

Focused Report

Institutional Response to the Off-Site Review

**Temple College
2600 South First Street
Temple, TX 76504**

August 10, 2009

**On-Site Review Committee Site Visit:
September 21-23, 2009**

Prepared by:

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Section 2: Core Requirements

- 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)

Off-Site Review Committee Findings:

Temple College provides an ongoing planning process as evidenced by the annual goal setting process, its three-year program review process, and its annual budget hearings. The planning and evaluation process is research-based with regard to educational programs. Numerous documents such as the Fact Book, 2008 Accountability Report, Graduation Reports, Institutional Measures and Standards, and Community College Survey of Student Engagement Reports provide documentation about educational programs. The institution also includes a systematic review of mission and goals. Educational program outcomes were not identified and evidence of program improvement was not provided. Administrative support services such as Information and Technology Services, Accounting Services, Purchasing and Facilities should identify expected outcomes and show evidence of improvement based upon analysis of results. Student development outcomes such as Trio, Special Support Services and Enrollment Management were not discussed. In order to fulfill the institutional effectiveness criteria, all areas of the college need to identify outcomes and provide evidence of continuous improvement.

Temple College Response:

During the 2005-2006 academic year, the Temple College Assessment Committee (led by the Vice-President of Educational Services) developed and adopted a five-year Assessment of Student Learning Plan that was implemented in Fall 2006. Since this plan has been implemented, an additional level of assessment has been added each year. The plan includes four levels of assessment:

- Classroom level assessment (2006-2007)
- Course level assessment (2007-2008)
- Departmental/Program level assessment (2008-2009)
- Degree/General Education assessment (2009-2010)

After the first year of implementation, instructional departments submitted summary evaluations of classroom level assessments to the Temple College Assessment Committee. Results obtained through the use of classroom assessment techniques (CATs)

were used by faculty to modify/improve instruction to better communicate the curriculum in the course. An example provided to illustrate the extent to which classroom-level assessment activities result in instructional improvement can be viewed [here](#).

During the second year, academic departments identified specific courses for course-level assessment. Departments select a different course each academic year for course-level assessment. In addition, departments continue to assess the previously selected courses to facilitate continuous improvement. An example of a completed course-level assessment document can be viewed [here](#).

During the most recent academic year, Temple College has commenced specific program-level assessment. The programs that have been in the process of implementing program-level assessment in this first year include: Biotechnology, Business Management/Business Technology, CAD/GIS, Child Development/Education (Technical), Computer Technology/CIS (Technical), Criminal Justice (Technical), Dental Hygiene, EMS, Nursing (LVN, RN), Respiratory Care, and Surgical Technology. While there has not been adequate time to evaluate this first year of program-level assessment for all participating programs, some programs have completed their program-level assessments including evidence of refinements made as a result of assessment where goals were not met. Other departments are in various stages of completing the program-level assessment process. Examples of completed and in-progress program-level assessments include [Nursing](#), [Business](#), and [Performing Arts](#).

As a result of the implementation of the Temple College Assessment of Student Learning Plan, the College's Personnel Handbook was amended, with Board approval, to include the permanent Assessment of Student Learning Committee and a Core Curriculum sub-committee. Both of these are detailed in [Section X, Councils and Committees](#). These committees meet quarterly.

Temple College is currently transitioning to an assessment software program called WEAVEonline. Each educational department is responsible for establishing a mission, goals, and outcomes for the department with specific educational program outcomes designated as student learning outcomes within the WEAVE system. With the implementation of WEAVEonline, departments will be able to designate specific objectives as student learning outcomes and distinguish them from other departmental outcomes. The institutional effectiveness website has posted an [Assessment 101](#) document to help guide departments in distinguishing student learning outcomes from operational and administrative outcomes. Each department provides a summary of the year's assessment activities through the annual reporting process. After departments enter the summary information into the WEAVEonline program, the measures, targets, and findings are supplemented with [analysis questions](#) that prompt departments to document improvements made during the assessment cycle.

In addition to the WEAVEonline process, other educational outcomes are identified

through various methods. **Core curriculum outcomes** (as prescribed by the Texas Higher Education Coordinating Board) consisting of basic intellectual competencies, perspectives, and exemplary educational objectives are identified and are linked to the WEAVEonline process to allow departmental objectives to be integrated with the core curriculum objectives. The Associate of Arts degree is based on the core curriculum and exemplary educational outcomes are identified for communication, mathematics, science, humanities, visual and performing arts, US history, political science, and social and behavioral sciences. Program outcomes for Career and Technology programs are monitored annually through the Institutional Measures and Standards Report (2007, 2006, 2005) and are linked to the WEAVEonline process for integration with departmental outcomes. Career and Technology measures include **success rates on state and national exams, number of graduates/placement rates**, and local, regional, and national employment trends. These outcomes have been incorporated in the **Program Review process** for Technical programs (**CAD program review**).

In concert with the institutional initiated assessment activities, the College is assessing student learning outcomes through indirect indicators. The College is able to monitor the academic performance of transfer students at Texas public universities through data made available from the Texas Higher Education Coordinating Board. The Academic Performance Report (2007, 2006, 2005, 2004) includes a comparison of GPA of transfer students disaggregated by academic students, technical students, core curriculum completers, and graduates and non-graduates. The report also includes information on transfer students relative to the developmental status of the student.

Student Services programs also participate in the Institutional Effectiveness process. Each Department in the Division of Student and Enrollment Services has been identified in the hierarchy tree associated with the IE process and each has developed a departmental mission statement and has identified goals and outcomes (**A&R 2010**). The Student and Enrollment Services departments include Admissions and Records, Advising, Testing, Financial Aid, Recruitment and Retention, and TRIO. In addition to the Internal IE process, the division participates in the State of Texas' **Uniform Recruitment and Retention Strategy** program. **Recruitment and retention activities** are developed and a follow-up **evaluation** is prepared annually. The results submitted to the state received a **commendation** from the Texas Higher Education Coordinating Board. The Division of Student and Enrollment Services has developed a five-year plan for 2006-2010 (**in-progress evaluation of the 5-year plan**). As training in WEAVEonline continues, the division will be able to link annual operational goals to the five-year plan for the division. In addition to the IE process, the Division of Student and Enrollment Services monitors the Community College Survey of Student Engagement (CCSSE) results to evaluate improvement progress. The division monitors the CCSSE benchmark for **Support for Learners** and a locally identified benchmark for **Student Support Services**. Results to date have indicated increased student satisfaction in both areas.

Administrative offices access WEAVEonline to track continuous improvement through the

development of goals, objectives, and measures. Examples of previously submitted documents and of current entries in the new software include: [Facilities 2004-05, 2005-06, 2007-08](#), [Accounting 2008, Accounting 2010](#), and [Purchasing](#). The Division of Information and Technology Services actively participates in the institution's planning and evaluation process. Excerpts from past Institutional Operational Plans evidence participation. The Information Technology department goals ([2008, 2009](#)) address the [technology and quality access value statements](#) within the expanded purpose (mission) of the College.

Supporting Documentation:

Classroom-level Assessment (CAT) goes here

[FR_2.5_Art_Department_CATS_Summary.pdf](#)

Course-level Assessment goes here

[FR_2.5_Course_Govt_2301_09_Update.pdf](#)

Nursing Program-Level Assessment

[FR_2.5_Nursing_Program_Level_Assessment.pdf](#)

Business Department Program-Level Assessment

[FR_2.5_Measures_Targets_Findings_Example_Business.pdf](#)

Performing Arts Program-Level Assessment

[FR_2.5_Program_Level_Assessment.pdf](#)

Temple College Personnel Handbook – Section X, Councils and Committees

[FR_2.5_Handbook_Section_X.pdf](#)

Assessment 101

[FR_2.5_Assessment_101.pdf](#)

WEAVEonline Analysis Questions – Examples

[FR_2.5_Analysis_Questions.pdf](#)

Core Curriculum Outcomes – prescribed by the Texas Higher Education Coordinating Board

[FR_2.5_Core_Curriculum_Outcomes.pdf](#)

Institutional Measures and Standards Report 2007

[FR_2.5_Institutional_Measures_and_Standards_2007.pdf](#)

Institutional Measures and Standards Report 2006

[FR_2.5_Institutional_Measures_and_Standards_2006.pdf](#)

Institutional Measures and Standards Report 2005

[FR_2.5_Institutional_Measures_and_Standards_2005.pdf](#)

Success Rates on State and National Exams

[FR_2.5_Success_Rates_on_Exams.pdf](#)

Number of Graduates – Placement Rates (technical programs)

[FR 2.5 Number of Graduates Placement Rates.pdf](#)

Temple College Program Review Process

[FR 2.5 Program Review Process.pdf](#)

Computer-Aided Design Program Review

[FR 2.5 CAD Sample Review](#)

Academic Performance Report – 2007

[FR 2.5 Academic Performance Report 2007.pdf](#)

Academic Performance Report – 2006

[FR 2.5 Academic Performance Report 2006.pdf](#)

Academic Performance Report – 2005

[FR 2.5 Academic Performance Report 2005.pdf](#)

Academic Performance Report – 2004

[FR 2.5 Academic Performance Report 2004.pdf](#)

Admissions and Records Goals and Outcomes, 2009-2010

[FR 2.5 A&R Goals and Outcomes 2010.pdf](#)

Uniform Recruitment and Retention Strategies (URRS)

[FR 2.5 URRS Report.pdf](#)

Recruitment and Retention Activities – 2008

[FR 2.5 Recruitment Retention Activities 2008.pdf](#)

URRS Evaluation Report – 2008

[FR 2.5 URRS Evaluation Report Fall 2008.pdf](#)

URRS Commendation Letter from the Texas Higher Education Coordinating Board

[FR 2.5 URRS Commendation.pdf](#)

Evaluation of Student and Enrollment Services 5-year Plan (three-year interim evaluation)

[FR 2.5 Student Services Evaluation of Five Year Plan 2010.pdf](#)

CCSSE – Support for Learners

[FR 2.5 Support for Learners CCSSE.pdf](#)

CCSSE – Student Support Services

[FR 2.5 Student Support Services CCSSE.pdf](#)

Goals, Objectives, and Measures (activities) for Facilities; 2004-05, 2005-06, and 2007-08

[FR 2.5 Facilities Goals.pdf](#)

Goals, Objectives, and Measures (activities) for Accounting, 2007-2008

[FR 2.5 Accounting Assessment 2008.pdf](#)

Goals, Objectives, and Measures (activities) for Accounting, 2009-2010

[FR 2.5 Accounting Assessment 2010.pdf](#)

Goals, Objectives, and Measures (activities) for Purchasing, 2007-2008

[FR 2.5 Purchasing Goals 2008.pdf](#)

Goals, Objectives, and Measures (activities) for Information Technology, 2007-2008

[FR 2.5 Technology Goals 2008.pdf](#)

Technology and Quality Access Value Statements – a part of the Temple College Purpose (Mission) Statement

[FR 2.5 Technology Quality Access Value Statements.pdf](#)

Section 3: Comprehensive Standards

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)**

Off-Site Review Committee Findings:

Texas Statutes assigns to the College Board of Trustees the responsibility of appointing and evaluating the College President and assisting the President in achieving performance goals. In 2008, after an extensive national search, the Temple College Board of Trustees appointed Dr. Glenda O. Barron as the new college president.

According to policy, the Temple College Board of Trustees conducts an annual evaluation of the President that includes input from a random survey of college faculty and staff. The survey includes questions in areas of meeting the college mission, academic, student services, and administrative leadership as well as internal, external, and Board relations. However, no evidence (such as Board minutes) was provided to confirm that policy is being followed.

Temple College Response:

The Board of Trustees evaluation of the President and consideration of contract extension take place during a regular monthly meeting of the Board. However, the notice of the evaluation does not always appear in the meeting agendas or the minutes of the meetings except to indicate that the Board went into Executive Session. Over the past five years, the previous President was evaluated at Board meetings in November 2006, March 2005, and April 2004. No evaluation was completed in 2007 as the President had informed the Board that he was intending to leave the College. He left in June 2008. The new President will be evaluated in August 2009. Evidence of the evaluation of the President at Temple College is provided for the last three evaluations.

2004

- (1) **Memorandum dated April 5, 2004**, from Dr. Anne Penney Newton, Board Member to the Board of Trustees conveying survey data for use in the evaluation.
- (2) **Board Letter for August 11, 2004**, with item 6(k) listed.
- (3) **Board Agenda for August 16, 2004** listing item 6(k), contract extension consideration.
- (4) **Board Minutes for August 16, 2004**, indicating the Board's approval to extend the president's contract.

2005

- (1) [Memorandum dated March 21, 2005](#), from Dr. Anne Penney Newton, Board Member to the Board of Trustees conveying survey data for use in the evaluation.
- (2) [Board Agenda for March 28, 2005](#), listing item 9, annual evaluation of the college president.
- (3) [Board Minutes for March 28, 2005](#), indicating the Board's meeting in Executive Session.

2006

- (1) [Memorandum dated November 8, 2006](#), from Dr. Anne Penney Newton, Board Member to the Board of Trustees conveying survey data for use in the evaluation.
- (2) [Board Agenda for November 13, 2006](#), listing item 6(g), contract extension consideration.
- (3) [Board Minutes for November 13, 2006](#), indicating the Board's approval to extend the president's contract.

Supporting Documentation:

Presidential Evaluation Data Memorandum to the Board of Trustees – April 5, 2004
[FR 3.2.1 2004 April 5 Evaluation Data Memo.pdf](#)

Board Letter – August 11, 2004
[FR 3.2.1 2004 August 11 Board Letter.pdf](#)

Board Agenda – August 16, 2004
[FR 3.2.1 2004 August 16 Board Agenda.pdf](#)

Board Minutes – August 16, 2004
[FR 3.2.1 2004 August 16 Board Minutes.pdf](#)

Presidential Evaluation Data Memorandum to the Board of Trustees – March 21, 2005
[FR 3.2.1 2005 March 21 Evaluation Data Memo.pdf](#)

Board Agenda – March 28, 2005
[FR 3.2.1 2005 March 28 Board Agenda.pdf](#)

Board Minutes – March 28, 2005
[FR 3.2.1 2005 March 28 Board Minutes.pdf](#)

Presidential Evaluation Data Memorandum to the Board of Trustees – November 8, 2006
[FR 3.2.1 2006 November 8 Evaluation Data Memo.pdf](#)

Board Agenda – November 13, 2006
[FR 3.2.1 2006 November 13 Board Agenda.pdf](#)

Board Minutes – November 13, 2006
[FR 3.2.1 2006 November 13 Board Minutes.pdf](#)

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

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.1

Off-Site Review Committee Findings:

Program personnel at Temple College are required to participate in an institutional effectiveness process and the institution is transitioning to an online planning and assessment system. The college uses a program review process to evaluate and improve programs. General education outcomes were identified through a formal state evaluation of core curriculum. However, educational program outcomes were not identified and evidence of program improvement was not provided.

Temple College Response:

Educational program outcomes are identified through the institutional effectiveness process utilizing WEAVEonline. Each educational department is responsible for establishing a mission, goals, and outcomes for the department with educational program outcomes designated as **student learning outcomes** within the WEAVEonline system. The institutional effectiveness office has just added (August 10, 2009) another professional staff position to help departments transition from the previous submissions on word documents to the on-line interactive format. The institutional effectiveness website has also posted an **Assessment 101** document to help guide departments in distinguishing student learning outcomes from operational and administrative outcomes. During the most recent academic year, Temple College has commenced specific program-level assessment. As a result, there is limited evidence at this time of program improvement based on the assessment findings. It is expected that departments will implement and document the changes based on the assessment findings in the early part of this next academic year. The **Performing Arts program-level assessment** provides an example submitted in the spring semester before transitioning to the new process. The **Business Department program-level assessment** provides an example of an initial report identifying program level outcomes illustrating the measures, targets, and findings that are part of the new process. The measures, targets, and findings are supplemented with **analysis questions** within the software that prompt departments to document improvements made during the assessment cycle.

Supporting Documentation:

Student Learning Outcomes - Examples

[FR 3.3.1.1 Student Learning Outcomes Examples.pdf](#)

Assessment 101

[FR 3.3.1.1 Assessment 101.pdf](#)

Performing Arts Program-Level Assessment

[FR 3.3.1.1 Performing Arts Program Level Assessment.pdf](#)

Business Department Program-Level Assessment

[FR 3.3.1.1 Business Program Level Assessment.pdf](#)

Analysis Questions within the WEAVEonline software

[FR 3.3.1.1 Analysis Questions.pdf](#)

3.3.1.2

Off-Site Review Committee Findings:

Although the college has adopted WEAVEonline for planning and assessment and administrative support personnel participate in an institutional effectiveness process, no documented evidence was provided to show administrative department outcomes from areas such as Information and Technology Services, Accounting Services, Purchasing, or Facilities. Administrative processes such as the development of the campus master plan and cost analysis of instructional programs contribute to the overall effectiveness of the institution, but evidence of improvements based upon analysis of results was not provided.

Temple College Response:

Administrative offices such as Information and Technology Services, Accounting Services, Purchasing, and Facilities utilize WEAVEonline as a method of tracking continuous improvement through the development of goals, objectives, and measures. Examples of previously submitted documents and examples of current entries in the new software follow ([Facilities 2004-05, 2005-06, 2007-08](#), [Accounting 2008](#), [Accounting 2010](#), and [Purchasing](#)). The division of Information and Technology Services actively participates in the institution's planning and evaluation process. Excerpts from past Institutional Operational Plans evidence participation. The Information Technology department goals ([2008, 2009](#)) address the [technology and quality access value statements](#) within the expanded purpose (mission) of the College.

In 2005, Temple College developed a 15-year Campus Master Plan and has accomplished approximately 75% of the projects listed in the plan. The documentation of this progress is contained within the College's [Deferred/Preventive Maintenance Plan](#) which includes ongoing maintenance and renovations as well as new construction projects.

An annual cost analysis of instructional programs is conducted. This information is utilized to examine year-to-year variances in the cost of instruction within the various academic departments. Cost analysis information is also presented during the program review process conducted by the Curriculum Committee. The Visual Arts Program Review contains a cost analysis of the program and can be viewed [here](#). Cost analysis information is a component that is used to determine the viability of programs, and was a factor in the deactivation/closure of the Automotive Technology and Medical Laboratory Technology programs this decade.

Supporting Documentation:

Goals, Objectives, and Measures (activities) for Facilities; 2004-05, 2005-06, and 2007-08

[FR 3.3.1.2 Facilities Goals.pdf](#)

Goals, Objectives, and Measures (activities) for Accounting, 2007-2008

[FR 3.3.1.2 Accounting Assessment 2008.pdf](#)

Goals, Objectives, and Measures (activities) for Accounting, 2009-2010

[FR 3.3.1.2 Accounting Assessment 2010.pdf](#)

Goals, Objectives, and Measures (activities) for Purchasing, 2007-2008

[FR 3.3.1.2 Purchasing Goals 2008.pdf](#)

Goals, Objectives, and Measures (activities) for Information Technology, 2007-2008

[FR 3.3.1.2 Technology Goals 2008.pdf](#)

Technology and Quality Access Value Statements – a part of the Temple College Purpose (Mission) Statement

[FR 3.3.1.2 Technology Quality Access Value Statements.pdf](#)

Temple College Deferred/Preventive Maintenance Plan

[FR 3.3.1.2 Deferred Maintenance Plan.pdf](#)

Temple College Visual Arts Program Review

[FR 3.3.1.2 Visual Arts Program Review.pdf](#)

3.3.1.3

Off-Site Review Committee Findings:

The Committee's review indicates that the college has a process in place to identify educational support service expected outcomes. While the college has provided examples of assessments, limited evidence of improvement and analysis of results was provided. Student development service outcomes such as Trio, Special Support Services, and Enrollment Management were not discussed.

Temple College Response:

Student Services programs participate in the Institutional Effectiveness process. Each Department in the Division of Student and Enrollment Services has been identified in the hierarchy tree associated with the IE process and each has developed a departmental mission statement and has identified goals and outcomes (A&R 2010). The Student and Enrollment Services departments include Admissions and Records, Advising, Testing, Financial Aid, Recruitment and Retention, and TRIO. In addition to the Internal IE process, the department participates in the State of Texas' **Uniform Recruitment and Retention Strategy** program. **Recruitment and retention activities** are developed and a follow-up **evaluation** is prepared annually. The results submitted to the state received a **commendation** from the Texas Higher Education Coordinating Board. The Division of Student and Enrollment Services has developed a five-year plan for 2006-2010 (**in-progress evaluation of the 5-year plan**). As training in WEAVEonline continues, the division will be able to link annual operational goals to the five-year plan for the division. In addition to the IE process, the Division of Enrollment Services monitors the Community College Survey of Student Engagement (CCSSE) results to evaluate improvement progress. The division monitors the CCSSE benchmark for **Support for Learners** and a locally identified benchmark for **Student Support Services**. Results to date have indicated increased student satisfaction in both areas.

Supporting Documentation:

Admissions and Records Goals and Outcomes, 2009-2010

[FR 3.3.1.3 A&R Goals and Outcomes 2010.pdf](#)

Uniform Recruitment and Retention Strategies (URRS)

[FR 3.3.1.3 URRS Report.pdf](#)

Recruitment and Retention Activities – 2008

[FR 3.3.1.3 Recruitment Retention Activities 2008.pdf](#)

URRS Evaluation Report – 2008

[FR 3.3.1.3 URRS Evaluation Report Fall 2008.pdf](#)

URRS Commendation Letter from the Texas Higher Education Coordinating Board
[FR_3.3.1.3_URRS_Commendation.pdf](#)

Evaluation of Student and Enrollment Services 5-year Plan (three-year interim evaluation)
[FR_3.3.1.3_Student_Services_Evaluation_of_Five_Year_Plan_2010.pdf](#)

CCSSE – Support for Learners
[FR_3.3.1.3_Support_for_Learners_CCSSE.pdf](#)

CCSSE – Student Support Services
[FR_3.3.1.3_Student_Support_Services_CCSSE.pdf](#)

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)**

Off-Site Review Committee Findings:

While Temple College does have a policy that addresses the evaluation of and awarding of transfer credits from accredited institutions, the policy does not address all components of the Comprehensive Standard. The policy currently published in the Temple College Catalog addresses transferring credits from Temple College to other institutions; an addition to the policy addressing acceptance of credit is set to be approved at a future board meeting. Neither this policy nor the current policy prescribes a method for evaluating experiential learning for course credit (with the exception of military experience), awarding credit for advanced placement, and awarding credit for professional certificates. There is also no reference to guaranteeing the collegiate level and academic quality of coursework accepted for transfer credit.

Temple College Response:

As mentioned in the off-site evaluation committee's report, Temple College was in the process of having a new policy adopted regarding the acceptance of academic credit. In this **new policy**, there is a section of the policy that addresses the acceptance of credit for successful completion of advanced placement tests.

In the policy, the college does not prescribe a method for evaluating experiential learning (with the exception of military service) because it does not award any other credit for experiential learning.

The college does award credit in two programs where students have completed a prescribed course or have attained a certificate – **Criminal Justice** and **Child Development**. The policy outlining the course substitutions awarded for completion of the course/certificate is listed within each department's catalog pages.

The new Temple College policy ensures transfer work is at the collegiate level. This is accomplished by using the transferring institution's catalog descriptions for courses. Additionally, Temple College department chairs review and approve courses for acceptance as college-level credit.

Supporting Documentation:

New Policy on Acceptance of Academic Credit

[FR 3.4.4 Acceptance of Academic Credit.pdf](#)

Criminal Justice – Awarding of Credit for Successful Completion of the Texas Commission on Law Enforcement Officers and Education 560-hour Basic Peace Officer Course

[FR 3.4.4 Criminal Justice.pdf](#)

Child Development – Awarding of Academic Credit through course substitution for Successful Completion of specific courses AND the Child Development Associate National Credential (CDA)

[FR 3.4.4 Child Development.pdf](#)

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)

Off-Site Review Committee Findings:

Temple College has established consortial and contractual agreements through dual credit, an Advanced Technical Credit program, the Virtual College of Texas Consortium, and contractual arrangements with business and industry for non-credit education. Evidence of an evaluation process is apparent in the Virtual College of Texas Consortium, but it was not possible to determine whether or not Temple College participated in the process. Evaluation processes to assure the quality of educational programs and courses offered through consortial and contractual agreements should be implemented. The committee is unclear whether or not the institution engages in a contractual agreement to offer an educational program within the meaning and intent of this standard.

Temple College Response:

Based on the Off-Site Review Committee's findings, Temple College believes that the only consortial/contractual agreement (within the meaning and intent of this standard) in which the college participates is the Virtual College of Texas (VCT).

Temple College has designated administrators with access to the VCT web site. A valuable link used by Temple College on the web site is the [Evaluation of Instruction & Services System](#) link. The link provides access to the results of Evaluation Reports including overall results and results from TC students regarding both courses and instructors. This information is disseminated to the division directors who share this information with the appropriate department chairs for the purpose of faculty evaluation and continuous improvement of the department's online courses.

Temple College obtains state level, institutional level, class level, and instructor level reports through the VCT Administrative Credit Course menu.

To ensure the quality of courses that are offered through the VCT, Temple College Department Chairs review the course syllabus, the qualifications of the instructor, and any previous evaluations of the instructor obtained through the VCT administrative system.

Regarding assessment of student learning outcomes, Temple College uses the same procedures to carry out this process for all types of course delivery.

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)**

Off-Site Review Committee Findings:

While most faculty members have acceptable qualifications, the qualifications of some faculty members should be examined more closely. Please see the attached document *Request for Justifying and Documenting Qualifications of Faculty* for more information.

Name of Faculty Member	Department and Courses Taught	Not Acceptable	Insufficient Documentation
Theresa Taylor	ACNT 1303 Introduction to Accounting		X
Anthony, Travis	Biology Intro Anatomy & Physiology		X
Clawson, Kimberly (18 Grad Hours?)	Biology		X
Hicks, Ralph (Degree is in Range Science; classes taken do not apply to A & P.)	Biology Department: Human Anatomy & Physiology I & II Intro A & P		X
Locklin, Jason (Does Aquatic Biology prepare someone for human anatomy?)	Biology: Human Anatomy & Physiology I		X
Hartshorn, Denise (Only BS degree but teaches transferrable class.)	Dental Hygiene Dept.: Contemporary Dental Hygiene Care I		X

Machalek, Melissa (Only BS degree but teaches transferrable class.)	Dental Hygiene Dept.: Clinical Dental Hygienist II		X
Maddux, Andrea (Only BS degree but teaches transferrable class.)	Dental Hygiene Dept.: Community Dentistry		X
Maedgen, Norma	Dental Hygiene Dept.: Dental Radiology		X
Miller, Sandra	Drama/Theatre Intro to Theatre		X
Toone, Wayne	Drama/Theatre Motion Picture		X
Wukasch, Martin (PhD in Linguistics)	English: Comp I & II		X
Johnston, Jacqueline (Master of Natural Science-would like to see 18 grad hours in math.)	Math: Calculus I		X
Talley, Paula (would like to see 18 hours)	Math: College Alg, Fund of Math, Stats, Pre-Cal, Cal II		X
Hennig, Larry (would like to see 18 hours)	Phys Ed: Numerous Courses		X
Johnson, Kirby (would like to see 18 hours)	Phys Ed: Numerous Courses		X
Burson, Sharon	Psychology: Gen Psy, Child Psy, Lifespan Growth & Development		X
Kellner, Frank Degree not in related field	Reading		X

Temple College Response:

The faculty listed above fall into one of two categories for the purposes of a response to this report – either (1) Temple College has determined that the instructor's qualifications were insufficient by SACS standards and the instructor is no longer teaching, or (2) faculty are qualified and their credentials have been clarified through the use of the Faculty Credential Form.

Instructors whose qualifications were deemed insufficient by SACS standards and are no longer serving as instructors are:

1. Teresa Taylor (ACNT 1303)
2. Martin Wukasch (English Composition I and II)
3. Frank Kellner (Reading)

Temple College has included additional information into the Faculty Credential Forms for the following instructors. Links to this information can be found by [here](#).

1. Travis Anthony (Biology)
2. Kimberly Clawson (Biology)
3. Ralph Hicks (Biology – specifically Anatomy and Physiology)
4. Jason Locklin (Biology – specifically Anatomy and Physiology)
5. Sandra Miller (Drama/Theater)
6. Wayne Toone (Drama/Theater)
7. Jacqueline Johnston (Mathematics)
8. Paula Talley (Mathematics)
9. Larry Hennig (Physical Education)
10. Kirby Johnson (Physical Education)
11. Sharon Burson (Psychology)

Faculty members in the Dental Hygiene department coded their coursework incorrectly on the initial Faculty Credential Forms. All courses taught are technical courses which apply to the Associate of Applied Science degree (a terminal degree).

1. Denise Hartshorn (Dental Hygiene)
2. Melissa Machalek (Dental Hygiene)
3. Andrea Maddux (Dental Hygiene)
4. Norma Maedgen (Dental Hygiene)

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)**

Off-Site Review Committee Findings:

Documents provided by Temple College personnel demonstrate that the college has notified the Commission of substantive changes but perhaps not always on a timely basis. For example, the college's Bioscience Institute began classes on August 27, 2007; however, substantive change approval from the Commission for this program is still pending. The On-Site Committee should verify compliance with this standard.

Temple College Response:

At this time, Temple College is current with reporting changes to the Commission on Colleges that are substantive in nature and is awaiting word from the Commission regarding its substantive change reports on the Cameron Center and the Texas Bioscience Institute.

Upon receiving and reviewing the substantive change reports, the Commission on Colleges requested from Temple College a written plan that would ensure the College's timely reporting of substantive changes in the future. Temple College responded to this request and the plan was reviewed by the Commission at its June 2009 meeting. After review, the Commission requested that Temple College re-submit a plan that includes all possible substantive changes.

The initial plan submitted by Temple College did not include all types of substantive change that would make the plan more comprehensive. A new plan is being developed that is inclusive of all types of substantive change. This new plan is due to the Commission on Colleges on September 8, 2009 and will be made available to the on-site reaffirmation review committee once it is complete.

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.)*

Off-Site Review Committee Findings:

While the Off-Site Committee initially believed that the educational support services for off-campus sites had been included in the compliance certification process, the committee found little or no evidence that the technologically delivered courses or programs had been included. Nor did the committee find specific references to or cases being made for compliance with the specific provisions of the Commission's policy on distance education.

Furthermore, the narrative in this report under CS 3.4.7 specifically indicates that no evidence was presented of assessment of learning outcomes in the distance learning program.

Temple College Response:

Temple College is in full compliance with the Commission's policy on distance education. The college submitted a substantive change for distance education in 2006. This document can be viewed [here](#).

The following supplements our distance education substantive change document:

Learning Resources:

The library has available for its on-campus, off-site center, and distance education students and faculty a number of electronic resources that support the courses offered by Temple College. As a member of TexShare, Temple College is able to provide a wide variety of periodical and reference [online databases](#), many of which supply the full text of the original article or book. All these electronic resources are available to faculty, staff, and enrolled students, through the library's web page.

Instruction and assistance in the use of online resources is provided in person for students and faculty who are able to come to the library or by email or telephone for individuals who are off-campus. Also, tutorials on the use of the online catalog and frequently used online databases are available from the [Distance Education Resources page](#).

Temple College participates in the [TexShare card program](#) that gives current students and faculty the ability to check out materials at other participating TexShare libraries. Cards are obtained in person or are mailed to students. Requests for TexShare cards may be made in person, by telephone, via e-mail, or by use of the [online request form](#).

Students unable to pick up materials at one of our college locations can request that items be mailed to them.

Student Services:

Student Services departments at Temple College include Admissions and Records, Financial Aid, Advising, and Testing. Services provided by these departments support several values statements that are embedded in the Temple College Purpose Statement (mission statement).

While many students who participate in technologically delivered classes also take courses at the main campus or one of the College's centers, Temple College recognizes the possibility that some students may be taking all courses from a distance and is committed to providing all services to all students.

In-person orientation workshops regarding services that support technologically delivered classes are conducted at the beginning of each semester at multiple campus locations. For students who are unable to attend the in-person orientation workshops, access to an online virtual tour is provided through the Temple College e-Learning web site. Some of the services covered include the use of the Temple College email system, the Temple College student information system known as TConnect, and the Desire2Learn course management system.

Distance students can access services from student services staff in person, by phone, or through email. In addition, information regarding available services can be obtained from the student services departmental web pages.

Academic Support Services:

Temple College offers several academic support services for students taking distance education courses who are unable to come to campus.

1. The [Desire2Learn](#) platform used by Temple College for all of its distance education courses (online or hybrid) serves as a communication tool between students and instructors and among students in the class.
2. [Smarthinking](#) is an online tutoring service provided for all Temple College students. This tutoring service is available 24 hours a day and seven days a week in many disciplines. Tutoring services are provided in the following subject areas: basic mathematics, algebra, geometry, trigonometry, calculus, writing, general chemistry, physics, accounting, statistics, bilingual math, economics, introduction to human anatomy and physiology, biology, and Spanish. Advanced tutoring is also available for organic chemistry, introduction to finance, mathematics beyond

calculus II, and advanced statistics.

3. **Tegrity**[™] is a scalable lecture capture tool that allows faculty members (of both traditional on-campus and distance education courses) to capture and store instructional presentations for later review by learners using an iPod, MP-3 player, and/or computer.
4. Temple College uses the Originality Checking feature of **TurnItIn** to enhance our academic integrity policy. Faculty members ask learners to submit assignments to this service to ensure proper citation practices and to check for potential plagiarism. This service is used as a diagnostic tool to help improve writing and research skills and also as an evaluation tool to assess student learning outcomes. This service is available to all Temple College students.
5. **TConnect** provides learners access to financial aid information, grades, unofficial transcripts, testing summaries, program evaluation, online payment, and the ability to register and drop classes.
6. Temple College issues a **WebMail** e-mail account to all students. Webmail is used for all official correspondence at the college. Students can choose to use this e-mail service to contact their instructors and campus offices.
7. **READI** is a self-assessment tool that helps learners determine their level of readiness and their strengths and weaknesses as they prepare to learn online. Learners are asked questions on topics in the areas of how well they can use a computer; how motivated, organized, and self-directed they are; and how they prefer to learn new information. In addition learners are able to measure their on-screen reading speed and comprehension.

Supporting Documentation:

Distance Education Compliance Certification

[FR 3.13 VCT Distance SACS Compliance Certification](#)

Temple College Library Online Databases

<http://www.templejc.edu/library/databases.html>

Distance Education Resources Page

<http://www.templejc.edu/library/libdres.html>

TexShare Card Program

<http://www.texshare.edu/generalinfo/about/programs.html>

Desire2Learn – content management system

<http://www.desire2learn.com/>

Smarthinking.com

<http://www.smarthinking.com/>

Tegrity – lecture capture tool

<http://www.tegrity.com/>

TurnItIn – originality checking feature

<http://turnitin.com/static/index.html>

READI – Ready for Education at a Distance Indicator

<http://www.readi.info/>

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)

Off-Site Review Committee Findings:

According to documents provided, Temple College currently publishes the required information concerning accreditation on its website, but not in its *2008-2009 Catalog*. Accurate information, according to the Compliance Report, will be published in the forthcoming *2009-2010 Catalog*. The COC On-Site Review Committee should verify that this correction has been made.

Temple College Response:

The 2008-2009 edition of the Temple College catalog did not publish the newest version of the required information concerning accreditation by the Southern Association of Colleges and Schools – Commission on Colleges. However, the 2009-2010 edition of the Temple College Catalog does contain the proper statement and that statement can be viewed [here](#).

Supporting Documentation:

Temple College Catalog statement regarding accreditation by the Southern Association of Colleges and Schools – Commission on Colleges
http://www.templejc.edu/sacs2010/pdfs/FR_3.14.1_TC_Catalog_Accreditation_Status.pdf