Policy Manual*, “BG (Local)”). Additionally, faculty standing committees, Faculty Senate, and Past Presidents Council are explicitly listed as components of “shared responsibility for leadership and decision making” in the College’s Administrative Organization Plan (*Board Policy Manual*, “BG (Regulation)”). The Faculty Senate is the official voice of full-time and adjunct faculty (Faculty Senate website). The purpose and vision of the Faculty Senate are also included in the *Faculty Handbook* (p. 36). Additionally, the Past Presidents Council of the Faculty Senate serves as an informal advisory body to the College President (*Board Policy Manual*, “BG (Regulation)”). The policies of Tyler Junior College encourage a collegial atmosphere in the development of educational and administrative policies and procedures. Evidence of the nature of the relationship between Faculty Senate and administration can be found in the archived senate minutes (Minutes: February 3, 2009; Minutes: March 3, 2009).

The *Faculty Handbook* also describes numerous miscellaneous policies covering the instructor’s responsibility and authority in these topics: attendance (p. 23), course requirements (p. 27), dual credit students (p. 29), FERPA (pp. 36-37), financial aid (p. 38), grades and reports, (pp. 38-39), incomplete grades (p. 39), professor initiated withdrawals (p. 46), reporting final grades (p. 47), reporting non-attendance (p. 47), and roster verification (p. 49).

Documentation:

2009-2010 Personnel Directory, “Faculty Senate Committees, 2009-2010,” p. 7.
2009-2010 Personnel Directory, “College Standing Committees, 2009-2010,” pp. 8-10.
Tyler Junior College Board Policy Manual, “EE (Local): Curriculum Development.”
Curriculum and Instruction Committee Purpose.
Curriculum and Instruction Committee Meeting Minutes, November 11, 2009.
Curriculum and Instruction Committee Meeting Minutes, November 18, 2009.
Online *Tyler Junior College Faculty Handbook 2010*, “Personnel Duties and Responsibilities,” pp. 44-45.
Academic Standards Mission Statement.
Academic Standards Committee Meeting Minutes, December 10, 2008.
Academic Standards Committee Meeting Minutes, September 23, 2009.
Academic Standards Committee Meeting Minutes, January 27, 2010.
Assessment Committee Annual Report, May 2009.
General Education Assessment at Tyler Junior College, Spring 2009.
Distance Education Faculty Handbook.

Online *Tyler Junior College Faculty Handbook 2010*, "Distance Education Information," pp. 27-28.

Tyler Junior College Board Policy Manual, "FLD (Legal): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Local): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Regulation): Student Rights and Responsibilities: Student Complaints."

Online *Tyler Junior College Faculty Handbook 2010*, "Academic Grievances," pp. 50-52. Federal Requirement 4.5.

Tyler Junior College Board Policy Manual, "BG (Local): Administrative Organization Plan."

Tyler Junior College Board Policy Manual, "BG (Regulation): Administrative Organization Plan."

Faculty Senate website.

Online *Tyler Junior College Faculty Handbook 2010*, "Faculty Senate," p. 36.

Tyler Junior College Board Policy Manual, "BG (Regulation): Administrative Organization Plan."

Faculty Senate Minutes, February 3, 2009.

Faculty Senate Minutes, March 3, 2009.

Online *Tyler Junior College Faculty Handbook 2010*, "Attendance," p. 23.

Online *Tyler Junior College Faculty Handbook 2010*, "Course Requirements," p. 27.

Online *Tyler Junior College Faculty Handbook 2010*, "Dual Credit Students and Academic Records," p. 29.

Online *Tyler Junior College Faculty Handbook 2010*, "Dual Credit Students and FERPA," p. 29.

Online *Tyler Junior College Faculty Handbook 2010*, "FERPA Fast Facts," pp. 36-37.

Online *Tyler Junior College Faculty Handbook 2010*, "Professors Role for Financial Aid Students," p. 38.

Online *Tyler Junior College Faculty Handbook 2010*, "Grades and Reports," pp. 38-39.

Online *Tyler Junior College Faculty Handbook 2010*, "Incomplete Grades," p. 39.

Online *Tyler Junior College Faculty Handbook 2010*, "Professor Initiated Withdrawals," p. 46.

Online *Tyler Junior College Faculty Handbook 2010*, "Reporting Final Grades in Apache Access," p. 47.

Online *Tyler Junior College Faculty Handbook 2010*, "Reporting Non-Attendance," p. 47.

Online *Tyler Junior College Faculty Handbook 2010*, "Roster Verification," p. 49.

3.8 Library and Other Learning Resources

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Vaughn Library endeavors to provide consistent, quality services to campus and remote-user students and faculty. To do so, the College library has chosen a centralized, highly technology-driven approach and infrastructure for providing library/information resource services. The director of library services manages the College library.

Established as a center for research and academic support, the library encloses 40,926 square feet on three floors and houses a collection of more than 104,000 books, 307 periodicals, 254 microfilm titles, as well as course-specific DVD and video collections. Further, the library includes the Vaughn Electronic Research Center (VERC) (VERC Information website) with 75 computers, 2 high-speed printers as well as a scanner. In addition, the library contains multiple study carrels equipped with audio or video monitors to supply students' information needs. The library also houses a complete multimedia center with audio and video production facilities. General information about the library is available at the Library website (Library website), the online *Tyler Junior College Faculty Handbook 2010* (pp. 40; 42; 75-78), the online *Tyler Junior College 2009-2010 Student Handbook* (pp. 81-91), and the online *Tyler Junior College Catalog 2009-2010* (p. 38).

Library activity statistics indicate an active library (*Library Statistics for 2007-2008*).

Gate Count	232,659
Items Circulated	17,248
Reference Questions	2,568
Minutes Spent Assisting with Reference	16,100
Interlibrary Loans	263
Interlibrary Loan Requests	712
Number of Students in VERC Lab	67,682
Student Use of VERC Lab in Hours	45,455

In addition to providing and maintaining physical facilities and print collections, the library provides online facilities via a major web presence (Library Services website) providing online services for Tyler Junior College patrons. Library patrons include on-campus students, distance students, staff, faculty, and community members.

The library's extensive website provides access to services as well as a broad range of electronic resources including full-text e-book titles in fiction and non-fiction, reference materials through the Library's Off-Campus Support website (Off-Campus Support) and the library's Online Public Access Catalog (OPAC). The OPAC offers access to the library's print, media and computer software materials that support curriculum and instruction and can be accessed both on and off campus. Print library materials are accessible through intercampus/center delivery of items, faxes, e-mails, regular mail, and by telephone, as appropriate. Off-campus/remote users go through an authentication process in order to access these resources, which include subscriptions to over 15,000 full-text periodicals. Students needing assistance with questions or research may contact a librarian or any of the library staff (Personnel).

Comprehensive Standard 3.8.3. contains additional information on library staff qualifications.

Another learning/information resource is provided by the Library Reference Chat System which allows students to seek immediate answers to their questions by engaging in a real-time chat with a reference librarian (Library Reference Chat website).

The library works in partnership with classroom faculty and other professional staff, such as instructional technologists and developers, to ensure collections and learning information resources are adequate to support the College's educational programs. Faculty members are encouraged to make recommendations for the development of the collections. The library solicits recommendations from the Tyler Junior College teaching faculty and professional staff throughout the year by sending print and database suggestions through campus mail and making visits to faculty department meetings. Library services and media services work extensively with faculty in specific disciplines to build campus collections to reflect concentrations of courses in order to meet the needs of faculty, staff, and students. Examples of this cooperative effort are reflected in the health sciences, legal assistant and music collections. The library has also developed a *Faculty Guide to Library Services (Guide)*. In addition, the director of library services serves on the Academic Affairs Council, the Curriculum and Instruction Committee, and the College Program Review Committee, thus enabling the library to be proactive in assessing the need for specific curriculum materials.

Vaughn Library also participates in TexShare to broaden access to adequate collections and other learning information resources. TexShare is a statewide consortium in which community college, college, university, and public libraries may choose to participate to access electronic resources at a greatly reduced cost to individual libraries. The College library provides access to the TexShare database collection and to 17 additional online, institutional subscriptions. A sample web page from the Vaughn Library website shows several TexShare database links (TexShare Example website). These institutional subscriptions, as well as online e-books, are chosen by the Tyler Junior College librarians in conjunction with Tyler Junior College classroom faculty.

The College's Database Activity (*Library Statistics for 2007-2008*) is:

Number of Library Databases (TexShare and individual)	62
Database Sessions	24,078

Another part of TexShare, as utilized by the College, is the *TexShare Library Card Program* (*TexShare Library Card Program*). The *TexShare Library Card Program* is a reciprocal borrowing program designed to allow the registered users of a participating library to borrow materials directly from the libraries of other participating institutions. Registered users obtain a card from Tyler Junior College first, and are then able to check out materials from other participating Texas institutions.

Librarians, full-time and part-time, are trained in and responsible for delivering Tyler Junior College's Library services to both on-campus and remote users.

- Librarians provide reference support through both real-time and e-mail communication.
- Full-time librarians support the information literacy program with classroom/student presentations, in-library point-of-use references, and web access to tutorials. This support is provided at all of the College's locations.
- Full-time librarians work in partnership with Tyler Junior College classroom faculty to design information literacy in order to meet curriculum needs.
- Librarians encourage access to non-Tyler Junior College Library resources through Interlibrary Loan, (*Interlibrary Loan Request Form*) and by providing TexShare borrower cards, which faculty and students can use to check out materials at most academic and many public libraries across the state.
- Full-time librarians provide workshops for Tyler Junior College faculty to support instruction.

The College's Library instruction statistics (*Library Statistics for 2007-2008*) are:

Class Visits to the Library	165
Students to the Library	4,739

The Library offers extended hours of operation to allow access to its facilities. Its online facilities are available 24 hours a day.

Fall and Spring Semesters	Summer Semesters
Monday – Thursday 7:30 am - 9:30 pm	Monday - Thursday 8:00 am - 9:00 pm
Friday 7:30 am - 5:00 pm	Friday 8:00 am - 1:00 pm
Saturday 1:00 pm - 4:00 pm	Saturday CLOSED
Sunday 1:00 pm - 5:00 pm	Sunday CLOSED

Student satisfaction with library resources is indicated by data from the *Student Evaluation of Services Spring 2009* (p. 9).

Rating library resources (online) as excellent or good *	84%
Rating library resources (on campus) as excellent or good *	87%
* the above statistics were calculated by basing the percentage on only respondents who selected Excellent, Good, Fair, or Poor and omitting the percentage of respondents who selected "Did not use". This method creates a more useful rating by looking only at those who actually used the resource.	

Documentation:

VERC Information website, "Vaughn Electronic Research Center."
 Tyler Junior College Library website, "Vaughn Library & Learning Resources Center."
 Online *Tyler Junior College Faculty Handbook 2010*, "Library Services," p. 40.
 Online *Tyler Junior College Faculty Handbook 2010*, "Meebo," p. 42.
 Online *Tyler Junior College Faculty Handbook 2010*, "Welcome to Vaughn Library," pp.75-78.
 Online *Tyler Junior College 2009-2010 Student Handbook*, "Vaughn Library and Learning Resources Center," p. 81-91.
 Online *Tyler Junior College Catalog 2009-2010*, "Vaughn Library," p. 38.
Library Statistics for 2007-2008.
 Library Services website, "Vaughn Library Distance Learning Services."
 Library's Off Campus Support website, "Vaughn Library Distance Learning Services."
 Library's Online Public Access Catalog (OPAC).
 Library Staff website, "Personnel."
 Comprehensive Standard 3.8.3.
 Library Reference Chat website, "Vaughn Library Online Resources."
Faculty Guide to Library Services, "Welcome to Vaughn Library!"
 TexShare Example website, "Databases by Subject: History/Genealogy."
Library Statistics for 2007-2008.
TexShare Library Card Program.
Interlibrary Loan Request Form.
Library Statistics for 2007-2008.
Student Evaluation of Services Spring 2009, p. 9.

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Vaughn Library (library) is committed to providing regular and timely instruction in the use of the library and other learning/information resources. The Library assesses its effectiveness in providing regular and timely instruction (2008-2009

Library Services Annual Assessment Report: Outcome 2, Outcome 3). These outcomes demonstrate that the library exceeded its assessment criteria in providing student training and faculty training in the use of library services. In addition, student feedback indicates satisfaction with the Library's customer service, web page, online tutorials, and classroom instruction (*Student Survey of Library Services, Spring 2009*, p. 44).

All librarians are trained in and responsible for delivering instruction in library use. This support is provided on the College's main campus, West Campus, TJC-Jacksonville, TJC-Lindale, and various high schools offering dual credit classes. This instruction in library use is accomplished by:

- Supporting information literacy through classroom and/or library presentations. Librarians arrange for instructors to bring their classes to the Library where they make face-to-face presentations to students, instructing them in library use. Librarians also visit classrooms to make the same presentation at the instructor's request. Statistics for the number of students and classes served are documented in the Library's ongoing statistical tracking document (*Library Annual Statistics Report Cumulative 2000-2009*, p. 1).
- Point-of-Use handouts which are used to provide printed instructions to students. These documents provide printed instructions for using the various library services (*Point of Use Handout, "How to Use Readers Guide to Periodical Literature"*).
- Working in partnership with all Tyler Junior College classroom faculty members to design instruction in information literacy that meets curriculum and student needs.
- Providing workshops for Tyler Junior College faculty to support instruction. Librarians present workshops to faculty groups upon request. Presentations have been made at opening sessions (*Fall 2009 Preparatory Studies Opening Session Minutes*, p. 2), to faculty attending the Distance Education May Training Conference (*2009 Training Conference schedule*, p. 1). In addition, librarians meet with faculty for individual or group instruction on library use when requested (*Spring 2010 Business Administration Meeting Agenda*, p. 1).

The College offers online instruction in the following areas on its Vaughn Library Online Resources website (Website).

- How to use the online card catalog (Card Catalog)
- How to request an interlibrary loan (Interlibrary loan)
- How to access the Library's online databases (Online databases)
- How to find literary criticism resources (Literary criticism)
- Database navigation tutorials (Navigation tutorials)
- Website Evaluation (Evaluation)
- Citing sources (Citing)

Information for faculty on library use, services, and resources appears in the *Faculty Guide to Library Services (Guide)*. The director of learning resources provides this

document to faculty. In addition, library use information is available to faculty in the online *Tyler Junior College Faculty Handbook 2010* (pp. 40; 42; 75-78).

To give students prompt answers to their questions, the library provides direct email and phone access to its librarians as well as immediate chat response through its Library Reference Chat System (website) that allows students to chat with a reference librarian. Librarians are available for online chat during all hours of library operation.

Students also receive information and instruction on library use through their participation in the College's Orientation (CORI) course which is required of all new students. A module within this course is dedicated to this instruction (CORI *Library Module*).

In addition, the College Preparatory Student Success (CPSS) course, which is required of students enrolled in READ 0301 or on academic suspension, provides instruction in the use of the library. Students in this class spend a class period in the Library where they are trained in library research skills and then complete an assignment requiring the use of the library skills taught. The *CPSS Library Research Skills Lesson Summary* details this CPSS module (CPSS Module).

Distance students are informed about all student services, including library services, via the *Distance Education Online Student Orientation*. All distance students are required to complete this orientation which provides a complete introduction and orientation to distance learning at Tyler Junior College. The student services portion of the orientation (p. 8) provides information to the distance student on how to obtain access to the various student services, including library services.

Documentation:

2008-2009 Annual Assessment Report: Library Services, "Outcomes 2 and 3."

Student Survey of Library Services, Spring 2009, p. 44.

Library Annual Statistics Cumulative, p. 1.

Point of Use Handout Example: "How to Use The Readers Guide to Periodical Literature."

School of College Preparatory Studies Fall 2009 Opening Session Meeting Minutes,

August 17, 2009, p. 2.

TJC Distance Education Training Conference May 2009, p. 1.

Spring 2010 Business Administration Meeting Agenda, p. 1.

Vaughn Library Online Resources website, "Vaughn Library Online Resources."

Online Catalog Search for Books.

Interlibrary Loan Requests.

Off Campus Database Access.

Vaughn Library Literary Criticism Resources.

Database Navigation Guides and Tutorials.

Web Site Evaluation, "Internet Resources."

Citing Sources.

Faculty Guide to Library Services, "Welcome to Vaughn Library!"

Online *Tyler Junior College Faculty Handbook 2010*, "Library Services," p. 40.

Online *Tyler Junior College Faculty Handbook 2010*, "Meebo," p. 42.

Online *Tyler Junior College Faculty Handbook 2010*, "Welcome to Vaughn Library," pp. 75-78.

Library Reference Chat website, "Vaughn Library Online Resources."

College Orientation, "Module 5: Vaughn Library."

CPSS Library Research Skills Lesson Summary.

Distance Education Online Student Orientation, "What Student Services Are Available?" p. 8.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College provides a sufficient number of qualified staff--with appropriate education or experiences in library and/or other learning/information resources--to accomplish the College's mission.

Library personnel include nine full-time employees, three of whom are professional librarians. The additional Tyler Junior College full-time library employees are a library catalog manager, a library automation technician, an administrative assistant, a coordinator of electronic reference resources, a library technician, and a library assistant.

Nine part-time staff members, including three retired professional librarians also assist in the library. In addition, the library hires approximately 20 students each semester to serve as lab assistants to help with the non-professional and non-technical duties. The *Tyler Junior College Library Personnel* document contains a complete list of all full-time and part-time library staff along with their titles, academic qualifications, and experience (*Tyler Junior College Library Personnel* document).

According to the library comparison tool from the Integrated Postsecondary Education Data System/National Center for Education Statistics, a comparison of Tyler Junior College with other community colleges showing full time equivalent (FTE) student populations between 8,000 and 10,000 students reveals that Tyler Junior College is comparable with 1.31 staff members per 1000 students as compared to 1.56 average FTE staff members per 1000 students for similar colleges in the survey (Comparison Statistics).

Library Annual Statistics documents show that the existing Tyler Junior College library staff is active and successfully providing library services (*Library Annual Statistics*).

A Spring 2009 faculty survey indicates faculty satisfaction with Vaughn Library staff, with 93% of faculty reporting that staff members are courteous and service-oriented (*Library Services Survey Spring 09 (Survey)*, "Referenced Question #22," p. 15). Results from a

Spring 2009 student survey indicate the existing library staff is meeting student needs, with students reporting above average satisfaction with library staff (*Survey, "Referenced Questions #A1-#A8,"* pp. 1-2).

Tyler Junior College librarians continue to evaluate their services by following an annual library assessment plan, on file in the library services director's office. The plan involves an analysis of student use of learning resources, as well as stakeholder satisfaction gathered from feedback on surveys (*Annual Assessment Report: Library Services*).

Documentation:

Tyler Junior College Library Personnel.

Library Staff FTE Comparison Statistics.

Library Annual Statistics.

Library Services Survey Spring 09, "Referenced Question #22," p. 15.

Library Survey Spring 2009, "Referenced Questions #A1-#A8," pp. 1-2.

Annual Assessment Report: Library Services.

3.9 Student Affairs and Services

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

The *Tyler Junior College Board Policy Manual (Board Policy Manual)* gives authority to the Board of Trustees and the College to address student conduct, discipline and penalties, and student complaints (*Board Policy Manual*, "FL (Legal)," "FL (Regulation)," "FLA (Legal)," "FLAA (Legal)," "FLB (Local)," "FLB (Regulation)," "FLBA (Legal)," "FLBC (Legal)," "FLBE (Legal)," "FLBE (Local)," "FLBE (Exhibit)," "FLBF (Legal)," "FLBF (Local)," "FLBG (Legal)," "FLBH (Legal)," "FLBH (Local)," "FLBH (Regulation)," "FLC (Legal)," "FLD (Legal)," "FLD (Local)," "FLD (Regulation)," "FLDA (Legal)," "FLDA (Local)," "FLDA (Exhibit)," " FM (Legal)," "FM (Regulation)," "FMA (Local)," "FMA (Regulation)").

The "Student Code of Conduct" appearing on pp. 40-54 in the online *Tyler Junior College 2009-2010 Student Handbook (Student Handbook)* clearly identifies student rights and responsibilities, policies and procedures, and disciplinary actions and appeal procedures. Included are both academic and non-academic grievance procedures.

The *Student Handbook* "Forward" states: "The Tyler Junior College *Student Handbook* is the source of important information, including student responsibilities, obligations, and privileges. Students are expected to maintain their handbook as a reference tool" (p. 2). Students also receive printed information regarding student rights and responsibilities via mail (*Need to Know Information for Students of Tyler Junior College for Academic Year 2009-10*).

The online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 22-27) further outlines student rights and responsibilities which include withdrawal, disputes, transfer, FERPA, and compliance.

The Fall 2009-Summer2010 TJC Residential Life and Housing Student's Guide to Living On-campus (Residential Life Handbook) offers a general residence hall statement of responsibility and alphabetically identifies specific policies and procedures including discipline, safety, and emergency procedures.

The College provides printed copies of the *Student Handbook*, the *Residential Life Handbook*, and the *Catalog* at no cost to students and places these publications in multiple areas around campus. The *Board Policy Manual*, the *Student Handbook*, the *Residential Life Handbook*, and the *Catalog* are also available online.

Documentation:

Tyler Junior College Board Policy Manual, "FL (Legal): Student Rights and Responsibilities."

Tyler Junior College Board Policy Manual, "FL (Regulation): Student Rights and Responsibilities."

Tyler Junior College Board Policy Manual, "FLA (Legal): Student Rights and Responsibilities: Involvement in Decision-Making."

Tyler Junior College Board Policy Manual, "FLAA (Legal): Student Rights and Responsibilities: Student Expression."

Tyler Junior College Board Policy Manual, "FLB (Local): Student Rights and Responsibilities: Student Conduct."

Tyler Junior College Board Policy Manual, "FLB (Regulation): Student Rights and Responsibilities: Student Conduct."

Tyler Junior College Board Policy Manual, "FLBA (Legal): Student Conduct: Dress Code."

Tyler Junior College Board Policy Manual, "FLBC (Legal): Student Conduct: Hazing."

Tyler Junior College Board Policy Manual, "FLBE (Legal): Student Conduct: Alcohol and Drug Use."

Tyler Junior College Board Policy Manual, "FLBE (Local): Student Conduct: Alcohol and Drug Use."

Tyler Junior College Board Policy Manual, "FLBE (Exhibit): Student Conduct: Alcohol and Drug Use."

Tyler Junior College Board Policy Manual, "FLBF (Legal): Student Conduct: Weapons."

Tyler Junior College Board Policy Manual, "FLBF (Local): Student Conduct: Weapons."

Tyler Junior College Board Policy Manual, "FLBG (Legal): Student Conduct: Assaults."

Tyler Junior College Board Policy Manual, "FLBH (Legal): Student Conduct: Disruptions."

Tyler Junior College Board Policy Manual, "FLBH (Local): Student Conduct: Disruptions."

Tyler Junior College Board Policy Manual, "FLBH (Regulation): Student Conduct: Disruptions."

Tyler Junior College Board Policy Manual, "FLC (Legal): Student Rights and Responsibilities: Interrogations and Searches."

Tyler Junior College Board Policy Manual, "FLD (Legal): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Local): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Regulation): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLDA (Legal): Student Complaints: Sexual Harassment."

Tyler Junior College Board Policy Manual, "FLDA (Local): Student Complaints: Sexual Harassment."

Tyler Junior College Board Policy Manual, "FLDA (Exhibit): Student Complaints: Sexual Harassment."

Tyler Junior College Board Policy Manual, "FM (Legal): Discipline and Penalties."

Tyler Junior College Board Policy Manual, "FM (Regulation): Discipline and Penalties."

Tyler Junior College Board Policy Manual, "FMA (Local): Discipline and Penalties: Discipline Hearings Procedure."

Tyler Junior College Board Policy Manual, "FMA (Regulation): Discipline and Penalties: Discipline Hearings Procedure."

Online *Tyler Junior College 2009-2010 Student Handbook*, "The Student Code of Conduct," pp. 40-54.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Forward," p. 2.

Need to Know Information for Students of Tyler Junior College For the Academic Year 2009-10.

Online *Tyler Junior College Catalog 2009-2010*, "What We Expect," pp. 22-27.

Fall 2009-Summer 2010 TJC Residential Life and Housing Student's Guide to Living On-campus.

3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student records)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College protects the security, confidentiality, and integrity of its student records in following the requirements of *20 U. S. Code* (§1232g), the *Family Educational Rights and Privacy Act (FERPA)*. *FERPA* allows the College to release data designated as directory information to the general public unless the student has requested that the data not be released. Statements to this effect are available in the online *Tyler Junior College Catalog 2009-2010* (p. 26) and in the online *Tyler Junior College 2009-2010 Student Handbook* (pp. 11-12). Information is also provided to parents during the *Apache Parent Orientation* (Parent Orientation website) and also appears in the *Tyler Junior College Board Policy Manual (Board Policy Manual)* ("FJ (Legal)"; "FJ (Local)"; "FJ (Regulation)"; "FJ (Exhibit)").

In addition, the College develops, implements, and maintains a comprehensive information security program written in one or more readily accessible parts and containing administrative, technical, and physical safeguards that are appropriate to the size and complexity, the nature and scope of the College's activities, and the sensitivity of any customer information at issue. Such safeguards include the elements set forth in the "Elements" and are reasonably designed to achieve the objectives set forth at "Objectives" in the *Board Policy Manual* ("CS (Legal)").

The registrar is custodian of records for currently enrolled students and for official academic records as well as custodian of academic status records. The director of student judicial programs is custodian of disciplinary records. The address for the custodian of records is included in the annual notice of student rights as found in the publication *Need to Know Information for Students of Tyler Junior College For the Academic Year 2009-10* as required under *FERPA* ("Need to Know"). These custodians of record ensure that student records which contain any identifying information regarding a student are kept in locked cabinets, a fireproof storage unit or any other locked container within the office where they are stored.

Academic records entered into Banner, the College's student information system, are secured by a Cisco PIX firewall, Tipping Point IPS for intrusion protection, and additional security measures including virus protection and anti-SPAM protection. Access to the information technology center and the server room is restricted to authorized personnel only via key-card access on all doors. The *Tyler Junior College Information Technology Security* document (*Security* document) outlines the physical, network, and systems security. The College backs up student and other data crucial to its operations to tape daily, Monday through Friday. Each Friday, tape is pulled and stored as a weekly backup at an off-site fire-proof facility. Backups done on the last Friday of each month are stored as a monthly backup at an off-site fire-proof facility for a period of one year.

Tyler Junior College migrated from the POISE system to Banner by Sungard in Fall 2007. One benefit of this change was the move from using Social Security numbers as student ID numbers to unique identifier numbers as the primary means of identifying a student or employee. Students have individual password protected accounts through the Apache Access portal.

Partly in response to *Texas Administrative Code* ("Rule §202.70"), the information technology (IT) department also began the migration in Spring 2009 from Novell to Microsoft Active Directory because the latter provides better security. All employees must have network ID to use campus computers, a secure measure which requires username and password. As a result, access to student records is limited.

Tyler Junior College, through the human resources office, provides mandatory yearly sessions on *FERPA* and on Identity Theft as evidenced by memos from the College president (Memo, February 7, 2008) and from the coordinator, professional development (Memo, November 24, 2009).

Documentation:

20 U.S. Code, "Title 20, Chapter 31, Subchapter III, Part 4, §1232g: Family educational and privacy rights."

Online *Tyler Junior College Catalog 2009-2010*, "Family Rights and Privacy Act (Directory Information)," p. 26.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Family Rights and Privacy Act (Directory Information)," pp. 11-12.

Tyler Junior College website, "Parent Orientation FAQ."

Tyler Junior College Board Policy Manual, "FJ (Legal): Student Records."

Tyler Junior College Board Policy Manual, "FJ (Local): Student Records."

Tyler Junior College Board Policy Manual, "FJ (Regulation): Student Records."

Tyler Junior College Board Policy Manual, "FJ (Exhibit): Student Records."

Tyler Junior College Board Policy Manual, "CS (Legal): Information Resources."

Need to Know Information for Students of Tyler Junior College For the Academic Year 2009-10.

Tyler Junior College Information Technology Security.

Texas Administrative Code, "Title 1, Part 10, Chapter 202, Subchapter C, Rule §202.70: Security Standards Policy."

Memo re: Identity Theft Seminar, February 7, 2008.
Memo re: "Required Training – FERPA", November 24, 2009.

3.9.3 The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. **(Qualified staff)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College division of student affairs promotes and supports the educational mission of the College by providing out-of-classroom programs and services that encourage students to develop socially, intellectually, emotionally, and physically. Student affairs is committed to working with students, faculty, and staff to build an inclusive and vibrant student life environment.

Comprehensive Standards 3.3.1.2 and 3.3.1.3 address evidence of effectiveness in this area.

Description of Services and Qualifications of Personnel

Under the supervision of the vice president of student affairs and as evidenced in the *Student Affairs Organizational Structure (Organizational Structure)*, the student affairs division is comprised of the following areas:

- Athletics
- Student Life & Involvement
- Campus Safety
- Enrollment Management Services
 - Admissions & Dual Credit
 - Advising
 - Registrar
- Support Services
 - ADA
 - Adult Student Services
 - Career Services
 - Counseling
 - Interpreting
 - Testing Services
 - TRiO Support Services
 - Tutoring Services
- Student Judicial Programs
- Residential Life

Qualifications of personnel in student affairs meet or exceed the job specifications and requirements of each position as evidenced by the *Comprehensive Standard 3.9.3 Qualified Staff: Student Affairs: Summary Institutional Form (Summary Form)*. The human

resources office secures available transcripts, resumes, and annual evaluations in individual personnel files (Completed Evaluations).

Documentation:

Comprehensive Standard 3.3.1.2.

Comprehensive Standard 3.3.1.3.

Tyler Junior College Organizational Chart: Student Affairs.

Comprehensive Standard 3.9.3 Qualified Staff: Student Affairs: Summary Institutional Form.

Director of Academic Advising Evaluation.

Director of Intercollegiate Athletics Evaluation.

Director of Testing and Support Services Evaluation.

RESOURCES

3.10 Financial and Physical Resources

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College's recent financial history demonstrating its financial stability is documented in the *Comprehensive Annual Financial Report For the Fiscal Year(s) ended August 31, 2007, 2008, and 2009 (Comprehensive Annual Financial Report)*.

Through sound financial practices and fiscally responsible leadership by the president and College Board of Trustees, Tyler Junior College has continued to see reasonable growth in net assets as indicated in the Statement of Net Assets for fiscal years ended August 31, 2007, 2008, and 2009 as documented in *the Comprehensive Annual Financial Report for fiscal year(s) ended August 31, 2007, 2008, and 2009 (Comprehensive Annual Financial Report 2007, p. 13; Comprehensive Annual Financial Report 2008, p. 13; Comprehensive Annual Financial Report 2009, p. 13)*. Net assets have increased 18%, 8.5%, and 6% respectively. Several factors contributed to the low rate of growth from 2007 to 2008. As identified in the August 31, 2008 "Management's Discussion and Analysis" (MD&A) portion of the *Comprehensive Annual Financial Report for the fiscal year ended August 31, 2008*, "the substantial decrease in cash and cash equivalents [for 2008] is due to the payment of vendors during the construction phase of a new residence hall." As the "2008 MD&A" also explains, "the value of investments decreased from \$3 million in 2007 to \$0 investments in 2008. The decline of long term interest rates during the spring of 2008 led to the sale of all the outstanding bonds held by the District" (*Comprehensive Annual Financial Report 2008, p. 4*).

The College obtains operating revenues from a variety of sources including tuition and fees, government grants and contracts, sales and services of educational activities, sales and services of auxiliary enterprises, and other operating revenues. Non-operating revenues are comprised of state appropriations, property taxes, investment income, and interest on capital related debt. In the College's "MD&A" sections of the *Comprehensive Annual Financial Report* for fiscal years ended August 31, 2007, 2008, and 2009, each annual report depicts a graphical representation of operating revenues by source (*Comprehensive Annual Financial Report 2007, p. 7; Comprehensive Annual Financial Report 2008, p. 7; Comprehensive Annual Financial Report 2009, p. 7*). As indicated in the Statement of Revenues, Expenses, and Changes in Net Assets for the Years Ended August 31, 2007, 2008, and 2009, operating revenues increased by 11% in 2007, decreased by 4.6% in 2008 and increased by 21.5% in 2009 (*Comprehensive Annual Financial Report 2007, p. 15; Comprehensive Annual Financial Report 2008, p. 15; Comprehensive Annual Financial Report 2009, p.15*).

The amount of operating revenues by source shows minimal variance from year to year, except in the revenues received from local grants and contracts. These may vary significantly, depending upon those local grants that are available and awarded to the College for any given year. The operating revenue decrease for 2008 is directly tied to a decrease in the revenues received in local grants and contracts. The significant increase in operating revenue from 2008 to 2009 may be attributed to the increase in students living on campus and the increase in tuition and fees due to enrollment growth in 2009. Non-operating revenues for years ended 2007, 2008, and 2009 increased by 8.4%, 7.4%, 1.2% and 3.5% respectively. As identified in the "2008 MD&A" (p. 6), the lower percentage increase in non-operating revenues for 2008 "is due in large part to the lower investment income generated from the declining balance of the proceeds from the bonds issued for the construction of a new residence hall." Also, according to notes in the "2009 MD&A" (p. 6), property tax revenue increased due to an "increase in valuation of property listed on the tax rolls." During the same year, investment income decreased due to a sustained lower interest rate in the market (*Comprehensive Annual Financial Report 2007*, p. 6; *Comprehensive Annual Financial Report 2008*, p. 6; *Comprehensive Annual Financial Report 2009*, p. 6).

The Statement of Revenues, Expenses, and Changes in Net Assets found in the *Comprehensive Annual Financial Report* for fiscal years ended August 31, 2007, 2008, and 2009 outlines how expenses have increased to support instructional programs and activities (*Comprehensive Annual Financial Report 2007*, p. 15; *Comprehensive Annual Financial Report 2008*, p. 15; *Comprehensive Annual Financial Report 2009*, p. 15). As identified in the "2008 MD&A," "Continued costs to support technology in the classroom and online courses accounted for approximately \$1.7 million of instructional expenditures. The addition of new instructional programs and the overhaul of several existing programs also increased instructional expenditures for 2008" (*Comprehensive Annual Financial Report 2008*, p. 8).

Salaries and employee benefits increased, as well as additional grant and scholarship aide in all three years. A similar trend in occurred in 2009 as expenses increased to support an increase in enrollment and the operations of two new instructional sites. Per the "2009 MD&A," several existing instructional programs were overhauled and attributed to the increase in operating expenses (p. 8). A graphical representation of expenses for years ended 2007, 2008, and 2009 is also provided in the "MD&A" (*Comprehensive Annual Financial Report 2007*, p. 8; *Comprehensive Annual Financial Report 2008*, p. 8; *Comprehensive Annual Financial Report 2009*, p. 8).

Tyler Junior College cash flow increased by 181% (includes bond proceeds) for 2007, and decreased by 28% in 2008 and 2.7% in 2009 as shown on the *Comprehensive Annual Financial Report* Statement of Cash Flows for the Years Ended August 31, 2007, 2008, and 2009 respectively (*Comprehensive Annual Financial Report 2007*, pp. 17-18; *Comprehensive Annual Financial Report 2008*, pp. 17-18; *Comprehensive Annual Financial Report 2009*, pp. 17-18). The significant variations in cash flow from years ended 2007 to 2008 are identified in the "2008 MD&A" which states, "The long-term bonds held by the District at the end of 2007 were all sold during 2008. There were no additional investments purchased in 2008" (*Comprehensive Annual Financial Report 2008*, p. 10). In

2007 and 2008, construction costs were \$22 million and \$22.7 million, respectively, due to campus improvements and renovation in 2007 and the construction of the new residence hall in 2008 (*Comprehensive Annual Financial Report 2008*, p. 10).

Tyler Junior College District has annually received the Government Finance Officers Association of the United States and Canada "Certificate of Achievement for Excellence in Financial Reporting" award since 1996. The Certificate of Achievement is a prestigious national award, recognizing conformance with the highest standard for preparation of a state and local government financial report.

As reported in the "2009 MD&A," "The District's overall financial position is strong in spite of the lingering effects of the slow economy" (*Comprehensive Annual Financial Report 2008*, p. 10). The Tyler Junior College District will continue to thrive in the current difficult economic times by maintaining controls over the operating budget, addressing cash reserves, evaluating news hires, and continuing to reduce administrative overhead.

The financial stability of Tyler Junior College has been affirmed by debt ratings from two national rating agencies. Standard & Poor's Ratings Services assigned its rating of "AA+" for the District's series 2009 maintenance tax general obligation (GO) notes on September 17, 2009 (*Standard and Poor's Rating Report*). In addition, Moody's Investors Services affirmed the "A2" rating on the District's revenue bonds, series 2004 and 2006 on January 22, 2010 (*Moody's Investors Services Rating Report*). Both agencies noted that the outlook for the District is stable.

Documentation:

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,
"Statement of Net Assets," p. 13.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,
"Statement of Net Assets," p. 13.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,
"Statement of Net Assets," p. 13.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, p. 4.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007, p. 7.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, p. 7.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, p. 7.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,

"Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended August 31, 2007 and 2006," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,

"Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended August 31, 2008 and 2007," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,

"Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended August 31, 2009 and 2008," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,

"Statement of Revenues, Expenses and Changes in Net Assets," p. 6.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,
 "Statement of Revenues, Expenses and Changes in Net Assets," p. 6.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,
 "Statement of Revenues, Expenses and Changes in Net Assets," p. 6.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,
 "Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended
 August 31, 2007 and 2006," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,
 "Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended
 August 31, 2008 and 2007," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,
 "Statement of Revenues, Expenses and Changes in Net Assets For the Years Ended
 August 31, 2009 and 2008," p. 15.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, p. 8.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007, p. 8.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, p. 8.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, p. 8.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007,
 "Statement of Cash Flows For the Fiscal Years Ended August 31, 2007 and 2006,"
 pp. 17-18.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008,
 "Statement of Cash Flows For the Fiscal Years Ended August 31, 2008 and 2007,"
 pp. 17-18.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009,
 "Statement of Cash Flows For the Fiscal Years Ended August 31, 2009 and 2008,"
 pp. 17-18.

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, p. 10.

Standard and Poor's Tyler Junior College Rating Report.

Moody's Investors Services Tyler Junior College Rating Report.

3.10.2 The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.
(Submission of financial statements)

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College provides financial profile information as requested by the Commission on an annual basis. The College completes these financial profiles by using the Integrated Postsecondary Data Systems (IPEDS) finance surveys.

Financial information for indicators included in the profile comes from audited financial statements for the previous year ending August 31 (*Commission on Colleges Financial Profile: 2007, 2008, 2009*). Both Core Requirement 2.11.1 and Comprehensive Standard 3.10.1 contain detailed data related to the total operation of the institution.

On an annual basis, Tyler Junior College provides the Commission with the completed *Institutional Profile for General Information and Enrollment Data (Institutional Profile for General Information and Enrollment Data: Fall 2007; Fall 2008; Fall 2009)*.

Documentation:

2007 Commission on Colleges Financial Profile.

2008 Commission on Colleges Financial Profile.

2009 Commission on Colleges Financial Profile.

Core Requirement 2.11.1.

Comprehensive Standard 3.10.1.

Institutional Profile for General Information and Enrollment Data Fall 2007.

Institutional Profile for General Information and Enrollment Data Fall 2008.

Institutional Profile for General Information and Enrollment Data Fall 2009.

3.10.3 The institution audits financial aid programs as required by federal and state regulations.
(Financial aid audits)

Compliance Partial Compliance Non-Compliance

Narrative:

The Tyler Junior College Board of Trustees (Board) engages annually the independent public accounting firm of Gollob, Morgan, Peddy and Company, P.C. to audit Tyler Junior College's compliance with financial aid requirements as described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to Tyler Junior College's major federal programs. The firm conducts the audit in accordance with the U.S. General Accounting Office's Government Auditing Standards and Department of Education audit guides issued by the U.S. Comptroller General, *OMB Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations*, and the State of Texas Single Audit Circular.

Performed after the end of the fiscal year (August 31) and coordinated by the business services director, the audit includes financial statements prepared in accordance with generally accepted accounting principles and submitted by business services to the following entities by January 1 of each year:

- Texas Higher Education Coordinating Board (THECB)
- THECB Campus Planning and Research
- THECB Community and Technical College Division
- Office of the Comptroller
- State Auditor's Office
- Governor's Budget and Planning Office
- Legislative Budget Board
- Office of the Treasurer
- House Appropriations Committee
- Senate Finance Committee

- Legislative Reference Library
- Federal Audit Clearinghouse
- President-Texas Association of Community Colleges
- Moody Investors
- Research Department–John Nuveen and Company
- Dun and Bradstreet
- U.S. Department of Commerce
- Deep East Texas Council of Governments
- AMBAC Indemnity Corporation
- Municipal Bond Investors Assurance Corporation
- Southside Bank
- Merritt Research Services
- Mergent
- The Texas Workforce Commission

Upon request, the College provides access to any records necessary in reviewing an audit to the Secretary of the Department of Education and/or Inspector General. Tyler Junior College also requires the independent auditor to comply with such a request. Any liabilities determined as due are paid according to repayment terms.

Tyler Junior College cooperates with any governing agency performing a program review of any federal or state financial aid programs. The student financial aid director coordinates such a review, if necessary.

The *Tyler Junior College Comprehensive Annual Financial Reports* include documents pertaining to the Single Audit Section of federal and state financial aid programs. These documents for the years ended August 31, 2007, 2008, and 2009 report the findings respective to financial statements, federal awards, or questioned costs:

- Schedule of Expenditures of Federal Awards
- Schedule of Expenditures of State Awards
- Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*
- Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with *OMB Circular A-133*
- Schedule of Findings and Questioned Costs
- Summary Schedule of Prior Audit Findings
- Corrective Action Plan

Documentation:

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007, pp. 66-79.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, pp. 66-81.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, pp. 66-83.

3.10.4 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College exercises appropriate control over all its financial resources by employing qualified staff empowered to provide systems and procedures for adequate checks, balances, and control over assets (*Tyler Junior College Board Policy Manual (Board Policy Manual)*, "DC (Legal)" and "DC (Local)"; *Notice of Expanded Background Investigations; Comprehensive Background Investigation for Employment Purposes*). All controls apply to funds from all sources including unrestricted, auxiliary, restricted, and plant funds.

Tyler Junior College's Board of Trustees (Board), the College president, and the vice president of business affairs are the primary agents who control the College's financial resources (President Job Description; Vice President Job Description).

The College president and the vice president of business affairs are the College's designated investment officers. With guidance from the annually approved *Tyler Junior College Investment Policy (Investment Policy)* created in accordance with the applicable provisions of the *Texas Government Code* governing the investment of public funds, the vice president of business affairs oversees investment of Tyler Junior College funds. Within these provisions are conditions granting investment discretion as well as a list of authorized and prohibited investments (*Investment Policy*; Board Minutes; *Texas Government Code*, "Chapter 2256"; *Tyler Junior College Board Policy Manual (Board Policy Manual)*, "CAK (Legal)").

The Board, the College president, and the vice president of business affairs receive investment training as required by the Texas Public Funds Investment Act. In compliance with the Public Funds Investment Act and the Texas State Auditor's Office, the College prepares and publishes quarterly investment reports on the District's website (Quarterly Investment Reports).

The Board reviews and approves monthly financial statements that include actual revenue and expenditures compared to budget, as well as the monthly investment report (Monthly Financial Statements). The business services office monitors the budget for any variances during the fiscal year (*Board Policy Manual*, "CC (Legal)" and "CC (Local)"). The Board also approves any budget amendments (Minutes, November 20, 2008; November 19, 2009).

Independent auditors report annually to the Board with the report on the comprehensive annual financial audit including compliance with *Office of Management and Budget Circular A-133* regulations, *State of Texas Uniform Grant Management Standards, Chapter IV Texas State Single Audit Circular*, and associated internal controls (*Comprehensive Annual Financial Report (Report) 2007; 2008; 2009; Report 2007*, pp. 66-79; *2008*, pp. 66-81; *2009*, pp. 66-83). If deficiencies are noted, the College responds to each issue and

provides a corrective action plan (*Report for Fiscal Year Ended August 31, 2009*, pp. 74-77, 80-83). Also included in the audit is a summary schedule of prior audit findings which notes current follow up data (*Report for Fiscal Year Ended August 31, 2009*, pp. 78-79).

The College has established the necessary controls and procedures to ensure proper management of its purchasing and inventory functions under the supervision of the campus services director and the vice president of business affairs. Through the District's integrated enterprise resource planning system, Banner, the College is able to employ internal controls electronically via restricted or limited access to processes, requirement of electronic approvals for purchase orders, and denial of funds if sufficient budget is not in place.

Tyler Junior College maintains a centralized purchasing and inventory control system supported by online and manual controls. The College performs purchasing operations in accordance with policies and procedures set by the Texas Building and Procurement Commission (TBPC) and Board policies and regulations (*Board Policy Manual*, "CF (Legal)"; "CF (Local)"; "CF (Regulation)"; "CFC (Regulation)"; "CFD (Regulation)"; "CFE (Legal)"; "CFE (Regulation)"; "CFF (Legal)"; and "CFF (Regulation)"). Tyler Junior College purchases a large portion of supplies and equipment from the TBPC and other cooperative purchasing networks.

The *Campus Services Handbook* outlines all procedures and services which include purchasing, mail and duplication, central supply, insurance and fleet vehicles (*Campus Services Handbook*). An example of a complete project process is the Tennis Court Improvement Project, beginning with the initial advertisement and ending with the payment for services (Purchasing Process for Tennis Court Improvement Project).

The business services office maintains an inventory of items valued at \$5,000 or more with a life expectancy of a year or more (Capital Asset List).

Tyler Junior College has maintained appropriate control over its financial resources as evidenced by the affirmation of strong debt ratings from two national rating agencies. Standard & Poor's Ratings Services assigned its rating of "AA+" for the District's series 2009 maintenance tax general obligation (GO) notes on September 17, 2009 (*Standard & Poor's Report*). In addition, Moody's Investors Services affirmed the "A2" rating on the District's revenue bonds, series 2004 and 2006 on January 22, 2010 (*Moody's Investors Services Report*). Both agencies noted that the outlook for the District is stable.

Documentation:

Tyler Junior College Board Policy Manual, "DC (Legal): Hiring Practices."

Tyler Junior College Board Policy Manual, "DC (Local): Hiring Practices."

Notice of Expanded Background Investigations.

Comprehensive Background Investigation for Employment Purposes.

Tyler Junior College President Job Description.

Tyler Junior College Vice President of Business Affairs Job Description.

Tyler Junior College Investment Policy.

Tyler Junior College Board of Trustees Minutes, August 27, 2009.
Texas Government Code, "Title 10, Subtitle F, Chapter 2256: Public Funds Investment."
Tyler Junior College Board Policy Manual, "CAK (Legal): Appropriation and Revenue Sources: Investments."
 Quarterly Investment Reports.
 Monthly Financial Statements.
Tyler Junior College Board Policy Manual, "CC (Legal): Annual Operating Budget."
Tyler Junior College Board Policy Manual, "CC (Local): Annual Operating Budget."
 Tyler Junior College Board of Trustees Minutes, November 20, 2008.
 Tyler Junior College Board of Trustees Minutes, November 19, 2009.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2007, pp. 66-79.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2008, pp. 66-81.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, pp. 66-83.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, pp. 74-77, 80-83.
Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009, pp. 78-79.
 Texas Building and Procurement Commission (TBPC).
Tyler Junior College Board Policy Manual, "CF (Legal): Purchasing and Acquisition."
Tyler Junior College Board Policy Manual, "CF (Local): Purchasing and Acquisition."
Tyler Junior College Board Policy Manual, "CF (Regulation): Purchasing and Acquisition."
Tyler Junior College Board Policy Manual, "CFC (Regulation): Purchasing and Acquisition: Bidding Requirements."
Tyler Junior College Board Policy Manual "CFD (Regulation): Purchasing and Acquisition: Purchasing Procedures."
Tyler Junior College Board Policy Manual, "CFE (Legal): Purchasing and Acquisition: Vendor Relations."
Tyler Junior College Board Policy Manual, "CFE (Regulation): Purchasing and Acquisition: Vendor Relations."
Tyler Junior College Board Policy Manual, "CFF (Legal): Purchasing and Acquisition: Payment Procedures."
Tyler Junior College Board Policy Manual, "CFF (Regulation): Purchasing and Acquisition: Payment Procedures."
Campus Services Handbook.
TJC Legal Notices, "RFP Number 2009-331: Tennis Court Improvements."
 Tabulation Sheet.
 Tennis Court Contract.
 Tennis Court Payment.
 Capital Asset List.
Standard & Poor's Tyler Junior College Rating Report.
Moody's Investors Services Tyler Junior College Rating Report.

3.10.5 The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

Compliance

Partial Compliance

Non-Compliance

Narrative:

Tyler Junior College maintains control over external funds from federal, state, and local agencies in the form of grants. The purpose of each grant is specific to that grant and the granting agency. These funds are handled in accordance with granting agency guidelines; federal, state, and local regulations; and College policies and procedures. The business services office has a designated grant accountant who monitors expenditure of funds from external sources for compliance with granting agency guidelines. The business services office reviews expenditures, prepares financial reports according to the granting agency guidelines, maintains budgets, and analyzes trends.

To ensure expenses do not exceed budgeted amounts, budget checks are performed in Banner, the core electronic system that operates the College's various business services. The Banner system includes electronic approval of expenditures by the grant program director as well as the grant accountant. Grants receive a separate and unique assigned fund number to maintain financial activity specific to each grant. Access to budgets, expenditure requests (requisitions), and expenditure details are maintained in the Banner system as well. Only the appropriate personnel receive access to specific externally funded grants based on the requests of the grant program director. This access is opened by limited business services office personnel who have the authority to do so.

As part of the institutional audit, these grants undergo annual audits. The College is audited annually by an external examiner who prepares a *Schedule of Expenditures of Federal Awards* and a *Schedule of Expenditures of State Awards* contained within the *Tyler Junior College Comprehensive Annual Financial Report: For the Fiscal Year Ended August 31, 2007* (p. 43); *2008* (pp. 66-81); and *2009* (pp. 66-83).

Grant-specific documentation is available in the business services office. General fiscal policies related to all grants, as well as all college expenditures, appear in the *Tyler Junior College Board Policy Manual* ("CAM (Legal)").

Examples of grants include the College Readiness Specialist grant, the P-16 College Connection grant, and the Carl D. Perkins grant. Brief summaries of each are:

- The College Readiness Special Advisor is an appointed representative of the College who serves as an academic liaison to the office of College Readiness at the Texas Higher Education Coordinating Board (THECB). The primary task of the College Readiness Special Advisor is to disseminate information on the approved College and Career Readiness Standards, assist the THECB in measures taken towards refinement of the Standards, and assist implementation efforts by sharing information on college readiness initiatives and professional development. The College Readiness Special Advisor grant is funded through the THECB.

- The P-16 College Connection grant is an initiative of the THECB and is funded through the U.S. Department of Education. The goal of the program is to increase the overall higher education participation rate in Texas from 5.6% to 5.7% by 2015. The target population of students is first generation, low socio-economic, academically under-prepared, limited English proficient, and disadvantaged with potential. Grant funds are used to assist target students in completion of the FAFSA, completing the college application process, and free Accuplacer testing on the high school campuses (*Texas Higher Education Coordinating Board Notice of Grant Award*).
- The Perkins Grant is provided through the Carl D. Perkins Career and Technical Education Act of 2006 (*20 U.S.C.2301*) for the advancement of career and technical education. Federal funds are used to provide childcare assistance, textbooks loans, and transportation reimbursement to the qualified career technical student. This grant is also used to fund the purchase of career technical equipment needed for instruction purposes in the classroom, returning adult workshops, tutoring, advertisement of services offered, and select salaries (*Texas Higher Education Coordinating Board Carl D. Perkins Grants for Program Year 2009-2010*).

Tyler Junior College does not participate in research programs.

Documentation:

Tyler Junior College Comprehensive Annual Financial Report: For the Fiscal Year Ended August 31, 2007, p. 43.

Tyler Junior College Comprehensive Annual Financial Report: For the Fiscal Year Ended August 31, 2008, pp. 66-81.

Tyler Junior College Comprehensive Annual Financial Report: For the Fiscal Year Ended August 31, 2009, p. 66-83.

Tyler Junior College Board Policy Manual, "CAM (Legal): Appropriations and Revenue Sources: Grants, Funds, Donations From Private Sources."

Texas Higher Education Coordinating Board Notice of Grant Award: "College Access Challenge Grant (College Connection 2+2+2)."

20 U.S.C.2301: "Carl D. Perkins Career and Technical Education Act of 2006."

Texas Higher Education Coordinating Board Carl D. Perkins Grants for Program Year 2009-2010.

3.11 Physical Resources

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College exercises appropriate control over its physical resources. The College undergoes a *Comprehensive Annual Financial Audit* which is performed by an external independent certified public accounting firm. Capital assets reflect the College's policy to capitalize only those with an acquisition cost of \$5,000 or more. Detailed information on capital asset value over the last seven years is available in the attached depreciation summary (*Capital Assets List*).

Tyler Junior College maintains control over assets by following purchasing procedures for the purchase of new fixed assets that meet the criteria of having a life expectancy of greater than one year and a purchase price of \$5,000 or more. These defined procedures appear in the *Campus Services Handbook (Handbook, pp. 12-13)*. Disposal for retired/discarded fixed assets purchased with grant funds is the same practice as that for fixed assets purchased with school funds and follows grant guidelines. Core Requirement 2.1.1.2 contains additional information regarding this aspect. All assets and buildings of Tyler Junior College are adequately insured (*ACORD Insurance Binder, Property Schedule, 2009-2010*).

The director of the physical plant (Job Description) is responsible for the physical facilities of the campuses. The *Standard Operating Procedures for the Physical Plant (Procedures)* manual defines the procedures for routine and preventive maintenance. The physical plant office is the primary contact for routine maintenance requests for College students, staff and faculty. The plant accepts telephone or e-mail requests. The Tyler Junior College maintenance website outlines the process to follow when initiating a work order request (*Maintenance Request*). Further, the director of the physical plant provides guidance for all building and maintenance developments, projects, and procedures at Tyler Junior College.

Available 24 hours a day for all 7 days each week, the Tyler Junior College campus safety officers lock and secure all Main and West Campus buildings at night and patrol the campus. The coordinator or her designee lock and secure the TJC-Lindale classrooms; East Texas Medical Center personnel secure the TJC-Jacksonville Classrooms. at are by (ETMC).

Documentation:

Comprehensive Annual Financial Report: Fiscal Year Ended August 31, 2009.
Capital Assets List, Depreciation Summary: Tax Data.
Campus Services Handbook, § VI, "Inventory," pp. 12-13.
ACORD Insurance Binder.

Tyler Junior College Property Schedule, 2009-2010.
Tyler Junior College Director of Physical Plant Job Description.
Standard Operating Procedures for the Physical Plant, September 1, 2009.
Tyler Junior College Maintenance website, "Maintenance Request."

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College takes reasonable steps to provide a healthy, safe and secure environment for all members of the campus community. All members of the campus community have access to a physician at the East Texas Medical Center Campus Clinic on the Main Campus located in the Rogers Student Center. The College takes a proactive approach to environmental health and safety issues, as well as personal safety and the protection of its resources. The campus safety and physical plant departments collaborate to address the environmental safety and law enforcement/security needs of the College.

East Texas Medical Center Campus Clinic:

Tyler Junior College takes reasonable steps to provide a healthy environment by making access to a physician on campus available to the Campus community (*On-Campus Clinic Agreement*). As stated in the online *Tyler Junior College Catalog 2009-2010* (online *Catalog*, p. 34):

The Campus Clinic, located on the second floor of Rogers Student Center, is operated through a partnership with the East Texas Medical Center Regional Healthcare System. The clinic is staffed Monday through Friday, 8 a.m. – 12 noon and 1 p.m. to 5 p.m., by a physician (provided through the ETMC First Physicians organization), a registered nurse and a family nurse practitioner. The family nurse practitioner is a registered nurse with advanced training in diagnosing and treating illness who may also prescribe medications and administer physical exams. This full complement of health services is made possible by a health services fee of \$30 per student per long semester and \$15 per student for summer terms.

According to the *Tyler Junior College Board Policy Manual*, "FDAD (Local)" regarding health requirements, reporting communicable diseases is defined as follows:

Information that a student may have a communicable disease shall be made known to the nurse of College health services. This report may come from the student, other students, faculty, or staff. The nurse of College health services shall conduct such investigation as is reasonably necessary to determine the medical facts of each reported case. Reported information shall be confined to those persons with a direct need to know. The nurse of College health services, the College medical consultant,

and the student's physician shall determine whether a risk of transmitting the disease exists.

An example of this plan is the protocol for informing faculty and students of exposure to the H1N1 virus which was implemented in Fall 2009 (*Swine Flu Information and Guidelines*).

Campus Safety:

The director of campus safety takes reasonable steps to provide a safe and secure environment. Responsibilities of the director of campus safety (Director, Campus Safety, Job Description) include, but are not limited to:

- risk management,
- safety,
- providing leadership and supervision for the Tyler Junior College campus safety program,
- development, implementation and administration of all phases of campus safety/security regulations, and
- budget preparations.

The director of campus services (Director, Campus Services, Job Description) also shares responsibilities with the campus safety director in the area of risk management. The campus safety director monitors compliance for the *Federal Campus Safety and Security Act* known as the *Jeanne Clery Crime Awareness and Security Report (Jeanne Clery Report)*. Campus safety officers must be licensed through the *Texas Commission of Law Enforcement Standards and Education (TCLEOSE)* as well as be in compliance with the State licensing requirements. The Tyler Junior College Campus Safety website provides valuable information about the department and its services (Campus Safety website).

A campus security officer is available during the following hours of operation:

- Tyler Main Campus – 24 hours a day, seven days a week
- Tyler West Campus – 6:00 A.M. – 10:00 P.M. (Monday – Friday); on-call after office hours
- TJC-Lindale – on-call; First Responder – Lindale Police Department
- TJC-Jacksonville – on-call; First Responder – Jacksonville Police Department

Defined and available on the Tyler Junior College Student Services website (*Emergency Procedures*), emergency procedures are also documented in the *Emergency Response Guide (Guide)* which is posted in all classrooms and available in all offices. As indicated under the "Security/Crime Alerts" heading within the *Emergency Response Guide* ("Security/Crime Alerts"), "The Immediate Notification System and Apache Alerts text messaging systems provide the capability of immediate notification to faculty, staff and students in the event of a campus security, crime, or weather-related emergency."

Overall where campus security is actively present, a security check is conducted nightly to ensure that buildings are safe and secure to prevent security concerns overnight. The local police department serves as a backup at all locations. Security, as well as health and safety resources are available on the department's website (Campus Safety website) and in the *Jeanne Clery Crime Report (Jeanne Clery)*. The Tyler Junior College *Jeanne Clery Crime Report* is prepared annually, submitted to the U.S. Department of Education's Office of Postsecondary Education, posted on the Tyler Junior College Campus Safety website, and distributed to students as required by law.

Physical Plant:

The director of the physical plant (Director of Physical Plant, Job Description) is responsible for the physical environment of the campuses. The physical environment is maintained by following procedures as defined in the *Standard Operating Procedures for the Physical Plant (Standard Operating Procedures)*. Further, the director of the physical plant provides guidance for all building and maintenance developments, projects, and procedures at Tyler Junior College.

Tyler Junior College has designated responsibility for the condition of the physical environment of the campuses to the director of the physical plant. The physical environment is maintained by following a routine maintenance process. The state regulates the inspection of the campuses' elevators on a periodic basis (*Elevator Report*) and mandates periodic evaluation of fire safety issues (*Fire Alarm Inspection Report*).

Residential Life and Housing:

Each student residential hall has an assigned resident director (Resident Director, Job Description); however, the director of residential life and housing (Director, Residential Life and Housing, Job Description) coordinates all housing activities. The residential directors and director of residential life and housing take reasonable steps to provide a healthy, safe, and secure environment by monitoring the safety of the residential halls in accordance with the *Residential Life and Housing Handbook (Handbook)*. In a 2009 *Quality of Life Survey*, 82% of graduating seniors participating in the survey indicated that they were "very much" or "somewhat" satisfied with their "personal security and safety at TJC" (*Quality of Life Survey, Spring 2009*).

Lab Safety:

The College takes reasonable steps to provide students with information regarding safety in lab settings where physical hazards such as exposure to chemicals and communicable diseases could exist. Students receive lab safety rules and procedures that identify proper precautions to follow to insure maximum safety. These three examples of lab safety rules and procedures from Anatomy and Physiology (*Laboratory General Information; Signature Sheet*), Chemistry (*Laboratory Safety; Chemical Hygiene Plan*), and Radiologic Technology (*Radiation Safety Rules*) demonstrate a concerted commitment to safety. In addition, proper safety procedures are also followed with regard to food service for the campus community. Valley Inc., which provides food service for the College, has regular safety

meetings (*Calendar*) to keep food service employees up-to-date with safety procedures. The three examples of safety meeting agenda packets attached (*February 2010; March 2010; First Quarter 2010*) further demonstrate a commitment to safety.

Documentation:

On-Campus Clinic Agreement.

Online Tyler Junior College Catalog 2009-2010, "Campus Clinic", p. 34.

Tyler Junior College Board Policy Manual, "FDAD (Local): Health Requirements and Services Communicable Diseases."

Everyone E-Mail from Brian Turman, Swine Flu Information and Guidelines, August 12, 2009.

Tyler Junior College Director, Campus Safety, Job Description.

Tyler Junior College Director, Campus Services, Job Description.

Campus Safety website, "Jeanne Clery Crime Awareness and Security Report."

Campus Safety website.

Student Services website, "Emergency Procedures."

Emergency Response Guide.

Emergency Response Guide, "Security/Crime Alerts."

Campus Safety website.

Campus Safety website, "Jeanne Clery Crime Awareness and Security Report."

Tyler Junior College Director of Physical Plant, Job Description.

Standard Operating Procedures for the Physical Plant, September 1, 2009.

Elevator Report of Inspection.

Global Alarm Systems Fire Alarm Inspection Report.

Tyler Junior College Resident Director, Job Description.

Tyler Junior College Director, Residential Life and Housing, Job Description.

Residential Life and Housing Handbook.

TJC Residential Life and Housing, Quality of Life Survey, Spring 2009.

Laboratory General Information.

Laboratory Policies and Safety Rules Signature Sheet.

Introduction to Chemistry Laboratory Manual, "Laboratory Safety", pp. 2-5.

Chemistry Program Chemical Hygiene Plan.

Radiologic Technology Student Handbook, § IV, "Radiation Safety Rules", pp. 123-142.

Valley, 2010 Training Calendar.

Valley, Safety Training Meeting, February 2010.

Valley, Safety Training Meeting, March 2010.

Valley, Keep Food Safe Team Meeting, First Quarter 2010.

3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

Compliance

Partial Compliance

Non-Compliance

Narrative:

Tyler Junior College operates and maintains physical facilities, both on and off campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities by maintaining an attractive campus that is also functional and safe. Services include improving the state of the physical environment through construction projects, master planning, maintaining the quality of the physical environment through grounds upkeep and repair, proactive maintenance, and outsourced housekeeping responsibilities.

Facilities:

Tyler Junior College provides safe and functional buildings for educational and extra-curricular activities as well as on-campus housing (Facilities Information).

The College is comprised of the following:

- Main Campus (*Campus Master Plan*, p. 39) located on Fifth Street in Tyler,
- West Campus (*Campus Master Plan*, p. 194) located on the SSW Loop in Tyler,
- TJC-Lindale, leased classroom space, with assistance from the Lindale Economic Development Council, in Lindale, Texas, (Commercial Lease, March 31, 2008; Amendment and Modification of Lease, March 31, 2009), and
- TJC-Jacksonville, leased classroom space located in the East Texas Medical Center Hospital in Jacksonville, Texas (Lease Agreement, July 11, 2008).

The Main Campus is located on approximately 100 acres. The physical facilities include:

- fourteen academic and two technical instruction buildings,
- three athletic facilities,
- eleven administration and support buildings, and
- nine residence halls.

The residence halls, located on the Main Campus, have a capacity of approximately 1,060 students, with an average occupancy rate of 97% from Fall 2008 to Spring 2010. Each student residence hall has an assigned resident director (Job Description), and all housing activities are coordinated by the director of residential life and housing (Job Description).

The average age of the College's buildings is thirty-four years, with five buildings constructed between 1990 and 2008. All assets and buildings of Tyler Junior College are adequately insured (*Accord Insurance Binder, Property Schedule, 2009-2010*).

Surveys:

The College administers a variety of surveys to students in order to determine the level of satisfaction with physical facilities. The *Student Evaluation of Services (Services Survey 2008; Services Survey 2009)* is administered during the spring semester to assess students' experience with staff, facilities, and resources. After factoring out the "did not use" responses, or 70% – 80% of respondents, to the question concerning the quality of

student housing, the following information is available. In 2008, 21.5% of respondents said they used student housing. Of these, 58% agreed that it was "excellent" or "good"; 25% said it was "fair"; and 18% said it was "poor." In 2009, due to the opening of a new dormitory, 29.7% of respondents lived in campus housing. Of these, 59% said the quality was "excellent" or "good"; 27% said it was "fair"; and 14% said it was "poor." With the opening of a new dorm, student satisfaction levels increased slightly, with "excellent" or "good" responses rising by 1%, and "poor" responses decreasing by 4%.

The residential life and housing director administers a *Quality of Life Survey (Survey)* to the students living on-campus. This survey includes questions regarding the ease of using the Tyler Junior College website to submit maintenance requests and the timeliness of the response, lighting, and cleanliness in public areas of the residence halls. Responding to the 2009 survey, 66% of respondents agreed or strongly agreed that it was easy to access and use online maintenance requests; 68% agreed that laundry areas were well-maintained; 74% agreed that lobby areas were clean and well-maintained; and 83% agreed that lighting in public areas was adequate.

When applying for graduation, students complete a *Program Completers Survey (Survey: Automotive Technology; Business Management; Recreational Leadership; Paralegal; Dental Hygiene; Associate Degree Nursing)* concerning their overall experience at the College which includes questions regarding the facilities. The facilities questions on this survey, "questions one and two in Section A. Facilities, Equipment, and Supplies," indicate that student satisfaction with facilities and lab space was very high in most areas, but lower in associate degree nursing and even lower in dental hygiene. The College recognizes the shortage of classroom space and lab facilities, making a new facility for nursing and health professions the top priority on the College's *Campus Master Plan*.

Campus Master Plan:

The *Campus Master Plan* for Tyler Junior College contains current facility information as well as a multi-year facilities plan to address future growth which includes the following buildings:

- Allied Health, Nursing and Lab Science
- Applied Studies and Academics
- Library
- Academics
- Band Hall
- 250 Bed Residence Hall

(Campus Master Plan, p. 49).

At the request of Tyler Junior College's president, the master plan is updated, presented to the Tyler Junior College Board of Trustees (Board) for approval (Board Minutes, May 28, 2009), and is maintained by the College's contracted architect. In order to successfully implement the College's master plan, maintenance tax notes (*Pending and Potential Projects, January 31, 2009*) were issued for \$24,500,000 on September 23, 2009. The maintenance tax notes were issued in compliance with the *Texas Education Code (TEC)*

(*TEC*, §45.108), whereby the notes cover “. . . all costs incurred in connection with environmental cleanup and asbestos cleanup and removal programs implemented by school districts or in connection with the maintenance, repair, rehabilitation, or replacement of heating, air conditioning, water, sanitation, roofing, flooring, electric, or other building systems of existing school properties.” The *TEC* (*TEC*, §130.084) allows for junior college districts to be governed in the same manner as independent school districts.

Physical Facilities Management:

The vice president of business affairs (Job Description), whose responsibilities include risk management, capital improvement planning and capital budgets, serves as custodian of the campus master plan. The following departments report to the vice president of business affairs:

- Campus Services, which includes housekeeping services
- Physical Plant, which includes maintenance and grounds, and
- Business Services

The goal is to operate and maintain all physical facilities of Tyler Junior College. These three departments employ over 50 people.

Physical Plant:

The director of the physical plant (Job Description) is responsible for the physical environment of the campuses. The physical environment is maintained by following a routine standard operating procedure (*Standard Operating Procedure*). The director of the physical plant manages the planning, development and maintenance of all physical facilities at Tyler Junior College. A maintenance schedule for major issues is outlined in the director's deferred maintenance listing. The state regulates the inspection of the campuses' elevators on a periodic basis (*Elevator Inspection Report*) and mandates periodic evaluation of plumbing and fire safety (*Fire Alarm Inspection Report*) issues. Core Requirement 2.11.2 contains more information regarding this area.

The Board has approved the 2009 *Campus Master Plan* and the College is progressing toward implementation. Recent improvements in campus facilities include:

New facilities:

- Pat Hartley Soccer Fields – 2004
- JoAnn Medlock Murphy Tennis Center – 2007
- Satellite Physical Plant – 2007
- Gatewood Garden – 2008
- Ornelas Residential Complex – 2008

Major renovations:

- Brundrett Azalea Garden Extension – 2005
- Residence Life and Housing – 2007
- Grace Building – 2009
- Louise Brookshire Community Tennis Complex – 2009

- Jean Speller Browne Theatre – In progress
- Main Physical Plant – In progress
- Wagstaff Gymnasium – In progress

Deferred Maintenance:

The director of the physical plant has established a plan to address deferred maintenance issues. This outlined plan appears in the maintenance note projects (*Pending and Potential Projects*). Issues arising between planning cycles are resolved as necessary and progress toward addressing these issues is noted in the plans.

Housekeeping Services:

Tyler Junior College outsources its housekeeping services to Service Solutions Corporation (SSC) (*Agreement to Provide Custodial Services; Addendum #8*), which provides services for the Main and West Campuses, as well as for the Lindale classrooms. Routine and special needs are prioritized and scheduled in a variety of ways (Everyone e-Mail: New SSC Custodial hours for Main & West Campus). Basic custodial services such as cleaning of restrooms, classrooms, common areas, entrances, and offices are completed daily or on a predetermined schedule. This agreement with SSC guarantees a high standard of service helping Tyler Junior College maintain physical facilities and reduce replacement costs. According to hospital guidelines, East Texas Medical Center maintains TJC-Jacksonville classrooms (Lease Agreement).

Grounds Services:

The grounds department provides services to all campus areas. Landscaping and grounds maintenance is provided on a continual basis to insure a safe and functional environment (*Standard Operating Procedures for the Physical Plant*).

Documentation:

Tyler Junior College Educational and Administrative Facilities.

Campus Master Plan, "Existing Campus Plan," p. 39.

Campus Master Plan, "Existing West Campus Plan," p. 194.

Commercial Lease, March 31, 2008, Lease concerning: Identity Center, Lindale, Texas.

Amendment and Modification of Lease, March 31, 2009.

Lease Agreement, Tyler Junior College and East Texas Medical Center, Jacksonville, July 11, 2008.

Tyler Junior College Resident Director Job Description.

Tyler Junior College Director, Residential Life and Housing Job Description.

ACORD Insurance Binder.

Tyler Junior College Property Schedule 2009-2010.

Student Evaluation of Services Spring 2008, p. 10.

Student Evaluation of Services Spring 2009, p. 37.

TJC Residential Life and Housing, Quality of Life Survey, Spring 2009.

Program Completers: Automotive Technology, AAS Degree, p. 1.

Program Completers: Business Management Program Completer Summer 09, p. 1.
Program Completers: Recreational Leadership Summer 09, p. 1.
Program Completers: Paralegal Fall 2008, p. 1.
Program Completers: Dental Hygiene Spring 2009, p. 1.
Program Completers: Associate Degree Nursing Spring 09, p. 1.
Campus Master Plan, "Long Range Campus Plan, Main Campus," p. 49.
Tyler Junior College Board of Trustees Minutes, May 28, 2009.
Tyler Junior College Pending and Potential Projects, January 31, 2010.
*Texas Education Code, "Title 2, Subtitle I, Chapter 45, Subchapter A, §45.108:
Borrowing Money for Current Expenses."*
*Texas Education Code, "Title 3, Subtitle G, Chapter 130, Subchapter A, §130.084:
Powers and Duties."*
Tyler Junior College Vice President, Business Affairs Job Description.
Tyler Junior College Director of Physical Plant Job Description.
Standard Operating Procedures for the Physical Plant, September 1, 2009.
Elevator Equipment Report of Inspection.
Global Alarm Systems Fire Alarm Inspection Report.
Tyler Junior College Pending and Potential Projects, January 31, 2010.
Agreement to Provide Custodial Services.
Addendum #8 to Agreement to Provide Custodial Services.
Everyone E-Mail from Brian Turman, New SSC Custodial Hours for Main & West
Campus, August 28, 2008.
Lease Agreement, Tyler Junior College and East Texas Medical Center, Jacksonville,
Texas, "Article 9: Maintenance," p. 6.
Standard Operating Procedures for the Physical Plant, September 1, 2009, "Annex C:
Grounds Maintenance," pp. 10-11.

INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

3.12 The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. (*See Commission policy "Substantive Change for Accredited Institutions."*) **(Substantive change)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College has a written procedure concerning substantive change with respect to seeking prior approval from the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) or notifying the SACS/COC of changes (*Substantive Change Notification Procedure*). Recent *Substantive Change Proposal Forms* substantiate the process (*Substantive Change Proposal Forms: Office Technology; PC Support Specialist*). After forms are signed, the president notifies the SACS/COC at least six months before implementation of the planned changes for the appropriate semester. All communication from Tyler Junior College to the SACS/COC regarding substantive change and notification originates from the president of the College.

In the past ten years, Tyler Junior College has notified the SACS/COC of substantive changes six times. The first instance was when over 50 percent of a degree could be taken at Tyler Junior College via distance learning (Letter, January 5, 2001). Next was as part of a statewide process through the Virtual College of Texas (VCT) in which the SACS/COC was notified (Letters: July 12, 2007; May 4, 2009). Then, the College clarified the offering of 50 percent or more of selected vocational/technical courses at its West Campus (Letter, December 19, 2008).

In 2008 the College sought continued approval to offer the Licensed Vocation Nursing (LVN) program and approval to offer 50 percent or more of a LVN-ADN (Associate Degree Nursing) program at TJC-Jacksonville (July 1, 2009). In early 2009, the College sought approval to offer 50 percent or more of courses from the transfer curriculum, Licensed Vocational Nursing (LVN) program, and the LVN-ADN (Associate Degree Nursing program at TJC-Lindale (August 17, 2009).

Most recently, the College sought approval to offer 50 percent or more of coursework towards Associate Degrees or Certificates available to students at seventeen (17) high school sites. Schools included in the request were Alba Golden High School, All Saints Episcopal School, Arp High School, Brook Hill School, Bullard High School, Chapel Hill High School, Grand Saline High School, John Tyler High School, Lindale High School, Mineola High School, Quitman High School, Robert E. Lee High School, Rusk High School, Troup High School, Van High School, Whitehouse High School, and Winona High School. The

prospectus was submitted June 4, 2009 (Prospectus, June 4, 2009). Additional information requested by SACS/COC was sent November 12, 2009 (Response, November 12, 2009).

In preparation for accreditation reaffirmation, Tyler Junior College was advised to submit a list of new programs created and programs that had been closed since the last reaffirmation almost ten years ago. The College has submitted the list, and all changes have been affirmed as having needed notification only (Letter, March 5, 2010). As stated above, Tyler Junior College has adopted a procedure for timely notification to the SACS/COC of curriculum or programmatic changes annually from the president of the College.

Documentation:

Substantive Change Notification Procedure.

Substantive Change Proposal Form: Sunset Office Technology Certificate of Proficiency.

Substantive Change Proposal Form: Sunset PC Support Specialist AAS and Certificate of Proficiency.

James T. Rogers Letter to William R. Crowe, January 5, 2001.

Belle S. Wheelan Letter to Presidents of Institutions Participating in the Virtual College of Texas (VCT) State-Wide Review, July 12, 2007.

Belle S. Wheelan Clarification Letter to Presidents and Accreditation Liaisons of Institutions Participating in the Virtual College of Texas Statewide Review (approved to offer up to 50% of a program via distance learning), May 4, 2009.

Belle S. Wheelan Letter to L. Michael Metke, December 19, 2008, p. 3.

Belle S. Wheelan Letter to L. Michael Metke, July 1, 2009.

Belle S. Wheelan Letter to L. Michael Metke, August 17, 2009.

Tyler Junior College Dual Credit Substantive Change Prospectus, June 4, 2009.

L. Michael Metke Letter to Belle S. Wheelan, November 12, 2009.

L. Michael Metke Letter to Belle S. Wheelan, March 5, 2010.

3.13 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)** (*This statement should not be addressed by the institution in its Compliance Certification.*)

3.14 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College represents its accredited status by publishing the name, address and telephone number of the Southern Association of Colleges and Schools Commission on

Colleges in the following locations:

- Tyler Junior College website (website)
- online *Tyler Junior College Catalog 2009-2010* (Catalog, p. 5)
- online *Tyler Junior College Faculty Handbook 2010* (Faculty Handbook, p. 2)
- online *Tyler Junior College 2009-2010 Student Handbook* (Student Handbook, p. 4)
- online *Tyler Junior College Registration Guide for Spring 2010* (Registration Guide, p. 3)
- online *Tyler Junior College School of Continuing Studies Course Schedule, December 2009-May 2010* (Continuing Studies, p. 3)

Online documents and publications printed after December 1, 2009 use the following statement:

Tyler Junior College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Tyler Junior College.

Documentation:

Tyler Junior College website.

Online *Tyler Junior College Catalog 2009-2010*, p. 5.

Online *Tyler Junior College Faculty Handbook 2010*, "Accreditation," p. 2.

Online *Tyler Junior College 2009-2010 Student Handbook*, p. 4.

Online *Tyler Junior College Registration Guide for Spring 2010*, p. 3.

Online *Tyler Junior College School of Continuing Studies Course Schedule, December 2009-May 2010*, p. 3.

Section: 4 FEDERAL REQUIREMENTS

- 4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student achievement)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College evaluates success with respect to student achievement using multiple measures including: academic transfer rates, course completion rates, state licensure exam rates, the number of program graduates, job placement rates, transfer students' grade point averages, persistence rates, and success in developmental course work. This analysis gives the College a clear indication of student achievement.

Tyler Junior College tracks academic transfer rates to other institutions as well as course completion rates. The Texas Higher Education Coordinating Board's (THECB) *Student Migration Report, (Student Migration Report)* shows whether Tyler Junior College students stay at the same institution, transfer to another two-year college, or transfer to a senior college.

Course completion rates measure persistence using a comparison of contact hours at different points in time. Tyler Junior College monitors this measure through the Legislative Budget Board (LBB), a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for state appropriations (*Data Resources for the 2010 LBB Performance Measures: Texas Community, State and Technical Colleges*). Despite a slight decline in 2007, the report indicates an upward trend in course completions from 2006 to 2008, increasing from 81.36% of courses completed in 2006 to 86.73% completed in 2008. A Tyler Junior College generated report gives developmental education completion and success rates from the fall semesters of 2007, 2008 and 2009 (*Course Completion Measures*). Completion rates were high due to a rule which did not allow students to drop developmental courses without being automatically dropped from all courses; but success rates had fallen steadily through the three years to less than 50%. Beginning in the spring of 2009, a newly-instituted policy encouraged students to "test out" or "test up" at any time while enrolled in a developmental course. During that semester, 22% of the 2,437 students enrolled in developmental courses either "tested up" or "tested out." Spring 2009 statistics indicate that nearly 68% of all students enrolled in developmental courses either completed the course or tested up or out. (Spring 2009 Statistics).

Course completion rates are tracked not only in aggregate but also by actual course. Institutional research develops reports that list grade distribution by division, department, and course (*Diagnostic Medical Sonography*).

In addition, through a report from the THECB (*Academic Performance*), Tyler Junior College monitors academic transfer information received from the four-year institutions accepting Tyler Junior College students. The report compares success of students who took developmental education prior to transfer with success of those who did not have developmental education courses and tracks the grade point averages (GPA) of core completers, Field of Study (FOS) completers, as well as academic and technical degree and certificate transfers. Additional reports from individual universities include information on semester credit hours (SCH) at the time the student transferred; grade point average (GPA); and either the continuance rate, which measures the percentage of Tyler Junior College students who continue at the receiving institution after the twelfth (12th) class day, or the retention rate (*Stephen F. Austin State University Transfer Performance Report; Texas State University-San Marcos: Academic Performance and Retention*). The success rate of Tyler Junior College transfers is also compared to transfers from other public two-year colleges.

Tyler Junior College monitors workforce education programs that require licenses or certifications by using licensing exam pass rates. The state standard, published in the *Guidelines for Instructional Programs in Workforce Education (GIPWE)*, is a 90% pass rate for all students taking licensing exams (*GIPWE: "Chapter Eight," p. 5*). Failure to achieve this standard triggers an inquiry by the THECB. Licensing exam pass rates are available through the THECB (*THECB 2006 Statewide Annual Licensure Report*). This report allows Tyler Junior College to compare statewide averages to the institution's licensure/certification rates. More recent information on Tyler Junior College's programs is provided by the Tyler Junior College institutional research office. This *Licensure Report (Licensure Report)* shows the percentage of students in each Tyler Junior College program passing licensing exams from 2007 through 2009.

Tyler Junior College also evaluates workforce education programs granting certificates and Associate of Applied Science (AAS) degrees by reviewing the total number of graduates and placement rates. The most recent data available from the THECB appears in the *2006 Annual Data Profile (2006 Profile)*. Workforce programs must have a minimum of 15 graduates within a three-year period. When a program shows less than the required number of graduates, it undergoes evaluation after which a decision is made on whether to sunset the program. An example of a Tyler Junior College sunset program is the Office Technology Certificate program, which was recently discontinued due to insufficient enrollment and a lack of graduates (*Substantive Change Proposal Form*).

In addition, programs must have a minimum of 90% of graduates who experience a successful outcome. Success means job placement, entering the military, or pursuing additional education within one year of graduation. The THECB Automated Student and Adult Learner Follow-Up System Report for 2007-2008 (*THECB Automated Report*) shows this information for each program at Tyler Junior College. The *Tyler Junior College Job Placement* document (*Job Placement*), showing aggregate data for the College for each of three years, indicates that slightly over 80% of former students are either pursuing further education and/or are employed, while the remaining students were not located.

Documentation:

Student Migration Report, Fall 2007 to Fall 2008, pp. 1, 114-15.
Data Resources for the 2010 LBB Performance Measures: Texas Community, State and Technical Colleges, "Outcome 01: Percentage of Course Completers."
Course Completion Measures, "Developmental Education Completion and Success Rates."
Spring 2009 Test Out/Up and Course Completion Statistics.
Fall 2009 Grade Distribution by Course: Diagnostic Medical Sonography.
Texas Higher Education Coordinating Board Academic Performance of 2-Year College Transfer Students at Texas Public Universities, "Tyler Junior College."
Stephen F. Austin State University Transfer Performance Report.
Texas State University-San Marcos: Academic Performance and Retention.
Guidelines for Instructional Programs in Workforce Education, "Chapter Eight: Evaluation of Institutional Effectiveness," p. 5.
Texas Higher Education Coordinating Board, 2006 Statewide Licensure Report "Table IV: Results by Program (2002-2005)," pp.178-81.
Licensure Report: Tyler Junior College.
Texas Higher Education Coordinating Board 2006 Annual Data Profile: Cumulative Graduates 2002-2005.
Substantive Change Proposal Form: Sunset Office Technology Certificate of Proficiency.
Texas Higher Education Coordinating Board Automated Student and Adult Learner Follow-Up System: Results by Type Major, CIP Code for 2007-2008 Former Students.
Tyler Junior College Job Placement.

4.2 The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College maintains a curriculum directly related to the strategic purpose and goals of the institution as well as to its diplomas, certificates, and degrees awarded.

The Tyler Junior College mission statement (*Tyler Junior College Catalog 2009-2010 (Catalog)*, p. 5) is grounded in the *Texas Administrative Code (TAC)* which outlines the role, mission, and purpose of two-year institutions in Texas (*TAC*, "Rule §9.53") and the degree title, program length and program content (*TAC*, "Rule §9.183").

The Tyler Junior College Curriculum and Instruction Committee (C&I) reviews and evaluates all curricula. The *Tyler Junior College 2009-2010 Personnel Directory* explains the committee's function and role and lists its members (p. 9). Further, the College's C&I packet includes a purpose statement (Purpose Statement). The process for curricula change at Tyler Junior College recognizes certain steps; for example, where applicable,

advisory committee minutes recommend curriculum changes; department chairs/program directors meet with faculty to discuss possible revisions; the chairs/directors submit the revisions to the deans for review; the chairs/directors and deans present the revisions to the C&I Committee for approval. New programs require Tyler Junior College Board of Trustees' (Board) approval. However, only the workforce programs go to the THECB for approval as well.

Finally, the Board approves the programs when it approves the *Catalog* (C&I completed packet; THECB approval; Board approval).

The online *Catalog* delineates the Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), Associate of Applied Science (AAS) degree plans, and Certificates of Proficiency (pp. 47-99).

The AA, AAT, and AS degree plans are developed according to the Texas Higher Education Coordinating Board's (THECB) *Lower-Division Academic Course Guide Manual (ACGM)* which complies with the educational requirements of the Southern Association of Colleges and Schools Commission on Colleges.

AAS degree plans and Certificates of Proficiency are developed according to the THECB's *Guidelines for Instructional Programs in Workforce Education (GIPWE)* ("Chapter 3"). All degrees and certificates include courses approved and listed in the THECB's *Workforce Education Course Manual* at (<http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/>).

Each workforce education area has an industry specific advisory committee which meets annually to review the curriculum and ensure that the curriculum includes topics relevant to knowledge and skills for employment in the industry (Advisory Minutes, Computer Information Systems; Graphic Arts and Photography; Health Information and Technology; Medical Office Management).

For all academic courses, Tyler Junior College uses the Texas Common Course Numbering System (*Catalog*, p. 24) which facilitates student transfer to other Texas public colleges and universities (*ACGM*, pp. 3-4).

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "TJC Mission Statement," p. 5.
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53: Role, Mission, and Purpose of Public Community/Junior and Technical Colleges."

Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.183: Degree Titles, Program length, and Program Content."

Tyler Junior College 2009-2010 Personnel Directory, "College Standing Committees: Curriculum & Instruction," p. 9.

Curriculum and Instruction Committee Purpose Statement.

Gaming and Simulation Programming Curriculum and Instruction completed packet.

Texas Higher Education Coordinating Board Approval, May 16, 2007.

Tyler Junior College Board of Trustees Minutes, May 24, 2007.
Online *Tyler Junior College Catalog 2009-2010*, "Degree/Certificate Plans," pp. 47-99.
Texas Higher Education Coordinating Board Lower Division Academic Course Guide Manual.
Guidelines for Instructional Programs in Workforce Education, "Chapter Three: Workforce Education Program Elements," pp. 1-53.
<http://www.thecb.state.tx.us/undergraduateed/workforceed/wecm/> .
Computer Information Systems Advisory Committee Minutes, November 28, 2006.
Graphic Arts and Photography Advisory Committee Minutes, October 23, 2009.
Health Information and Technology Advisory Committee Minutes, April 23, 2009.
Medical Office Management Advisory Committee Minutes, October 30, 2009.
Online *Tyler Junior College Catalog 2009-2010*, "Numbering of Courses," p. 24.
Texas Higher Education Coordinating Board Lower Division Academic Course Guide Manual, "The Texas Common Course Numbering System," pp. 3-4.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College makes current academic calendars, grading policies, and refund policies available to students and the public

The College publishes the current academic calendar in the online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 6-7), and in print. Published once a semester, the *Tyler Junior College Registration Guide (Registration Guide)* contains a partial academic calendar for the particular semester (*Summer 2009*, p. 3; *Fall 2009*, p. 32; *Spring 2010*, p. 32). The current semester calendar is also available on the Tyler Junior College website (website) and in the *Need to Know Information for Students of Tyler Junior College for the Academic Year 2009-10* (p. 13).

Both the *Catalog* (p. 23) and the online *Tyler Junior College 2009-2010 Student Handbook (Student Handbook)* (pp. 10-11) explain the College's grading policies, referred to as "Grades and Reports."

The College also publishes the current refund policy information in the *Catalog* (pp. 17-18, 41), the *Student Handbook* (pp. 8-10), the *Registration Guide (Summer 2009*, pp. 4, 7; *Fall 2009*, pp. 5-6, *Spring 2010*, pp. 5-6), and the printed and online *Tyler Junior College School of Continuing Studies Course Schedule December 2009-May 2010* (p. 3).

In addition, the College provides quick answers and easy access to students and the community through its Information Booth located on the first floor of the White Administration Service Center. College publications including the current catalogs and registration guides are available from display racks in various locations around campus, including West Campus, TJC-Jacksonville, and TJC-Lindale. The admissions office

corresponds with potential students who request college information via email, by telephone, or in writing.

Documentation:

- Online *Tyler Junior College Catalog 2009-2010*, "When We Meet," pp. 6-7.
- Online *Tyler Junior College Registration Guide for Summer 2009*, "Summer Term I, 2009, Summer Term II, 2009," p. 3.
- Online *Tyler Junior College Registration Guide for Fall 2009*, "Fall Semester 2009," p. 32.
- Online *Tyler Junior College Registration Guide for Spring 2010*, "Spring Semester 2010," p. 32.
- Tyler Junior College website, "2010 Academic Calendar."
Need to Know Information for Students of Tyler Junior College for the Academic Year 2009-10, p. 13.
- Online *Tyler Junior College Catalog 2009-2010*, "Grades and Reports," p. 23.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "Grades and Reports," pp. 10-11.
- Online *Tyler Junior College Catalog 2009-2010*, "Tyler Junior College Refund Policy," pp. 17-18.
- Online *Tyler Junior College Catalog 2009-2010*, "Refund Policy," p. 41.
- Online *Tyler Junior College 2009-2010 Student Handbook*, "TJC Refund Policy," pp. 8-10.
- Online *Tyler Junior College Registration Guide for Summer 2009*, "Payment of Tuition and Fees and Refund Policy," pp. 4, 7.
- Online *Tyler Junior College Registration Guide for Fall 2009*, "Payment of Tuition and Fees and Refund Policy," p. 5-6.
- Online *Tyler Junior College Registration Guide for Spring 2010*, "Payment of Tuition and Fees and Refund Policy," p. 5-6.
- Online *Tyler Junior College School of Continuing Education Course Schedule December 2009-1010*, "Refund Policy," p. 3.

4.4 Program length is appropriate for each of the institution's educational programs.
(Program length)

Compliance Partial Compliance Non-Compliance

Narrative:

All degree and certificate programs offered at Tyler Junior College adhere to the program length requirements established by the *Texas Administrative Code (TAC)* and the *Guidelines for Instructional Programs in Workforce Education (GIPWE)*. The lengths of Tyler Junior College degree and certificate programs appear in *the online Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 47-99).

Several *TAC* rules address program length. For example, "Rule §4.6" pertains to contact hour requirements (*TAC*, "Rule §4.6") while "Rule §9.183" states that academic associate

degree programs must be between 60 and 66 semester credit hours (SCH) (*TAC*, "Rule §9.183"). Academic associate degrees at Tyler Junior College include the Associate of Arts (AA), the Associate of Arts in Teaching (AAT), and the Associate of Science (AS).

GIPWE ("Chapter 3," pp. 10-19) requires that all Associate of Applied Science (AAS) degree programs contain between 60 and 72 SCH. In addition, it requires certificates to meet the following requirements:

- All level one certificate programs (C1) must be between 15-42 SCH.
- All level two certificate programs (C2) must be between 43-59 SCH.
- All enhanced skills certificate programs (ESC) must be between 6-15 SCH.

An audit of all degrees and certificates listed in the College's *Catalog* confirms that all program lengths meet with the prescribed guidelines (Tyler Junior College Program Length Audit).

Documentation:

Online *Tyler Junior College Catalog 2009-2010*, "Degree Certificate/Plans," pp. 47-99.
Texas Administrative Code, "Title 19, Part 1, Chapter 4, Subchapter A, Rule §4.6: Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period."
Texas Administrative Code, "Title 19, Part 1, Chapter 9, Subchapter J, Rule §9.183: Degree Titles, Program Length, and Program Content."
Guidelines for Instructional Programs in Workforce Education, "Chapter 3: Workforce Education Program Elements," pp. 10-19.
Tyler Junior College Program Length Audit.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College adequately addresses written student complaints by following guidelines and policies of the institution. The College receives federal financial assistance, and both directly and indirectly the *Tyler Junior College Board Policy Manual (Board Policy Manual)* charges the College's Board of Trustees with the responsibility of adopting grievance procedures that incorporate appropriate due process standards (*Board Policy Manual*, "FLD (Legal)"). The *Board Policy Manual* ("FLD (Local)") defines student complaints as to their general nature, who may file a student grievance, and what the nature of a grievance may be. Grievances are categorized as academic grievances and non-academic or discrimination grievances. The *Board Policy Manual* ("FLD (Regulation)") also states the procedures to be followed in matters of a grade dispute, an academic

grievance not related to disputed grades, and a nonacademic or discrimination grievance. The College provides for the prompt and equitable resolution of written or electronically written student complaints and follows these procedures when resolving complaints.

A student grievance is any dissatisfaction, complaint or alleged injustice a person may have while associated with the College, as a student or prospective student. A grievance may result from academic experiences; non-academic matters involving administrators, staff, faculty, or student organizations; or matters related to alleged discrimination on the basis of race, color, national origin, age, gender, disability, creed, marital status, or limited English proficiency. All students with grievances are encouraged to resolve problems with the parties involved before following the written complaint procedures. The College's well defined procedures, giving students clear direction concerning grievances and methods of resolution, are detailed in these two College publications.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Student Grievance Procedures." (*Student Handbook*, pp. 49-52)

- "Academic Grievances," pp. 49-50
- "Academic Grievances: Grade Related," pp. 50-51
- "Academic Grievances: Not Grade-Related," pp. 51-52
- "Non-Academic Grievance," p. 52

Need to Know Information for Students of Tyler Junior College for the Academic Year 2009-10, "Student Grievance Procedures" (*Need to Know*, pp. 6-7)

- "Academic Grievances"
- "Academic Grievances - Grade Related," p. 6
- "Academic Grievances – Non-Grade Related," pp. 6-7
- "Non-Academic Grievance," p. 7

Tyler Junior College professors, directors, deans and the provost deal with "academic grievances." A student is entitled to a review and explanation of the grading process and the grade received. An academic grievance not related to dispute of a grade may involve removal from class, removal from a program, or denial of privileges associated with a class or program. An example of a written academic grievance and its due process resolution demonstrates the College's proper use of procedure (Example of Student Academic Complaint).

A student in radiologic technology was notified by telephone on November 20, 2009, that due to failing a third lab practicum, the student would fail the course. The student was counseled to drop the course in order to maintain a 2.5 grade point average for eligibility to re-enter the program at a later date. First, the student discussed the grade concern with the faculty members. Then the student met with the dean of allied health and nursing on November 23 to fill out the Student Concern Sheet. Next, the dean followed up with the faculty members involved and reviewed all materials provided, including the course syllabus

given to the student at the start of the course which states that a student cannot pass the course after failing more than two lab practicums.

The student returned with a parent for another meeting with the dean on November 24. The dean informed the student that he had determined the failing grade earned was accurate and based on the student's performance and mastery of learning objectives outlined in the written course materials. Full documentation was gathered, including student's lab practicum evaluations and statements from faculty. The student was notified in writing of the decision in a letter dated December 14, 2009.

The vice president of student affairs deals with non-academic grievances. A student or student organization can file a written or electronic complaint against another student or student organization. An example of such a grievance and its due process resolution provides further documentation of the College's adherence to its stated guidelines (Example of Non-academic Grievance).

The Apache Band Program requested funds from the Student Service Fee Advisory Committee (SSFAC) to help fund a competitive trip for the Indoor Percussion Theater, an organization within the Apache Band. After the request was denied on September 24, 2009, a grievance was then filed on October 1, 2009 in the form of a request by Thomas Mensch for review of the funding proposal. In his letter, Mr. Mensch points out that the SSFAC stated on its sheet regarding application for funding that one purpose of allocating funding was to supplement departmental budgets. Mr. Mensch also pointed out that the Apache Band is a student organization and as such is eligible for funds. A list of concerns was attached to the letter.

Mr. Mensch received a reply dated February 22, 2010 from the acting vice president of student affairs awarding the organization \$5,000.00 from funds allocated to, but not spent, by other student organizations in the fall semester. Further, the letter gave notice that the SSFAC had awarded the Apache Band \$6,600.00 from its spring allocation.

Documentation:

Tyler Junior College Board Policy Manual, "FLD (Legal): Student Rights and Responsibilities:

Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Local): Student Rights and Responsibilities: Student Complaints."

Tyler Junior College Board Policy Manual, "FLD (Regulation): Student Rights and Responsibilities: Student Complaints."

Online *Tyler Junior College 2009-2010 Student Handbook*, "Student Grievance Procedures," pp. 49-52.

Need to Know Information for Students of Tyler Junior College for the Academic Year 2009-10, "Student Grievance Procedures," pp. 6-7.

Example of Written Student Academic Complaint.

Example of Non-academic Grievance.

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Compliance Partial Compliance Non-Compliance

Narrative:

All official Tyler Junior College recruitment materials and presentations accurately present the institution's practices and policies.

Tyler Junior College recruitment materials and presentations adhere to the Southern Association of Colleges and Schools Commission on College's *Advertising, Student Recruitment, and Representation of Accredited Status Guidelines (Guidelines)* and the *Tyler Junior College Identity Standards Manual (Manual)*. The focus of all advertising and literature is to promote educational programs and related enterprises.

The online *Tyler Junior College Catalog 2009-2010 (Catalog)* (pp. 12-42), the online *Tyler Junior College 2009-2010 Student Handbook* ("Contents," p. 3; "Administrative Policies," pp. 7-12), and the *Tyler Junior College Registration Guide for Spring 2010* (pp. 2-6) are available at no charge in print as well as online and accurately depict Tyler Junior College's policies, procedures, and programs.

The marketing and public information office conducts a publications audit on an ongoing basis to review the College's informational and recruitment publications regarding ownership, intended audience, intended use, estimated cost, due date, and shelf life (Publications Audit 2009, 2010).

As the College hires new admissions recruiters and admissions student assistants, these new employees receive training by job shadowing the experienced staff members. Admissions recruiters who hold a minimum of a bachelor's degree pair with a mentor who attends College Day/Night programs with them as they learn how to represent Tyler Junior College in formal presentations, college fairs, and other recruitment activities (Job Description). They also receive the training to use College recruitment resources including the *Catalog*, *Tyler Junior College Apache Viewbook (Apache Viewbook)*, and Recruitment CD.

Likewise, student assistants receive training through the shadowing process. They work with the experienced students to learn about campus tours, admissions website, group tours, and Preview Days. Tyler Junior College does not use independent contractors. The admissions committee reviews admissions and recruitment criteria and updates as needed (Admissions Committee Meeting Minutes, June 6, 2005; Admissions Appeals Committee Minutes, January 8, 2010).

Samples of recruitment materials include the *Apache Viewbook*, a general brochure in English (*Tyler Junior College General Brochure*) and in Spanish (*Caminos a Tyler Junior College*), the College website home page ("Getting Started"), billboard (Sample Billboard), and advertisements (Sample Print Advertisement) in print.

Documentation:

Southern Association of Colleges and Schools Commission on Colleges, *Advertising, Student Recruitment, and Representation of Accredited Status Guidelines*.

Tyler Junior College Identity Standards Manual.

Online *Tyler Junior College 2009-2010 Catalog*, pp. 12-42.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Contents," p. 3.

Online *Tyler Junior College 2009-2010 Student Handbook*, "Administrative Policies," pp. 7-12.

Online *Tyler Junior College Registration Guide for Spring 2010*, pp. 2-6.

Publications Audit 2009.

Publications Audit 2010.

Tyler Junior College Position Vacancy Notice, "Admissions Recruiter Job Description."

Admissions Committee Meeting Minutes, June 6, 2005.

Admissions Appeals Committee Meeting Minutes, January 8, 2010.

Tyler Junior College Apache Viewbook.

Tyler Junior College General Brochure.

Caminos a Tyler Junior College.

Tyler Junior College website, "Getting Started."

Sample Billboard.

Sample Print Advertisement.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Tyler Junior College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. External institutional audits conducted for 2007, 2008, 2009 and filed with the Department of Education (DOE) show the institution in good standing concerning federal programs currently offered under the Program Participation Agreement (PPA) (*Comprehensive Annual Financial Report: 2007*, pp. 66-79; *2008*, pp. 66-81; *2009*, pp. 66-83; *Federal Student Aid Audit*).

The Auditor's review of the Federal and State aid offered at Tyler Junior College includes the following:

- Federal Pell and Supplemental Education Opportunity Grant (SEOG)
- Academic Competitiveness Grant
- Byrd Honors Scholarship
- College Work Study Program

- Leveraging Education Assistance Partnership Grant (LEAP)
- Supplemental Leveraging Educational Assistance Partnership Grant (SLEAP)
- Certified Educational Aid
- Early High School Graduation
- State Nursing Scholarships
- Texas Grants
- Texas Education Opportunity Grant (TEOG)
- Texas College Work Study

The components of the Annual Financial Report relevant to Title IV are as follows:

- Schedule of Expenditures of Federal Awards
- Schedule of Expenditures of State Awards
- Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control Over Compliance in Accordance with *OMB Circular A-133*
- Schedule of Findings and Questioned Costs
- Corrective Action Plan

Currently the institution uses the advanced method of cash management as recommended by the DOE (Common Origination and Disbursement). Tyler Junior College has an active PPA signed by the Secretary of the U.S. Department of Education with the approval expiration date of June 30, 2015 (PPA Agreement). The College will reapply by March 31, 2015.

Documentation:

Comprehensive Annual Financial Report: Fiscal year Ended August 31, 2007, pp. 66-79.
Comprehensive Annual Financial Report: Fiscal year Ended August 31, 2008, pp. 66-81.
Comprehensive Annual Financial Report: Fiscal year Ended August 31, 2009, pp. 66-83.
Federal Student Aid, "EZ Audit Report."
 Common Origination and Disbursement.
 Program Participation Agreement, October 8, 2009.