

# SACS Compliance Certification Temple College

## RATIONALE FOR PARTICIPATING IN VCT

**Each college has a rationale for participating in VCT that is consistent with its mission.**

Within the [purpose statement](#) of Temple College is the phrase “to meet the needs of individual students”. To that end the Temple College value statements include creating a learning environment which offers a variety of opportunities to students. Temple College values access and provides educational opportunities to create a diverse student population regardless of race, color, gender, religion, or disability. The College informs the citizens in its service area of the educational opportunities available to them at the campus, at off-campus sites, and through distance-learning methods. Temple College endeavors to offer the latest technology to help students and instructors attain their educational goals by providing modern learning resources, tools, and technology.

Temple College provides distance education courses as one method of fulfilling its mission to serve students needs and provide access to educational opportunities. The distance education courses are designed for people with scheduling problems and busy lifestyles. Instead of attending regular classes, students use video tapes and/or the Internet to work independently. Course content, college credit, and transferability are the same as for courses offered on campus. Students have the same rights, privileges, and obligations as on-campus students.

The mission of the Virtual College of Texas (VCT) is to provide all Texans access via instructional technologies to quality instruction and support wherever they may live, regardless of geographic, distance, or time constraints. VCT creates additional opportunities by to Temple College students by providing access to quality instruction through distance education to specialized courses that Temple College may not be positioned to offer. It also provides additional flexibility by allowing students more choice in the timing of scheduling needed classes.

### **Additional Document Sources:**

[Temple college purpose statement](#)

[DE Philisophy Statement](#)

## 2 THE INSTITUTION

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)**

Temple College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and

services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission.

The primary process for continuous improvement for departments is the districts [Institutional Effectiveness](#) plan as outlined in the personnel handbook. Through this ongoing process, the college develops [annual strategic operational goals](#). The goals are correlated to the value statements of the expanded mission statement. The process is a bottoms up approach whereby instructional, administrative, and support service departments identify focus areas. The distance learning department is involved in the process as a stand alone department and as an integrated support service to each instructional department offering DL classes. The identified focus areas are prioritized at the division level and the Educational Services office is tasked with identifying commonalities and areas deserving of institutional priorities and with drafting a working document. This draft plan is reviewed and approved by the executive council and the board of trustees. The annual goals and the results from the previous year's goals are published on the Institutional Effectiveness website in the annual [Fact Book](#).

The college has explored and adopted [WEAVE On Line](#) to facilitate the monitoring of the evaluation process. This process will allow each instructional and non-instructional department to not only measure progress toward institutional goals but also monitor other agency requirements and statewide goals and initiatives.

The planning process is integrated with the systematic review of various outcomes measures which are monitored and evaluated through the [Office of Institutional Effectiveness, Research, and Planning](#) (IERP). Data gathered and reported by the office include enrollment data, trend data, course completion rates, grade distribution reports. These data sets include identifiable sets for distance education and VCT courses. Reports published on the Institutional Effectiveness website include original studies and reports compiled by the state higher education agency. The reports include the [Fact Book](#), [Annual Data Report](#), Graduation Reports, [Institutional Effectiveness Measures and Standards](#), and results from the [Community College Survey of Student Engagement](#). The institutional effectiveness measures include benchmarks for access, completion rates, retention rates, and workforce education. The Fact Book includes annual planning goals and results, financial information, personnel statistics, student demographics and enrollment trends, and information relating to the instructional programs. Data included in the instruction section of the Fact Book include contact hour production, degrees awarded by program, level, and ethnicity, transfer student information, student follow-up information, and institutional effectiveness measures and standards.

The data generated through the institutional research process is also used to inform the [program review](#) process. The college engages in instructional program reviews through the curriculum committee. Distance learning courses and VCT courses are included in the instructional department's program reviews.

Information sets collected by the IERP office also include the state reports. The reports are transferred to a user friendly venue for analysis and sharing with administrative and other interested staff including division directors. The reports include the student report, course report, personnel report, continuing education reports, graduation report, and the developmental agency report. An additional state level report is the Legislative Budget Board Performance Measures Report which include course retention rates, contact hours taught by full-time faculty, number of students who transfer to a university, percentage of

developmental students who pass the required college entrance exams, percentage of student's who pass licensure exams, number of degrees and certificates awarded, and the administrative costs as a percentage of total expenditures.

Other data sets are generated by the IERP office in concert with the Information Services Division. Ad hoc request for data from administrative staff and instructional departments are answered through data queries. Examples of recent information request included revenue estimates for adding twenty nursing students, impact of reduced tuition for dual credit, percent of student receiving Pell grants, and enrollment numbers for specific populations.

The Vice President has initiated a program of Strategic Conversations for the institution to address issues of interest. The topics have included academic integrity, student engagement, core curriculum evaluation, student services. The process is ongoing but as a result of the conversations the school has adopted an [academic integrity policy](#) and has reorganized student services.

The college has also turned to consultants to assist in the improvement process. Currently the college has initiated a study of financial policies. Last summer the distance education program was reviewed with the assistance of an outside consultant. As a result, the department has been reorganized and an Associate Vice President has been hired to oversee expansion and improvement of the distance education offerings.

Since distance learning courses, including VCT courses, are identifiable, studies and comparisons are available for Analysis. Retention rates and grade distribution studies are two areas which are of interests to the faculty and administrative staff. Also of interest are enrollment statistics for Temple College VCT hosted and provided courses.

Course and faculty evaluations are a vital part of the effectiveness process. Part of that process as outlined in the institutional effectiveness process consists of student evaluations. Site based classes rely on paper evaluations, while [distance learning](#) classes and [VCT](#) classes have electronic evaluations.

**Additional Document Sources:**

[Community College Survey of Student Engagement](#)

[Temple College Value Statements](#)

[TC Distance Learning Enrollments](#)

[TC VCT Evaluation 2006](#)

## **2.7 The institution**

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

As part of its [mission](#), Temple College seeks to meet the needs of individual students and area communities and businesses through quality educational programs and services that prepare our diverse population to enter an ever-changing global society. To that end, Temple College offers an Associate of Arts degree with 5

Fields of Study, an Associate of Arts in Teaching, and 16 Associate of Applied Science degree awards that embody coherent courses of study that are compatible with Temple College's purpose and are based upon fields of study appropriate to higher education. The Associate of Arts degrees are designed to prepare students for further study and each Associate of Applied Science program is designed to develop the skills and competencies appropriate to the workplace. Each degree is built on a general education core curriculum, which 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.

In addition to the AAS degrees, the college offers certificate programs designed to develop workforce skills and competencies and lead to further educational opportunities.

In connection to Temple College's commitment to provide quality access, The College provides a variety of opportunities for students to complete degree requirements through standard day classes and laboratories, night classes, off campus classes and through distance education. Distance education courses are offered primarily by department-developed courses and also by selected Virtual College of Texas offerings.

All degree programs conform to the standard program format and curriculum standards established by the Texas Higher Education Coordinating Board and outlined in the Guidelines for Instructional Programs in Guidelines for Instructional Programs in Workforce Education (GIPWE) and in the Lower Division Academic Course Guide Manual (ACGM).

All program offerings are reviewed and approved by the interdisciplinary Curriculum committee. AAS degrees are developed with advice from industry specific local advisory boards and conform to established professional industry standards.

**Additional Document Sources:**

[TC Catalog - Graduation Requirements](#)

[TC Catalog - Programs of Study](#)

- 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. The institution provides a written justification and rationale for course equivalency. (General Education)**

The Associate of Arts degree represents the first two years of college study towards a bachelor's degree. Fundamental to this study is the core curriculum, comprising a total of 42 semester hours of credit. This core of courses is designed to help the student acquire important intellectual skills, develop an appreciation for the major systems of learning, and open his or her mind to significant aspects of other cultures.

The Temple College core curriculum is fully transferable to any public college or university in Texas, and is guaranteed by the Texas State Legislature to meet all lower division core requirements of the receiving institution, up to a total of 42 semester hours.

Core curriculum courses offer students a unique educational opportunity. The General Education Core Curriculum assures students high-quality undergraduate educational experiences across a broad range of intellectual and practical areas of inquiry. The 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. VCT courses offer students greater access to courses for completion of the general education courses required for degrees.

The institution selected the core courses to comply with state guidelines in a way that takes into account the role and mission of the college. Those course selections and other aspects of core curriculum implementation received approval from the Texas Higher Education Coordinating Board. The College evaluates the effectiveness of the core curricula at regular intervals and reports the results of those evaluations to the Board. The last evaluation was submitted in the fall of 2004.

In order to graduate and receive the Associate of Applied Science degree, the student must complete 15 hours of general core courses. At least one three-hour course must be completed in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

**Additional Document Sources:**

[TC Catalog - Graduation Requirements](#)

[TC Catalog - Programs of Study](#)

**2.8 The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)**

The number of full-time faculty members at Temple College is adequate to support the mission of the institution and Temple College has adequate faculty resources to ensure the quality and integrity of its academic programs. The Texas Higher Education Coordinating Board [college profile](#) for Temple College indicates 42.4% (85) of the faculty are considered fulltime exceeding the state average of 38.5%. As reported to the Texas Legislative Budget

Board, 70% or more contact hours are taught by fulltime faculty.

The organizational structure is designed to provide instructional departments with qualified faculty for the various disciplines. Faculty chairs, and instructional division directors oversee the disciplines and are actively involved in faculty selection and professional development activities. Instructional division directors report to the Vice President of Educational Services who serves as the chief instructional officer. In addition, department chairs and division directors work with the VCT coordinator and the VP of Educational Services to review faculty qualifications for all VCT courses. All requests for VCT course offering are made through the VCT coordinator. The VCT coordinator interfaces with the department chair for any course not previously approved by the department. VCT courses and faculty must adhere to the same standards as all other courses offered by the college and approved by the department.

**Additional Document Sources:**

[Organizational Chart](#)

[Faculty Qualifications](#)

**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 as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)**

Temple College endeavors to provide access to adequate library collections and services to all its students and faculty. The physical collection housed in the H. M. Dawson Library contains over 58,000 books, 2700 audiovisual items, 250+ current serial subscriptions as well as periodical backfiles in either print or microform. Access to these library holdings is available through the library's online [catalog](#).

The library has available for its on-campus and distance education students and faculty a number of electronic resources that help 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. In addition, Temple College subscribes to several other databases which target specific programs (e.g. CINAHL for the health sciences) and courses (e.g. CQ Researcher for speech classes, New Groves' Dictionary of Music and Musicians for music classes). The library currently has available through its online catalog over 41,000 full-text electronic books. Access to these books has been made possible through TexShare and several consortial purchases by the Temple College library.

All these electronic resources are available to enrolled students, as well as faculty, through the [library's web page](#). Students and faculty with a valid Temple College username/password may access these resources either on or off campus. 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.

Temple College participates in the TexShare card program, which gives current students and faculty the ability to check out materials at other participating TexShare libraries. These cards are obtained in person or are mailed to students. Requests for TexShare cards may be made in person, by telephone, or e-mail. In addition, the library has an informal agreement with the Temple Public Library so that Temple College students who are not Temple residents may use the resources of and check out materials from that library as well.

For students in the Taylor area who attend the Temple College at Taylor Center, Temple College has a formal agreement with the Taylor Public Library to allow the use of the resources at the Taylor Library by non Taylor residents. In addition, Taylor Public houses the Temple College Library nursing collection, which supports the Temple College LVN program at Taylor.

The selection of materials (print, AV, electronic) for the Temple College library is made with the input of Temple College faculty. Each year the library allocates part of its materials budget to purchase items requested by the various departments. These include both print and non-print materials. Subscriptions to online databases are made with the input and evaluation of the faculty in the appropriate discipline.

When new programs and courses are added to the Temple College curriculum, the library asks that the department chair involved recommend for purchase items to add to the library's resources to support the research needs of its students. The library director is a member of the Curriculum Committee and takes part in the approval process for new courses and programs.

**Additional Document Sources:**

[On-line Databases](#)

[Library Services](#)

[Library internet access](#)

**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)**

In its [Purpose Statement](#), Temple College includes in its Value Statements:

**Learning Environment** Temple College pledges to provide a stimulating, compassionate, supportive educational environment that encompasses the entire community. The College offers a variety of opportunities to all Central Texas citizens through academic transfer, technical programs, continuing education, and adult education. The College recognizes the need for physical education and provides opportunities through physical education classes, recreational sports, and intercollegiate athletics. To achieve the desired educational goals, Temple College provides a safe, comfortable learning environment.

**Student Development** - Temple College provides services to help students succeed in choosing and achieving their career and educational goals. The College also designs activities to help students develop leadership potential and pursue special interests.

The programs, services and activities provided to fulfill these pledges are available to all students including distance education and Virtual College of Texas students. They include: **ACADEMIC ADVISING** services are available to help students make decisions and to promote their success and well-being. Services include career counseling, educational planning, transfer advising, and preliminary degree audits.

**Educational Planning** includes assisting students in deciding on a college major and providing course scheduling advice. Students who are undecided about their major or the educational requirements for a specific career field are provided with the most accurate and timely information available. Advisors provide information on Texas Success Initiative requirements and advise students on appropriate options. Advisors use a variety of tools to locate information on majors and careers, including reference materials and the Internet. Students who plan to transfer to a senior college or university to complete a bachelors degree have an opportunity to find out which schools offer a degree in their chosen major, what the admission requirements are for transfer students, and the steps to follow to transfer.

**Career Counseling** is provided through the Temple College Advising Center through education, so that students can make appropriate and satisfying career choices. This is accomplished through workshops, career interest testing and self-help resources.

**College Success Seminar** The Advising Center offers a New Student Orientation before the Fall semester of each year. This is a one-half day workshop open to all first-time students. The seminar provides an orientation to college as well as numerous college success techniques.

**Self-Help Materials** A wide variety of college catalogs, pamphlets, brochures, and handouts are available for students.

**Personal Counseling** Short-term personal counseling and referral services are also available.

**Open Computer Labs** The open computer labs on the campus of Temple College are provided for the academic pursuits of TC's student population. Current Microsoft Office Suite software is available in all the open computer labs and various labs will also have course-specific software programs installed on their computers. The Math Tutoring Lab (MTL) offers tutoring for students taking math courses at Temple College. The MTL is staffed by faculty instructors as well as qualified student tutors. Students can receive tutoring in courses ranging from developmental math all the way up to Calculus. The Mathematics Department offers the Computer-Aided Mathematics (CAM) Classroom which is a computer-aided learning environment which specializes in gradually bringing the student up to college level performance through a series of self-paced, developmental math courses. It is powered by the successful "I Can Learn" software series and staffed by Math faculty members.

**SPECIAL SUPPORT SERVICES** provides assistance to students with special physical, financial or educational needs through disability services, learning assistance centers, tutoring, and financial assistance in order to allow them to successfully participate in the full range of college experience.

**Disabilities Services** Temple College will take the steps required to provide reasonable

accommodations in order to assure that no individual with a documented disability is excluded, denied service, segregated or otherwise treated differently because of the absence of auxiliary aids and services. Accommodations may include, but are not limited to note takers, interpreters, tutoring, advising/counseling, and special testing arrangements.

**Learning Assistance Center** The LAC offers a self-paced, individualized program that addresses the specific academic needs of students entering college. The center provides evaluation of college readiness and a variety of instructional options in order to address the different learning styles of students. Instructors and tutors are available to assist students and prospective students in improving basic reading, math, writing and study skills needed to do college level work. Preparation for college placement testing, allied health and nursing entrance testing is also provided. Services and adaptive technology are available to assist students with specific learning or physical disabilities.

**Tutoring** services are offered through the Special Support Services office for students who have individual learning needs.

**Financial Assistance** Students enrolled in technical certificate or degree programs are eligible to apply for assistance with childcare, textbook, or transportation expenses.

**Textbook Lending Library** is available to qualified technical students.

**THE TRIO PROGRAM** at Temple College is designed to help eligible students graduate or transfer from TC and gain acceptance into a four-year college or university. Temple College students may qualify for the program in several ways:

1. if neither parent has a B.A. or B.S. degree from a four-year college or university;
2. if the student has a disability; or
3. if the student satisfies low-income criteria set by the federal government.

The Center for Educational Advancement was established specifically for TRIO Program participants at Temple College. The Center houses advising and counseling offices as well as the tutoring and learning lab facilities available for use by TRIO students.

Services offered to Trio participants include:

- Academic Advising/Registration for TRIO students
- Counseling for TRIO students
- Tutoring (math, writing, reading, science)
- Learning lab (computers, printers, resources)
- Study skills instruction
- Special workshops and field trips
- Students may qualify for additional financial assistance

**ACADEMIC HONORS** recognize student achievement. The President's Honor List recognizes students who have a grade point average of at least 4.0. The Vice President's Honor List recognizes students who have a grade point average of at least 3.5. Graduates receiving an Associate of Arts or an Associate of Applied Science who have a grade point average of 4.0 are designated as High Honor Graduates. Graduates receiving an Associate of Arts or an Associate of Applied Science with a grade point average of 3.5 are designated as Honor Graduates. Membership in [Phi Theta Kappa](#) honorary scholastic society and [Psi Beta](#) psychology honor society is offered to stimulate, encourage, and recognize scholarship. Students who maintain a 3.0 grade point average may apply to become Ambassadors and serve as representatives of the college at institutional functions and

community events.

A number of **student organizations** are officially recognized by Temple College. The degree of activity varies with the interest expressed by the student body during a school year. These include American Design & Drafting Association (ADDA), Association of Respiratory Care Students (ARCS), Association of Student Surgical Technologists (ASST), Associate Degree Nursing Student Organization (ADNSO) Association of Student Vocational Nurses (ASVN), Black-American Culture Club (BACC), Chess and Gaming Club, Criminal Justice Club, Delta Epsilon Chi (management, marketing, and distribution), G-Force, Physics Club, Society of Latin-American Culture (SOLAC), Society of Manufacturing Engineers (SME), Student American Dental Hygienists' Association (SADHA), Temple College Literary Club, Baptist Student Ministries (BSM), United Campus Ministries, and the Student Government Association (SGA).

**STUDENT ACTIVITIES** A great variety of activities in which students may participate are made available during the fall and spring semesters. These include athletic events of both the intercollegiate and intramural types, theatrical productions, concerts and recitals, social events such as dances, parties and banquets, as well as many other diverse activities. The Student Life Office, the College Program Committee, and the Student Affairs Committee of the Student Government are responsible for the planning of many of these events. Individual clubs and organizations, through the coordination of the Club Council, also contribute to the scheduling of the activity calendar. Student participation and input into the process of programming student activities is solicited. Students with particular programming ideas and interests are encouraged to contact the Student Life Office. Leopard Tales, a bulletin of student announcements, is published by the Office of Student Life. Bulletins include general information of importance to all students, as well as announcements of special events, club meetings, and athletic events. Distribution boxes are located in the buildings.

**Fitness Center** All students are encouraged to participate in Recreational Sports, intramural/extramural and wellness activities. A well-rounded program of recreational and intramural/ extramural sports activities is offered by Temple College. The sporting activities made available to interested individuals are punt-pass-kick, coed volleyball, racquetball, tennis, 8-ball, table tennis, golf, basketball, badminton, and walleyball. The wellness program offers various workshops and seminars on wellness education and popular fitness programs. The college fitness center is equipped with cardio equipment, weight machines and free weights. Temple College participates in **inter-collegiate athletics** as a member of the Northern Texas Jr. College Athletic Conference in the National Junior College Athletic Association Region V. Students participate in men's basketball, women's basketball, baseball, softball, tennis and volleyball.

### **3 COMPREHENSIVE STANDARDS**

#### **Institutional Mission, Governance, and Effectiveness**

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

Temple College's organizational structure is published in the *Personnel Handbook*. The VCT Coordinator reports to the Associate Vice President, Advancement, Business, and Community Services who reports directly to the Vice President of Educational Services and Chief Academic Officer.

Approval of for students to enroll in approved VCT courses rests with the appropriate department chair. New or additional courses offered through VCT are approved by the curriculum committee by way of the department chair.

The Curriculum Committee has the responsibility to review, evaluate, and revise the College Curriculum. This includes the evaluation of distance education courses to insure the DE courses are of the same quality and content as place-based courses. The Committee is responsible for ensuring the College curriculum is directly related and appropriate to the purpose of the College and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the College.

### **3.3 Institutional Effectiveness**

#### **3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.**

Temple College identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. The annual assessment process is a multi-stage approach consisting of the annual operation plans for each department, periodic and cyclical surveys, research reports, program reviews, and assessment of student learning.

All instructional, administrative, and support service departments are required to participate in the [institutional effectiveness](#) process identified by the college. The core of the process is the identification of annual goals and objectives and the identification of measurable outcomes. Each year the department assesses progress toward the identified measurement standards and formulates new or additional goals. The planning process is designed to align with the administrations annual resource allocation and budgeting process.

As outlined, at the end of each yearly cycle, every segment of the College will assess how well it achieved its goals and what internal/external forces affected operations. This summary shows what the department accomplished, how it used its data, and how the Departmental Operational Plan impacted budget planning.

When writing the summary, each department is instructed to

1. Restate the goal.
2. Write “accomplished” if the department achieved the goal and tell how the department is using the information.
3. Write “in progress” if the department is continuing to work on the goal.
4. Write “not accomplished” if the department did not achieve the goal; give a brief explanation of why the goal was not accomplished.
5. Include any internal/external factors which affected the department.
6. Provide any necessary documentation.

The process has recently been converted to an electronic format to streamline the process. Recently, the college approved the acquisition of [WEAVE Online](#) to

facilitate and expand the process. Each department will know be able to align goals and outcomes not only to the college's value statements and institutional priorities, but also to statewide goals, and external regulatory agencies.

Data sets available to departments are found in the annual [Fact Book](#), [annual data profile](#), program profiles, [institutional effectiveness measures and standards](#), and enrollment reports.

Surveys used in the various evaluation processes have included the student services survey, library services survey, and the climate survey. In the spring 2005 the college participated in the [Community College Survey of Student Engagement](#). The results have been shared with the institution through a strategic conversation and the [survey results](#) have been posted on-line. Strategies for using the results for program improvement for both instructional programs and support services were identified during the strategic conversation. Preliminary use of the data from the CCSSE has been used in the reorganization of student services and in the planning processes currently underway by that division.

**Additional Document Sources:**

[Temple College Office of Institutional Effectiveness, Research, and Planning](#)

### **3.4 PROGRAMS**

#### **Educational Programs Standards for All Educational Programs (Includes all on-campus, off-campus, and distance learning programs)**

##### **3.4.1 The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.**

Each educational program for which academic credit is awarded at Temple College is approved by the faculty and the administration, and program and learning outcomes are established for each course. The curriculum for regular college credit courses is developed using a systematic approach. Curriculum changes and additions begin with the faculty. Faculty members desiring to propose changes in courses or programs obtain the necessary forms for curriculum changes from the Division Director. Department Chairs submit forms to the [Curriculum Committee](#). After reviewing the proposed changes, the Committee approves or rejects the proposal. Approved curriculum changes are submitted to the Director of Admissions and Records. Guidelines have been established which involve the submission of a written proposal, a review procedure including all instructional administrators and councils affected by the change, and approval of the President and Board of Trustees via catalog adoption. All approved curricular revisions are presented to the Curriculum Committee before being included in official college publications.

The Curriculum committee review process insures that all new programs and courses comply with state regulations and guidelines. The Curriculum committee is also approves new delivery methods for existing courses, including distance learning courses. Distance learning Courses are under the oversight of the Associate Vice

President for Distance Learning. The curriculum committee has adopted a process for approval of VCT courses in which the VCT coordinator presents request to the department head of division director for course approval. The responsible party approves the course based on a review of faculty credential and a review of the syllabus.

#### TECHNICAL ADVISORY COMMITTEES

The role of technical advisory committees is to advise in the development, revision, operation, and evaluation of each technical program or group of closely related programs. Advisory committees are also to provide a link between business/industry and the College for the purpose of improving programs so that they can equip the students with skills needed to become productive employees in their field of training. Their responsibilities include advising the College as to the validity of courses offered in the program, the attitudes of students, the proficiency of graduates on the job, and community manpower needs. It is composed of members from the public and/or private sector who broadly represent the occupational field and skills used in the occupations for which education is provided.

#### COURSE SYLLABI

Through the combined efforts of all instructors teaching a given course and under the supervision of the Department Chair, a syllabus will be prepared for each course offered in the curriculum. Courses are taught from an up-to-date syllabus with the instructor developing his own detailed course outline. The syllabus for each course are revised upon the acquisition of a new text for that course or when a revision is deemed necessary. Copies of the current year syllabi are filed by November 1 with the Division Director, the Department Chair, and respective instructors. Department Chairmen is responsible for delivering the syllabi to the Vice President of Educational Services. The form and style of the syllabus are not rigidly prescribed and will vary from course to course, but an effective syllabus will contain the following:

1. Title and number of the course
2. Title of textbook
3. General objectives related to the TC Purpose Statement
4. Specific objectives related to the discipline
5. An overall outline of what the course is to cover
6. Evaluation of students
7. Evaluation of course
8. Course bibliography (bibliography should be practical)

#### COURSE OUTLINE

##### (FIRST-DAY HANDOUT)

At the beginning of each semester, instructors should present a guide to their classes through a handout. Included in the prescribed items to be included in the first day handout are:

Title, number, and section of the course, General course objectives related to the Temple College Purpose Statement, specific objectives related to course and subject, and an outline of course topics. Grading standards, evaluation standards for tests, class assignments, and in-class participation are also included.

Learning outcomes for all courses including distance education courses and VCT courses are aligned with the requirements found in the Academic Course Guide

Manual and the Workforce Education Course Manual. General education outcomes were evaluated through the core curriculum evaluation. The state approved competencies, perspectives, and exemplary objectives were aligned with course in the approved core. The student assessment plan was outlined in the core evaluation document and an assessment team was appointed as a subcommittee of the Curriculum Committee. Workforce education programs are evaluated annually through the state's Institutional Effectiveness Process, a comprehensive initiative designed to ensure continuous improvement of the Texas community and technical colleges. The state also performs a desk audit of technical programs every four years. The college drafts improvement plans for any areas not meeting the standard as established by the state. Having just received the results of the desk audit, Temple College is in the process of drafting the response. The institutional effectiveness process data provides workforce departments a systematic process for identifying areas for continuous improvement.

In addition to program and course approval, the Curriculum committee is charged with instructional program reviews. The program reviews are conducted currently on a four year cycle. The program review is an information rich process utilizing quantitative outcomes, labor market trends, and other data from the departments and external agencies.

**Additional Document Sources:**

[TC Curriculum Proposal document](#)

[VCT Approval memo](#)

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

Temple College provides access to educational opportunities to create a diverse student population regardless of race, color, gender, religion, or disability. The admissions policies of Temple College are published in the college [catalog](#) which is available on the college web site. In addition to the policies found in the catalog, other information regarding registration processes are available on the admissions and records web page through a [prospective student](#) registration checklist and through a [FAQ](#) page. VCT hosted students follow the college's admission policies.

**Additional Document Sources:**

[TC Mission](#)

**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 institutions own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institutions transcript.**

Temple College policies for evaluating, awarding, and accepting credit, experiential

learning, advanced placement, and professional certificates are published in the college catalog and are available on-line.

Transfer credit policies are published as part of the [admission](#) policies.

A student who is qualified by [experience or previous training](#) may take a special examination to establish college credit in some courses. Temple College provides opportunities for students to receive college credit by examination through five methods:

1. College Board Advanced Placement Program (AP)
2. International Baccalaureate (IB)
3. College Level Examination Program (CLEP)
4. Defense Activity for Nontraditional Education Support (DANTES)
5. Temple College Institutional Examinations

Information on credit awarded for professional certificates is available in the specific [program](#) area of the catalog.

Through published policies, the college ensures that course work and learning outcomes are at the collegiate level and comparable to the institutions own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institutions transcript.

#### **Additional Document Sources:**

[TC Catalog](#)

### **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.**

Temple College publishes academic policies that adhere to principles of good educational practice through several sources. Policies relating to student expectations and programs of study are found in the [Student Handbook](#) and the Temple College [catalog](#). Additionally, policies relating to instructors' responsibilities to students and educational practice are published in the [Personnel Handbook](#). The student handbook and catalog are available in hard copy and on the college's web site. The Personnel Handbook is distributed in CD form to all personnel and is available on the college intranet site. Specific classroom policies are also incorporated in or referenced in the course "[first day handout](#)."

Course standards and content, college credit, and transferability are the same as for courses offered on campus. Students have the same rights, privileges and obligations as on-campus students. The registration process for Distance Education courses is the same as for all other Temple College courses, and Distance Education courses have the same Texas Success Initiative requirements. Distance Education information is available in the college catalog and on the DE [General Information](#) web page.

**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.**

Temple College follows the rules and regulations of the Texas Higher Education Coordinating Board for determining the amount and level of credit awarded for courses. The Lower-Division Academic Course Guide Manual (ACGM) is the official list of courses approved for general academic transfer that may be offered by public community and technical colleges in Texas for state funding. The provisions for approval of general academic courses for state appropriations are outlined in the Coordinating Board's Rules and Regulations, Chapter 9, Subchapter D. Accordingly, the Coordinating Board established an Academic Course Guide Manual Review Committee with equal representation from public community colleges and public universities. This standing committee meets at least twice annually or more frequently as needed to recommend to the Coordinating Board staff appropriate courses to be added to, revised in, or deleted from the ACGM. The ACGM serves as the generic academic course inventory for all community and technical colleges in Texas. Individual institutions are not required to maintain separate general academic course inventories for these courses.

The Workforce Education Course Manual (WECM), as referenced in the Guidelines for Instructional Programs in Workforce Education, lists all technical courses that may be taught in Texas public community colleges with the amount and level of credit that may be awarded. These courses and their amount and level of credit have been determined by committees with membership from community colleges and universities in Texas. Courses not included in the ACGM or the WECM may be submitted for approval as a unique needs/local needs course. Appropriate documentation is submitted to the THECB for approval to offer the course.

All course offered to Temple College students through distance education are equivalent to campus based courses. Courses offered only through distance education follow coordinating boards rules for implementation and are presented to the curriculum committee from the departments through the divisions for approval.

**Additional Document Sources:**

[Guidelines for Instructional Programs in Workforce Education, Chapter 4](#)  
[Academic Course Guide Manual](#)  
[Temple College Committees and Councils](#)

**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.**

Temple College ensures the quality of educational programs/courses offered through consortia relationships and contractual agreements. The college ensures compliance with the requirements and evaluates the agreements against the purpose of the

institution.

Temple College participates with other educational entities through contractual agreements and consortia relationships for the award of credit for specific courses. The college awards credit through dual credit agreements which adhere to the rules applying to public institutions of higher education in Texas for dual credit partnerships between secondary schools and Texas public colleges. The college awards technical credit to through the Advanced Technical Credit program to eligible students who took courses meeting the faculty and curriculum standards as outlined in the agreement. Temple College faculty and administrative staff also approve local articulations for technical credit. Temple College participates in the Virtual College of Texas (VCT) Consortium. The Virtual College of Texas was created as an initiative of the Texas Association of Community Colleges. CEO's of VCT member colleges developed the host-provider model upon which VCT operations rest and defined the principles of VCT's organization and management. Member institutions of the Virtual College of Texas share distance education courses under the terms of a statewide VCT Memorandum of Understanding. VCT courses approved for credit are reviewed and approved by the appropriate department. The instructor's credentials and the course syllabus must be approved by the appropriate department chair or division director through the VCT course approval form.

Temple College is a member of the Texas Consortium of Educational Telecommunications (TCET). The purpose of the Texas Consortium for Educational Telecommunications is to create mutual advantages that will flow from continuing relationships among those institutions, organizations, and individuals engaged in or interested in telecommunications for educational, instructional and public information purposes.

**Additional Document Sources:**

[TCET member agreement](#)

**3.4.9 The institution provides appropriate academic support services.**

Temple College provides appropriate academic support services through various Student Service departments.

**Library**

The H. M. Dawson Library has a collection of over 55,000 books, nearly 400 current periodical subscriptions and thousands of audiovisual items, including videos, compact discs, microfiche, and film. The library's online catalog provides access to Temple College's collection as well as access to over 20,000 electronic books in net-Library.

Temple College belongs to [TexShare](#), a statewide system which allows reciprocal borrowing privileges to current students, faculty, and staff at all participating college and university libraries in Texas. Through TexShare, Temple College students have access to over 50 content and periodical databases many of which display the full-

text of the original journal or book. Materials not owned by Temple College or unavailable through the online databases may be ordered through interlibrary loan for little or no cost.

Facilities of the H. M. Dawson Library include study carrels and tables, small group conference rooms, audiovisual viewing and listening areas and a computer lab where students can do research, access the Internet, type research papers and complete assignments.

### **Bookstore**

The south end of the Arnold Student Union Building houses the TC Bookstore. The College Bookstore enables students to purchase textbooks, supplies, and other equipment for classroom and laboratory work. Purchases may also be made online at [templecollegebookstore.com](http://templecollegebookstore.com).

### Open Computer Center

The facilities of the Open Computer Center are open to all currently enrolled students at Temple College. All students are required to log in using the user name and password assigned during registration. The Open Computer Center is located in Room 501 in the Watson Technical Center. Beepers and cellular phones are prohibited from use in these classrooms with the exception of medical and law enforcement personnel on call.

### Testing Center

The Temple College Testing Center, located on the second floor of One College Centre, is open to help students with their testing needs. These may include placement tests, course make-up exams, telecourse tests, correspondence testing, and other individual tests.

### Academic Advising

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising should be viewed as a continuous process of clarification and evaluation. Advisors are available throughout the year.

Advising Requirements:

Prior to registering, the following students must be advised by a College Advisor or Counselor:

- Students who have not passed the TSI test; or
- Freshman students entering college for the first time; or
- Any transfer student seeking a degree or certificate registering for the first-time at Temple College.

Advising Resources

All students are urged to make use of the [College Catalog](#), [Schedule of Classes](#), and the [Student Handbook](#) when selecting courses or developing an educational plan. These publications are available in the Advising Center or on the Temple College Web Site.

### Computer-Aided Mathematics

Located on all three campuses, the Mathematics Department offers the Computer-Aided Mathematics (CAM) Lab Classroom. The CAM lab is a computer-aided learning environment which specializes in gradually bringing the student up to college level performance through a series of self-paced, developmental math courses. It is powered by the successful "I Can Learn" software series and staffed by Math faculty members. The Math Tutoring Lab offers tutoring for students taking math courses at Temple College. The lab is located in room 1117 in the new Math & Science Building.

### Learning Assistance Center

Instruction is self-paced in a computer-assisted lab where the staff works to fulfill the specific academic needs of students who are entering technical and academic education classes.

The Center provides:

- Assigned One-on-One Tutoring Learning Packets
- Computer-Assisted Instruction in English, Math and Writing Study Skills
- Time Management Workshops

### **Additional Document Sources:**

[Temple College Student Services](#)

### **3.4.10 The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.**

Temple Colleges publishes general education and major program requirements annually in the school catalog. The catalog is available in print form and online. The requirements conform to commonly accepted standards and practices as outlined in the Lower Division Academic Course Guide Manual and the Guidelines for Instructional programs in workforce Education. VCT courses applied to degree programs follow the same standards on-campus courses described in the ACGM, Workforce Education Course Guide Manual and the college catalog.

Total credit hours for Associate of Arts (AA) degree -- 64 semester hours including a 42 hour core. The associate of arts in teaching (AAT) is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification. Temple College's AAT is an associate degree program that consists of a THECB-approved AAT curriculum and is 61 semester credit hours including the 42 hour core. Requirements for Technical awards are found on pp 80 -155 of the Temple College catalog. Program development guidelines for Career and Technical programs are outlined in

THECB's Guidelines for Instructional Programs in Workforce Education. Chapter 3, section A, number 2 of the GIPWE defines the length of the Associate in Applied Science (AAS) degree between 60 and 72 semester credit hours. Certificate program lengths are also defined in the GIPWE.

**3.4.11 The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.**

Temple College protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data. Access to systems that contain any student records are password secured and any activity on the network, both internal and external, is encrypted using the *Versign* family of products. All computer related files pertaining to student records are backed up to removable media each night and stored off site at a secure location on a weekly basis. Student records are accessible to faculty and staff who have been given security access to the computer system. Only those employees who have an educational need to know are allowed access. Paper documents are kept in either fire-proof filing cabinets which are locked or in the vault.

**3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.**

Temple College places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. Procedures for curriculum development are published in the Personnel Handbook (Section VII [Instructional Programs](#)). The curriculum for regular college credit courses is developed using a systematic approach. Curriculum changes and additions begin with the faculty. Faculty members desiring to propose changes in courses or programs should obtain the necessary forms for curriculum changes from the Division Director. Department Chairs should submit forms to the Curriculum Committee. After reviewing the proposed changes, the Committee approves or rejects the proposal. Approved curriculum changes are submitted to the Director of Admissions and Records. Guidelines have been established which involve the submission of a written proposal, a review procedure including all instructional administrators and councils affected by the change, and approval of the President and Board of Trustees via catalog adoption. All approved curricular revisions will be presented to the Curriculum Committee before being included in official college publications.

For VCT courses currently in the Temple College catalog, the VCT coordinator initiates the process through the appropriate department. The department is responsible for course review and initial faculty review. Final approval faculty qualification approval rests with the VP of Educational Services. VCT courses currently in the catalog, but not taught as internet courses must follow the same review and approval process from department faculty through the curriculum committee. Courses taught as VCT courses only must follow the same process for review as all other proposed courses with responsibility for review of syllabus and learning outcomes resting initially with the department.

### **Additional Document Sources:**

[Curriculum Proposal](#)

[VCT approval](#)

#### **3.4.14 The institutions use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.**

Temple College endeavors to offer the latest technology to help students and instructors attain their educational goals by providing modern learning resources, tools, and technology.

Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students develop an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available. The Temple College core curriculum was designed with an emphasis on computing across the curriculum. Evaluating the core for this competency not only required documenting the use of technology in the classroom, but also required course content addressing the social impact of technology. Along with computing across the curriculum, Temple College offers a full array of computer instruction, both credit and non-credit.

Aside from the use of computer technology in the classroom, Temple College has embraced the use of technology. Temple College utilizes [TConnect](#) which is a web-based service that allows Temple College students, faculty and staff to access portions of the college's administrative database from any computer with an Internet connection. From the [Temple College](#) web page, all students, including distance learning and VCT students access TConnect and its tutorials and [user's guide](#) and [FAQ](#). These cover Temple College email accounts which are provided for every registered student, logging in procedures, searching for, registering in and adding and dropping sections, online payment, accessing grades, requesting transcripts, viewing class schedules, and other topics pertinent to the use of the site. The college [catalog](#) is available primarily through the web and the semester class schedule is web based. Web registration is available and required for self-advising students. Students have access to their personal records via the college website. Help is available to new students during registration. During the process of reserving VCT classes, the VCT Coordinator counsels with potential host students about their computer literacy and comfort and directs students to needed resources provided by the college. The VCT coordinator emails and verification letter prior to registration which includes information available to students via the college website

At present, because Temple College instructors utilize more than one course management system, individual instructors orient the distance learning and VCT students in the use of the specific platform used for that course.

Developmental math classes are taught in a manned computer lab and a writing lab is provided for all students. The college provides assistance to students through manned open computer labs. The Open Computer Labs on the campus of Temple College are provided for the "academic pursuits" of our currently enrolled student population. Various versions of Microsoft Office Suite software, with their collection of word processing, spreadsheet, database, etc., are available in all Open Labs. Various labs will also have course-specific programs on their computers.

The most often cited uses of technology across the curriculum were requiring students to use word processing for formal papers and requiring students to use the internet for research. The internet was also cited as a tool for accessing content information for many classes. Direct instruction in performing internet searches and in using the internet as a research tool is provided through the composition classes. Other disciplines require specific internet sites for students to use in the course of their work. Many of these sites are provided as supplements to required textbooks. The natural sciences have students use computers for data gathering, for simulations, and for maintaining data in spreadsheets. The geography classes use geographical information systems in class projects. Art, music, and mathematics all report the use of interactive computer programs available to students. There are specific art classes available to students which teach specific graphic software packages. The use of presentation software by students in class presentations was also reported by faculty.

**Additional Document Sources:**

[Temple College Computer Resources](#)

### **3.5 Educational Programs: Undergraduate Programs**

#### **3.5.2 The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution.**

At least 64 semester hours of academic credit, exclusive of developmental courses, with at least a "C" average on all hours attempted is required to earn an AA degree. To receive an AA degree from Temple College, the student must have completed the last 16 semester hours of the work toward graduation at Temple College or have earned a total of 32 semester hours of work applicable toward the degree at Temple College.

The credits for VCT hosted courses are treated as all other credit awarded by the college. The college includes VCT hosted classes as part of the 25% credit hour requirement

The college is able to track the number of VCT hours taken by students through the location code in the institutional database and is communicated to the THEC through the coordinating board CBM 004.

**Additional Document Sources:**

[Temple College Catalog - Graduation Requirements](#)

### 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 in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.**

Temple College employs competent faculty members qualified to accomplish the mission and goals of the institution.

#### Teachers of Academic Courses

Full-time and part-time faculty members teaching credit courses in the following areas:

humanities/fine arts; social/behavioral science; and natural sciences/mathematics must have completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. Independent School District faculty who teach dual credit classes in the high school **must** also meet these criteria.

A. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas.

B. In the creative arts (e.g., music, art, theater) evidence of professional competence will be considered in lieu of formal academic preparation. This competence may be based upon appropriate specialized training and/or professional accomplishments and must be fully documented.

#### Teachers of Technical Courses

In specialized technical fields evidence of professional competence is acceptable in lieu of formal academic preparation. This competence may be based upon appropriate specialized training or successful experience as a practitioner in the occupational field. The minimum academic degree for faculty teaching in technical areas must be at the same level at which the faculty member is teaching. It is a goal of the institution to employ technical instructors whose directly related experience is equivalent to the Master's level.

Teachers teaching VCT courses are held to the same standards as all other faculty as outlines in the [\*VCT Host and Provider Practices and Responsibilities\*](#) and the [\*Virtual College of Texas Memorandum of Understanding\*](#). Department chairs and division directors work with the VCT coordinator and the VP of Educational

Services to review faculty qualifications for all VCT courses.

**Additional Document Sources:**

[Faculty Qualifications](#)

[Distance Ed Faculty Guidelines](#)

**3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.**

It is the policy of Temple College to regularly evaluate the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status. Personnel on Faculty Salary Schedule Reporting to the appropriate Division Director

Each Department Chair will formally evaluate each faculty member in his/her area once per year and file an evaluation statement for each faculty member with the appropriate Vice President of Educational Services prior to April 1 each year. It is expected that the evaluator will make use of all available information including, but not limited to

- Student Evaluations,
- Peer Evaluations,
- Self Evaluations Student

Evaluations are but one part of the total evaluation package and, as such, is viewed in the context of their relationship to the other factors being considered. Consistent negative student Evaluations will obviously be cause for concern and will likely prompt the supervisor to suggest strategies for improvement. The conclusions of the evaluator will be made know to the person being evaluated.

Reaction to the Performance of Instructors is required once a year for full time faculty and part-time faculty each semester. Data are to be collected near the end of either semester. Data for full-time (non-tenured) faculty are to be collected at the end of the fall semester. If tenured faculty chooses to administer evaluation forms during the spring semester, their Summary and Recap sheets from these Evaluations will be used during the following school year for their annual evaluation conference. Reaction to the performance of instructors for part-time faculty is required each semester.

Based on the results tallied on the Summary and Recap Sheets (Forms 11 and 12) concerning Instructor Performance and other items used for evaluation, the Department Chair along with the instructor should make suggestions for professional development, if needed, during the review conference. These suggestions may then be incorporated in the Instructor Self Evaluation/ Professional Development Goals

(Form 6) completed by each instructor during the fall semester.

Division directors will review the evaluation reports for each faculty member in

their division and add any additional comments. Any substantive additions in the evaluation report made by a division director will be communicated to the person being evaluated.

The Office of Human Resources will maintain the official file containing each faculty evaluation. Individuals may request to review their evaluation files at any time the College is open for regular business.

**Additional Document Sources:**

[Staff Evaluations](#)

**3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.**

Temple College provides ongoing professional development of faculty as teachers, scholars, and practitioners. The College encourages professional development through college credit courses, workshops, and research. The College also provides support through the participation in the National Institute for Staff and Organizational Development ([NISOD](#)) which includes subscriptions to *Innovations Abstracts*. These newsletters offer practical examples of instructional innovation. They are emailed to staff and are made available on the intranet. Temple College is committed to providing opportunities by supporting travel to conferences and workshops and by responding to and supporting requests for specific activities on campus. Temple College is a participating member of [StarLink](#). All staff are kept apprised through regular email notices of opportunities to participate in teleconferences and streaming video presentation on educational issues. In addition to [topics](#) of interest to all college personnel, *StarLink* supports distance education faculty with high quality training through broadcasts and webcast technology.

Faculty in professional and occupational fields are responsible for maintaining a high level of expertise through professional development activities. For example, the allied health faculties are responsible for maintaining their licenses by participating in classes, workshops, and seminars. Temple College supports faculty members in their professional development by providing time and money for their activities.

Faculty members are primarily responsible for developing their own professional development activities and are encouraged to make suggestions for on-campus activities. Each semester, the College conducts in-house professional development activities suggested by the Faculty Council Professional Development Committee.

As part of the yearly [evaluation](#), department chairs review the professional development activities each instructor pursued during the year. If the faculty member has not participated in any activities, the chairman encourages him/her to formulate a professional development plan.

In-house professional development activities include computer, internet, and power point workshops. The College also provides one [Faculty Development Leave Grant](#) each year for a tenured faculty member.

Additional professional development opportunities for faculty are available through the [Texas Collaborative for Teaching Excellence](#). Funded through the Texas Higher Education Coordinating Board and administered by Del Mar College, the Collaborative exists to support faculty at two-year colleges across Texas. Its purpose is to promote a collegial, cooperative approach to professional development statewide and provide an infrastructure to enable colleges to share resources and avoid duplication. The work of the Collaborative is conducted by a clearinghouse and regional centers at partner colleges that work together to communicate, coordinate, and disseminate professional development resources and activities that benefit community college faculty in Texas. The Texas Collaborative's Center for Online Technology offers online professional development courses for Texas community college faculty. From the basics of Internet teaching to the details of online course management and support.

Temple College distance education instructors participate in a distance education faculty orientation and training program that presents knowledge and skills critical to success as a distance education instructor. The Temple College faculty development program will adhere to the following:

- Faculty participants will be encouraged to share concerns.
- Faculty will be trained in a non-threatening learning environment.
- Faculty networks and mentoring programs will be utilized for problem solving and information sharing.

The training program for distance education instructors will consist of self-paced instruction, one-on-one training, and/or group workshops. Training will target specific delivery systems (Internet, Telecourse, Videoconference). Training will include (1) hands-on experience in the use of the appropriate technologies and materials; (2) practical strategies for delivery of course material; (3) how to adapt traditional instruction to a non-traditional environment; and (4) how to assure that the course taught through distance education methods is equivalent to the same on campus course.

**Additional Document Sources:**

[DE Faculty Guidelines](#)

[Principles of Good Practice self study for DE](#)

[DL workshops 2005/2006](#)

### **3.8 Library and Other Learning Resources**

#### **3.8.1 The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.**

The Hubert M. Dawson Library provides distance education students access to its collections and services via its [web page](#). The library has approximately 55,000 book volumes in its 10,000 sq. ft. facility on the Temple College campus. Most of these books are available to check out. Students can request that items be sent to them or to one of the college's off-site centers. The library also maintains subscriptions to nearly 400 journals.

In addition, the library offers access to over 41,000 [NetLibrary](#) electronic books

which were acquired through TexShare or purchased with other libraries through Amigos Library Services. These electronic books are available directly through the NetLibrary site or via searches in the library's online [catalog](#). Off-campus use requires a user name and password for authentication through a proxy server. Directions for determining the UN/PW are on the library's web site.

The library is a member of the state's TexShare card program. Any currently registered student can request a TexShare card which permits Temple College students to check out books from other participating TexShare libraries. Most Texas public, college, and university libraries are TexShare members. Students can request this card in person, by telephone or email.

As a TexShare member the library provides access to the core TexShare databases which cover a wide variety of disciplines and index thousands of journals and other print materials. Many of these resources are available as full-text documents. In addition to the TexShare databases, the library subscribes to a number of other databases which support the particular curricular needs of its students. All of these database resources are available through the library's web page. Again, off-campus use requires UN/PW authentication.

Temple College students are eligible to request materials through Interlibrary Loan, generally for no charge. An online form is available for sending Interlibrary Loan requests.

The library encourages off campus students to call or email the library staff with any questions they have concerning library resources or services. Telephone numbers and an online library question form are available on the library's web site.

### **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.**

The library staff conducts from 60 – 80 formal orientation sessions per year. These sessions are arranged in cooperation with instructors in various departments. They are generally held in the library computer lab which facilitates "hands on" instruction in the use of the many online resources available through the library's web page. In addition, the staff routinely delivers individualized training to students who request assistance at the reference desk.

Instructors are encouraged to direct their distance education students to the library's web site which provides links to online resources (databases, reference works, indexes, books) and descriptions of various library services available to Temple College students including Interlibrary Loan, TexShare card access and contact information for more information and assistance.

### **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.**

Temple College currently employs three full-time librarians all with MLS degrees

from ALA accredited library programs:

The director has over 20 years experience in academic libraries and has been director for over 7 years.

The associate director is the cataloger/systems librarian and has been with Temple College for over 25 years.

The reference librarian has been with the college over 5 years. In addition to his reference duties he is in charge of Interlibrary Loan and the development and maintenance of the library's web site.

The two part-time librarians who help cover night and weekend hours each have a MLS degree and appropriate academic library experience. The Coordinator of Public Services is a paraprofessional with a BS in English and over 10 years of experience at Temple College library. The library specialist has a BA degree and has worked at the library nearly 5 years.

**Additional Document Sources:**

[Temple College Catalog - College Personnel](#)

### **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.**

Temple College publishes a clear and appropriate statement of student rights and responsibilities in the [student handbook](#) and [college catalog](#). The handbooks are available for distribution at the student services building and at each off-campus location. In addition, the handbook and catalog are available to all students on the college website.

#### **3.9.2 The institution protects the security, confidentiality, and integrity of its student records.**

Temple College complies with the Institutional Family Educational Rights and Privacy Act of 1974. The institutional policy is published in the [student handbook](#) and is available [on-line](#). All student records are subject to the policy. Student records are accessible to faculty and staff who have been given security access to the computer system. Only those employees who have an educational need to know are allowed access. Paper documents are kept in either fire-proof filing cabinets which are locked or in the vault. All computer related files pertaining to student records are backed up to a removable media each night and stored off site at a secure location on a weekly basis. Faculty responsibilities concerning student records are published in the [personnel handbook](#).

#### **3.9.3 The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs**

**programs.**

To ensure the quality and effectiveness of its student affairs programs, Temple College provides services supporting its mission with qualified personnel. Temple College student services are enumerated in the student [handbook](#) and the college [catalog](#). Employee credentials are documented in the college [catalog](#). Temple College's use of the Virtual College of Texas is to provide the college's students with access to alternative delivery methods for specific courses in order to meet the needs of the student. VCT students are Temple College students first and have access to all support services. A list of services with [contact](#) information is available of the Distance Education website. Links to student services is also available from the [student information](#) link on the college home page.

**Additional Document Sources:**

[Temple College Home Page](#)

[Distance Education web page](#)

### **3.10 RESOURCES**

#### **Financial and Physical Resources**

##### **3.10.7 The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.**

Temple College operates and maintains physical facilities to serve the needs of the its educational programs, support services, and other activities appropriate to its purpose.

Most VCT students are local to the Temple College area and have the same access to facilities as all other students. Additionally, students enrolled in internet courses through VCT have electronic services available.

Temple College [library](#) belongs to TexShare, a statewide system which allows reciprocal borrowing privileges to current students, faculty, and staff at all participating college and university libraries in Texas. Through TexShare Temple College students have access to over 50 content and periodical databases many of which display the full-text of the original journal or book. Materials not owned by Temple College or unavailable through the online databases may be ordered through interlibrary loan for little or no cost.

The College Bookstore enables students to purchase textbooks, supplies, and other equipment for classroom and laboratory work. Purchases may also be made online at [templecollegebookstore.com](http://templecollegebookstore.com).

The facilities of the Open Computer Center are open to all currently enrolled students at Temple College. All students are required to log in using the user name and password assigned during registration. The Open Computer Center is located in

Room 501 in the Watson Technical Center

The Temple College [Testing Center](#), located on the second floor of One College Centre, is open to help students with their testing needs. These may include placement tests, course make-up exams, telecourse tests, correspondence testing, and other individual tests.

Other support services are available to internet students through telephone and email contact information which is available on the college web site.

**Additional Document Sources:**

[Student Information](#)

[Distance Education](#)

[Faculty and Staff Contact](#)

[Temple College Administration](#)

## 4 FEDERAL REQUIREMENTS

### 4.2 The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

In its effort to “meet the needs of individual students and area communities and businesses through quality educational programs and services that prepare our diverse population to enter an ever-changing global society”, Temple college offers a variety of opportunities through programs designed for academic transfer, technical degrees and certificates to prepare students for work, continuing education for the career advancement, and adult education to transition future students to additional opportunities. The degree plans course inventories as outlined in the college [catalog](#) and [continuing education](#) website are selected and designed with that purpose in mind.

Academic transfer programs adhere to the regulations as codified in the Lower Division Academic Course Guide Manual and technical and continuing education follow the Guidelines for Instructional Programs in Workforce Education. Each workforce education area has an industry specific advisory board.

Degree programs and courses are approved by the [curriculum committee](#) before submission to the Texas Higher Education Coordinating Board. In addition, the curriculum committee is responsible for the periodic program reviews.

**Additional Document Sources:**

[Academic Course Guide Manual](#)

[Guidelines for Instructional Programs in Workforce Education](#)

[Workforce Education Course Manual](#)

### 4.4 The institution demonstrates that program length is appropriate for each of the degrees offered.

The Texas Higher Education Coordinating Board in [Chapter 9, Subchapter J](#) of the Texas Higher Education Coordinating Board Rules and Regulations defines the length and content of both the Associate in Arts and Associate in Science degrees. The Associate of Arts degree at Temple College represents the first two years of college study towards a bachelor's degree. Fundamental to this study is the core curriculum, outlined below. Comprising a total of 42 semester hours of credit, this core of courses is designed to help the student acquire important intellectual skills, develop an appreciation for the major systems of learning, and open his or her mind to significant aspects of other cultures. The Temple College core curriculum is fully transferable to any public college or university in Texas, and is guaranteed by the Texas State Legislature to meet all lower division core requirements of the receiving institution, up to a total of 42 semester hours.

Associate of Arts Degree Requirements:

Temple College Core Curriculum -- 42 semester hours

Electives — Courses from student's intended major and

Other related courses -- .22 semester hours

Total credit hours for Associate of Arts (AA) degree -- 64 semester hours

The associate of arts in teaching (AAT) is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification. Temple College's [AAT](#) is an associate degree program that consists of a THECB-approved AAT curriculum and is 61 semester credit hours.

Program development guidelines for Career and Technical programs are outlined in THECB's Guidelines for Instructional Programs in Workforce Education. [Chapter 3, section A, number 2](#) of the GIPWE defines the length of the Associate in Applied Science (AAS) degree between 60 and 72 semester credit hours. Certificate program lengths are also defined in the GIPWE.

Prior to submission to the THECB for program approval or revision, Temple College programs are subject to review and approval by the Temple College Curriculum Committee.

**Additional Document Sources:**

[TC Catalog - Degree requirements](#)

[Associate of Arts in Teaching](#)

**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 Commission policy The Review of Complaints Involving the Commission or its Accredited Institutions.)**

Temple College has adequate procedures for addressing written student complaints as outlined in the student handbook and provides detailed steps and articulated rights and responsibilities for the student and college. Information is distributed to students through printed handbooks and through the web. The [student handbook](#) is accessible through the student services link on the college home page. These policies and procedures apply to all distance learning and VCT students. Following the reservation of a class, VCT students receive a welcoming [email](#) from the VCT Coordinator which includes links to the Temple

College web page, Student Handbook, and College Catalog

#### General Grievance Procedure

Purpose and Scope: These procedures are established for two purposes:

1. To provide the individual student opportunity to be heard in grievances involving alleged acts of unlawful discrimination on the basis of gender, disability, race, color, age, religion, national origin or veteran status. (Type I Grievance)
2. To provide individual students the opportunity to be heard in grievances involving alleged errors in the interpretation or application of (or lack of) stated policy or violations of stated policy. (Type II grievances)

All other grievances will be handled through regular administrative and organizational channels or in accordance with other formal policies. These specific policies and procedures are outlined in the student handbook. Formal grievances are required to be submitted in writing and all steps are to be documented by the appropriate committee and or department. Records are maintained by the Office of Educational Services. Procedures for addressing written student complaints are consistent for all students regardless of location of instruction or instructional division and equally apply to distance education students.

#### **Additional Document Sources:**

[Policies and Procedures](#)

#### **4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.**

Temple College Recruitment materials and presentations accurately represent the institution's practices and policies. Divisional and departmental approval is provided to ensure inclusion of the most current data in the Temple College marketing pieces used in recruitment. This approval ensures accurate representation of the institution's practices and policies in each area of the college.

Examples of the recruitment materials used at Temple College are the Temple College [View Book](#) and [Website](#).

The Vice President of Educational Services has oversight of the Educational Services aspects of the College. The Vice President works closely with the Director of College Communications to ensure that all policies and practices are followed and are in compliance with requisite authorities.