

Directions: For each of the Core Requirements and Comprehensive Standards listed below, the institution should check one of the boxes for the judgment of compliance and then add narrative for the judgment of compliance in accordance with directions requested in the category description.

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

Section 2 CORE REQUIREMENTS

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) has degree-granting authority from the State of Texas Statutes, the Texas Higher Education Coordinating Board, and the Central Texas College Board of Trustees. In 1965, the citizens of Central Texas joined together to authorize the building of a community college. Since that time, CTC's Texas operations have grown to serve the western section of Bell County; Burnet, Coryell, Hamilton, Lampasas, Llano, Mason, Mills and San Saba Counties; portions of McCulloch and Williamson Counties; as well as Fort Hood and the state correctional facilities in Gatesville. CTC, under Section 130.004 of the Texas Education Code, opened its doors with an initial enrollment of 2,068 students in the fall of 1967. CTC has maintained its accredited status with the Commission on Colleges of the Southern Association of Colleges and Schools since first being awarded accreditation in 1969 and was reaffirmed most recently in December 1994.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 2.01 Authority
Board Document 119 Organization, Administration, and Management
Texas Higher Education Coordinating Board (THECB) Rules and Regulations Chapter 8 Subchapter B Section 8.22 Authority
Texas State Statute District Legal Status
Texas State Statute District Name and Definitions
Texas State Statute Educational Role and Mission, Purpose, and Responsibility
Texas State Statute Geographic Boundaries and Service Areas

- 2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board, nor the majority of other voting members of the board, have contractual, employment, or personal or familial financial interest in the institution.

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) is governed by a seven-member Board of Trustees that has the authority and duty to ensure that the mission of the institution is carried out. The Board of Trustees is the legal body responsible for the institution which it holds in trust. Documents, including the Board of Trustees meeting minutes and policies, provide evidence that the board is an active policy-making body for the institution and not controlled by a minority of board members or by organizations or interests separate from CTC. Board Document 104 By-Laws, Section 5.05, requires that a quorum of board members be present at all official meetings and that all resolutions and actions require a majority vote. The Board of Trustees approves all policies of CTC and reviews and approves all financial resources and financial transactions at each board meeting. As stated in CTC Board Document 104, the presiding officer of the Board of Trustees, along with the other voting members, has no contractual, employment, or personal or familial financial interest in the institution.

Central Texas College is not a military institution authorized and operated by the federal government.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 2.01 Authority
Board Document 104 By-Laws Section 5.05 Meetings
Board Document 119 Organization, Administration, and Management
Board of Trustees Membership
Board of Trustees Agendas and Minutes 2003
Texas State Statute Board of Trustees Legal Status
Texas State Statute Ethics: Conflict of Interest

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) has a chief executive officer, the Chancellor, whose primary responsibility is to the Central Texas College Board of Trustees for the implementation of board policies. Board Document 119, Organization, Administration, and Management, in accordance with Board Document 104, By-Laws, Section 8.06, recognizes the position of the Chancellor to delegate authority of and management of the Central Texas College District (CTCD).

Board Document 104, Section 8.06, also stipulates that the presiding officer of the Board of Trustees is the chair. CTCD’s organizational chart delineates the reporting relationship between the CTC Board of Trustees and its chair and the chief executive officer, the Chancellor.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Sections 8.02/8.06 Officers
Board Document 119 Organization, Administration, and Management
Organizational Chart Central Texas College District (CTCD)

2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College (CTC) mission statement is as follows: *“At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment.”*

As discussed in [Comprehensive Standard 3.1.1, Institutional Mission](#), CTC's mission statement provides the foundation upon which its institutional programs are built. The mission statement is clear and concise. It describes the institution and its characteristics, including our many global campuses and educational contracts. The mission statement meets the guidelines mandated by the Texas Education Code, Sections 60.1 and 101.011. CTC document *Guidelines for Strategic Planning*, Attachment A, FY 2002-2007, outlines the requirements the institution must consider when developing the mission for the college. The mission statement is communicated to the institution's constituencies through a variety of means, including CTC's Web page, college catalogs, faculty and student handbooks, and fact books.

Board Document 304, Statement of Purpose, defines the vision, philosophy, mission, purpose, key service populations, areas of service, goals, and objectives of CTC. This document serves as a guide to ensure that CTC fulfills its mission and purpose.

Evidence of Support:

Links on CD
Board Document 304 Statement of Purpose
<i>Central Campus Catalog-Institutional Purpose</i>
<i>Central Campus Student Handbook</i>
<i>Fast Facts Spring 2003</i>
<i>Guidelines for Strategic Planning, FY 2002-2007</i>
Texas Higher Education Coordinating Board (THECB) Rule 9.53 Purpose, Role, and Mission
Texas State Statute Educational Role and Mission, Purpose, and Responsibility
Supplemental Links to External Websites
Central Texas College http://www.ctcd.edu

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**)

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College's programs and services are reviewed in an ongoing systematic and interrelated process. Planning of educational programs is the heart of the institution. Board Document 158, Educational Program Support Services and Texas Campus Operations, establishes the organization, administration, and management of the college's educational programs. The policy in Section V. Educational Program Structure d. Evaluation, states, "A system of internal control shall exist whereby direction, operation, management, and control of the instructional programs will be reviewed and evaluated."

Board Document 304, Purpose Statement, establishes the Chancellor's authority for directing the planning and evaluation process. Board Document 119, Organizational Administration and Management, delegates the process to the Director of Institutional Effectiveness.

[Comprehensive Standard 3.3.1, Institutional Effectiveness](#), discusses extensively the implementation of the college's ongoing, integrated, and institution-wide planning and evaluation process. [Comprehensive Standard 3.4.1\(b\), Educational Programs](#), discusses the establishment and evaluation of program and learning outcomes.

(a.)

Central Texas College embarked on its first formal comprehensive planning process in the fall of 1990, resulting in the 1991-1996 Strategic Planning Document. Today, the planning process is an integrated and mature institutional effectiveness system that furnishes a framework for participatory planning and assessment to position the college to excel in its unique future. The *Guidelines for Strategic Planning FY 2002-2007* carry forward the 1998-2003 planning cycle that includes an annual self-assessment of every unit and department in the college, along with evaluation of instruction and programs. The 2002-2007 planning cycle integrates these processes into an institutional plan for continued success in accomplishing CTC's mission. It also provides a calendar for the implementation of the planning process. In March of each year, the initiatives and priorities from all units and departments are reviewed as the foundation for the development of the upcoming fiscal year budget. Unit and department heads submit their budgets for the year, establishing priorities to ensure that the goals of the strategic planning process are addressed and that the improvements of the educational programs and services are continuous.

The Strategic Planning Research Committee exists to identify institutional strengths and weaknesses, plus external opportunities to achieve CTC's mission, or threats that may impinge upon the mission. These analyses guide the institution in identifying strategies, actions, and performance standards required to achieve the institutional mission; in determining the costs and benefits of those strategies; and in maintaining an evaluation system to monitor improvements toward institutional performance.

In tandem with the evaluations of the Strategic Planning Research Committee, students, faculty, and appropriate administrators assess CTC's educational programs at the course, program, and institutional level. These evaluations are used in part to generate Institutional Effectiveness Reports, which ensure that student learning is taking place and that services are being efficiently and effectively provided. These reports assist with CTC's strategic planning and budget development and provide guidance for making program improvements in all areas of college activity.

CTC's internal strategic planning is held accountable to educational program standards by external agencies and accrediting bodies. Indicators of performance are established through the legislature, assessing performance of public community colleges in the critical areas of access, retention, course completion, graduation, licensure pass rate, and follow-up. The Annual Data Profile compiled by the Texas Higher Education Coordinating Board (THECB) is a summary report that CTC uses to develop a Plan for Improvement that is resubmitted to the THECB.

The THECB adopted Closing the Gaps by 2015 in October 2000. The plan has goals to close educational gaps in four areas: student participation, student success, excellence, and research. CTC has established performance targets toward meeting the four goals. Beginning in 2000, the college's strategic planning process has focused on strategies to close these gaps. A Recruitment Retention Strategic Committee was formed, and this committee developed a CTC Diversity Action Plan and an Enrollment Management Plan for 2002-2007.

The federal standards of performance required for Carl Perkins grant funding are adopted statewide as the measures of program and student performance. The Perkins Program Improvement Plan improves services to students and removes barriers to completing degree programs, entering the workforce, or continuing education.

In addition, program reviews are conducted to meet national external accrediting body requirements and state instructional program approval. The Associate Degree Nursing, the Medical Laboratory Technician program, and the Paralegal/Legal Assistant Program hold national program accreditation status after conducting rigorous program reviews. An annual review of associate degree programs is conducted to ensure that Texas Higher Education Coordinating Board guidelines for workforce education programs are in place and improvements are continuous.

CTC locations-at-a-distance review their programs and services based upon a specific order for educational programs by the United States government. The order is outlined by a contract/Memorandum of Understand that does not obligate the location to provide all CTC programs and services. In meeting the delivery portion of the contract/MOU, each CTC location-at-a-distance is considered a portion of the larger, institution-wide planning and evaluation effort and is held accountable to the established educational program standards. The obligation of each location-at-a-distance contributes to the college's effectiveness of accomplishing its mission. The priorities for locations-at-a-distance are established through the Campus Deans to ensure that the goals of the strategic planning process are met.

A federal reporting tool used to improve programs and services at CTC locations-at-a-distance, is the Military Installation Voluntary Education Review (MIVER). The MIVER project, administered by the American Council on Education (ACE), provides resources for institutions and installations participating in MIVER reviews. CTC adheres to the MIVER Principles of Good Practice and completes the required self-study for locations-at-a-distance. The results of the MIVER visit are used to improve programs and services to the student soldier.

(b.)

These efforts listed above demonstrate that CTC is accomplishing its mission to *"identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment."* CTC ensures that its educational programs at multiple campuses are under constant evaluation to meet educational program standards, some of which may be specific to that location and others that must maintain equivalency from campus to campus regardless of the method of instructional delivery. CTC's mission statement affirms the college's commitment to quality instruction and to maintaining excellence in our many programs. The participation of departments and units in the internal evaluation and planning process demonstrates that commitment, as does the participation of faculty members on the Strategic Planning Research Committee. The variety of internal and external reviews conducted demonstrates the college's commitment to reviewing and updating its programs and policies to ensure the learning environments provided meet the needs of our diverse student body.

Evidence of Support:

Links on CD
Advisory Committee Minutes Instructional Programs
Board Document 119 Organization, Administration and Management
Board Document 158 Educational Program Support Services and Texas Campus Operations Section V d Evaluation
Board Document 304 Statement of Purpose
Budget Instructions FY 2002-2003
Budget Submission Packet FY 2003-2004
Departmental Strategic Plan, IE Plan and Assessment (1998-2001)
Departmental Strategic Plan and IE Plan (2002-2007)
Diversity Action Plan
<i>Fact Book</i> Academic Year 2001-2002
<i>Fast Facts</i> Spring 2003
<i>Guidelines for Strategic Planning</i> FY 2002-2007
Institution Strategic Enrollment Management Plan
MIVER Sample Document
Nationally Accredited Program Approval Letters
Plan for Improvement Workforce Education Programs
Recruitment Retention Strategic Committee Agenda and Minutes
Strategic Master Plan 1992-1997
Strategic Master Plan 1996-2000 – Volume 1: Summary Report
Strategic Master Plan Revised 1993-1999
Strategic Plan 2002-2007
Strategic Planning Document 1991-1996
Strategic Planning Research Committee Agenda and Minutes
Student Evaluations of Instructor (OIE) (2003)
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education</i> (GIPWE) Chapter 8 Evaluation of Institutional Effectiveness
THECB Annual Data Profile (2003)
THECB Closing the Gaps Report (2003)
THECB Licensure Report
THECB On-Site Review (2000) Report
THECB On-Site Review (2000) Response
THECB Rule 10 Purpose, Authority, and Definitions
Workforce Education Program Self Evaluations

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) has been in continuous operation and students have been enrolled in degree programs since September 1967.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Calendar
<i>Central Campus Catalog</i> -Central Texas College History
<i>Fact Book</i> -Program Enrollment Data
Texas Higher Education Coordinating Board (THECB) Annual Data Profile (2003) Institutional Summary Program Enrollment

2.7 The institution

2.7.1 offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the post baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency. **(Program Length)**

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)**

2.7.3 offers a general education program 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)**

2.7.4 makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, where appropriate. The institution itself, however, provides instruction for all course work required for at least one degree program at each level at which it awards degrees, or provides an alternative approach to meeting this requirement. The alternative approach is approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. **(Contractual Agreements for Instruction)**

Compliance Partial Compliance Non-Compliance

Narrative:

2.7.1. Central Texas College (CTC) adheres to Texas Higher Education Coordinating Board Rule 9.183, that states that Associate in Arts and Associate in Science degree programs must consist of a minimum of 60 semester credit hours and a maximum of 66 semester credit hours. CTC also follows the Texas *Guidelines for Instructional Programs in Workforce Education* (GIPWE) for Associate in Applied Science degree programs that limits degrees to a total of 60-72 semester credit hours.

CTC offers 46 Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. The Associate in Arts and Science degrees require a minimum of 66 semester credit hours. The Associate in Applied Science degree programs range from 64 to 72 semester credit hours. The Associate in General Studies degree requires a minimum of 64 semester credit hours, not to exceed 66 semester credit hours.

CTC provides written justification and rationale for program equivalency through its defined and published policies for evaluating and accepting academic credit found in the *Central Texas College Catalog*, 2002-2004, Transfer Credits and Evaluation of Previous Education and Training, and the *Central Texas College Continental and International Catalog* 2002-2004. The published policy is consistent with the CTC mission and the Texas statutes regarding transfer of credit.

Evidence of Support:

Links on CD
Associate Degree Programs
<i>Central Campus Catalog</i> -Evaluation of Previous Education and Training
<i>Central Campus Catalog</i> -Programs of Study
<i>Central Campus Catalog</i> -Transfer Credits
<i>Continental and International Catalog</i> -Evaluation of Previous Education and Training
<i>Continental and International Catalog</i> -Programs of Study
<i>Continental and International Catalog</i> -Transfer Credits
Individualized Career Evaluation Process (ICEP)
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education (GIPWE)</i> Chapter 3 Types and Characteristics of Awards
THECB Rule 4.24 General Provisions for Transfer of Credit
THECB Rule 4.25 Requirements and Limitations for Transfer of Credit
THECB Rule 9.183 Program Length

- 2.7.2. CTC offers degree programs that embody a coherent course of study with minimum learning outcomes. 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 Workforce Education (GIPWE)* and the *Lower-Division Academic Course Guide Manual (ACGM)*. Each Associate in Applied Science program course of study is designed to sequentially develop skills and competencies appropriate to the workforce. The Associate in Arts and Associate in Science programs develop the broad, lower-division general education competencies that prepare students for transfer to senior institutions.

Degree programs are compatible with CTC’s purpose as stated in the college catalog. This includes providing workforce programs leading directly to employment plus freshman and sophomore university parallel courses. Programs such as Legal Assistant, Medical Laboratory Technician, and Nursing adhere to their respective external licensing agency minimum standards. The Educational Program Guidelines ensure that degrees are designed to embody a coherent course of study based upon fields of study appropriate to higher education and,

in addition, ensure the transfer of credit toward baccalaureate degree completion and the portability of credit into the workforce.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Institutional Purpose</i>
<i>Central Campus Catalog-Programs of Study</i>
<i>Continental and International Catalog-Programs of Study</i>
<i>Educational Program Guidelines Section III 3.1 Program and Course Design</i>
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education (GIPWE)</i> Chapter 3 Program Elements
THECB <i>Lower-Division Academic Course Guide Manual (ACGM)</i> Appendix E: Core Curriculum

2.7.3. CTC’s general education program is drawn from a state approved catalog of courses listed in the *Lower-Division Academic Course Guide Manual (ACGM)*. These courses carry a common course identifier, title, and course description. They are recognized by state public institutions as collegiate level and transferable toward baccalaureate degree completion. The general education course syllabus states the minimum learning outcomes for course content. The courses that comprise the general education component broaden the focus of each associate degree to include skills, techniques, and procedures that are not particular to an occupation or profession.

2.7.3.1 General education is a substantial component of all associate degree programs. Associate in Applied Science (AAS) degree programs require a minimum of 15 semester credit hours of general education including at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. AAS degrees exceed the general education component and require a communications course that includes speech and a course or competency in computer skills.

Associate in Arts (AA) and Associate in Science (AS) degree programs require a 42 semester credit hour general education core. This core meets the requirements of the THECB and exceeds the SACS, COC minimum. The requirements include the following: communications (6 SCH); speech (3 SCH); mathematics (3 SCH); natural science (8 SCH); humanities (6 SCH); social/behavioral sciences (15 SCH); and health, wellness, kinesiology (1 SCH).

2.7.3.2 The general education component of the AA and AS degree programs is designed to provide a core of lower-division coursework that is transferable toward baccalaureate degree completion. Depending upon the basic requirements, students are allowed to add additional courses to meet requirements of the baccalaureate degree granting institution. The general education component of the AAS degree programs is designed to ensure a breadth of knowledge and to provide a foundation of general education. All general education courses provide broad competencies and knowledge. The courses do not narrowly focus on skills for specific workforce training.

2.7.3.3 The general education program of all degrees is based on a coherent rationale. CTC published Educational Program Guidelines state that an orderly, identifiable sequence of academic course offerings build upon the theories and/or competencies taught. The result is the acquisition of knowledge transferable to the successful completion of higher education course work.

Central Texas College provides written justification and rationale for program equivalency through its defined and published policies for evaluating and accepting academic credit. These policies can be found in the Central Texas College Catalog, 2002-2004, Transfer Credits and Evaluation of Previous Education and Training, and the Central Texas College Continental and International Catalog 2002-2004.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -General Education Component
<i>Continental and International Catalog</i> -General Education Component
Course Syllabus-General Education Sample
<i>Educational Program Guidelines</i> Section III 3.2 Sequencing of Courses
Texas Higher Education Coordinating Board (THECB) <i>Lower-Division Academic Course Guide Manual</i> (ACGM) Appendix E: Core Curriculum
THECB Rule 4.28 Transfer of Credit, Core Curriculum and Field of Study Curricula

2.7.4 CTC provides the instruction for the course work required for all the associate degrees. CTC ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements by adhering to good educational practices and following the Southern Association of Colleges and Schools, Commission on Colleges, Contractual Relationships with Non-Regionally Accredited Organizations; the published Texas Higher Education Coordinating Board (THECB) Rule 9.124, Contractual Agreements for Instruction with Non-SACS/COC-Accredited Organizations Other than Public Secondary Schools; and the Southern Association of Colleges and Schools, Commission on Colleges, Principles of Accreditation: Foundations for Quality Enhancement and Principles of Good Practice for Distance Learning.

CTC actively participates in Tech Prep Education as a member of the Central Texas Tech Prep Consortium. Tech Prep programs are approved by the Texas Higher Education Coordinating Board. Agreements between secondary schools and CTC specify a six-year Tech Prep educational pathway. Texas now offers an Advanced Technical Credit (ATC) program in a statewide articulation effort to set common statewide standards for the award of college credit for selected high school courses. Any student who successfully completes statewide-articulated secondary courses, who graduates from any secondary school in the state, and who meets the requirements outlined in the Standard Articulation Agreement is eligible to receive articulated credit from any participating public two-year college in the state that offers the corresponding college courses.

CTC is also a member of the Virtual College of Texas (VCT). VCT is a consortium of all accredited public Texas community and technical colleges. The mission of VCT is to provide distance learning access to all Texans regardless of geographic, distance, or time constraints. Students may enroll in a local (host) college for courses provided by other colleges throughout Texas while receiving support services from the local institution. Governance authority over VCT rests with the Texas Association of Community Colleges (TACC). Central Texas College agrees to the VCT Memorandum of Understanding and follows the VCT Operations Manual. As a provider, the college ensures that qualified faculty teach and supervise courses, that students are provided with a course syllabus before the first class, and that instructors provide support comparable to support available to the college's own distance learning student.

The quality of educational programs/courses offered through contractual agreements identified in [Comprehensive Standard 3.4.7 Educational Programs](#) is monitored by the review and approval of the faculty and the requirement that all courses utilize the college's common course syllabus format identifying the minimum learning outcomes, the instructional materials, and the evaluation and grading criteria.

Evidence of Support:

Links on CD
Advanced Technical Credit (ATC) Program
Central Texas Tech Prep Consortium Career Programs
Course Syllabus Template
SACS, COC Contractual Relationships with Non-Regionally Accredited Organizations
Tech Prep Articulation Agreement Approvals
Texas Higher Education Coordinating Board (THECB) Rule 9.124 Contractual Agreements
Virtual College of Texas (VCT) <i>Operations Manual</i>
VCT Memorandum of Understanding
Supplemental Links to External Websites
Advanced Technical Credit (ATC) Program http://www.techpreptexas.org/articulation/index.html
Central Texas Tech Prep Consortium http://www.centraltexasprep.com
Virtual College of Texas http://www.vct.org/

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)**

Compliance Partial Compliance Non-Compliance

Narrative:

The number of full-time faculty is adequate to support the Central Texas College mission. The spring 2003 faculty snapshot provides the distribution of full-time and part-time faculty for the Texas campuses, including distance learning, the Texas Department of Criminal Justice (TDCJ), the Texas Service Area and Fort Hood, and locations-at-a-distance.

In the 2003 Spring Semester, Central Campus employed 117 full-time faculty. During the same time period, twenty nine full-time faculty were utilized teaching distance learning courses, five full-time faculty taught at the Texas Department of Criminal Justice (TDCJ), the Service Area Campus employed one full-time faculty member while Fort Hood had six full-time faculty teaching courses. The Pacific Far East Campus (PFEC) utilized eleven full-time faculty; the Continental Campus had one full-time faculty member while the Navy Campus did not employ any full-time faculty during the 2003 Spring Semester.

The number of part-time faculty used by the Central Campus usually varies from 120 to 140, distance learning from 90 to 110, Fort Hood from 60 to 80, Service Area Campus from 50 to 60, and the TDCJ from 25 to 35 part-time faculty members. The PFEC normally uses from 70 to 90 part-time faculty in any one enrollment period, the Navy Campus from 80 to 100 while the Continental Campus would average from 250 to 270 part-time faculty

The evidence provided to support [Comprehensive Standard 3.7.1 Educational Programs](#) demonstrates that faculty members frequently far exceed the minimum guidelines for academic preparation.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i>
<i>Continental and International Catalog</i>
<i>Educational Program Guidelines Section II 2.1 Faculty</i>
Legislative Budget Board Report November 3, 2003

- 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)**

Compliance Partial Compliance Non-Compliance

Narrative:

Support for, adequacy of, and access to library collections and other learning/information resources are consistent with the degree programs offered at Central Texas College (CTC) and are sufficient to fulfill the institution’s mission and Board Document 304, Statement of Purpose.

Oveta Culp Hobby Memorial Library: The Oveta Culp Hobby Memorial Library (OCHML) regularly assesses and evaluates its services and resources to ensure they are consistent with the institution’s mission.

To ensure that all CTC students, faculty, and staff have equal access to the library, its collections, and its services, the OCHML relies on Association of College and Research Libraries (ACRL) guidelines in establishing privileges and access for all locations, including Central Campus, Texas Service Area, Locations-at-a-Distance, and Distance Learning. In addition, the collection meets the instructional program requirements for the

college's nationally accredited programs in nursing, paralegal/legal assistance, and medical laboratory technician training.

The collection and other learning and information resources are evaluated during national accreditation program reviews by appropriate accrediting bodies. Students are also surveyed to determine how library services can best meet their needs. Evaluation results are integrated into the library's planning processes and into the institution's assessment efforts.

CTC and Tarleton State University-Central Texas, a public four-year university whose main campus is in Stephenville, Texas, share OCHML. The library facility belongs to Central Texas College; and each school has a separate budget, collection, and staff which are collaboratively integrated to provide services and resources to the students, faculty, and staff of both institutions and to the general public.

Students, faculty, and staff on campus and in the service area have access to collections and services in the library as well as Web access to the online catalog, licensed databases, electronic journals and books, an online reference librarian, and other resources. The library provides access to materials not owned by the library through Interlibrary Loan. Further access to resources and services at other libraries comes through participation in the TexShare Program, a state resource-sharing program that provides reciprocal borrowing privileges at Texas public and academic libraries. The TexShare Program provides access to approximately 62 databases, available to all currently enrolled students and currently employed personnel.

The library is open 78 hours per week during semesters. This ensures access to resources in circulation, reference, microform, and the multimedia lab.

In addition, OCHML supports faculty with Turnitin.com, an anti-plagiarism site that is accessed by individual faculty members through a user name and password.

An extensive discussion of facilities, services, and learning resources is discussed in [Comprehensive Standard 3.8, Library](#).

Learning Resource Center: The Learning Resource Center (LRC) is located in the Developmental Studies Department and provides learning information services and resources for the department's students, faculty, and staff as well as to other CTC students. The general public is offered opportunities for GED preparation and tutorial assistance. The collection houses approximately 2000 items, including textbooks, audiovisuals, and supplies; word processing programs; reading, mathematics, and English preparation materials for college; mathematics and reading instruction for nursing students; and reference manuals for automotive, diesel, and building trades. The LRC is open 66 hours per week during semesters, and the LRC computer lab, with 66 computers, is open 84 hours per week.

Locations-at-a-Distance: Contracts with the Department of Defense and other agencies provide for library/information resources at continental and international locations-at-a-distance, with contract specifications varying by location, installation, and command. Generally, library/information resources are provided by the military library at each installation with additional access to public and academic libraries in the areas surrounding the installation. The online catalog, licensed databases, electronic journals and books, an online reference librarian, and other OCHML resources are available from

off-campus locations. The Dean of Library Services provides individual support as requested by campus deans, site directors, and instructors. The Texshare electronic database and LoisLaw database may be accessed by faculty and students at locations-at-a-distance from the OCHML homepage, <http://www.ctcd.edu/pg-lib.htm>.

Distance Learning: Similar to the support provided to locations-at-a-distance, OCHML provides library/information resources and services through the library Web page to students and faculty of distance learning courses. An additional link to the library page is accessible from the distance learning web site, including access to the TexShare databases and the Dean of Library Services.

Note of Access: To access the library databases, log on to the OCHML Web page at <http://www.ctcd.edu/pg-lib.htm>. Click on [Texshare Electronic Database available off-campus](#). At the login prompt, (USERNAME), enter "ctcd". At PASSWORD, enter "blue*e??". To access the [LoisLaw database](#), enter the site as a member. At the login prompt (USERNAME) enter "ctc1". At PASSWORD enter "blue*e??". Usernames and passwords are case sensitive.

To access a live online course, contact Erin Rhoden at erin.rhoden@ctcd.edu for a password.

Evidence of Support:

Links on CD
ACRL <i>Guidelines for the Preparation of Policies on Library Access</i> Dec 1992
Assessment and Evaluation of Library Services
Association of College & Research Libraries (ACRL) <i>Guidelines for Distance Learning Library Services</i> 2000 Draft revision
Interagency Agreement between Central Texas College District and Tarleton State University
Learning Resource Center
Library - Floor Plan
Library Customer Satisfaction Survey April 2003
<i>Library Policies and Procedures Manual</i> - Collection Development
<i>Library Policies and Procedures Manual</i> - TexShare Card Program
<i>Library Policies and Procedures Manual</i> - Services for Remote Users
<i>Library Policies and Procedures Manual</i>
Library Statistics FY 2002-2003
Supplemental Links to External Websites
Distance Learning http://online.ctcd.edu/library.cfm
iLINK (library search engine) http://admin1.ctcd.org/uhtbin/cgisirsi/Re5HDugD9W/0/49
Oveta Culp Hobby Memorial Library (OCHML) www.ctcd.edu/pg-lib.htm
TexShare http://www.texshare.edu/

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) Board Document 158 requires that CTC provide appropriate educational program support services. The institution ensures that all students have access to those learning resources and services needed to support the institution's purpose and programs. CTC offers support programs, services, and activities for traditional on-campus students, for out-of-district and off-campus students (Texas Service Area), and for locations-at-a-distance.

CTC offers a variety of student support programs, services, and activities that are consistent with its mission as a public two-year comprehensive community college. Programs include career planning and placement services, disability support services, child care and transportation services, international student services, learning disabilities services, placement testing, limited English proficiency tutoring, veterans counseling, and financial aid assistance. CTC also provides academic recognition through the Dean's Honor Roll, Epsilon Delta Pi, and Phi Theta Kappa Academic Honor Society, and offers academic leadership opportunities in a variety of student organizations.

Support programs and services provided at locations-at-a-distance are suitable to the particular condition of the contract obligation and Memorandum of Understanding provisions. Using technical solutions and Web tools, CTC makes all support services and activities readily accessible to the distant learner through the Internet, by email, or by phone. In addition, distant learners can receive face-to-face help at any of CTC's locations-at-a-distance.

At each enrollment, the online student receives a welcome letter that contains toll-free numbers and email addresses for every support service that the student might need. Distance learner support at CTC can be categorized as routine counseling services, problem resolution, evaluation services, and retention services. Information about the services is disseminated to students through the course catalogs, the CTC website, *Central Campus Student Handbook*, and a variety of student support services manuals. Support provided for the online student is addressed extensively in [Comprehensive Standard 3.4.9, Educational Programs](#), [Comprehensive Standard 3.4.14, Educational Programs](#), and [Comprehensive Standard 3.9.3, Student Affairs](#).

Evidence of Support:

Links on CD
Board Document 158 Educational Program Support Services and Texas Campus Operations
<i>Central Campus Catalog</i> -Student Services, Student Organizations, Honor Roll, and Honor Societies
<i>Central Campus Student Handbook</i>
<i>Fact Book</i> Student Support Services
Supplemental Links to External Websites
Distance Learning Academic Support Center http://online.ctcd.edu/tutorials.cfm
Distance Learning Online Help Desk http://online.ctcd.edu/help-index.cfm
Distance Learning-Services and Support http://online.ctcd.edu/support.cfm
Support Services http://www.ctcd.edu/support.htm

- 2.11 The institution demonstrates that it has a sound financial base and financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services.

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

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) has a sound financial base and financial stability, plus adequate physical resources to support the mission of the college and the scope of program and service offerings.

2.11.a

Independent certified public accountant Lott, Vernon & Company conducts an audit of CTC in accordance with Government Auditing Standards issued by the Comptroller General of the United States and the State of Texas Single Audit Circular. The audit is conducted to meet the requirements of the United States Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Financial statements and a letter from the auditor demonstrate that CTC has a sound financial base and financial stability.

Evidence of Support:

Links on CD
Financial Report August 31, 2000
Financial Report August 31, 2001
Financial Report August 31, 2002
Financial Report August 31, 2003
Independent Auditor's Report 2003
Management Letter
Office of Management and Budget <i>Circular A-133</i>

2.11.b

A schedule of changes in unrestricted net assets shows that CTC has adequate physical resources to support its mission and the scope of its programs.

Evidence of Support:

Links on CD
Financial Report August 31, 2003 Statement of Revenues, Expenses and Changes in Net Assets

2.11.c

The annual budget process is initiated in the spring of each year. At that time, the responsible executive officer, dean, director, and faculty member receives the budget submission packet, and the annual budgeting process begins. Sound planning is accomplished through an integration of the college’s budget preparation cycle with institutional unit/department institutional effectiveness assessment and goal setting. The budget for the fiscal year ending August 31, 2004 was approved by the CTC Board of Trustees on August 28, 2003.

Evidence of Support:

Links on CD
Board Document 227 Resolution Designating the Tax Rate
Board Document 229 Resolution Adopting the Budget
Board of Trustees Minutes Budget Approval Meeting
Budget Submission Packet FY 2003-2004
Consolidated Budget FY 2003-2004

2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process. **(Quality Enhancement Plan)** *(Not applicable for the Compliance Certification submitted by institutions.*

Compliance Partial Compliance Non-Compliance

The Quality Enhancement Plan is submitted to the Commission on Colleges prior to the College’s scheduled on-site visit. A one-page summary is included as part of the [Summary Form](#) prepared for the compliance certification review.

Section 3 COMPREHENSIVE STANDARDS

Institutional Mission, Governance, and Effectiveness

3.1 Institutional Mission

- 3.1.1 The institution is guided by a clear and comprehensive mission statement; and the mission statement is approved by the governing board, and is periodically reviewed by the board, and is communicated to the institution's constituencies.

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College (CTC) mission statement is as follows: *“At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment.”*

Central Texas College's mission statement provides the foundation upon which its institutional programs are built. The mission statement is clear and concise. It describes the institution and its characteristics, including our many global campuses and educational contracts and our dedication to program assessment and evaluation. [Core Requirement 2.4](#) discusses the college's mission statement in more detail.

The Strategic Planning Research Committee reviews the mission statement annually and recommends any necessary changes to the Board of Trustees. The Board of Trustees approved the current, revised mission statement on June 27, 2002.

In addition to the mission statement, the Board of Trustees approved in February 1992 Board Document 304, Central Texas College Purpose Statement. The document defines beliefs, goals, philosophy, and objectives of CTC, and serves as a guide to ensure that CTC fulfills its mission and purpose.

The mission statement, along with the college's stated purpose, meets the guidelines mandated by Section 60.1 and Section 130.011 of the Education Code. CTC document *Guidelines for Strategic Planning, Attachment A, FY 2002-2007*, outlines the requirements the institution must consider when developing the mission for the college. This mission statement is communicated to CTC's constituencies through a variety of means, including CTC's Web page, college catalogs, faculty and student handbooks, and fact books.

Evidence of Support:

Links on CD
Board Document 304 Statement of Purpose
<i>Central Campus Catalog</i>
<i>Central Campus Student Handbook</i>
<i>Continental and International Catalog</i>
<i>Fact Book Academic Year 2001-2002</i>
<i>Fast Facts Spring 2003</i>
<i>Guidelines for Strategic Planning, FY 2002-2007</i>
Texas Higher Education Coordinating Board (THECB) Rule 9.53 Purpose, Role, and Mission
Supplemental Links to External Websites
Central Texas College http://www.ctcd.edu/
Faculty Handbook http://www.ctcd.edu/fac_toc.htm

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer.

Compliance Partial Compliance Non-Compliance

Narrative:

Texas Education Code 51.352(d) gives the Board of Trustees the authority “to appoint the College President, evaluate the President, and assist the President in the achievement of performance goals.” The Board of Trustees has the authority to employ the College President in accordance with the Texas Education Code and Board Document 104, By-Laws, Article Eight, Section 8: “The Board of Trustees shall choose a Chancellor. There will be an annual contract review and performance evaluation of the Chancellor.”

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 8.23 Chancellor
Board of Trustees Chancellor Contract Renewal item XII
Performance Evaluation Form Chancellor
Texas State Statute Board Legal Status - Powers, Duties, Responsibilities - Appoint President

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure:

3.2.2.1 the institution’s mission;

3.2.2.2 the fiscal stability of the institution;

- 3.2.2.3. institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;
- 3.2.2.4. related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Compliance Partial Compliance Non-Compliance

Narrative:

The Texas Education Code 51.352(a) states that the legal authority and operating control of the institution lies with its Board of Trustees. The board “*shall constitute the keystone of the governance structure.*” The policy further states that the board “*is expected to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees.*” In addition, the board “*shall nurture the College under its governance to the end that it achieves its full potential within its role and mission.*”

3.2.2.1 Specific powers and duties imposed by statute are interpreted by the Texas Higher Education Coordinating Board Rules and Regulations. Rule 9.53 Role, Mission, and Purpose, requires that each community college develop a statement and publish its purpose, role, and mission statement in its official publication for students. Board Document 119, Organization, Administration, and Management, clearly defines and establishes legal authority and operating control:

The Board of Trustees has authorized the establishment and operation of two separately accredited educational institutions: Central Texas College and the American Preparatory Institute (API). Each institution is organized with a chief academic officer and is assigned specific program offerings. The Board of Trustees recognizes the need to establish entities that provide for the administrative and operational support of these educational institutions in keeping with the mission, goals, and objectives of the Central Texas College District.

On June 27, 2002, the Board of Trustees approved the mission statement, “*At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment.*” The mission and purpose is published in the college catalog.

Evidence of Support:

Links on CD
Board Document 119 Organization, Administration, and Management
Board of Trustees Minutes Mission Approval
<i>Central Campus Catalog</i>
Texas Higher Education Coordinating Board (THECB) Rule 9.53 Purpose, Role and Mission
Texas State Statute Board Legal Status - Powers, Duties, Responsibilities

3.2.2.2 Texas statutes give the Central Texas College Board of Trustees the legal authority to approve an itemized current operating budget on or before September 1 of each year, to have the accounts audited in accordance with the approved financial reporting system, and to submit the required annual reports to the governor, comptroller, state treasurer, state auditor, and legislative budget board. Board Document 104, By-Laws, Section 4.02 states, *“The Board of Trustees, as a matter of Public Policy, acknowledges its financial partnership with the State of Texas, economic commitment to students and fiscal responsibility to the taxpayers of the College District.”*

The Board of Trustees, in Board Document 119, Organization, Administration and Management, authorizes the Chancellor to delegate authority in the direction and management of the college and establishes the position of Deputy Chancellor of Resource Management. Board Documents 314, Policy Statement for Resource Management, and Flowdown Documents 314.10 through 314.50, provide the policy for the college’s resource management and state that a budgetary system of the Central Texas College District will be planned, prepared, implemented, and managed by the Deputy Chancellor of Resource Management.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 4.02 Overall Public Policy
Board Document 119 Organization, Administration, and Management
Board Document 314 Resource Management Section II Functions and Responsibilities
Board Document 314 Resource Management and Flowdown documents 314.10 through 314.50
Texas State Statute Board Legal Status - Powers, Duties, Responsibilities

3.2.2.3 Legal authority and operating control of Central Texas College policies concerning related and affiliated corporate entities and all auxiliary services is found in Board Document 314. Board policy follows the state statutes regarding contracts with outside agencies and the operation of auxiliary services by the college. The quality of educational programs/courses offered through consortia relationships or contractual agreements is discussed extensively in [Comprehensive Standard 3.4.7, Educational Programs](#).

Evidence of Support:

Links on CD
Board Document 314 Resource Management Section III Business Services
Texas State Statute District Auxiliary Enterprises
Texas State Statute Instructional Arrangements: Instructional Contracts with Outside Agencies

3.2.2.4 The Central Texas College Foundation is a separately incorporated, 501c.3 non-profit foundation, created solely to support the educational mission and goals of the college. Central Texas College Board of Trustees Minute Orders 91 6.4 and 9116.10 establish the foundation and authorize its filing of the Articles of Incorporation with the State of Texas. In accordance to the adopted By-Laws, the Central Texas College Chancellor recruits employees and provides an operating budget for the administrative staff of the foundation.

All activities for which the foundation solicits funds must be chartered to support specific activities of Central Texas College. Each of these charters for funded activities clearly delineates the donor’s intent for his or her gift and the Foundation’s acceptance of those purposes as being consistent with its by-laws and CTC’s mission.

Evidence of Support:

Links on CD
Board of Trustees Minutes Approval of the submission to the State of Texas for Incorporated Status
Board of Trustees Minutes Establishment of the CTC Foundation
Foundation Articles of Incorporation
Foundation By-Laws
Supplemental Links to External Websites
CTC Foundation/Alumni and Friends Association http://www.ctcfoundation.merchantes.com

3.2.3 The board has a policy addressing conflict of interest.

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 104, By-Laws, Article Two, Authority, states in Section 2.01,

Nothing in these By-Laws shall limit nor expand the authority of the College District nor the Board of Trustees, except as shall be authorized by the Constitution and Laws of the State of Texas or the United States of America. Included, but not limited to statutes abided by, shall be all laws applicable to nepotism and conflict of interest.

Article Four, Overall Public Policy, states in Section 4.04, “The Board of Trustees shall abide by the laws of the State of Texas and the criteria of the Southern Association of Colleges and Schools regarding conflicts of interests.”

The CTC Board of Trustees follows the disclosure and abstention procedure set out by the State of Texas, Attorney General Opinion JM-424 (1986). Ethical practices are followed by the board as defined in areas of possible conflicts of interest including, but not limited to, substantial interest in a business entity or in real property, bribery, abuse of office, bank relations, incompatibility of office, gifts, and nepotism.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 2.01
Texas State Statute Ethics: Conflict of Interest

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Board of Trustees is not subject to undue influence from political, religious, or other external bodies. Board Document 104, By-Laws, Article Three, Trustees, establishes policy in Section 3.04 that “[t]rustees will stand for election in accordance with terms as set out in Section 3.02, on the first Saturday in May, in odd-number years, with procedures prescribed by the Board of Trustees which will be in accordance with the Texas Education Code and the Texas Election Code.” Overall, Board Document 104 sets the policy for Central Texas College that board members are elected from the City of Copperas Cove, Coryell County, State of Texas, or the City of Killeen, Bell County, State of Texas. Board member affiliations and board action on a variety of policies, as shown by board minutes, substantiates the understanding by each board member that there will be no undue influence from political, religious, or other external bodies.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 3.04
Board of Trustees Agendas and Minutes 2003

3.2.5 Members of the governing board can be dismissed only for cause and by due process.

Compliance Partial Compliance Non-Compliance

Narrative:

Members of the Central Texas College Board of Trustees may be dismissed only for cause and with due process. The State of Texas Education Code 44.032 (e), Board Members: Vacancies and Removal from Office, states the following:

Board members may be removed from Board membership for in competency, official misconduct, intoxication on or off duty caused by drinking an alcoholic beverage (but not if it was caused by drinking such beverage on the direction and prescription of a licensed physician), or conviction by a jury for any felony or for misdemeanor official misconduct. “Official misconduct” includes conviction of an offense relating to violation of purchase procedures. Action for removal of Board members must be brought before the judge of the district court holding jurisdiction, except that any court convicting a Trustee of a felony or official misconduct shall order immediate removal.

Board Document 104, By-Laws, Article 4, Overall Public Policy, Section 4.05 states, “Members of the Board of Trustees may be dismissed from the Board, for cause after due process, in accordance with the constitution and statutes of the state of Texas.”

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 4.05
Texas State Statute Board Members: Vacancies, Removal from Office

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

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 119, Organization, Administration, and Management, states the following:

As the Chief Executive Officer of the District, the Chancellor will establish procedures to ensure compliance with policies created by the Board of Trustees. The Chancellor will employ the organizational structure established in this document in delegating specific authority, responsibilities, and duties to administrators, faculty, and staff; assigning the direction and control of management; operating all instructional programs and related activities; and coordination of separated functions, thereby affording CTCD a viable system of checks and balances.

The Board of Trustees minutes reflect that this distinction is also a matter of practice. Once policy is approved by the board, Central Texas College administration, faculty and staff are informed of the new or revised policy so that they may administer and implement it, along with associated procedures. Policies are published in various documents for reference and are Web accessible.

Evidence of Support:

Links on CD
Board Document 119 Organization, Administration, and Management
Board of Trustees Agendas and Minutes 2003
Supplemental Links to External Websites
<i>Faculty Handbook</i> http://www.ctcd.edu/fac_toc.htm
<i>Human Resource Management Operating Policies and Procedures Manual</i> http://www.ctcd.edu/hrman.htm

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) clearly defines and publishes a hierarchy of reporting relationships within the institution. The organizational structure is displayed on the Web and in publications, including the *Campus Directory*, the *CTCD Fact Book*, and the financial statement. The organizational structure delineates the relationships between the Board of Trustees, the Chancellor, the deputy chancellors, the deans, and the directors, showing the coordination of responsibility and management between the administrators of CTC. As stated in Board Document 119, Organization, Administration, and Management, *“The Chancellor will employ the organizational structure established in this document in delegating specific authority, responsibilities, and duties to administrators, faculty, and staff; assigning the direction and control of management; operating all instructional programs and related activities; and coordinating separated functions, thereby affording CTCD a viable system of checks and balances.”*

Evidence of Support:

Links on CD
Board Document 119 Organization, Administration, and Management
Campus Directory
<i>Fact Book</i> Academic Year 2001-2002
Financial Report August 31, 2003
Organizational Chart Central Texas College District (CTCD)
Supplemental Links to External Websites
Central Texas College http://www.ctcd.cc.tx.us/ocharts.htm

3.2.8. The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College (CTC) *Human Resource Management Operating Policies and Procedures Manual*, Section 100, Employment Procedure, establishes the college policies for hiring qualified administrators. Mini-biographies demonstrate that the 25 key administrative personnel employed at CTC during the academic year 2002-2003 possess the education, experience, and competence to lead the institution. The biographical information includes the incumbents’ education, related occupational experiences, and other information to demonstrate their qualifications to hold the position. The job specifications of each of these positions further substantiates that administrative and academic officers meet the requirements of the position.

Evidence of Support:

Links on CD
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Section 100
Mini - biographies
Organizational Chart Central Texas College District

3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College (CTC) *Human Resource Management Operating Policies and Procedures Manual* defines college policy regarding appointment and employment of faculty and staff. Policy Number 110, Recruitment and Selection Procedures, establishes and defines administrative procedures and areas of responsibility relative to employment of personnel for CTC, including special procedures that may apply to CTC individual campuses. This policy further delineates specifics for prohibiting discrimination, encouraging promotion, filling position vacancies, and upgrading positions.

The Human Resources Manual is available to all faculty and staff electronically from CTC's Web page. Employment opportunities are accessible from the Web page, from bulletin board postings at the Office of Human Resource Management, and from a national higher education job database Web page.

Evidence of Support:

Links on CD
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 110 Recruitment and Selection Procedures
Supplemental Links to External Websites
Internal Job Announcements http://www.ctcd.edu/weeklyco.htm
HigherEd.Jobs http://www.higheredjobs.com/

3.2.10 The institution periodically evaluates the effectiveness of its administrators, including the chief executive officer.

Compliance Partial Compliance Non-Compliance

Narrative:

The Chancellor is evaluated by the Board of Trustees. Appraisal policies for executive officers are determined and administered by the Chancellor and the Board of Trustees. The purpose of the appraisal is to provide feedback, to establish goals, and to ensure that organizational requirements are met. All non-faculty employees, including administrators, are evaluated annually, at a minimum, in accordance with guidelines established in the *Human Resource Management Operating Policies and Procedures Manual*, Policy 605, Performance Appraisals.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 8.23 Chancellor
Board of Trustees Chancellor Contract Renewal item XII
Exempt Employee Appraisal Form
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 605 Performance Appraisal System
Performance Evaluation Form Chancellor

3.2.11 The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution’s intercollegiate athletics program.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College does not have an intercollegiate athletics program.

3.2.12 The institution’s chief executive officer has ultimate control of the institution’s fund-raising activities.

Compliance Partial Compliance Non-Compliance

Narrative:

The fund-raising activities of the college have been assigned to the separately incorporated Central Texas College Foundation. The Chancellor, a permanent member of the Foundation Board of Directors, does exert influence over the activities but acts in concert with the other members of the Foundation Board of Directors. The Director of College Development reports directly to the Chancellor and is charged with ensuring that the Chancellor is fully informed of all fund-raising activities. The following Comprehensive Standard 3.2.13, Governance and Administration, clearly defines the relationship between the CTC chief executive officer and the fund-raising activities of the CTC Foundation.

Evidence of Support:

Links on CD
Organizational Chart Central Texas College District (CTCD)
Foundation Board of Directors

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

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College Foundation exists to support the educational mission and goals of Central Texas College (CTC).

(a)
Article 4 of the Central Texas College Foundation’s Articles of Incorporation describes the relationship between the foundation and CTC as exclusively charitable and educational. The foundation’s function is to solicit funds and donations for and to promote programs for the development and growth of the educational services provided by the Central Texas College District.

(b)
Articles 10 and 11 of the foundation’s Articles of Incorporation define the liabilities and indemnifications of the foundation’s Board of Directors. Under state law, an incorporated agency, such as the Central Texas College Foundation, is separately liable for its own activities. The CTC Foundation By-Laws, Article VIII, Indemnification of Directors and Officers, further define the liabilities and indemnifications of the foundation’s Board of Directors.

Evidence of Support:

Links on CD
Foundation Articles of Incorporation
Foundation By-Laws, Article VIII, Indemnification of Directors and Officers
Foundation Indemnification Article 11
Foundation Limitation on Liability of Directors Article 10
Foundation Purpose Article 4

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty and staff.

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 366, Intellectual Property, establishes policies and procedures concerning ownership of materials, compensation, copyright issues, and the use of revenue. Ownership of copyrightable works is defined in Section 5, Management of Copyrightable Works. As stated in 5.1, *“Authors shall be permitted maximum freedom with respect to their Copyrightable Works, consistent with the obligations to the College. Copyrightable works may be created under a variety of circumstances and conditions which impact the ownership and subsequent management thereof.”* Section 6, Distribution of Income from Commercialization and Licensing, addresses policy regarding the use of revenue: *“to ensure that all parties including but not limited to employees, students and all other persons and entities associated with the Central Texas College District in any manner are aware of the requirements applicable to the intellectual property policies.”*

The purpose of *Human Resource Management Operating Policies and Procedures Manual*, Policy 280, Copyright and Publications, is *“to provide guidelines for producing and publishing professional materials.”* The policy states, *“Any materials produced, composed, or delivered to the CTCD as a direct result of duty assignment or responsibility will belong exclusively to CTCD.”* Once such an effort is initiated, *“at that time, approval, royalty, and ownership issues will be determined.”*

CTC developed a system for the management of courseware ownership and copyright issues when a faculty member supports the development of an online course. When employed to serve as a course subject matter expert, the faculty member certifies that no copyrighted materials have been used in the development and assigns ownership of courseware to CTC for remuneration received. The policies and procedures supporting the course development function are in compliance with CTC policy regarding intellectual property rights.

Evidence of Support:

Links on CD
Board Document 366 Intellectual Property
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 280 Copyright and Publications
Online Subject Matter Expert Policy Documents

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC), guided by the Office of Institutional Effectiveness (OIE), implements a comprehensive planning, assessment, and improvement system that engages every level of the college. Outcomes for CTC's programs and services, assessment reports on the achievement of these outcomes, and evidence resulting in improvements are identified in a number of ways.

CTC's annual strategic planning process, as discussed extensively in [Core Requirement 2.5](#), specifies goals for the primary college departments and units. The institutional effectiveness (IE) program encompasses each academic program and each administrative and educational support service unit at CTC. The demonstration of evaluating program and learning outcomes is discussed at length in [Comprehensive Standard 3.4.1\(b\), Educational Programs](#), and the demonstration that graduates attain college-level competencies is discussed in [Comprehensive Standard 3.5.1, Educational Programs](#).

Identification of Outcomes: Outcomes specific to educational programs and administrative and educational support services are identified through the internal IE process and processes imposed by external entities. The OIE requests an Institutional Effectiveness Plan to be submitted annually by each college primary unit. Educational program, administrative service, and educational support service units define their expected outcomes for the academic year and accompanying strategies to accomplish the stated outcomes.

In addition, the IE process integrates standards and measures established specifically by three external reviews and approval processes:

- Three academic programs, Associate Degree Nursing, Medical Laboratory Technician, and Paralegal/Legal Assistant, each hold a national accreditation. To achieve these accreditations, faculty members gather and analyze substantial data on the achievement of recognized educational program outcomes, as well as outcomes that relate to student services such as access to library resources and financial aid.
- The American Council on Education, under contract with the Department of Defense, conducts Military Installation Voluntary Educational Reviews (MIVER) of educational program offerings at CTC locations-at-a-distance and through distance learning under contract obligation with the United States Army. The MIVER review consists of the completion of a self-study prior to a peer review. The self-study includes an explanation of how CTC meets established outcomes in the delivery of educational programs and administrative and educational support services to the soldier-student.
- The Texas Higher Education Coordinating Board (THECB) implements an

institutional effectiveness process that has established outcomes for access, retention, graduate, and placement for each Texas community college.

Assessment of Outcomes: The OIE compiles institutional data in several formats that facilitates the review and analysis of the achievement of the college's educational program and services outcomes. The *Fact Book* and *Fast Facts* are CTC published documents that are used to assess and analyze outcome achievement. Assessment reports requested annually by OIE from each primary college department/unit assess the achievement of meeting stated outcomes that were identified in the previous year's department/unit IE Plan. In addition, the Annual Data Profile provided by the THECB is used by the educational program and administrative and educational support departments/units to assess the achievement of institutional outcomes in student access to the institution, retention, course completion, and graduation. The THECB conducted an IE on-site review in April, 2000, which was used to enhance the college's assessment of its educational program and support services outcomes.

Integrated into CTC's IE process is the MIVER self study. A MIVER self study involves the assessment of educational program and support services for locations-at-a-distance and distance learning. The MIVER process provides an extensive assessment of educational program and support services, produced in a self-study document, coupled with a peer review. This assessment targets areas for improvement. In 2003, the Military Voluntary Education Review committee evaluated CTC as an education partner of eArmyU. In January 2001, eArmyU was implemented. This program offers degree/certificate programs from 27 institutions to military personnel worldwide. An overview of eArmyU is discussed in [Comprehensive Standard 3.4.7. Educational Programs](#). CTC has twice been evaluated by L-Guide as a part of the eARmyU evaluation of program delivery. L-Guide is an independent provider of e-learning research and consulting services. The results are provided to instructional department chairs. Program review and revision are the purview of the department chairs for each instructional program.

Students are provided an opportunity to comment on their learning experiences. CTC provides a form to each student that solicits feedback on the learning management system (provided through Prometheus), the instructor, support services, and the overall college performance, and provides the opportunity for students to comment on their learning experience. Online learning provides a link to an online evaluation form that also includes feedback on the learning management system. CTC forwards all forms to the instructor and the instructional department chair, or designated administrator. Necessary action by the faculty is based upon the contents of student evaluations.

Evidence of Improvement Based on Analysis of Results: Based on assessment analysis, each department/unit identifies its own areas of improvement and acknowledges these areas in the individual department/unit Assessment Report. The annual analysis of the THECB data results in the improvement of the educational programs and support services as outlined in the state required Program Improvement Plan and the individual program evaluations. Improvement efforts are apparent after a review of the data determines meeting or exceeding the standard measurement in areas of graduates, placement, and licensure pass rates.

As a result of CTC's strategic planning, evaluation, and analysis of the achievement of

outcomes, plans are developed to improve the college's educational programs and the administrative and educational support services. One example is the Technology Plan. This plan developed out of a need to define the planning for, acquisition of, and use of technology. The plan established procedures to coordinate technology decision making.

Today, the Information Technology Operations Planning (ITOP) committee serves as the guiding agent for the way we use and manage information technology at CTC. Another plan for improvement that is a direct result of CTC's strategic planning, evaluation, and analysis is the Faculty Professional Development Plan. This plan grew out of the need to formalize faculty development in order to establish institutional direction, collaboration, and accountability. The plan is comprehensive, organizing existing training and development opportunities at CTC to accomplish the following objectives: to provide well-rounded training that ensures competence; to improve the quality of teaching measured against established educational outcomes; to outline faculty responsibilities toward professional development; and to establish a database to document increased accountability. The Faculty Professional Development Plan began a second pilot year in Fall 2003. The pilot provides the needed time to address the different approaches to the development opportunities for adjunct faculty as well as faculty at locations-at-a-distance. These two examples are particular plans in varying phases of implementation that provide evidence of continuous efforts to improve educational programs and administrative and educational support services.

Evidence of Support:

Links on CD
Advisory Committee Minutes Instructional Programs
Departmental Strategic Plan and IE Plan (2002-2007)
Departmental Strategic Plan, IE Plan and Assessment (1998-2001)
<i>Fact Book</i> Academic Year 2001-2002
Faculty Professional Development Plan, Report of Pilot Results 2002-2003
<i>Fast Facts</i> Spring 2003
Legislative Budget Board Performance Measures Report
L-Guide eArmyU Evaluation Results
MIVER Sample Document
Plan for Improvement Workforce Education Programs
Strategic Plan 2002-2007
Student Evaluations of Instructor (OIE) (2003)
Technology Plan
Texas Higher Education Coordinating Board (THECB) Annual Data Profile (2003)
THECB Closing the Gaps Report (2003)
THECB Institutional Effectiveness Evaluation Process
THECB Licensure Report
Workforce Education Program Self Evaluations

Programs

3.4 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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) offers a wide variety of academic programs. Educational programs for which academic credit is awarded, whether delivered on Central Campus, in the Texas Service Area, at locations-at-a-distance, or through distance learning programs, are delivered consistently following the policies of the institution.

(a)

The *Faculty Handbook*, Section 1.6 Academic Responsibility, and the *Educational Program Guidelines*, Sections II 2.1.3 Academic Responsibility, IV, Procedures for Approving Curricula, and V, Curriculum Review Committee, state the faculty and the administration's responsibility in the design and development of educational programs. Each educational program for which academic credit is awarded must be approved by both faculty and the administration. Faculty in each instructional program area are responsible for providing coherent courses of study that include the establishment of learning outcomes, sequencing of courses, and monitoring of student progress. Faculty develop course syllabi to establish the minimum learning outcomes required by students regardless of delivery mode or location. Faculty maintain oversight of the educational programs through a comprehensive process that begins in academic departments and extends through a series of committees and approvals. Curriculum proposals originate with the instructional departments or other educational units at a distance and undergo a series of departmental and college committee reviews prior to action by the college's Curriculum Review Committee and, if appropriate, the college's Board of Trustees. [Comprehensive Standard 3.4.12, Educational Programs](#), discusses the responsibility of faculty for curriculum effectiveness.

(b)

All educational programs, including those programs designed to meet a military contract obligation, are established in accordance with Southern Association of Colleges and Schools, Commission on Colleges, Principles of Accreditation, and with state rules, regulations, and guidelines published by the Texas Higher Education Coordinating Board (THECB), 2003 *Guidelines for Instructional Programs in Workforce Education* (GIPWE), and the 2003 *Lower-Division Academic Course Guide Manual* (ACGM). GIPWE Chapter Eight defines the evaluation process for Associate and Applied Science degree/certificate programs. The ACGM requires that a review and evaluation of the institution's Associate in Arts/Science core curriculum be conducted and reported to the THECB every five years. The criteria for evaluation is stated in THECB Rule 4.30 and defined in the ACGM.

Each educational program establishes its own outcomes in recognition of these guidelines. [Comprehensive Standard 3.5.1, Educational Programs](#), provides evidence that general education core competencies are identified and that graduates have attained those college-level competencies. Standard course syllabi list the goals of each course and how they meet the established outcomes of the related core curriculum.

These departmental program outcomes are evaluated at both the department level and at the institutional level (these evaluation processes are discussed extensively in [Core Requirement 2.5](#)). Board Document 158 establishes the organization, administration, and management of the college's educational program. The policy states in Section V. Educational Program Structure, d. Evaluation, "*A system of internal control shall exist whereby direction, operation, management, and control of the instructional programs will be reviewed and evaluated.*" The college's strategic planning process includes faculty involvement in program evaluation, goal setting, and improving the quality of instructional programs.

At the institutional level, CTC uses the Texas Academic Skills Program (TASP), a five-part program of assessment, advising, placement, developmental education, and evaluation, to assess entering college students to determine their skills in reading, writing and mathematics. If deficiencies are identified, CTC provides the educational assistance needed to become college ready. The TASP is also referred to as a "rising junior" test to assess readiness to graduate from a community college or to enter junior- and senior-level coursework at a university. Students are prohibited from enrolling in upper-division coursework until they meet state standards.

With the recent passage of Senate Bill 286, the TASP statute has been repealed and the Texas Higher Education Assessment (THEA) takes its place, effective in fall 2003. The THEA is envisioned as a simpler, more flexible approach that focuses on results. One key requirement is that institutions and students work together to develop an individual plan for the student. There will continue to be a statewide college readiness assessment standard set by the THECB, and CTC will continue to use assessment instruments currently being used through academic year 2003-2004. A revised developmental education plan was submitted January 6, 2004 to the THECB. Students enrolling with CTC in the spring 2004 semester or thereafter will be required to meet the rules of the *Central Texas College Developmental Plan Texas Success Initiative*.

The college's Annual Data Profile, published by the THECB, contains a summary of college programs and services based on data elements reported by the institution and serves as a foundation to review progress toward meeting the THECB established measures and standards of performance. CTC departments annually conduct an evaluation of performance in meeting the state's approved district measures and program-specific measures. The college must demonstrate successful student outcomes for each current Associate in Applied Science degree program. CTC refers to the college's Annual Data Profile to obtain graduation and placement rates. The college must show that for each program over the previous three-year period a minimum of 15 students graduated/completed and at least 90 percent of program graduates were employed, in the military, or receiving additional education within one year of completing the program.

Associate in Applied Science degree programs are required to show progress toward meeting the state's approved program measures and standards. Associate in Applied Science programs require a capstone experience to ensure that, at the completion of the program requirements, the student is able to synthesize and demonstrate the attainment of the necessary knowledge, skills, and attitudes. In addition, the following programs adhere to standards established by an external accrediting body or approval agency:

- Criminal Justice, Texas Commission on Law Enforcement (TCLEOSE)
- Cosmetology, Texas Cosmetology Commission
- Barber, Texas State Board of Barber Examiners
- Emergency Medical Technology, Texas Department of Health
- Nursing, Board of Nurse Examiners (BNE) (encompassed BNE and Board of Vocational Nurse Examiners (BVNE) as of January 1, 2004)
- Paralegal/Legal Assistant, American Bar Association
- Medical Laboratory Technician, National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

After successful completion of the program, the student is eligible to sit for the appropriate certification exam.

The report of the most recent THECB on-site review, primarily focused on achievement of THECB established Associate in Applied Science (AAS) degree program outcomes, presents the findings and recommendations of the review findings conducted April 5-7, 2000. The broad areas evaluated during the review were Mission, Strategic Planning and Institutional Resources, Effective Use of Perkins Resources, Access/Effectiveness of Student Services, Achievement, and Quality of Academic Areas. The team also evaluated each AAS degree/certificate program individually and assigned a status recommendation. CTC submitted a plan to address the recommendations, to include programs that were identified "CR" (continue with revision). The evidence includes the THECB team summary report, dated May 19, 2000, and the college's response, dated August 8, 2000.

CTC offers worldwide educational program opportunities by fulfilling military contracts and Memorandums of Understanding (MOU), which mandate contract specific learning outcomes. The Military Installation Voluntary Education Review (MIVER) is periodically conducted at selected locations-at-a-distance. The MIVER site visit takes place through a team selected by the American Council on Education's Center for Adult Learning and Educational Credentials under a contract with the Department of Defense (DOD). The purpose of this and other installation reviews is to assess the quality of postsecondary voluntary education programs at military installations and to suggest ways to enhance them. The results of the MIVER provide CTC faculty and administrators with another tool to ensure that established program outcomes are being met at the locations-at-a-distance. The MIVER includes an evaluation of installation programs and all institutions that operate on the installation providing educational programs and services to students. CTC adheres to the Principles of Good Practice established by the American Council on Education at all installations where CTC offers educational programs and student services.

The delivery of programs and courses through various distance education modes of delivery adheres to the principles developed by the Western Interstate Commission on Higher Education and adopted by the Commission on Colleges in June 1997 and updated in May 2000. The principles are published in the *Educational Program Guidelines*, Section 6.4.2, Evaluation and Assessment. The college's distance learning program and its involvement as a participating college in the eArmyU initiative has been

evaluated by L-Guide. L-Guide is an independent provider of e-learning research and consulting services. CTC is one of 27 eArmyU participating institutions currently providing educational services to military personnel worldwide that are evaluated by L-Guide. The results of the review are provided in [Governance and Effectiveness Comprehensive Standard 3.3.1, Institutional Effectiveness](#).

Evidence of Support:

Links on CD
Board Agenda and Minutes – Approval of New Program
Board Document 158 Educational Program Support Services and Texas Campus Operations Section Vd Evaluation
Capstone Course List
<i>Central Campus Catalog-Core Curriculum</i>
<i>Central Campus Catalog-Placement Exams</i>
<i>Central Campus Catalog-Testing Services</i>
<i>Central Texas College Developmental Plan Texas Success Initiative</i>
<i>Continental and International Catalog-Core Curriculum</i>
<i>Continental and International Catalog-Placement Exams</i>
<i>Continental and International Catalog-Testing Services</i>
Course Syllabi Examples Selected Capstone Courses
Critical Success Factors 2001-2002
Curriculum Review Committee Charge and Minutes
<i>Educational Program Guidelines (EPG) Section II 2.1.3 Academic Responsibility</i>
<i>EPG Section IV Procedures for Approving Curricula</i>
<i>EPG Section V Curriculum Review Committee</i>
<i>EPG Section VI 6.4.2 Evaluation and Assessment</i>
<i>Fast Facts Fall 2000</i>
<i>Fast Facts Fall 2002</i>
L-Guide eArmyU Evaluation Results
Program Approval Flowchart
Strategic Plan 2002-2007
Texas Higher Education Coordinating Board (THECB) Annual Data Profile (2003)
THECB Approved Workforce Education Programs
THECB <i>Guidelines for Instructional Programs in Workforce Education (GIPWE) Chapters 5 and 8</i>
THECB <i>Lower-Division Academic Course Guide Manual (ACGM) Criteria for Evaluating Core Curricula</i>
THECB On-Site Review (2000)
Supplemental Links to External Websites
American Council on Education (ACE) MIVER Principles of Good Practice http://www.acenet.edu/calec/military/miver_instal.cfm
Distance Learning http://online.ctcd.edu/courseware/course-access.cfm
eArmyU http://www.earmyu.com/
eArmyU http://online.ctcd.edu/earmyu/content/home.htm
<i>Faculty Handbook – Section 1.6 Academic Responsibility</i> http://www.ctcd.edu/fac_toc.htm
MIVER http://www.acenet.edu/calec/military/miver_what.cfm

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College's continuing education, outreach, and service programs are consistent with the mission to *"identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment."* The Central Texas College Service Area includes eleven counties where CTC offers college programs and continuing education opportunities for the citizens of the community. The Continuing Education program offers courses that provide career skills and opportunities for advancement and that foster new areas of interest and recreation. The continuing education schedule, "Your Community Learning Center", is published both in print and online. The summer schedule offers courses with an additional focus on the interests of the community's children. The policies outlined in the *Continuing Education Policy and Procedures Manual* apply to continuing education programs conducted in Texas only. The college's current educational programs and services contracted through obligation with the United States Army and offered at CTC locations-at-a-distance are listed by location and identified as a Memorandum of Understanding (MOU) or by Department of Defense contract number. Basic skills education and training provided through MOU's and contracts to CTC's military community mirror the continuing education programs typically offered by community colleges. All associate degrees and college programs adhere to the same standards at all CTC locations. The continuing education and student service programs meet the obligation of the contract or MOU and are consistent with the mission. Further detail about contracts and MOUs is covered in [Comprehensive Standard 3.4.7. Educational Programs](#).

The Adult Education program provides learning programs to those in the Service Area who may have financial barriers to higher education or high school completion programs. Access to a variety of basic skills, General Education Development (GED), and workforce literacy are provided through the Adult Education Co-Op administered through CTC. In addition, CTC's Developmental English as a Second Language Program conducts outreach to the community to those needing English vocabulary and basic English reading skills.

CTC also provides a community service with its public broadcasting service (PBS) television station (KNCT-TV) and radio station (KNCT-FM). Both stations operate from Central Texas Campus 24 hours a day, 7 days a week. The stations provide quality programming to viewers and serves as a laboratory facility for students enrolled in the Associate in Arts Journalism/Mass Communications and Radio and Television Broadcasting program.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Continuing Education</i>
<i>Central Campus Catalog-Mission Statement</i>
<i>Continuing Education "Your Community Learning Center"</i>
<i>Continuing Education Policy and Procedure Manual</i>
Contract/MOU
Radio and Television Broadcasting Program.
Supplemental Links to External Websites
Adult Education http://www.ctcd.edu/adulted.htm
Community Education Service Area Campus http://www.ctcd.edu/commed_su04.pdf
Continuing Education Department "About Us" http://www.ctcd.edu/ce_hmpg.htm
KNCT-TV and KNCT-FM http://www.knct.org/

3.4.3 The institution publishes admissions policies consistent with its mission.

Compliance Partial Compliance Non-Compliance

Narrative:

As stated in the 2002-2004 Central Texas College Catalog, Central Texas College (CTC) *"maintains an open-door admissions policy to ensure that all persons who may benefit from postsecondary education have the opportunity to enroll."* This policy is consistent with the mission to *"identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment"* by providing accessible education opportunities to all students.

CTC publishes admissions policies in multiple sources. The educational program structure to include admissions policies is defined in Board Document 158, Educational Program Support Services and Texas Campus Operations, Section V. Educational Program Structure, e. Admissions. The Course Catalogs, 2002-2004, and the CTC website "Admissions" page all disseminate admissions policies. These sources include the general requirements for admission to the college and specific requirements for admission to departments. A brief admissions process is published in the Schedule Bulletin.

The CTC Vocational Skills Center on Central Campus publishes a booklet that includes its admissions policies. The website of the CTC Office of Distance Education provides a link through the CTC website that displays the admissions statement. Admissions requirements specific to international students are addressed in the course catalogs and on the Admissions Web page. In addition to published documents available at all CTC locations, the military student has Web access to admission policies and procedures.

Evidence of Support:

Links on CD
Board Document 158 Educational Program Support Services and Texas Campus Operations Section Ve Admissions
<i>Central Campus Catalog</i> -Admissions
<i>Central Campus Catalog</i> -Mission Statement
<i>Continental and International Catalog</i> -Admissions
Schedule Bulletin- Admissions
<i>Vocational Skills Center</i> -Admission, Testing, and Enrollment Information
Supplemental Links to External Websites
Distance Learning http://online.ctcd.edu

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) has defined and published policies for evaluating and accepting academic credit. Policies meet the Texas Higher Education Coordinating Board Rule 4.24, (c) General Provisions: *“Institutional policies regarding acceptance of credit for correspondence courses, credit-by-examination, and other credit-earning instruments must be consistent with Southern Association of College and Schools’ guidelines and must treat transfer students and native students in the same manner.”* These policies are published in the *Central Texas College Catalog - Texas, 2002-2004*, under Transfer Credits and Evaluation of Previous Education and Training, and in the *Central Texas College Continental and International Catalog 2002-2004*. Published policy is consistent with the CTC mission to *“identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment”* by ensuring that the evaluation and acceptance of credit is at the collegiate level and that an accessible learning environment is available.

In order to ensure the academic quality of transferred credit, CTC accepts freshman and sophomore level courses from institutions which are regionally accredited. The Transfer Credits Policy approves transfer of coursework with grades of “C” or higher in courses similar to those taught at CTC. Credit for experiential learning is awarded under the provisions of Evaluation of Previous Education and Training. Determining credit for students with military experience is conducted by referencing the *Guide to the Evaluation of Educational Experiences in the Armed Services*, published by the American Council on Education, and through the *Servicemembers Opportunity Colleges Handbooks, 2002-2003*, Transfer of Credit. Transcripts for students wishing to transfer military experience are evaluated through the Individualized Career Evaluation Process (ICEP), Standards and Criteria for Establishment of Credits.

The College's catalog also states policies that offer students an opportunity to challenge a course by submitting a written request to receive credit for knowledge already obtained. Advanced Standing Examinations are nationally prepared tests for students desiring to receive credit for knowledge already obtained. Eligible students must have completed a minimum of six semester hours of coursework at CTC with a grade of "C" or higher and must request permission from the appropriate department chair to take the exam. Students must not have previously enrolled in the course for college-level credit.

CTC gives credit for certain professional certificates as specified in the *Central Texas College Catalog - Texas, 2002-2004* under the discussion of Departmental Admissions Requirements, Nurse-Aide Policy, Transition to Associate Degree Nursing, and EMT-P to AD Nursing. The rigor of these programs and the requirement that the license or certificate be earned ensure that the course work and learning outcomes are at the collegiate level and comparable to CTC's degree programs.

CTC policies regarding the receipt of credit from other colleges and external agencies comply with national standards of good practice. CTC follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines and standards for best practices in records management, admissions, and enrollment management, and assumes responsibility for the academic quality of any course work or credit recorded on the college's transcript.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Departmental Admissions Requirement
<i>Central Campus Catalog</i> -Evaluation of Previous Education and Training
<i>Central Campus Catalog</i> -Transfer Credits
<i>Central Campus Student Handbook</i> - Evaluation of Previous Education
<i>Continental and International Catalog</i> -Evaluation of Previous Education and Training
Evaluation of Previous Training Application Form
<i>Evaluations Operations Manual</i>
Individualized Career Evaluation Process (ICEP)
Texas Higher Education Coordinating Board (THECB) Rule 4.24 General Provisions
THECB Rule 4.25 Requirements and Limitations
Supplemental Links to External Websites
American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services www.militaryguides.acenet.edu
Servicemembers Opportunity Colleges (SOC) www.soc.aascu.org
Distance Learning Online Access to SOC http://online.ctcd.edu/soc-review.cfm

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) adheres to principles of good educational practice following the first policy statement of College Board Document 158, Educational Program Support Services and Texas Campus Operations, Section I, Board of Trustees: “*The principal focus of CTC is to provide quality educational opportunities for its students.*”

CTC publishes a wide array of materials, in both print and electronic formats, in order to make its academic policies and procedures available to students, faculty, and other interested parties. CTC policies are disseminated in print by the *Central Campus Student Handbook* and the course catalogs. The *Central Campus Student Handbook* is reviewed by the Director of Student Life. CTC distance learning students have access to policies and procedures via the CTC Web page.

Faculty resources include the *Faculty Handbook* and the *Educational Program Guidelines*. Proposed changes in the CTC *Faculty Handbook* may originate within the CTC administration, the CTC Faculty Senate, or from a CTC contract obligation. CTC’s *Educational Program Guidelines* provides procedures to be followed in the implementation, administration, and management of the college’s education programs. The guidelines are consistent with the defined principles of good educational practice and are reviewed by the Deputy Chancellor of Educational Program and Support Services. Guidelines may change as a result of changes in state or institution policy or may be adjusted to meet a requirement from an external accrediting body. CTC’s *Faculty Handbook* is a Web document only. Due to the nature of content and reference to college policy, changes made in college policy are available immediately upon implementation. The *Continental Campus Handbook for Online Faculty* offers teaching tips and other pertinent information for online Continental Campus faculty. Other faculty handbooks are published by locations-at-a-distance to address specific requirements of the contract and the location. For example, the *Afloat Instructor’s Guide* provides the Navy Campus PACE (Program Afloat College Education) faculty a reference that addresses the unique non-traditional student in a non-traditional environment.

Academic policies are available to students, faculty, and other interested parties via the CTC website and in print materials distributed from campus student services headquarters at all CTC locations. The College Community Relations and Marketing (CR&M) office ensures that information describing the college is accurate and that all commitments made in writing are legitimate. The CR&M office disseminates information deemed public records to interested parties per Board Document 120, Public Information and Public Records.

All publications are updated regularly to ensure that the principles of good educational practice are accurately stated. Print materials are updated on a calendar cycle; however, changes to electronic documents are updated as necessary.

Evidence of Support:

Links on CD
Board Document 120 Public Information and Public Records
Board Document 158 Educational Program Support Services and Texas Campus Operations Section I Board of Trustees
<i>Central Campus Catalog</i>
<i>Central Campus Student Handbook</i>
<i>Continental and International Catalog</i>
<i>Continental Campus Adjunct Faculty Handbook</i>
<i>Continental Campus Handbook for Online Faculty</i>
<i>Educational Program Guidelines</i>
<i>Navy Afloat Instructor's Guide</i>
<i>Navy Campus Faculty Handbook</i>
Supplemental Links to External Websites
Document Reference http://www.ctcd.edu/doc_ref.htm
Faculty Handbook http://www.ctcd.edu/fac_toc.htm

- 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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) awards credit for curriculum courses based on rules established by the Texas Higher Education Coordinating Board, Chapter 9, Program Development in Public/Junior College Districts and Technical Colleges. CTC employs sound and acceptable practices for determining the amount and level of credit awarded for courses and outlines the award of credit in the *Educational Program Guidelines*, Section III, 3.3 Semester Credit Hour Assignment. Board Document 158, Educational Program Support Services and Texas Campus Operations, outlines the responsibility for ensuring academic excellence in all educational programs wherever they are located or however they are delivered.

Consistent practices are followed at CTC regardless of the delivery method, including traditional, online, multimedia, video conference, or instructional television. Online delivery of content is tailored by instructor preferences just as traditional classes. Instructors personalize standard course content, create online assessments, and establish timelines for course assignments and tests.

Courses adhere to the same established award of course credit as stated in the course catalog under General Information, Semester Credit Hours. Course syllabi state the identical minimum learning outcomes and award of credit, regardless of the delivery method.

Evidence of Support:

Links on CD
Board Document 158 Educational Program Support Services and Texas Campus Operations
<i>Central Campus Catalog</i> -Semester Credit Hour
<i>Continental and International Catalog</i> -Semester Credit Hours
Course Syllabi Examples
<i>Educational Program Guidelines</i> Section III 3.3 Semester Credit Hour Assignment
Texas Higher Education Coordinating Board (THECB) Rule Chapter 9.1 Program Development in Public/Junior College Districts and Technical Colleges Definitions
Texas State Statute Minimum Length of Courses
Supplemental Links to External Websites
Distance Learning Online Course Syllabi http://www.online.ctcd.edu/catalog2.cfm

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 agreement against the purpose of the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements by adhering to good educational practices and by following the guidelines in Southern Association of Colleges and Schools, Commission on Colleges, Contractual Relationships with Non-Regionally Accredited Organizations; the published Texas Higher Education Coordinating Board (THECB) Rule 9.124 Contractual Agreements for Instruction with Non-SACS/COC-Accredited Organizations Other than Public Secondary Schools; and the SACS/COC, Principles of Accreditation: Foundations for Quality Enhancement and the Principles of Good Practice for Distance Learning. All consortia or contractual agreements are evaluated against the purpose of CTC, stated in the college catalog as *“a two-year, open admission institution which provides educational opportunities to students locally, nationally, and internationally.”*

CTC ensures that the courses meet the college comprehensive requirements of collegiate level standards and follow a common course syllabus format that defines student competencies equivalent to those of students enrolled in the college’s degree programs. Faculty are required to meet, at a minimum, the Credential Guidelines, stated in the *Principles of Accreditation: Foundation for Quality Enhancement* and further defined in the College’s *Human Resource Management Operating Policies and Procedures Manual*, Policy 160, Instructional Personnel-Qualifications and Approval Procedures.

CTC enters educational services contractual agreements with all branches of the military to provide a variety of educational opportunities. Contracts and Memorandums of Understanding (MOU) with the Department of Defense at continental and international locations-at-a-distance vary in contract specifications by location, installation, and command. Locations-at-a-distance are operated to support U.S. military forces and overseas locations to allow service-members to achieve their educational goals. CTC has been designated a Servicemembers Opportunity College (SOC). CTC adheres to the particular licensing requirements when operating at locations outside the State of Texas.

In all contracts, when credit is awarded, the delivery of services, program requirements, and course content are controlled by CTC. The college assures that the requirements are applied to the military contract obligations for the delivery of instruction at CTC installation locations and the college's participation in eArmyU. An explanation of eArmyU is provided in the [Summary Form](#) prepared for the compliance document. Participation in eArmyU allows soldier-students to earn credentials from a "home institution" while taking courses from multiple colleges and universities via the eArmyU portal, accessed through the Internet. In January 2004, CTC entered an agreement with the United States Marine Corps to provide Marines with access to electronic multimedia courseware. The Marine Corp Distance Learning Program, MarineNet, provides Marines with access to the electronic multimedia courseware when they are deployed. CTC undergraduate course content is available online. Course credits obtained from both eArmyU and MarineNet transfer across institutions. In support of SOC criteria and service to its military students and their family members, CTC enters into a degree completion agreement with the student to continue his or her degree at any CTC location.

CTC has been an active partner in the Virtual College of Texas (VCT) since its inception. An initiative of the Texas Association of Community Colleges, the VCT is a host-provider model designed to broaden program access for all Texas community college students. Through the VCT, students may enroll in local colleges (host) at resident tuition rates in online courses offered by other community colleges (provider). Host colleges receive tuition and state funding while provider colleges receive instructional fees. VCT courses are transcribed by the host college; the provider college maintains faculty data. Faculty hold, at a minimum, instructor credentials established by SACS,COC and defined in the college's *Human Resource Management Operating Policies and Procedures Manual*, Policy 160, Instructor Qualifications and Approval Procedures.

Comprehensive requirements apply to agreements for instructional services through contracts with external entities. CTC contracts with the College of Cosmetology for the Cosmetology Certificate. CTC has contracted with OG's School of Hair Design for the Barber certificate, but this contract expired in January 2004 and will not be renewed. Students in the Barber program will be taught out by the end of December 2004. Both programs adhere to standards established by an external accrediting body or approval agency, and, after successful completion of the program, the student is eligible to sit for the appropriate certification exam. CTC partners with Action Career Training to provide the Professional Truck Driving continuing education program. The program is conducted on the college campus. Upon successful completion, the student, through approval from the Department of Public Safety, receives a Commercial Driver's License. CTC also contracts with an educational training program provider, New Horizons Computer Learning Centers, to provide classroom and online live Microsoft certification course offerings for the soldier-student. Through the Memorandum of Understanding with CTC, New Horizons and the United States Army require that the courses meet CTC's stated comprehensive requirements and that, upon successful completion of the courses, the soldier-student is eligible to sit for the Microsoft Certification Examination. An additional

contract with the American Hotel and Lodging Association provides courses developed for students to complete a Hospitality Management degree online. Courses meet the requirements of CTC and are taught by CTC faculty. CTC enters into agreements linking educational institutions, both secondary and post secondary, to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning. Examples of articulation include 2+2 programs and Tech-Prep Associate of Applied Science degree programs. Articulation agreements are approved by the instructional department after a review of course content with the faculty of each secondary and post secondary institution. Particular attention is paid to faculty credentials and to the rigor of course content prior to entering articulation agreements with secondary institutions.

Additional discussion of continuing education and service programs through contract agreement is covered in [Comprehensive Standard 3.4.2, Educational Programs](#) and [Core Requirement 2.7.4](#) regarding arrangements for some instruction provided through contracts.

The comprehensive requirements discussed above and their relationship to individual consortia arrangements and contractual agreements are evidence of an ongoing evaluation of the agreements against the purpose of CTC to provide educational opportunities.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Articulation</i>
<i>Central Campus Catalog-Mission and Purpose</i>
<i>Central Campus Catalog-Servicemembers Opportunity Colleges (SOC)</i>
<i>Central Campus Catalog-Tech Prep</i>
<i>Continental and International Catalog-Servicemember Opportunity Colleges (SOC)</i>
Contractual Course Faculty Qualification List
Course Syllabi (Non Transfer Courses) Examples
<i>Educational Program Guidelines</i> Section VI 6.4 Distance Learning Standards
<i>Human Resource Management Operating Policies and Procedures Manual (HR Manual) Policy 160 Instructional Personnel-Qualifications and Approval Procedures</i>
Licensure Requirement Example
List of locations that require license to operate
MarineNet
Texas Higher Education Coordinating Board (THECB) Rule 9.124 Contractual Agreements for Instruction
Supplemental Links to External Websites
Degree Maps http://online.ctcd.edu/soc_degremaps.cfm
Distance Learning Online Course Syllabi- Hospitality Program http://online.ctcd.edu/catalog2.cfm
Distance Learning Online Microsoft Certification Preparation Program http://online.ctcd.edu/microsoft.cfm
Servicemembers Opportunity Colleges Reference Page http://online.ctcd.edu/soc-review.cfm

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) adheres to the guidelines published by the Texas Higher Education Coordinating Board, *Guidelines for Instructional Programs in Workforce Education* (GIPWE), to ensure that it awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

A course that can be delivered in either semester credit hour (SCH) or continuing education unit (CEU) format is defined as a “mirror” course and must be offered as published in the statewide *Workforce Education Course Manual* (WECM). The WECM is the state approved inventory of college credit and continuing education workforce (occupational) courses that are not designed for transfer. The courses are available for review via the Web. The inventory can be searched by course rubric, number, title or course Classification of Program (CIP). CTC provides students an opportunity to enroll in continuing education courses that are “mirrors” of the academic credit courses. These courses include students enrolled as CTC students and receiving SCHs along with those enrolled through the continuing education office and receiving CEUs. All students are provided the opportunity to master the same competencies, and faculty who teach mirror courses meet the qualification standards outlined in the *Human Resource Management Operating Policies and Procedures Manual*, Policy 160, College Workforce Education Credit Programs, Section III C.3.

CTC follows the guidelines from the American Council on Education, the National Guide to Educational Credit for Training Programs, and the Guide to the Evaluation of Educational Experiences in the Armed Services, as well as CTC’s published Individualized Career Evaluation Process (ICEP) for assigning credit for military course work and other formal learning experiences.

The ICEP coordinates the evaluation process between all CTC locations. The ICEP equates related military educational experiences to similar or equal educational experiences received in academic or workforce education course work at CTC. In addition, the ICEP is the CTC standard relating civilian and military work experience and standardized tests.

Additionally, the college awards credit for successful completion of CLEP, DANTES, and local challenge examinations if proper procedures are followed as defined in the college catalog and discussed extensively in [Comprehensive Standard 3.4.4, Educational Programs](#).

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Testing, CLEP, DANTEs, Challenge Exam
<i>Continental and International Catalog</i> -Testing, CLEP, DANTEs, Challenge Exam
<i>Educational Program Guidelines</i> Section IV 4.2.3 Workforce Continuing Education Courses
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 160 Instructor Qualifications and Approval Procedures Section III C.3 College Workforce Education Credit Programs
Individualized Career Evaluation Process (ICEP)
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education</i> (GIPWE) Chapter 3.B.9.a Awarding Continuing Education Units (CEUs)
THECB GIPWE Chapter 3.B.9.c CEU Program Criteria
THECB GIPWE Chapter 4 The Workforce Education Course Manual (WECM)
THECB GIPWE Chapter 4.D. 5 Mirror Courses
Supplemental Links to External Websites
Texas Higher Education Coordinating Board <i>Workforce Education Course Manual</i> http://www.thecb.state.tx.us/ctc/ip/wecm2000/index.htm

3.4.9 The institution provides appropriate academic support services.

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 158, Educational Program Support Services and Texas Campus Operations, requires that Central Texas College (CTC) provide appropriate educational program support services. The implementation of policy ensures that all students and faculty have access to those learning resources and services needed to support the institution's purpose and programs. *Educational Program Guidelines*, Section 3.7, lists the academic support services offered by CTC for traditional on-campus students, for out-of-district and off-campus students, for out-of-state or foreign location students, and for the distance learner.

Central Campus, Fort Hood, and Service Area: As discussed extensively in [Core Requirement 2.9](#) and [Comprehensive Standard 3.8.1, Educational Programs](#), the Central Texas College Oveta Culp Library's primary purpose is to support the learning needs of the student body by providing access to primary and secondary learning resources in print, audiovisual, and electronic formats; and to give assistance in the development of skills necessary for the use of those resources. Access to resources includes items immediately available on campus, supplied through the Internet or electronic databases, and delivered or transmitted from another location.

Information about the services is distributed to students through the course catalog, *Central Campus Student Handbook*, and a variety of student support services manuals. CTC's website provides contact information for these support services. These programs are Career Planning and Placement Services, Disability Support Services, the Gender Equity Project, International Student Services, Learning Disabilities Services, Limited English Proficiency Tutoring, Project PASS (Partners in Academic Success Services), Single Parent/ Homemaker Support Services, and the Transportation Assistance Program.

CTC offers a wide selection of career advisement and placement services. For example the Online Career Center is a resource for both employers and job seekers. It was developed cooperatively with the Central Texas Workforce System to provide Web access to information and services.

Students have access to their academic records through Student Online Access to Records (SOAR). Services included in SOAR are admissions and registration, payment information, student financial aid, and semester grades.

Locations-at-a-distance: The extent to which CTC's academic support services are provided at locations-at-a-distance is suitable to the particular condition of the contract obligation. CTC's limitations in offering certain instructional programs/courses and student support services are determined by the contract and Memorandum of Understanding (MOU) provisions. As discussed in [Comprehensive Standard 3.4.7, Educational Programs](#), for locations-at-a-distance. CTC provides appropriate academic support services.

Distance Learning: CTC provides for all distant learners the same instructional support services that it provides for campus-based students. These services include mentoring, counseling, retention, career counseling, library, technical, instructional, and testing. New programs and services resulting from identified needs include early academic intervention; online proctored testing; free online tutorials in math, English and study skills; online program, technical, and learning management system (LMS) orientations; and an online help center.

Instructors report at-risk students within the LMS grade book. This report is accessible by Student Services and distance learning department staff. At-risk reports and faculty reports are used to identify students who may be in need of help. The instructor and college staff contact these students to offer help in getting them back on track. Probation/suspension students are identified when an enrollment request is received. The student is contacted with re-entry instructions using the "Re-entry Petition." Student progress is monitored throughout the term.

The online help center for online learners offers guidance on placement tests and course prerequisites; recommendations for term and course selection based on degree and learner needs; resolution of enrollment, text, and other course problems; grade and records services, including transcripts; and technical support services.

Note of Access: SOAR may be found at <http://admin.ctcd.org/> and accessed using the word "guest" in the AccessID field; leave the Access PIN field blank, and then click 'Log in'. The AccessID field is not case sensitive.

Evidence of Support:

Links on CD
Board Document 158 Educational Program Support Services and Texas Campus Operations
<i>Central Campus Catalog-Student Services</i>
<i>Central Campus Student Handbook</i>
<i>Continental and International Catalog-Student Services</i>
<i>Educational Program Guidelines Section III 3.7 Academic Support Services</i>
<i>Educational Program Guidelines Section VI 6.1 Out-of-District</i>
<i>Educational Program Guidelines Section VI 6.2 Out-of State</i>
<i>Educational Program Guidelines Section VI Distance Learning</i>
International Student Brochure
Support Services Policy Manuals Examples
Supplemental Links to External Websites
Career Center http://ctc.tcob1.com
Central Texas Workforce System http://www.workforcelink.com
Distance Education Academic Support System http://online.ctcd.edu/tutorials.cfm
Distance Education Points of Contact http://online.ctcd.edu/contacts.cfm
Distance Education Services and Support http://online.ctcd.edu/support.cfm
Student Online Access to Records (SOAR) http://admin.ctcd.org/
Technology Support Online Help Desk http://online.ctcd.edu/help-index.cfm

3.4.10 The institution defines and publishes general education and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for undergraduate programs as well as graduate and post-baccalaureate professional degree programs.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) defines and publishes general education and major program requirements for all of its programs in the *CTC Course Catalog 2002-2004*. Summaries of program requirements are distributed through a number of publications both in print and on the CTC Web page. [Core Requirement 2.7.3](#) discusses the college's general education program.

These requirements conform to commonly accepted standards and practices for undergraduate programs as defined by the Texas Higher Education Coordinating Board (THECB) published rules, Chapter 9, Program Development in Public Community/Junior Colleges and Technical Colleges. CTC's *Educational Program Guidelines*, Section III Program Design and General Requirements, also defines the general education and major program requirements for all of the college's programs.

The CTC Core Curriculum meets the state's requirements published in the THECB *Lower-Division Academic Course Guide Manual (ACGM)*. For the Associate in Science and Associate in Arts degrees, CTC requires the completion of a minimum of 66 semester credit hours (SCH) including a 42 SCH core.

CTC's Associate of Applied Science degree meets the standards set forth in the *Principles of Accreditation: Foundations for Quality Enhancement* established by the Southern Association of Colleges and Schools, Commission on Colleges. The State of Texas has adopted the standards and has published them in the THECB *Guidelines for Instructional Programs in Workforce Education (GIPWE)*. The degree requires a minimum of 64 SCH, not to exceed 72 SCH, and includes, at a minimum, a 15 SCH general education requirement.

CTC programs and courses have been approved by the institution's Curriculum Review Committee, by the Board of Trustees, and by the THECB. When applicable, they have been approved by the appropriate state licensure commission and/or a national accrediting body.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Program Requirements
<i>Continental and International Catalog</i> -Program Requirements
Curriculum Review Committee Charge and Minutes
<i>Educational Program Guidelines</i> Section III Program Design and General Program Requirements
Student Transcript Examples
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education (GIPWE)</i> Chapter 3 Workforce Education Program Elements
THECB GIPWE Chapter 4 The Workforce Education Course Manual (WECM)
THECB Rule Chapter 9, Program Development in Public Community/Junior Colleges and Technical Colleges.
THECB <i>Lower-Division Academic Course Guide Manual (ACGM)</i> Appendix E: Core Curriculum

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Confidentiality of student academic records is protected by Central Texas College's adherence to the Family Education Rights and Privacy Act (FERPA). Privacy statements are published in the *Central Texas College Catalog 2002-2004-Texas*, the *Central Texas College Catalog 2002-2004 – Continental and International*, the *CTC Schedule Bulletin* and the CTC Web page. A link to the FERPA policy adopted by CTC appears when students, faculty, or staff gain access to Student Online Access to Records (SOAR).

A discussion of the protection of student records is covered in [Comprehensive Standard 3.9.2, Student Affairs and Services](#).

CTC catalogs and the website state the guidelines for access to student records and for the release of student directory information. Continental Campus, Europe Campus, Navy Campus, Pacific Far East Campus, and all Texas campus student records are maintained with the CTC Systems Registrar and copies are kept on file at each CTC location-at-a-distance site headquarters. The integrity of student records is protected by a system implemented by the registrar. The system permits access to authorized personnel and tracks files in a database. Student records are maintained in hard copy and electronic format. A routine back up of all daily data entry is conducted each day.

Note of Access: SOAR may be found at <http://admin.ctcd.org/> and accessed using the word “guest” in the AccessID field; leave the Access PIN field blank, and then click ‘Log in’. The AccessID field is not case sensitive.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Records Access</i>
<i>Central Campus Student Handbook</i>
<i>Continental and International Catalog-Records Access</i>
<i>Schedule Bulletin SOAR</i>
Supplemental Links to External Websites
Family Education Rights and Privacy Act (FERPA) http://ctcd.edu/forms/formsdir.htm
Student Online Access to Records (SOAR) http://admin.ctcd.org/

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) instructional department chairs, in collaboration with the faculty who teach in their departments, are responsible for program content, quality, and effectiveness. *Educational Program Guidelines*, Section 2.1.3, states that “*Central Texas College places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.*”

Course syllabi are developed by faculty using a common design template to ensure that instructional materials and established minimum learning outcomes are identical, and that instructional content is consistent, at all CTC locations. All course syllabi for traditionally delivered courses are available to CTC locations-at-a-distance from an inventory clearinghouse maintained by Instructional Services. This ensures the consistency of the delivery of instruction at all CTC locations. Course syllabi for online classes are accessible from the Distance Learning Web page. The format for online syllabi varies from the traditional classroom delivery format. However, the minimum learning outcomes are identical.

Each program’s instructional department chair and faculty annually review courses and program curricula. Associate in Applied Science degree programs each have an advisory committee that meets at least once per year to review program curricula and to ensure that the program produces graduates who are ready to enter the workforce or to transfer to a four-year institution. Each instructional department chair, as part of the institutional effectiveness planning process, conducts an analysis of performance measures defined in his or her departmental strategic plan and takes the appropriate steps toward program improvement. This process is discussed extensively in [Core Requirement 2.5](#) and [Comprehensive Standard 3.3.1, Institutional Effectiveness](#).

If the annual review process or program-specific advisory committee indicates that the program content needs to be updated or revised, instructional department chairs submit changes to the Curriculum Review Committee. *Educational Program Guidelines*, Section V, defines the members of the committee to include faculty and states that “*the Curriculum Review Committee reviews and approves all college curricula changes to ensure that the changes are logical and improve the program; that the curricula comply with the SACS, COC requirements; and to ensure that the curricula comply with THECB Rules and Regulations, and Central Texas College degree requirements.*”

Evidence of Support:

Links on CD
Advisory Committee Minutes Instructional Programs
Course Syllabi Examples
Course Syllabus Template
Curriculum Review Committee Charge and Minutes
<i>Educational Program Guidelines</i> Section II 2.1.1 Faculty Evaluation
<i>Educational Program Guidelines</i> Section V Curriculum Review Committee
Supplemental Links to External Websites
Distance Learning Online Course Syllabi http://online.ctcd.edu/catalog2.cfm
Traditional Delivery Course Syllabi http://www.ctcd.edu/syllabus.htm#wkfc

3.4.13 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Compliance Partial Compliance Non-Compliance

Narrative:

Each program at Central Texas College (CTC) is assigned to an academically qualified instructional department chair or program director/coordinator for program coordination and curriculum development/review. Central Texas College’s *Educational Program Guidelines* outlines program coordination and curriculum responsibilities as discussed in the previous Comprehensive Standard. The central campus instructional department chairs, program directors, and coordinators are responsible for program coordination of the educational programs delivered at all CTC locations. *Human Resource Management Operating Policies and Procedures Manual*, Policy 160 Instructional Personnel-

Qualifications and Approval Procedures, establishes the minimum academic and professional preparation required for all faculty. The Program Department Roster provides detailed credential information and justification for each program assignment. [Comprehensive Standard 3.7.1, Educational Programs](#), gives evidence of credential information.

Program assignments are published in the college's Internal Distribution List. The Campus Directory identifies the instructional department chairs, program coordinators, and directors. The *Central Texas College 2002-2004 Catalog – Texas Campus* publishes a list of current faculty, including their assignment and academic credential information.

Evidence of Support:

Links on CD
Campus Directory
<i>Central Campus Catalog</i> -List of Faculty
<i>Continental and International Catalog</i> -List of Faculty
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 160 Instructor Qualifications and Approval Procedures
Internal Distribution List
Program Coordinators and Qualifications

3.4.14 The institution's 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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) requires the use of technology to enhance student learning by embedding the demonstration of computer competency in all degree programs. Students enrolled in a degree program, regardless of location, are required to complete a computer/technology course or demonstrate successful performance on a competency challenge exam.

Central Campus and Texas Service Area: A college commitment to enhancing the student learning environment has been addressed by the establishment of the Multimedia Services department, which houses an inventory of technology valued at well over a million dollars. Multimedia Services is located in the Oveta Culp Hobby Memorial Library on Central Campus. This department provides instructional classroom equipment support and training for faculty. Services include training in the use of equipment, planning classroom layout, and advising on equipment purchases. Multimedia Services also includes student access to and use of televisions, video cassette recorders, and compact disk equipment. Students with disabilities have access to reading machines and software for the visually and hearing impaired. Also, in the Oveta Culp Hobby Memorial Library a lab with 52 computers is available for use by students, faculty, and staff. A full-time lab manager was added to the staff in 2003 to oversee the lab assistants. A student lab assistant proficient in the use of technology is available to students during the library hours of operations.

More than twenty-five computer instructional laboratories are located on Central Campus, offering students access to and use of technology. Students have access to modern multimedia classrooms and the recently opened Planetarium and Technology Center. Student technology training sessions are available through credit courses, continuing education courses, tutoring assistance, and scheduled sessions in the library. In addition, at the CTC Fort Hood location, the college furnishes and maintains three computer labs to support the college program and contractual requirements.

Demonstrating a long-term commitment to the infusion of technology into the student learning environment, Central Texas College opened in Fall 2003 the Mayborn Planetarium and Space Theater to serve the community for the goals of both formal and informal science education and for entertainment.

Locations-at-a-Distance: Instructional technology is available to students at CTC locations-at-a-distance at the same standards as the home campus. On military installations where CTC operates, the physical library collections and many of the open computer labs are provided by the specific U.S. branch of the military. Particular instructional program equipment required by a contract obligation is purchased by CTC to ensure that students achieve the required skills to complete the program and enter the workforce.

Distance Learning: With the creation of the Distance Education and Educational Technology department, the faculty are provided with support for Web-enhanced and Web-based course development opportunities. The numbers of Web-enhanced and on-line courses continue to increase. During the distance learning design phase, CTC committed to offering one program and one schedule that would be open to all CTC students. Students enrolled in CTC online courses include early admissions students from rural high schools, Marines in embassies, Army and Navy servicemembers at world-wide locations, and adult students from both US and international locations. The course content and instructional activities are standard for all students.

Web-based courses are offered through the Prometheus software and are guided by standards as noted in the *Educational Program Guidelines*, Section 6.4, Distance Learning Standards. CTC offers an electronic Flash orientation through the learning management system (LMS), Prometheus. The orientation covers course access, the Prometheus portal, navigating Prometheus, course orientation, lessons, and communications tools. A welcome letter directs the student to the online orientations. CTC students are able to access their courses 72 hours prior to the start of the term, thereby allowing ample time for students to familiarize themselves with the LMS. Each online course syllabus contains general course technical requirements and additional technical requirements. Free online tutorials in math, English, and study skills are offered to the online learner. A technical orientation is available, as well as an online help center.

Note of Access: To access a live online course, contact Erin Rhoden at erin.rhoden@ctcd.edu for password.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Computer Requirements AA, AS, AAS degrees
<i>Continental and International Catalog</i> -Computer Requirements AA, AS, AAS degrees
<i>Educational Program Guidelines</i> Section VI 6.4.1 Distance Learning Curriculum and Instruction
Supplemental Links to External Websites
Mayborn Planetarium and Space Theater http://www.starsatnight.org/
Distance Education Online http://online.ctcd.edu/

3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies competencies within the general education core and provides evidence that graduates have attained those college-level competencies.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) faculty and administration believe that every student pursuing an associates degree should experience the benefits of a general education, regardless of his or her chosen field of study. CTC follows the Texas Higher Education Coordinating Board *Lower-Division Academic Course Guide Manual* (ACGM), Appendix E Core Curriculum guidelines for competencies associated with the required general education core. The general education core required for an Associate in Arts/Science degree is comprised of Communications (including Speech), Mathematics, Natural Science, Humanities, (visual/performing arts and literature, philosophy, and cultural studies), Social/Behavioral Sciences (U.S. History, Political Science, and another choice from psychology, sociology, economics, or geography), and a Health, Wellness, Kinesiology selection. The core curriculum is designed to acquaint students with the ideas, information, and modes of inquiry they can draw upon in every area of their lives; to teach students to perceive relationships between different fields of study; and to enhance students' abilities in reading, writing, mathematics, and information technology. Competencies are integrated throughout the general education program. Course syllabi outline objectives and minimum learning outcomes, associated learning activities, and assessment and evaluation methods. The course objectives correlate with the general education competencies. A graduate's achievement of general education is identified upon successful completion and shown on the student transcript.

The state requires documentation on the student's transcript that indicates that the student has obtained the core curriculum upon successful completion of each Associate in Arts/Science degree. Core areas are coded and identified on the student transcript. For example, students who successfully complete 6 semester credit hours of core course options required in Communications will receive a code of 010 beside those

courses. This facilitates the transferability of courses toward baccalaureate degree completion.

Associate in Applied Science graduates who successfully complete the required 15 semester credit hour (SCH) general education core attain, at a minimum, competencies in Humanities/Fine Arts, Social/Behavioral Science, and Natural Science /Mathematics.

CTC's catalogs and individual student degree plans state the general education core requirements. All CTC courses, regardless of delivery, include opportunities for writing across the curriculum, public speaking, computer skills, and application of critical thinking and decision-making skills. The course syllabi for core courses state the minimum college-level competency levels. Successful course completion is an indicator of competency attainment. The award of a degree is evidence that the graduate has attained the general education core competencies. An additional measure is the performance of CTC's transfer students. CTC receives reports from institutions that provide detail on CTC transfer student progress, as presented in the evidence of support from Texas Tech University, Fall 2002 Academic Performance Report.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Core Curriculum, AA, AS and AAS Degree Requirements
<i>Continental and International Catalog</i> -Core Curriculum, AA, AS, and AAS Degree Requirements
Course Syllabi Core Subject Areas Examples
Student Transcript Examples
Texas Higher Education Coordinating Board (THECB) <i>Lower-Division Academic Course Guide Manual (ACGM)</i> Appendix E: Core Curriculum
Texas Tech University Fall 2002 Academic Performance Report
Supplemental Links to External Websites
Distance Learning Online Course Syllabi http://online.ctcd.edu

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) states in the *CTC Course Catalog 2002-2004*, the *CTC Continental and International Course Catalog 2002-2004*, and online through the CTC website that it awards degrees only to those students who have earned through CTC courses at least 25 percent of the credit hours required for their degree. As a member of the Servicemembers Opportunity Colleges (SOC), CTC ensures that the SOC requirements are met for academic residency and that the military student earns at least 25% of academic credit through CTC.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Resident Credit</i>
<i>Continental and International Catalog-Resident Credit</i>
Servicemembers Opportunity Colleges (SOC) Handbooks Example - SOCAD-4 Academic Residency
Student Transcript Examples

3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs are progressively more advanced in academic content than undergraduate programs.

Compliance Partial Compliance Non-Compliance

Central Texas College does not offer graduate or baccalaureate degree programs.

3.6.2 The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

Compliance Partial Compliance Non-Compliance

Central Texas College does not offer graduate or baccalaureate degree programs.

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions.

Compliance Partial Compliance Non-Compliance

Central Texas College does not offer graduate or baccalaureate degree programs.

3.7 Faculty

- 3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed. 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 entire faculty. (See “Credential Guidelines” in Principles for Accreditation.)

Compliance Partial Compliance Non-Compliance

Narrative:

To accomplish its mission, Central Texas College (CTC) is committed to recruiting and employing qualified faculty members and engages in an orderly recruiting and hiring process. The *Human Resource Management Operating Policies and Procedures Manual* contains four policies that create and define this process:

- HR Manual Policy 110, Recruitment and Selection Procedures
- HR Manual Policy 120, Hiring Procedures and Required Documentation
- HR Manual Policy 135, Official Transcripts
- HR Manual Policy 160, Instructional Personnel-Qualifications and Approval Procedures

These policies are published and made available through the Central Texas College website.

Central Texas College is also committed to recruiting faculty members whose highest degrees earned are from a broad range of regionally accredited institutions. The Faculty Qualifications Status Report lists the educational institutions from which faculty obtained their highest degrees and shows diversity of educational institutions. H.R. Policy 160 requires that *“the degree and graduate hours presented by faculty for academic preparation qualifications must be from a college or university accredited by”* one of the six regional accrediting associations. H.R. Policy 160 also defines the minimum required degrees and credits for faculty members in each area of concentration:

- College credit university-parallel courses (designed for transfer): *“at least a master’s degree and 18 graduate semester hours (GSH) in the teaching discipline or ... a minimum of a master’s degree with a major in the teaching discipline.”*
- Developmental Studies courses (not applied towards degree completion or designed for college transfer): *“a bachelor’s degree in a discipline related to the teaching assignment and either teaching experience in the discipline or graduate training in remedial education.”*

- College Workforce (occupational) courses for college credit (courses not designed for transfer): *“at least an associate’s degree in the related teaching field and ... five years of recent work experience exclusive of teaching.”* This policy lists the specific special requirements (certifications, licensures, etc.) for each workforce program. Workforce courses designed for transfer are listed as university-parallel.

HR Manual Policy 160 further establishes the procedures and standards for evaluating the oral and written skills of the applicant.

[Core Requirement 2.8](#) provides evidence that the number of full-time faculty members is adequate. The Central Texas College Faculty Qualifications Report demonstrates CTC’s compliance.

Note of Access: The report, in hardcopy, is provided separately to Faculty Reviewers.

Evidence of Support:

Links on CD
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 110 Recruitment and Selection Procedures
HR Manual Policy 120 Hiring Procedures and Required Documentation
HR Manual Policy 135 Official Transcripts
HR Manual Policy 160 Instructional Personnel – Qualifications and Approval Procedures
HR Manual Policy 160 Instructional Personnel – Qualifications and Approval Procedures Form 16 Faculty Approval/Disapproval Notice

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

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 304, commits *“to provide a systematic plan for faculty development and instructional improvement that is uniform and consistent across departments.”* This commitment is expressed in board documents, human resource policies, and the *CTC Educational Program Guidelines*.

Periodic evaluation of each faculty member is central to instructional improvement. Board Document 158, Section V Educational Program Structure, d, Evaluation, mandates that the Deputy Chancellor for Educational Program Support Services and Texas Campus Operations and the Deputy Chancellor for Continental and International Campus Operations develop *“a program of evaluation in the areas of student performance, curriculum, instruction and educational support services, with the objective of continued improvement.”* Human Resource Policy 605, Performance Appraisal System, states that all faculty performance will be evaluated in accordance with the policies stated in the *Educational Program Guidelines*. These guidelines call on the

campus dean to evaluate each full-time and part-time faculty member *"during his/her initial year of employment and thereafter a minimum of once every three years."* Following these evaluations, *"the supervisor and faculty member will have an opportunity to discuss faculty performance and establish goals of performance standards to improve teaching and student learning."*

Central Campus and Texas Service Area: The procedures for evaluating instructor effectiveness on Central, Fort Hood, and Service Area Campuses are consistent with Human Resources Policy 605, Performance Evaluations and the Educational Program Guidelines, Section II Personnel, 2.1.1 Faculty Evaluations. First, the Office of Institutional Effectiveness conducts annual student evaluations of the teaching effectiveness of each faculty member. The student evaluations ask students to give their opinions on the effectiveness of classroom instruction. After calculating and evaluating the results, Institutional Effectiveness distributes individual results to each faculty member for his or her review. A comprehensive report, Student Evaluation of Course Instruction, is sent to deans and executive officers. If the surveys show a need for improvement, the dean will discuss this with the faculty member.

Locations-at-a-distance: Procedures for evaluating the effectiveness of instruction at these campuses involve two types of assessment mechanisms. First, student surveys are conducted once per year for each faculty member. In the case of Navy Campus, these surveys are conducted after each class. Copies of the surveys are sent to the appropriate campus dean for review. Second, deans and/or site directors at each campus evaluate the effectiveness of each faculty member's classroom instruction at least once per year.

Distance Learning: Online students are provided an opportunity to comment on their learning experiences. CTC provides a link in every course to an online evaluation form. The form solicits student feedback on the learning management system (Prometheus), the instructor, support services, and the overall college performance. The Distance Education Department forwards the forms electronically to the instructor and the instructional department chair. Necessary action may be taken based upon the contents of student evaluations.

Note of Access: To access online faculty professional development, contact Erin Rhoden at erin.rhoden@ctcd.edu for a password.

Evidence of Support:

Links on CD
Board Document 158 Educational Program Support Services and Texas Campus Operations Section Vd Evaluation
Board Document 304 Statement of Purpose
Continental and International Faculty Evaluation Form
<i>Educational Program Guidelines</i> Section II 2.1.1 Faculty Evaluation
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 605 Performance Evaluations
Online faculty evaluation form
Student Evaluation of Instructors (OIE) (2003)

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) is committed to fostering the professional growth of its faculty. The primary initiative of professional growth rests with the individual faculty member. CTC's *Educational Program Guidelines*, Section 2.1.3, establishes professional growth as an academic responsibility: *"The fundamental responsibilities of faculty members as teachers and scholars include maintenance of competence in their fields of specialization and exhibition of such competence."*

In order to assist faculty members in their efforts to meet this responsibility, Central Texas College has a wide range of policies and programs centered on professional development. *Human Resources Management Operating Policies and Procedures Manual Policy 615* establishes procedures for full-time faculty to take sabbatical leave *"for up to one year to study or travel for the benefit of the Institution, the students, and the employee."* While on sabbatical leave, a faculty member may receive one-half of his/her normal pay as well as full benefits. In recent years, faculty from the Nursing, Fine Arts and Developmental Studies departments have been approved to take sabbatical leave. Three faculty members have received their doctorates and continue to be employed at CTC. HR Manual Policy 555 establishes the Employee Educational Benefits Program to encourage faculty to pursue educational goals in their discipline and to enhance their potential. The program encourages and assists department chairs and supervisors in urging employees to develop their abilities. Nineteen faculty in 2003 participated in the Educational Benefits Program. Contracts with CTC's military partners at locations-at-a-distance include contract obligations requiring in-service training opportunities for faculty and support for continuing educational pursuits.

In addition to educational opportunities, CTC provides on-going professional development through the Employee Training Office and through its membership in STARLINK. The Employee Training Office provides a variety of monthly in-service programs that cover a wide range of topics. Topics may include sexual harassment prevention training (required by Texas law), workplace safety, and computer software applications. The Employee Training Office, in cooperation with the Faculty Senate Professional Development Committee, is piloting an electronic system to collect professional development data on each full-time faculty member who reports activities using an electronic submission form. The pilot is being conducted to determine the essential data elements and the technical aspects of managing the system as adjunct faculty are added and additional campuses are included in the Faculty Professional Development Plan.

STARLINK is a *"statewide teleconference network that produces and distributes programming to benefit diverse Texas audiences."* Many STARLINK programs are directly relevant to improving classroom instruction in higher education. CTC downloads and tapes all of the STARLINK videoconferences. Tapes are catalogued in the CTC library and are made available to faculty upon request. Videoconferences are also distributed to the college's locations-at-a-distance via videotape and via STARLINK's streaming videos (videoconferences accessed via the Internet).

For distance learning programs, CTC requires and provides training prior to employment and continuously throughout employment for both faculty and staff. Training may be delivered face-to-face, online, or through desktop videoconferencing. The method is selected based upon many factors, including who is to be trained, frequency of training, locations of trainees, content of training, and availability of expertise. CTC makes online training available through a password-protected, secure site on the CTC website. In addition to planned training, CTC provides faculty discussion forums and chatrooms to build a sense of community and to offer faculty mentoring among teachers of related fields of study. Further, the website includes links for pertinent topics (instructional design, assessment tools, technology infusion) and updates in course content, accrediting agency criteria, and program and course changes. From March 2002 through March 2003, a total of 185 full-time and adjunct faculty members have completed the online professional development activities.

The Central Texas College Foundation provides a third important area that fosters professional development by providing three endowments specific to faculty and staff and one that provides a lecture series for faculty, staff, and the community at-large:

- Central Texas College Faculty Development Endowment—two major award programs designed to assist the faculty in instructional enrichment and degree enhancement.
- The Morgan Keegan, Inc. Excellence in Teaching Award Endowment—an award for faculty members who demonstrate teaching excellence.
- The Christmas Affair’s Committee Scholarship Fund—scholarships for any full-time employee of CTC to attend CTC.
- The Center for African-American Studies and Research Lectureship Fund—money used to bring “scholars and personalities of note to the CTC Campus for the purpose of delivering lectures on subjects related to African-American history, culture or philosophy and for other topics of importance to the community.”

Five faculty members have received foundation endowment support totaling \$3,718.00.

Note of Access: For access to online faculty development opportunities, contact Erin Rhoden at erin.rhoden@ctcd.edu.

Evidence of Support:

Links on CD
<i>Educational Program Guidelines</i> Section II 2.1.3 Academic Responsibility
Employee Training Calendar
Faculty Professional Development Plan Pilot Report 2002-2003
HR Manual Policy 615 Sabbatical Leave
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy 555 Employee Educational Benefits Program
Supplemental Links to External Websites
Faculty Development Endowment – Faculty/Staff Aid http://www.ctcfoundation.merchantes.com/main.php3?primNavIndex=3&
STARLINK www.starlinktraining.org .

3.7.4 The institution ensures adequate procedures for the safeguard and protection of academic freedom.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) demonstrates a commitment to safeguarding and protecting academic freedom. The *Educational Program Guidelines* contain a statement on academic freedom that encompasses the freedom of faculty to examine all pertinent data, to question assumptions, and “to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence that they consider relevant.” The policy also recognizes that faculty must carry out their teaching responsibilities in a professional and ethical manner. It requires that faculty “should remain within the bounds of good taste and the usual properties of public debate.” This same statement is referenced in the Faculty Handbook. These guidelines and policies are distributed and accessible to all faculty members via the CTC Web page.

Evidence of Support:

Links on CD
<i>Educational Program Guidelines</i> Section 2.1.2 Academic Freedom
Supplemental Links to External Websites
Faculty Handbook http://www.ctcd.edu/fac_toc.htm

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) recognizes the importance of giving faculty the primary responsibility for maintaining the quality of educational programs. The extent of the participation and jurisdiction of the faculty in academic affairs is published in the *Education Program Guidelines*.

Educational Program Guidelines establishes college policy on both academic freedom and academic responsibility. Guideline 2.1.2 states that academic freedom and academic responsibility protect “the student and the teacher and are essential to the search for the academic truth.” Guideline 2.1.3 calls upon the faculty to “maintain competence in their fields of specialization and exhibition of such competence. Faculty members, through faculty organizations such as Faculty Senate or individually, can advise the Chancellor. However, faculty members have no role in the governance of the institution.” 2.1.3 further states that “Central Texas College places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.”

In addition to in-class instructional responsibilities, faculty are involved in the design of programs and courses. *Educational Program Guidelines* Section 3.1 is clear that “the faculty members of each instructional area are responsible for determining the appropriate degree/certificate program content and course design.” In Guideline 3.8.2, the responsibility for the selection of course material is given to the faculty: “Course syllabus updates regarding textbook changes should be revised by faculty prior to the implementation date and submitted to Instructional Services.” Finally, college policy also gives the faculty primary responsibility over the creation of new programs and courses as well as changes to any existing program or course. Guideline 4.1 states that “the recommendation [for a new program or a change in an existing program] must be reviewed and approved by the instructional department from which it originates and by those faculty who have ultimate responsibility for content and quality.”

Educational Program Guidelines Section V establishes the Curriculum Review Committee, which allows faculty to maintain their responsibility for the quality of education programs since faculty members are a part of its membership. This committee has the responsibility to “review and approve all college curricula changes to ensure that the changes are logical and improve the program; that the curricula comply with the SACS, COC requirements; and to ensure that the curricula comply with THECB Rules and Regulations, and Central Texas College degree requirements.”

Guideline 2.1.6 establishes the Faculty Senate, an organization that allows the faculty to communicate recommendations to the administration and the Board of Trustees. These recommendations may involve “academic and professional matters that relate to the educational program and services provided by Central Texas College.” Both full-time and part-time faculty are eligible for membership. The Faculty Senate publishes its recent activities on its Web page.

Evidence of Support:

Links on CD
<i>Educational Program Guidelines</i> Section II 2.1.2 Academic Freedom
<i>Educational Program Guidelines</i> Section II 2.1.3 Academic Responsibility
<i>Educational Program Guidelines</i> Section II 2.1.6 Faculty Organization
<i>Educational Program Guidelines</i> Section III 3.1 Program and Course Design
<i>Educational Program Guidelines</i> Section III 3.8.2 Instructional Materials
<i>Educational Program Guidelines</i> Section IV 4.1 New/Changes Programs and Courses
<i>Educational Program Guidelines</i> Section V Curriculum Review Committee
<i>Human Resource Management Operating Policies and Procedures Manual</i> (HR Manual) Policy120 Hiring Procedures and Required Documentation
Supplemental Links to External Websites
Faculty Senate http://ctcfacultysenate.org

3.8 Library and Other Learning Resources

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

Compliance Partial Compliance Non-Compliance

Narrative:

As documented by the library's mission statement, the Oveta Culp Hobby Memorial Library (OCHML) supports the institution's overall mission by providing facilities, services, and resources that meet the needs of Central Texas College (CTC) students, faculty, and staff, no matter where they are located or how their courses are delivered. In addition, OCHML serves the local community as an area research library. The library follows American Association of College and Research Libraries (ACRL) standards for administration, resources, and services.

The Developmental Studies Department's Learning Resource Center (LRC) supports Adult Basic Education (ABE), General Educational Development (GED), and students in certificate programs such as automotive technology. The LRC provides textbooks, audiovisuals, and supplies; word processing programs; reading, mathematics, and English preparation for college; and mathematics and reading instruction for nursing students.

Through contracts with the Department of Defense and other agencies, the facilities, services, and other learning/information resources on military installations are available to CTC students.

Facilities

Oveta Culp Hobby Memorial Library: Located on the central campus, the OCHML, built in 1967, was enlarged in 1978 by the addition of a west wing and again in 2000 by the addition of an east wing. The facility includes

- 45,390 sq. ft. without the basement / 52,377 sq. ft. with the basement;
- Seating for 267 students;
- Three group study areas and a quiet study room with approximately 30 individual carrels;
- A seminar room with multimedia capability;
- A periodicals section, a reference section, and a microfiche collection;
- An art gallery, a law library, and an archives room;
- A circulation desk with 9 online catalog stations;
- A Tarleton State University online searching area with 2 computers shared for use by CTC students;
- A multimedia lab, including 52 student computers, and Multimedia Services Department; and
- Staff offices and work areas.

Learning Resource Center: Located on the Central Campus, the Learning Resource Center (LRC) is housed in two rooms totaling approximately 1,800 square feet, with 66 computers and seating for 75 students.

Locations-at-a-distance: Facilities at CTC locations-at-a-distance vary but generally are the military libraries at installations and include public and academic libraries in the areas surrounding the installations. Where there are no facilities, learning/information resources and services are provided through other means, such as a locker of books that accompanies an instructor when assigned to a ship at sea.

Services

Oveta Culp Hobby Memorial Library: The OCHML has four staffed service points: the main circulation desk, the periodicals circulation desk, the reference desk, and the multimedia lab desk. A full-time reference librarian has the dual responsibility for reference services and user education. The OCHML follows the Reference and User Services Association's Guidelines for Information Services with reference services available at the reference desk, by email, by regular mail, by telephone, and via an Online Reference Librarian link on the library Web page. Formal instruction is provided through scheduled orientations and workshops as well as through informal instruction to individuals and groups at point-of-need. Interlibrary Loan and the TexShare Card Program, a reciprocal borrowing program among Texas academic and public libraries, provide access to materials not owned by the library. Students, faculty, and staff at locations-at-a-distance have access to OCHML resources and services on the library's Web page, and those in distance education courses have a link to the library page from the Distance Learning page.

The library's Multimedia Services Department provides a variety of services to the campus, including providing educational technology equipment and software, training faculty and staff in using educational technology, setting up multimedia classrooms for instructional departments, providing audiovisual and duplicating services, and providing multimedia setups for on- and off-campus programs. In addition, the department manages the library's student computer lab, which has 52 computers with Internet access, access to the online catalog and online databases, word processing and spreadsheet software, and course-related software. The lab also has technology to support Americans with Disabilities Act (ADA) compliance, TV/VCRs for viewing instructor-assigned videotapes, and, on instructor request, CD-ROMs, tape recorders, and other equipment needed by students to complete their assignments.

Central Texas College holdings at OCHML are combined with those of Tarleton State University, which has a partnership agreement with the OCHML. The total collection available at OCHML is approximately 120,000 volumes (CTC 79,845 vols), 422 periodical subscriptions (CTC 324 subscriptions), online databases, microform collections (ERIC, Library of American Civilization, National Institute of Justice NCJRS and Crime & Juvenile Delinquency collections, NewsBank), and a Law Library (print and online) with Federal & Texas statutes, regulations, and cases.

The staff at OCHML keeps statistical records of student access to services. These records for Fiscal Year 2002-03 are as follows:

- Gate count: 129,558
- Circulation: 66,759
- Reference transactions: 12,500

- One-on-one instruction: 5671
- Group instruction: 110 sessions / 2572 students
- Multimedia Lab use: 78,949
- Online database use: 8,688 logins / 24,964 searches / 101,314,868 documents retrieved

Learning Resource Center: The LRC offers a number of services to students: remedial tutoring in reading, writing, and mathematics; guidance in how to write papers; testing for the Skills Center; and pre-testing in mathematics and reading for the Nursing Department.

Locations-at-a-distance: Library services such as reference and circulation are available at the military library at each installation and at public and academic libraries in the area surrounding each installation. Students enrolled in courses at locations-at-a-distance have access through the OCHML Web page to a reference librarian and interlibrary loan and may check out books with a remote library card. Users are issued a library card number by completing a form provided from the OCHML Web page and may request books to be sent to them via regular mail.

Distance Learning: Distant learners have the same access to library services as campus students. Access includes LOISLAW and TexShare Electronic Databases that can be launched directly from the learning management system and the Distant Learning website. In addition, remote users may request library cards and ask the Online Reference Librarian for the following help: to provide information for a paper or answer a reference question; to suggest search terms, subject headings, and useful resources; and to provide basic, factual answers or to suggest useful sources for information for general reference questions. In addition to the library resources, distant learners may use publisher websites provided online and on CD as well as links to content relevant websites.

Note of Access: To access the library databases, log on to the OCHML Web page at <http://www.ctcd.edu/pg-lib.htm>. Click on [Texshare Electronic Database available off-campus](#). At the login prompt (USERNAME), enter "ctcd". At PASSWORD, enter "blue*e??". To access the [LoisLaw database](#), enter the site as a member. At the login prompt (USERNAME) enter "ctc1". At PASSWORD enter "blue*e??". Usernames and passwords are case sensitive.

Evidence of Support:

Links on CD
Central Campus Map
Learning Resource Center
OCHML Mission Statement
OCHML Online User Survey (2003)
Oveta Culp Hobby Memorial Library (OCHML) – Floor Plan
Supplemental Links to External Websites
Central Campus Map http://www.ctcd.edu/pg-lib4.htm
Oveta Culp Hobby Memorial Library (OCHML) http://www.ctcd.edu/pg-lib.htm

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) offers students the necessary training to help them use the library resources to the best advantage. The training varies according to the facilities and services the student needs the most.

Oveta Culp Hobby Memorial Library: The Oveta Culp Hobby Memorial Library (OCHML) uses a number of approaches to ensure regular and timely instruction in the use of the library and other learning/information resources. American Association of College and Research Libraries (ACRL) guidelines are used in planning and implementing user education programs. A full-time reference librarian, who has the dual responsibility for reference service and user education, is assisted by other librarians on the staff. User education takes several forms: informal, point-of-need instruction to individuals and groups; formal presentations in orientations requested by instructors; new student orientations; and scheduled workshops on specific academic subjects. The workshops and orientations are listed on the OCHML Web page. During 2001-2002, librarians provided individual instruction to 5126 students and presented 47 formal instruction sessions to 958 students. The library provides a wide variety of print handouts, an information kiosk in the library with a continuous PowerPoint presentation, and a link on the library page to Texas Information Literacy Tutorial (TILT), an interactive tutorial. In a 2003 survey of online users, most students felt there is adequate training available online for using the CTC library online resources. The same number indicated that they had not accessed TILT but that they would link to training sites if they were offered online.

Learning Resource Center: The staff at the Learning Resource Center provides informal instruction to individuals at point-of-need.

Locations-at-a-distance: Off-campus students, faculty, and staff have access through the library page to TILT, an interactive tutorial. OCHML provides an online reference librarian to answer questions, plus individual instruction is available from the library staff by email, regular mail, and telephone.

Evidence of Support:

Links on CD
Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries
ACRL Information Literacy Competency Standards for Higher Education
Oveta Culp Hobby Memorial Library (OCHML) Annual Statistics FY 2001-2002
OCHML Handout List
OCHML Online User Survey 2003
OCHML User Education
Supplemental Links to External Websites
Oveta Culp Hobby Memorial Library www.ctcd.edu/pg-lib.htm
Texas Information Literacy Tutorial TILT http://tilt.lib.utsystem.edu/

3.8.3 The institution provides a sufficient number of qualified staff-with appropriate education or experiences both in library or other learning/ information resources-to accomplish the mission of the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

The Association of College and Research Libraries (ACRL) has determined the appropriate education and training for academic librarians and strongly recommends that a librarian hold a master’s degree in library science from a program accredited by the American Library Association. This is the criterion used by Central Texas College (CTC) in staffing full-time librarian positions. Qualifications for other professionals are appropriate to the position. CTC also provides the library with an adequate number of support staff with qualifications and skills that meet the college’s requirements.

Oveta Culp Hobby Memorial Library: The three full-time librarians are required to have master’s degrees in library science from an ALA-accredited program; three librarians have the required degree. Three part-time librarians have master’s degrees in library science. The Director of the Multimedia Services Department, a professional position, has a master’s degree in management science with a minor in computer science. Members of the support staff have appropriate education, experience, and qualifications for their positions. The majority of the students surveyed in April 2003 agreed or strongly agreed that the library staff is knowledgeable about library services and products. They also indicated that they had received courteous service.

Learning Resource Center: The Learning Resource Center (LRC) is an additional learning/information resource that helps to meet the needs of CTC students. The supervisor of the Developmental Department Learning Resource Center has a bachelor’s degree in computer science, and the thirteen members of the support staff have the appropriate qualifications for their positions.

Evidence of Support:

Links on CD
Association of College Research Libraries (ACRL) Statement on the Terminal Professional Degree for Academic Librarians.
Oveta Culp Hobby Memorial Library (OCHML) Customer Satisfaction Survey April 2003
OCHML Professional Staff

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.

Compliance Partial Compliance Non-Compliance

Narrative:

A clear and appropriate statement is published in the *Central Campus Student Handbook* that lists “Students Rights and Responsibilities” under the heading “Student Code of Conduct.” A form is included in the handbook for students who wish to file a formal complaint.

The *CTC Course Catalog* and the *Course Schedule Bulletin* inform students of additional rights and responsibilities, such as cancellations, refunds, and other financial issues. All documents are in print and Web accessible for students.

Online learner information is included on the Prometheus and eArmyU websites.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i>
<i>Central Campus Student Handbook</i>
<i>Continental and International Catalog</i>
<i>Schedule Bulletin Spring 2004</i>
Supplemental Links to External Websites
Distance Learning http://online.ctcd.edu
Prometheus (refer to navigation instructions for password) http://ctc.prometheus.com/ctc

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) adheres to the Family Education Rights and Privacy Act (FERPA). Privacy statements are published in the college’s catalogs, the Schedule Bulletin, and the Web page. A link to the FERPA policy adopted by CTC appears when students, faculty, or staff gain access the Student Online Access to Records (SOAR). The CTC Catalog states the guidelines for access to student records and for release of student directory information. This information is available also on the CTC website. Unless the Records Office is notified in writing by the student, information classified as “directory information” (the list is published) may be disclosed to the general public without prior written consent from a student: *“This statement of non-disclosure will be retained for one year after submission. Release of additional information pertaining to the student record must be authorized in writing by the student.”*

Student records are maintained in hard copy and electronic format. The security, confidentiality, and integrity of these records is ensured by the CTC Office of the Registrar in a system that limits access to hardcopies by authorized personnel only and that tracks files in an electronic database.

The confidentiality of electronic student records is protected by access codes. A coded terminal digit filing system is part of the computer security system configuration. Only authorized personnel have access to certain areas of student records fields. Student files are available to students and non-authorized faculty and staff through the Web-based system (SOAR). The college's electronic database system contains all records since 1993.

Hardcopies of student records are maintained on Central Campus. Only file room staff are allowed to pull and return files to the student records shelving. When a file is retrieved, it is signed out on an Access Data Base created with the purpose of tracking the file that is checked out, the person responsible for the file, and the date when it was pulled from the file shelving. When the file is returned, it is removed from the Access Data Base and then replaced on the shelf. File room staff are entrusted to complete this process. If a file that has been retrieved from the file room needs to be forwarded to a different department, the person that is responsible for the file must notify the file room personnel so that the information can be updated on the Access Data Base.

As mandated by the State of Texas, paper official files of student records are kept for five years from the last date of student activity shown in CTC's records and retention schedule. State reports, certified class rolls, and final grades are microfilmed. The Board of Trustees, in 1991, adopted the Texas State Library and Archives Schedule (TSLAS) for records retention guidelines. The retention schedule has been implemented since 1991. The schedule was submitted following the guidelines of TSLAS and American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Documents that need to be destroyed are shredded. All notes regarding those files are also destroyed. Records that have pending requests are not destroyed. Student permanent records and corresponding electronic records are retained for 99 years.

Note of Access: SOAR may be found at <http://admin.ctcd.org/> and accessed using the word "guest" in the AccessID field; leave the Access PIN field blank, and then click 'Log in'. The AccessID field is not case sensitive.

Evidence of Support:

Links on CD
Board Document 282 Establishment of Records Management Program
<i>Central Campus Catalog</i> -Records Access
Records Management Program
<i>Schedule Bulletin</i> -Family Education Rights and Privacy Act (FERPA)
Texas State Statute Student Records
Supplemental Links to External Websites
American Association of Collegiate Registrars and Admissions Officers (AACRAO) http://aacrao.org
Distance Education FERPA Policies http://online.ctcd.edu/policies.cfm#Family
Family Education Rights and Privacy Act (FERPA) http://www.ctcd.edu/forms/formmdir.htm
FERPA Forms http://www.ctcd.edu/forms/forms.htm
Student Online Access to Records (SOAR) http://admin.ctcd.org
Texas State Library and Archive Schedule (TSLA) http://www.tsl.state.tx.us/slrn/recordspubs/rrs2.html

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) offers an array of student services to assist students in accessing educational services and achieving academic success as outlined in Board Documents 138, 158, and 162 in support of CTC’s mission. Professional personnel employed to deliver services to students meet or exceed job qualifications stated in the Job Specifications and Requirements for each position. Job Specification and Requirements are on file in the Employment Services office.

The Student Services Department is organized into the following areas under the direction of the Dean of Student Services: Evaluations Services, Registration Services, Testing Services, Guidance and Counseling, and Financial Aid. In addition, Central Texas College provides services to students through the Student Life Office and on-campus housing. These, too, contribute to ensuring the quality and effectiveness of CTC’s student affairs programs.

Dean of Student Services: The dean directs and supervises all the following personnel and functions with the exception of the Director of Student Life and the on-campus housing coordinator. The Director of Student Life reports to the Dean of Central Campus and the on-campus housing coordinator reports to the Assistant Comptroller.

Evaluation Services: The staff of the Student Services office includes a Director of Evaluations supported by three coordinators and three evaluators. The Director and staff are responsible for preparing official Servicemen's Opportunity College (SOC) agreements (official degree plans) and assist CTC Continental and International personnel in providing academic advisement for students attending locations-at-a-distance. The Director of Evaluations also coordinates requests for evaluation of civilian work experience and training with the appropriate academic department. The director has two master's degrees and the staff members hold associate and/or bachelor degrees that qualify them for their jobs.

Registration Services: The staff at the office of the Systems Registrar consists of two professional and four support members. They meet or exceed degree and/or experience requirements for their positions. The Registrar holds a master's degree in Public Administration. The Coordinator of Files and Records Retention holds an associate degree in Records Management and has 15 years experience in records management. Support personnel have associate degrees and/or experience that qualify them for their jobs. The Systems Registrar's office provides services to students in the areas of admissions, registration, scheduling of courses, and meeting reporting requirements of appropriate state and federal entities.

Testing Services: Central Texas College provides an extensive testing program, including entrance examinations, Texas academic skills examinations, alternative testing, placement tests and diagnostic tests, advanced standing examinations, high school equivalency examinations, institutional challenge examinations, a test of English as a foreign language, English language pretests, and proctoring services for distance learning testing. The Director of Testing Services holds a master's degree, which exceeds the requirement specifications for the position.

Guidance and Counseling: The Department of Guidance and Counseling supports seven programs: Skill Center Counseling, the Substance Abuse Resource Center, Student Support Services, Recruitment and Retention, Career Planning and Placement, and International Students. Personnel in these areas meet or exceed required degree and/or experience qualifications. In addition to these areas, the Distance Learning Counselor provides counseling services and academic advising for the online distance learner. This counseling position requires a bachelor's degree with a master's degree preferred.

Disability Support Services: Disability Support Services provides support services and maintains special equipment to assist students with disabilities. The Physical Disabilities Counselor/Coordinator serves students that require special equipment as a result of a physical impairment. The Learning Disabilities Counselor/Coordinator serves students with learning disabilities. Cooperation and coordination between the two offices allows for the most effective service to all students with disabilities. Both Counselor/Coordinator positions require, at a minimum, a bachelor's degree and related teaching or other documented experience serving the special needs of students. Central Texas College employees in these positions meet the minimum requirements.

As the number of students with disabilities continues to grow, constant coordination is maintained with the Director of Student Support Services for the availability of special equipment and/or personnel required to serve our students. The current director holds a master's in counseling psychology.

Financial Aid: Central Texas College participates in numerous financial aid programs designed to assist students who demonstrate financial need. The Office of Financial Aid

is charged with ensuring that the college is compliant with all the rules and regulations of each financial assistance program and that student recipients meet the programs'

eligibility requirements. The Office of Financial Aid is staffed with 14 employees. The director holds a master's degree in counseling and has been with the institution 23 years, 17 of those as Director of Financial Aid. The other positions are held by employees who meet or exceed degree requirements and who have extended experience assisting students and knowledge of the institutional mission.

Student Life: Central Texas College offers students opportunities to become involved in campus life. Student social and cultural activities are supported and guided by the Director of Student Life to provide opportunities for group interaction through student clubs and other seasonal activities. Approximately twenty clubs and organizations representing a variety of interests are active on campus. Students are also provided avenues to actively participate in the college's decision-making processes through the Student Government Association, CTC Foundation, Strategic Planning, and various advisory committees. The Office of Student Life oversees the publication of the weekly campus newsletter, the *Bell Tower Buzz*. The *Bell Tower Buzz* contains student "need-to-know" articles and information about upcoming events on the Texas campus and the surrounding areas. Campus departments and student organizations are encouraged to submit information and/or articles for publication. The Director of Student Life holds a master's degree in counseling psychology and is a Licensed Professional Counselor.

Student Housing: Central Texas College operates a co-ed residence hall for 120 full-time students. Supervision is provided by a full-time Lead Resident Assistant who is responsible for daily operations as well as educational and social activities. Student apartments, located on the Texas campus, are available for married couples and single parents with children. One and two-bedroom, unfurnished apartments are available for rent. The on-campus housing coordinator has over thirty years of experience related to daily operations.

Evidence of Support:

Links on CD
Bell Tower Buzz
Board Document 138 Service Area Campus
Board Document 158 Educational Program Support Services And Texas Campus Operations
Board Document 162 Student Services Division Section I 9
<i>Central Campus Catalog</i>
Organizational Chart-Student Services
Personnel Qualifications-Student Services

RESOURCES

3.10 Financial and Physical Resources

3.10.1 The institution's recent financial history demonstrates financial stability.

Compliance Partial Compliance Non-Compliance

Narrative:

The proper care and handling of all financial matters at Central Texas College (CTC) involves establishing and following proper financial procedures in order to comply with all legal restrictions and to ensure that sufficient funds are available to maintain all institutional functions. These procedures are subject to an on-going review by the Deputy Chancellor of Resource Management, and changes and adjustments are made when needed.

CTC has sufficient funds available to support its mission and purpose. Current operating funds are obtained through a variety of sources. Approximately 44 percent of the revenues are from federal sources, 27 percent are from state appropriations, and 17 percent of funds come from tuition and fees. The remaining 12 percent is comprised of 7 percent from auxiliary services and 5 percent from other revenue sources. Non-operating revenues include 5.5 million for ad valorem taxes to defray the cost of plant maintenance and operations.

While state funding has remained relatively constant during recent years, CTC has continued to increase its amount of federal funding, having won four multimillion dollar contracts during the 2002-2003 academic year.

The State of Texas appropriates funds to each public community college every two years calculated on contact hour production during the base year prior to the legislative session (each odd-numbered year). The Texas Higher Education Coordinating Board (THECB) monitors the accumulation of these contact hours and consolidates and reports the numbers to the Legislative Budget Board, which in turn refers them to the legislature. Funding rates are recommended by the THECB and approved by the state legislature. Funds for a course are determined by a formula rate times the number of contact hours taught within each subject area during the base year. The rate per contact hour is based on cost studies done by the community colleges and assimilated by the THECB. The final rate is adjusted to conform to the availability of state funds allocated by the legislature.

CTC provides quality educational programs at the lowest possible cost. Students on the Texas campuses pay \$30 per semester credit hour for the fiscal year 2003-2004, an increase of \$8 per semester credit hour because of a projected downturn in state funding. Out-of-district tuition increased by \$8 to \$35 per semester credit hour. The state, like many others, is experiencing difficult times in balancing its budget, and almost all areas including education are projected to see a reduction in state funding.

All CTC students are able to receive quality education at a reasonable cost, whether they are civilians on Central Campus or active duty military service members at locations-at-a distance. Tuition for classes outside of Texas varies with the government contract or Memorandum of Understanding through which the institution operates. Military servicemembers may take advantage of military tuition assistance incentive, which now pays 100% of tuition and in some locations includes the cost of the textbook. This incentive has brought about a significant growth pattern due to little or no out-of-pocket expenses for eligible students.

In the history of the institution, only one ad valorem tax bond was issued, and it was retired in 1989. The institution currently has only one bond issue outstanding, the 1999 Building Bond Issue. Pledged fund balances cover the balance of the issue multiple times. A taxing rate of a maximum of \$.25 per every \$100 valuation was established to cover maintenance and operational expenses. Currently, the rate is \$.1475 per \$100 of valuation. The rate has not been increased in the past 10 years.

CTC operates an auxiliary services program which provides quality services to students at the lowest possible cost. A food services operation provides meals for residence hall students, employees, and students on campus during class hours. The residence hall houses a maximum of 140 students, and a 52 unit student housing complex provides living space for married students and students with children. CTC also operates its own bookstore that serves local students and locations-at-a-distance and that has a Web page that accepts book orders from any location.

Balance sheet comparisons for fiscal years 1999-2001 reflect CTCD's continued financial stability. The 2002 balance sheet is shown as a separate data due to changes in format to comply with Governmental Accounting Standards Board (GASB) standard changes. Revenue and Expense comparisons are included with separate data for 2003 in compliance with GASB formats.

Evidence of Support:

Links on CD
Consolidated Budget FY 2003-2004
Financial Report August 31, 2001
Financial Report August 31, 2001 Balance Sheet
Financial Report August 31, 2001 Statement of Changes in Fund Balances
Financial Report August 31, 2002
Financial Report August 31, 2003
Financial Report August 31, 2003 Debt and Lease Obligations
Financial Report August 31, 2003 Property Taxes
Financial Report August 31, 2003 Statement of Net Assets
Financial Report August 31, 2003 Statement of Revenues, Expenses and Changes in Net Assets
Texas Higher Education Coordinating Board (THECB) 2002-2003 Legislative Appropriations
THECB Formula Funding Recommendations for the 2004-2005 Biennium

3.10.2 The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) prepares interim monthly financial statements in accordance with the requirements of the Texas Higher Education Coordinating Board (THECB). These financial statements are provided monthly to and approved monthly by the Board of Trustees. CTC also prepares and presents monthly investment information in compliance with the Public Funds Investment Act. The financials, representing the total operation of CTC, apply all applicable Governmental Accounting Standards Board (GASB) pronouncements plus all applicable Financial Accounting Standards Board (FASB) statements and interpretations issued on or before November 30, 1989, unless they conflict or contradict GASB pronouncements.

Reporting guidelines in the Annual Financial Report, August 31, 2002, state, “*CTC has elected not to apply FASB guidance issued subsequent to November 30, 1989, unless specifically adopted by the GASB. CTC is reported as a special purpose government engaged in business-type activities.*”

CTC has an independent audit conducted annually. The audit for 2003 contained an unqualified opinion, and the institution did receive a management letter.

Evidence of Support:

Links on CD
Annual Financial Reporting Requirement for Texas Public Community Colleges
Consolidated Budget FY 2003-2004
Financial Report August 31, 2002
Financial Report August 31, 2003
Financial Report August 31, 2003 Notes to the Financial Statements
Independent Auditor's Report on the Financial Statements and Supplemental Information – Letter dated November 28, 2003
THECB Reporting Requirements FY2003

3.10.3 The institution audits financial aid programs as required by federal and state regulations.

Compliance Partial Compliance Non-Compliance

Narrative:

The Central Texas College (CTC) Board of Trustees contracts annually with an independent certified public accounting firm to serve as the college’s external auditor and to perform substantive and compliance procedures on all college federal financial aid programs. CTC’s annual financial report contains a section entitled “Federal Financial Assistance” and includes 1) a Schedule of Expenditures of Federal Awards, 2) a Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Compliance and on Internal Control over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*, 3) a Report on Compliance with Requirements Applicable to Each Major Program and

Internal Control over Compliance in Accordance with OMB Circular A-133 and the State of Texas Single Audit Circular, 4) a Schedule of Findings and Questioned Costs, and 5) a Schedule of Expenditures of State Awards. Items 2 and 3 are in the form of a letter and are signed by the CPA firm. Both the 2002 and the 2003 audits had no findings of questioned costs.

Evidence of Support:

Links on CD
Financial Report August 31, 2003
Financial Report August 31, 2003 Schedule of Expenditures of Federal Awards
Office of Management and Budget (OMB) Circular A-133

3.10.4 The institution exercises appropriate control over all its financial and physical resources.

Compliance Partial Compliance Non-Compliance

Narrative:

In compliance with state law, Central Texas College (CTC) completes an annual operating budget which contains both revenue and expenditure projections for the ensuing fiscal year. The budgetary process begins in early spring with submissions from departmental chairs and operational deans. These requests are then reviewed by the appropriate deputy chancellor, formalized, and sent to the Chancellor for final review before being submitted to the Board of Trustees for approval. Copies of the annual operating budget are sent to appropriate local and state agencies. This budget is modeled after the current edition of the National Association of College and University Business Officers (NACUBO) publication "College and University Business Administration." Interim financial statements are prepared monthly and submitted to the Chancellor and to the Board of Trustees for approval. In compliance with the Public Funds Investment Act, a written report of investment transactions for all funds covered by the Act is submitted with the interim financial statements. Also, and in compliance with the Act, quarterly investment reports are posted on CTC's website and a written report is submitted annually to the State of Texas. Also annually, changes to CTC's written investment policy, Document 337, are submitted to the Board of Trustees for approval. In compliance with state law, CTC contracts with a financial institution licensed to transact business in the State of Texas to serve as the college's depository. This contract is submitted to competitive bidding on a biannual basis. While this firm serves as the official depository, CTC contracts with other banking institutions throughout the world to serve as transfer banks. CTC policy requires each location which collects revenues from tuition or book sale to deposit those funds daily. These transfer facilities serve as intermediaries until the funds are finally transferred to the Texas Depository where cash management personnel determine their use or investment. Both the college depository and the transfer banks complete "Banking Authorities" which are approved by the Board of Trustees. These authorities establish disbursement limits, signature limits, transfer authority, and personnel authorized to transact business.

The Texas Higher Education Coordinating Board (THECB) has statutory authority to serve as trustee for funds which are appropriated biannually to each community college in Texas. In order to effectively comply with this directive, certain reports are required to be filed with THECB. Many of these reports substantiate effective control over the use of

state appropriations by the college.

Physical resources at CTC are subjected to a series of internal controls designed to safeguard their existence, to control movement, and to record proper value. In FY2002, CTC implemented GASB 35, which requires the college to depreciate capital assets. At that time, the dollar value threshold for recording capital assets was increased to \$5,000. In addition to reducing the number of capital assets recorded, it allowed the college to better manage the more valuable assets. CTC currently records and controls all fixed assets with a value of \$500 or greater but does not capitalize them.

CTC has implemented internal control procedures designed to segregate the recording of the capital asset from the management of the asset. Financial management personnel are responsible for properly recording the capital asset in the general ledger, and materials management personnel are responsible for maintaining control of the capital asset in the Fixed Asset Management System. Procedures are in place to reconcile the two systems on a monthly basis.

Evidence of Support:

Links on CD
Board Document 337 Investment Policy
Texas State Statute 51.0051 Annual Operating Budget

3.10.5 The institution maintains financial control over externally funded or sponsored research and programs.

Compliance Partial Compliance Non-Compliance

Narrative:

Board Document 104, By-Laws, Section 4.02-2, establishes the institutional policy that *“all research, special activities and cooperative programs with business, industry and other governmental units are intended to be self supporting and should contribute to the appropriate amount to sustain institutional support.”* In addition, Section 4.02-1 states that all activities operated outside the State of Texas are intended to be self-supporting.

Board Document 314, Resource Management, establishes the fiscal control used to implement the policies defined in the By-Laws and is further supported by Flow Down Document 314.40, Procurement Services, reflecting procedures used to ensure financial control over the college’s externally funded research and programs.

Evidence of Support:

Links on CD
Board Document 104 By-Laws
Board Document 314 Resource Management
Board Document 314.40 Procurement Services

3.10.6 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Compliance Partial Compliance Non-Compliance

Narrative:

Safety, security, and a healthy learning and working environment are considered principal issues and are addressed through consistent oversight and timely problem resolution.

Central Texas College (CTC) maintains a qualified staff of building maintenance, grounds, and custodial professionals to provide expeditious response to physical safety or environmental issues that could impact the health and safety of the campus population. All building fire safety systems and equipment receive periodic inspections, including regular operational tests and fire drills. Outside lighting systems on streets, in parking lots, and around buildings are critical to night time safety and security and receive daily observation and timely corrective action, if necessary. Operational tests of building emergency lighting are conducted on a regular basis. CTC maintains internal asbestos inspection and removal capability through the employment of a trained and state certified asbestos removal team. An Energy Management Control System is employed to regulate the environment within each building. Potential air quality issues are addressed immediately through employment of sampling and testing agencies. The *Human Resource Management Operating Policies and Procedures Manual* addresses reasonable steps for an array of procedures providing for a healthy, safe, and secure environment. These include (not in order of importance) smoking, inclement weather, weapons on campus, and sexual harassment. A custodial staff provides 24-hour service to maintain the cleanliness of CTC facilities. CTC maintains a Central Campus police department, sufficiently staffed with state licensed police officers, to provide campus security for Central Campus on a 24-hour basis.

Central Texas College provides its employees liberal sick leave, vacation, and holiday time. These policies contribute to a healthy environment by giving employees an opportunity to relax, rest, and recuperate without loss of pay. In addition, the college provides paid time off to enable employees to attend to personal requirements such as parent-teacher conferences, jury duty, military leave, business interruption, and bereavement leave.

Central Texas College attempts to provide a work environment free of unnecessary stress and anxiety. To this end, established policies allow employees to address the real or perceived sources of stress and anxiety and to have them resolved. Through employee training workshops, issues are addressed to provide employees with techniques in handling stress and anxiety in the workplace.

Evidence of Support:

Links on CD
Central Campus Police Crime Report
Employee Training Calendar
Facilities Management Policies and Procedures 3.1457.3
<i>Human Resource Management Operating Policies and Procedures Manual (HR Manual) Policy 220 Sexual Harassment</i>
<i>HR Manual Policy 230 Smoking</i>
<i>HR Manual Policy 310 Holidays</i>
<i>HR Manual Policy 320 Vacation</i>
<i>HR Manual Policy 330 Jury Duty/ Subpoena</i>
<i>HR Manual Policy 340 Parent Teacher Conference</i>
<i>HR Manual Policy 350 Military Leave</i>
<i>HR Manual Policy 360 Sick Leave</i>
<i>HR Manual Policy 370 Bereavement Leave</i>
<i>HR Manual Policy 715 Weapons</i>
<i>HR Manual Policy 720 Inclement Weather</i>
<i>Safety Policies and Procedures Manual 314.22</i>
Supplemental Links on External Websites
<i>Human Resource Management Operating Policies and Procedures Manual (HR Manual)</i> http://www.ctcd.edu/hrman.htm

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) employs sufficient numbers of custodial, facilities maintenance, and grounds personnel to maintain all college facilities, on and off campus. CTC contracts with an architectural and engineering firm that performs evaluations of structures and subsystems, on request, and provides feedback to CTC in the form of surveys and recommendations regarding maintenance and new construction.

All Americans with Disabilities Act (ADA), life safety, and environmental issues are addressed in a timely manner. Board Document 306 establishes an ADA Title II Committee that is authorized to coordinate the implementation of all provisions of the act relative to access to programs, services, and activities. CTC also has a Disability Support Services office which provides support directly to students with disabilities and which publishes a Procedures Manual that is revised every two years.

CTC provides off-campus educational offerings in its eleven county service area. These

classes are conducted in local high schools and in five state prisons. At Fort Hood, CTC operates and maintains an administrative facility of 30,000 square feet that was constructed in March, 2001. Although this facility has three computer labs and one classroom, the majority of the courses are taught in government furnished classrooms and laboratories on Fort Hood. All of the educational offerings for the Continental Campus, the Europe Campus, the Navy Campus, and the Pacific Far East Campus are held in government furnished facilities. These facilities are provided by the military branch as stipulated in a memorandum of agreement. As an exception to the above, CTC leases office space in San Diego, California to support its Navy Pacific program because the government is unable to provide adequate administrative space at the San Diego Naval Station. In addition, CTC leases dedicated vocational/technical laboratory space at Fort Leonard Wood, Missouri.

Evidence of Support:

Links on CD
Board Document 306 Compliance with the Americans with Disabilities Act Title II
Board Document 314.50 Facilities Management
<i>Central Campus Facilities 2004</i>
Central Campus Map
<i>Disability Support Services Procedures Manual</i>
Facilities Maintenance Inspection Checklists and Schedules (Examples)
Survey of Compliance with ADA Examples

Section 4 FEDERAL MANDATES

4.1 When evaluating success with respect to student achievement in relation to the institution’s mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Compliance Partial Compliance Non-Compliance

Narrative:

Board documents establish the existence and purpose of Institutional Effectiveness, a comprehensive planning, assessment, and improvement system that engages every level of Central Texas College (CTC) in the process of evaluating student success. The Office of Institutional Effectiveness (OIE) establishes outcomes to ensure the continuous improvement of instruction, student learning, support services, and use of CTC resources. Course completion, state licensing examinations, job placement rates, and students transferring to other institutions of higher education are all a part of the data considered by the OIE in its assessments. These evaluative measures are incorporated into individual departmental institutional effectiveness reports and comprehensive program reviews.

Evidence of Support:

Links on CD
Board Document 104 By-Laws Section 6.05 Committee on Educ
Board Document 119 Organization, Administration, and Management
Board Document 304 Statement of Purpose
Legislative Budget Board Performance Measures Report
Texas Higher Education Coordinating Board (THECB) Annual Data Profile (2003)
THECB Licensure Report

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.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) offers a curriculum that is directly related to CTC’s purpose and goals and the certificates and degrees awarded. According to the CTC purpose statement, the institution provides *“technical programs up to two years in length leading to associate degrees and/or certificates,” “vocational programs leading directly to employment in semi-skilled and skilled operations,”* and *“freshman and sophomore level courses in arts and sciences.”* The college catalog reflects the curriculum which directly relates to those stated purposes. In addition, a strategic goal of the institution is to provide *“quality instructional programs that will prepare students to fully participate in educational, occupational, economic, and social opportunities.”*

Associate in Arts and Science degrees require a general education core comprised of course selections from core areas of communications, mathematics, natural science, humanities, both visual/performing arts and literature, philosophy, cultural studies, social/behavioral sciences, and a health, wellness, kinesiology selection. The core curriculum is designed to acquaint students with the ideas, information, and modes of inquiry they can draw upon in every area of their lives; to teach students to perceive relationships between different fields of study; and to enhance students' abilities in reading, writing, mathematics, and information technology. Degrees are designed to transfer toward the completion of baccalaureate degrees.

Associate in Applied Science degrees require a core general education component comprised of courses from the core areas of math/natural science, social behavioral sciences, and humanities/fine arts in addition to a sequence of occupationally specific course work. Advisory committees for individual instructional programs assist the college in ensuring that the curriculum is related to the purpose of the institution as well as in addressing the required competencies to meet the needs of the workforce. The degrees and certificates are designed for students to achieve marketable skills and exit into employable positions in the workforce.

The CTC Curriculum Review Committee reviews and approves all college curricula changes to ensure that the changes are logical and improve the program, that the curricula comply with the SACS, COC requirements, and that the curricula comply with THECB Rules and Regulations and Central Texas College degree requirements. The Curriculum Review Committee is charged in its role to ensure that the curriculum directly relates to the statement of purpose and strategic goals of the institution.

Evidence of Support:

Links on CD
Advisory Committee Minutes Instructional Programs
Central Campus Catalog-Institutional Purpose
Continental and International Catalog-Institutional Purpose
Core Curriculum
Curriculum Review Committee Charge and Minutes
Educational Program Guidelines Section V Curriculum Review Committee
Programs of Study
Strategic Plan 2002-2007

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College's current academic calendar is published in the college catalog, in the schedule bulletin, and on CTC's Web page. Grading policies are published in catalogs and course syllabi. Refund policies are published in the catalog and the schedule bulletin. The academic calendar, grading policies, and refund policies are in keeping with the generally accepted practices of higher education and mandates by state law. Students and the general public have access to this information in various print-based documents and from CTC's Web page.

Evidence of Support:

Links on CD
<i>Central Campus Catalog-Grading Policy</i>
<i>Central Campus Catalog-Refund Policy</i>
<i>Central Campus Catalog-Academic Calendar</i>
<i>Continental and International Catalog-Academic Calendar</i>
<i>Continental and International Catalog-Grading Policy</i>
<i>Continental and International Catalog-Refund Policy</i>
Course Syllabi Examples
<i>Schedule Bulletin-Academic Calendar</i>
<i>Schedule Bulletin-Refund Policy page 22</i>
Texas Higher Education Coordinating Board (THECB) Rule 4.5 Common Calendar
THECB Rule 21.5 Tuition Refund
Supplemental Links to External Websites
Central Texas College http://www.ctcd.edu

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

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) offers a wide variety of academic and workforce education (occupational) programs at all its campuses, including Central Campus, the Texas Service Area, locations-at-a-distance, and distance learning. Educational programs for which academic credit is awarded are delivered consistently at each campus following the policies of the institution. The program lengths model recognized best practices and are up to two years in length as required by the Texas Higher Education Coordinating Board (THECB).

As reported in [Core Requirement 2.7.1](#), CTC offers 46 Associate in Arts/Science, Associate in Applied Science, and Associate in General Studies degree programs. Associate degree programs are based on a minimum of 66 semester credit hours for Associate in Arts and Associate in Science degrees. The Associate in Applied Science degree programs range from 64 to 72 semester credit hours. The requirements for program completion are consistent with Texas Higher Education Coordinating Board (THECB) Rules and Regulations, THECB Guidelines for Instructional Programs in Workforce Education (GIPWE) and national program accreditation and approval standards specified by the National League for Nursing Accrediting Commission, the American Bar Association, and the National Accrediting Agency for Clinical Laboratory Sciences.

Evidence of Support:

Links on CD
Nationally Accredited Program Approval Letters
Nationally Accredited Programs
Texas Higher Education Coordinating Board (THECB) <i>Guidelines for Instructional Programs in Workforce Education (GIPWE)</i> Chapter 3 Types and Characteristics of Awards
THECB Rule 9.183 Program Length

- 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.”)

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) endorses and adheres to the Commission on Colleges policy “The Review of Complaints Involving the Commission or its Accredited Institutions.” The *Central Campus Student Handbook* states the grievance procedures and standards of procedural fairness. Each campus dean ensures that procedures are applied appropriately and consistently at all CTC locations. The catalog states in the published Equal Opportunity Policy that if a student needs assistance in pursuing a grievance matter, the student is advised to contact the CTC official representative or the campus dean. Typically, verbal student complaints are resolved before an official document is filed. Only one or two student complaints a year will result in written documentation being filed.

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i> -Equal Opportunity Policy
<i>Central Campus Student Handbook</i> -Grievances
<i>Continental and International Catalog</i> -Equal Opportunity Policy

4.6 Recruitment materials and presentations accurately represent the institution’s practices and policies.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College (CTC) endorses the Commission on Colleges policy “Institutional Advertising, Student Recruitment and Representation of Accredited Status.” CTC exhibits integrity and responsibility in advertising, student recruitment, and representation of accredited status and adheres to the principles of good practice established by the Commission. CTC’s Community Relations and Marketing (CR&M) office ensures that information describing the college is accurate and that all commitments made in writing are legitimate. The CR&M office disseminates information deemed public records to interested parties per Board Document 120, Public Information and Public Records.

Evidence of Support:

Links on CD
Board Document 120 Public Information and Public Records
SACS, COC Policies Procedures Guidelines 1998-2000
Supplemental Links to External Websites
Central Texas College www.ctcd.edu

4.7 The institution publishes the name of its primary accreditor and its address and phone number.

Compliance Partial Compliance Non-Compliance

Narrative:

Central Texas College endorses the Commission on Colleges policy “Institutional Advertising, Student Recruitment and Representation of Accredited Status.” College catalogs and other official publications state that “*Central Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-401) to award associate degrees and certificates of completion.*”

Evidence of Support:

Links on CD
<i>Central Campus Catalog</i>
<i>Continental and International Catalog</i>
SACS, COC Policies Procedures Guidelines 1998-2000
Supplemental Links to External Websites
Central Texas College www.ctcd.edu

4.8 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the Secretary of Education.)

Compliance Partial Compliance Non-Compliance

Narrative:

An external audit is conducted each year to ensure that Central Texas College is compliant with its program responsibilities under Title IV of the 1998 Higher Education Amendments. Central Texas College has been consistently listed in good standing with the U.S. Department of Education. The Free Application for Federal Student Aid (FAFSA) is a means for students to learn that Central Texas College remains in good standing.

Evidence of Support:

Links on CD
Financial Report August 31, 2003
U.S. Department of Education - FAFSA