

**SUMMARY FORM
PREPARED FOR THE COMPLIANCE CERTIFICATION REVIEW**

Name of Institution:

Central Texas College

Name, title, phone number, and email address of Accreditation Liaison:

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History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic services area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

In 1965, the citizens of Central Texas joined together to authorize the building of a community college that would serve eight counties and portions of three counties. Classes began on the new campus in September 1967 when the first students were admitted. CTC is located adjacent to Fort Hood, the largest military base in the free world. Due to the importance of Fort Hood to the local and the State of Texas economy, the CTC Board of Trustees initially adopted a mission statement that supported the military. Because Fort Hood soldiers are reassigned around the world, the Board of Trustees expanded the mission statement to support the United States military forces throughout the world. In 1970, Central Texas College initiated on-site programs to military personnel on Fort Hood. On-site programs to military personnel were added in Europe in 1974. In 1976, locations were added to include the U.S. Atlantic and Pacific Fleets, and by the 1980s, CTC offered programs to military personnel stationed in the Pacific Command, Alaska, Panama, and throughout the Continental United States. Today, CTC consists of administrative units referred to as campuses: the Central Campus, the Continental Campus, the Europe Campus, the Fort Hood and Service Area Campus, the Navy Campus, and the Pacific Far East Campus. Of these, the Central, Fort Hood, and Service Area Campuses operate within the state of Texas. Locations outside of Texas are referred to in the Compliance Certification Document as "locations-at-a-distance." While some locations offer programs only for military personnel, others enroll military, civilian, and incarcerated students. The result of these developments since 1965 has been that CTC offers collegiate instruction on a much wider geographic scale than is customary for community colleges. Instruction offered at locations-at-a-distance should be considered as a portion of a larger obligation requested by the government, based on government needs. Each administrative unit outside the state of Texas does not constitute a "campus" in the traditional sense. Specifically, these campuses depend

on the military to provide both classroom and administrative spaces to meet their servicemembers' needs. Therefore, after receiving our initial institutional accreditation in 1969, CTC sought and received reaffirmation of its single accreditation in 1973, 1984, and most recently in 1994.

An additional operating unit of the Central Texas College District is the American Preparatory Institute (API). Since 1973 API has been offering programs that include high school diploma, basic and developmental academic skills, English as a second language, and general education development (GED) preparation. API is accredited separately by the Southern Association of Colleges and Schools, Commission on Secondary and Middle Schools. API received reaffirmation of its accreditation in February 2003.

Central Texas College's mission 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." This mission statement describes the institution and its characteristics, including our many global campuses and educational contracts. Central Texas College is a two-year, open admissions institution which provides educational opportunities to students locally, nationally, and internationally. 2001-2002 data show the composition of the student population for the six Central Texas College campuses to be 31.3% female and 66.3% male at an average age of 28.7. The 59,281 headcount reported represents 46.9% white, 31.2% black, 14.9% Hispanic, 5.2% Asian, 1.1% Native American, and 0.4% International. Unidentified are reported at 0.4%. In the 2001-2002 academic year, 2,412 degrees and certificates were awarded representing 10,501 full-time equivalents (FTE's).

Educational Programs

Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12**
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12**
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution**
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer**
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent**
- Professional degree program(s)**
- Master's degree program(s)**
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)**
- Doctoral degree programs(s)**
- Other (specify) _____**

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)**
- Occupational degree program(s)**
- Two-year programs designed for transfer to a baccalaureate institution**
- Liberal arts and general**
- Teacher Preparation**
- Professional**
- Other (specify) _____**

List all degrees currently offered (A.S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees.

ASSOCIATE IN APPLIED SCIENCE

- Applied Management
Computer Applications
Military Science
- Applied Technology
- Agriculture
Agriculture Production
Equine Management
Horticulture Development
- Auto Collision
- Automotive Mechanic
- Aviation Maintenance
- Aviation Science
- Business Management
Marketing and Sales Management
Real Estate
- Computer Science
Business Programmer Analyst
Information Technology
Network Systems Administrator
- Criminal Justice
Corrections
Law Enforcement Technology
- Diesel Engine Mechanic and Repairer
- Drafting and Design
- Early Childhood Professions
- Electronics
Communications Electronics Technology
Computer Electronics
- Emergency Medical Technology
- Fire Protection Technology
- Graphics and Printing
- Heating and Air Conditioning

- Hospitality Management
 - Restaurant and Culinary Management
 - Hotel Management
 - Food and Beverage Management
 - Food Service Management
- Legal Assistant
- Maintenance Technology
- Medical Laboratory Technician
- Mental Health Services
 - At Risk Youth
 - Chemical Dependency
 - Social Work
- Nursing
- Office Technology
 - Executive Assistant
 - Office Management
- Small Gas Engine Repair
- Welding

ASSOCIATE IN ART

- Art
- Business Administration
- Commercial Art
- Drama
- Interdisciplinary Studies
- Journalism/Communication
- Mathematics
- Modern Languages
- Music
- Radio and Television Broadcasting
- Social Science

ASSOCIATE IN GENERAL STUDIES

ASSOCIATE IN SCIENCE

- Agriculture Science
- Biology
- Chemistry
- Engineering
- Environmental Science
- Geology
- Kinesiology
- Mathematics

Locations and Distance Education

List locations (country, state, and city) where 50% or more of the coursework toward a degree can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered.

Provide a brief description of distance education credit offerings that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

Central Texas College has provided off-campus programs and services for more than 30 years and offered distance learning courses for more than 25 years. CTC offers all of its degree program courses at its main campus, Central Campus, located in Killeen, Bell/Coryell Counties, Texas. The main campus service area locations are in eleven contiguous counties. In the mid-1970s, CTC began offering classes directly on Fort Hood in addition to those on the Central Campus. This instruction has expanded to include college credit courses in academic and occupational programs as well as contracted services, such as Basic Skills Educational Program, Advanced Skills Education Program, Military Occupational Skills courses, and other programs contracted by the U.S. Army. In March 2001, CTC opened the doors of a newly constructed 30,000 square foot facility on Fort Hood to support college programs, learning centers, and library services for the soldier-student.

CTC enters educational services contractual agreements with all branches of the military to provide a variety of educational opportunities. Only selected courses are offered to students attending CTC locations-at-a-distance taking coursework toward a degree through traditional classroom instruction. Due to the assignment length and duty responsibilities of military personnel stationed at CTC continental and international locations, 50% or more of the coursework is not able to be completed. Since 1995, CTC has been committed to creating an online distance learning program complete with services and support designed specifically for the distant learner. Today, CTC offers distant learners the choice of delivery modes: online, video-based, videoconferencing, or multimedia. eArmyU was implemented in January 2001 and currently provides educational services to more than 30,000 military personnel worldwide. CTC is one of 27 participating eArmyU institutions offering access to more than 100 certificate and degree programs. eArmyU allows soldier-students to earn a certificate or degree from a home institution while taking courses from multiple colleges and universities. It also creates a centralized repository for student educational records. The following degrees are available and can be completed primarily through electronic means: Associate in Applied Science Applied Technology, Business Management, Criminal Justice, Hospitality Management, Information Technology, and Associate in General Studies. In January 2004, CTC entered an agreement with the United States Marine Corps to provide Marines with access to electronic multimedia courseware. This program provides Marines with access to the electronic multimedia courseware when they are deployed.

Accreditation

List all agencies that currently accredit the institution or any of its programs and the date of the last review for each. Identify the accrediting agency that is the gatekeeper for federal funds if it is not the Commission on Colleges. Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report in regard to your institution.

Central Texas College initiated correspondence with the Commission on Colleges of the Southern Association of Colleges and Schools in 1966, received Candidate Status in 1967, was awarded initial accreditation in 1969, and was reaffirmed in 1973, 1984, and most recently in 1994. CTC holds individual instructional program accreditation from the American Bar Association (ABA) for Paralegal/Legal Assistant (February 2002), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for the Medical Laboratory Technician (April 1999), and the National League for Nursing Accrediting Commission (NLNAC) for Nursing (February 2002) programs. There were no sanctions applied or negative actions taken by any of these accrediting bodies, including the Commission, during the two years prior to the submission of this report.

Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

There have been no limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.

Quality Enhancement Plan

Provide an Executive Summary of the Quality Enhancement Plan, including its title, a description of its focus, and reasons for its selection (not to exceed one page).

The Quality Enhancement Plan (QEP) for Central Texas College (CTC) is “Creating a Culture that Focuses on Enhancing Student Learning.” This topic was the synthesis of Strategic Planning, Institutional Research, and ongoing Leadership Team discussions. In addition, CTC decided to engage in further assessment by administering the Noel-Levitz (NL) Student Satisfaction Inventory (SSI), the Institutional Priorities Survey (IPS), and the Priorities Survey for On-Line Learners (PSOL) to further identify and narrow the most critical challenges. Also, in order to actually initiate a change in the campus culture, CTC felt that all constituencies of the college should be involved in the QEP process; therefore, the institution has identified an instructional focus for academic and vocational departments, which will have a *direct* effect on student learning outcomes, and a secondary non-instructional focus for administrative departments, which will have a more *indirect* effect on outcomes by removing barriers to learning. This process will ensure that all personnel recognize the importance of their role in meeting the needs of students.

The NL surveys were administered in Fall 2003, and critical challenges have been identified through survey findings and broad-based feedback. The QEP instructional focus will be ***Instructional Feedback***. Since students perceived this as the biggest instructional challenge on the SSI while the faculty noted this to be a strength on the IPS, CTC felt that addressing this discrepancy could make a significant difference in student learning outcomes. Problems in this area have also been consistently noted on the Student Course Evaluations. The QEP non-instructional focus will be ***Student-Centered Service***, since most items identified by students as challenges were categorized in customer service on the SSI, substantiated on the Faces of the Future surveys, and confirmed by additional anecdotal evidence. Because CTC provides instruction at worldwide locations, its QEP will be implemented in four phases. Phase I will assess traditional college programs at Texas locations (Ft. Hood, Service Area Campuses, and Central Campus) and distance learning courses where the instructor is based in Texas. Phase II will assess traditional college programs at all sites world-wide and distance education courses where the instructor is not based in Texas. Phase III will assess military contracted training programs and Texas Department of Corrections programs. Phase IV will assess Community Outreach programs such as Continuing Education and Adult Basic Education courses. This implementation will be cumulative with Phase I starting in 2003, Phases I and II operating simultaneously in 2005, Phases I, II, and III operating in 2007, and all components of the college undergoing continuous assessment by 2009. Additionally, the QEP will be evaluated and modified as necessary before each new phase begins to ensure it continues to meet the needs of our students, faculty, and staff.

The NL surveys will be administered at the beginning of each phase and used in conjunction with Strategic Planning and assessment tools such as Student Course Evaluations, focus groups, and Faces of the Future surveys to determine areas of focus every three years. Then, during each phase, the identified units will create Assessment Plans in which individual and meaningful unit goals and action plans related to the selected focus are identified, implemented, analyzed, and evaluated. Each step is linked through best practices and strategies research to help inform decisions that affect student learning and its outcomes.

While improving the quality of student learning in this changing CTC culture, the QEP will address other goals identified in the Strategic Planning process to include enhancing support structures that advance and further integrate the use of technology and communications. Additionally, the QEP Core Committee has obtained and continues to solicit feedback through workshops and discussions with full-time and part-time faculty and staff at all Texas locations as identified in Phase I. As training moves from conceptual to operational stages, buy-in from all constituencies continues to grow. Finally, the QEP will be integrated into CTC’s Strategic Planning and Institutional Effectiveness to create a seamless on-going assessment process that includes CTC-wide participation in all phases of planning, action, and evaluation.