Commission on Colleges  
Southern Association of Colleges and Schools

COMPLIANCE CERTIFICATION

Name of Institution: John Tyler Community College

Date of Submission: September 7, 2001

In order to be accredited by the Commission on Colleges, an institution is required to conduct a compliance audit prior to the filing of the Compliance Certification. The Compliance Certification, signed by the institution’s chief executive officer and accreditation liaison, attests to compliance with the accreditation requirements of the Commission on Colleges (Core Requirements and Comprehensive Standards).

Signatures Attesting to Compliance

By signing below, we attest to the honest assessment of compliance and the complete and accurate disclosure of information regarding the compliance of John Tyler Community College with the Core Requirements and Comprehensive Standards of the Commission on Colleges.

Accreditation Liaison

Ms. Deborah L. Cohen  
Coordinator of Assessment, Research, and Planning, JTCC

Signature:

Date:

Chief Executive Officer

Dr. Marshall W. Smith  
President of John Tyler Community College

Signature

Date

Directions: For each of the Core Requirements and Comprehensive Standards listed below, the institution should check one:
Compliance  The institution meets the requirement and lists documents that will be available for demonstrating compliance.

Conditional  The institution provides the reason for checking conditional compliance, explains the circumstances/issues regarding this determination, and lists documentation that will be available pertaining to compliance.

Non-compliance The institution does not meet either some or all of the requirement, provides the reason for checking non-compliance, and describes plans and lists documents that will be used to come into compliance.

The institution needs only to list documents that will be available for demonstrating compliance to the on-site review committee except where indicated. For those specific requirements, documentation should accompany the “Compliance Certification” for use during the off-site review.

CORE REQUIREMENTS

1. The institution has degree-granting authority from the appropriate government agency or agencies.
   (Provide documentation for Off-Site Review)
   
   - Compliance
   - Conditional Compliance
   - Non-Compliance

   **Description:** John Tyler Community College has degree-granting authority from the Virginia Community College System State Board through its designation as a community college serving a specified service region in Virginia. According to the *VCCS Policy Manual*, “The State Board shall establish minimum standards and shall authorize community colleges to issue appropriate associate degrees, certificates, and diplomas to individuals who satisfactorily complete course and program requirements” (Section 5.1, page 5-9).


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. (Provide documentation for Off-Site Review)

   - Compliance
Description: As stated in Section 2A, IX, of the *VCCS Policy Manual*, the State Board for Community Colleges is the state agency responsible for the establishment, control, administration and supervision of all community colleges in the Commonwealth of Virginia. The State Board establishes policies providing for the creation of a local community college board for each institution and the procedures and regulations under which such college boards shall operate.

According to *The Code of Virginia*, the State Board of Community Colleges “…shall consist of fifteen members appointed by the Governor subject to confirmation by the General Assembly” (23-216). *The Code of Virginia* also specifies that “the State Board shall be responsible, through the exercise of the powers and performance of the duties set forth in this chapter, for the establishment, control, and administration of a statewide system of publicly supported comprehensive community colleges which shall be known as the Virginia Community College System” (23-215). In addition, “the Board shall have the authority to control and expend funds appropriated by law, and to fix tuition fees and charges” (23-218).

With respect to the local board, the *VCCS Policy Manual* specifies that “a minimum of nine persons shall be appointed to the college board and shall include at least one person from each political subdivision sponsoring the college. Generally, the maximum number of persons on the college board shall not exceed fifteen persons” (Section 2A, IX, 3, page 2A-16). The manual also notes, “In general, a college board is responsible for assuring that the community college is responsive to the needs existing within its service region within the statewide policies, procedures, and regulations of the State Board” (Section 2A, IX, 7, page 2A-18).

The State Board is responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program; this responsibility is made explicit in the *VCCS Policy Manual*: “Through monies provided by the General Assembly and other sources, the State Board shall be responsible for the basic financial support of community colleges in Virginia…” (Section 2A, X, page 2A-26).

Neither the State Board nor the local board is controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the State Board nor the majority of other voting members of the State Board have contractual, employment, or personal or familial financial interest in the institution. The same is true of the local board.


3. The institution has a chief executive officer who is not the presiding officer of the board.

(Provide documentation for Off-Site Review)

- [x] Compliance
- [ ] Conditional Compliance
- [ ] Non-Compliance

**Description:** The President of the College is neither the presiding officer of the John Tyler Community College Board nor the State Board for Community Colleges. Members of the State Board of Community Colleges are appointed by the governor and subject to approval by the Virginia General Assembly.
State Board is responsible for the establishment, control, administration, and supervision of community colleges. The Chancellor is the Chief Executive Officer of the Virginia Community College System and serves as Secretary to the State Board. John Tyler also has a local board that advises the State Board and performs any duties delegated to it by the State Board. The State Board may form ad hoc committees to address specific issues and concerns including the appointment of the president of the community college who serves as the chief administrative officer of the college. Every year in the minutes of the first meeting of the local and State Boards, the members’ names and the designation of office held by each are listed.


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. *(Provide documentation for Off-Site Review)*

- X Compliance
- ❏ Conditional Compliance
- ❏ Non-Compliance

**Description:** Prior to September of 2001, the JTCC mission statement read:

John Tyler Community College believes that all individuals should be given continuing opportunities for development of their skills and knowledge along with an awareness of their roles and responsibilities within society. Accordingly, the College provides quality instruction and substantive learning to prepare students for employment, for advanced collegiate education, and for personal enrichment.

This statement was adopted in 1996 and was published in all college catalogs during the period from 1996-97 to 1999-01.

During the 2000-2001 academic year, the College reviewed its mission statement, and starting in September 2001, after final review and endorsement by the local college board, it will read:

John Tyler Community College, in cooperation with its community, serves its diverse student population by offering comprehensive, high-quality, cost-effective learning and workforce development opportunities to enable students to become productive, responsible, global citizens.

The new mission statement will be published in the following venues so that students, faculty/staff, and the public will have access to it: the JTCC Web site; college catalogs, starting with the 2003-2005 edition; Quality-Builder college-wide planning software; and the October 2001 edition of Tyler Notes (the college’s official electronic newsletter).


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

- ❏ Compliance
- X Conditional Compliance
- ❏ Non-Compliance
Description: The institution has developed a three-year review cycle in which program and service areas conduct reviews and report their findings to the College’s Assessment Committee. The College is entering the third year of this plan. Not all program/service areas have been reviewed and/or have reported to the committee yet. The results of the program reviews are used by the executive administration when planning the upcoming fiscal year’s budget allocations. They provide input in prioritizing budget recommendations.

Until this year, assessment activities had focused on program and unit level activities/objectives and had not focused on the college’s mission or an integrated institution-wide focus of assessment. As part of the self-study process, as well as our evolving assessment program, the Assessment Committee and the Institutional Effectiveness Committee (the first is a standing committee, the second was a self-study committee) have recommended, and the Curriculum & Instruction Committee has approved, a set of five educational objectives, outcomes, and benchmarks by which the College can measure its progress in achieving certain parts of its mission. Using these objectives, outcomes, and benchmarks, the Assessment, Research, and Planning office will be able to publish an annual “JTCC Educational Report Card” that will show how the institution is doing relative to its benchmarks in the specified areas. During this next year, a similar type of structure will be used to develop an “Administrative/Educational Support Report Card.”

In order to effectively implement the above process, the institution will need to use an objective measure of graduates’ general education skills. The Assessment Committee has been working on this issue during the last two years, and the College had settled uncomfortably on using the STAGE test from Mountain Empire Community College. Difficulties in implementing this test, along with changes in assessment objectives led the College to reconsider this choice. The College is currently piloting the use of Work Keys tests as objective measures of our graduates’ general education skills.


Plan for Compliance: The Assessment Committee and the Institutional Effectiveness Committee have recommended, and the Curriculum and Instruction Committee has approved, a pilot program for using three of the Work Keys tests with graduates during the next two years to see if this instrument provides useful information to programs and disciplines about the general education preparation students receive. The C & I committee also agreed to pilot the Writing test from Work Keys this summer to see if these results are helpful and to have the English faculty take a closer look at the test and its preliminary results this fall. In order to gain useful information from these tests, the program and discipline faculty will use appropriate occupational profiles from ACT to set benchmarks for general education outcomes for specific programs and disciplines.

In the summer of 2001, the college purchased and began training users on the Quality Builder software program. This software will be used throughout the institution for planning, assessment, and evaluation purposes. In June and July of 2001, the local board, as well as key persons from across the College met in sessions to review and revise the College’s mission and vision statements. A strategic plan with College goals, strategies, and performance indicators was developed. The planning software will incorporate the new mission, vision, goals, strategies, and performance indicators. Each College program/unit will use the software to address relevant aspects of the College’s mission and goals. It is believed that once this software is implemented, along with the completion of one full cycle of program and service unit reviews, an ongoing, institution-wide, continuous improvement process will become more evident.

6. The institution is in operation and has students enrolled in degree programs.

(Provide documentation for Off-Site Review)
Description: JTCC has been in continuous operation since 1967. Over the past five years, the College has averaged 244 FTES enrollment in Career Studies Certificate programs and 1318 FTES enrollment in Certificate and Associate Degree programs (1996-97 through 2000-01). Over the same period, unduplicated headcount has averaged 667 in Career Studies Certificate programs and 2,899 in Certificate and Associate Degree programs. During the 2000-2001 academic year, the institution had an unduplicated headcount enrollment of 8,402, with 2,792 FTES. JTCC’s Fall 2000 credit enrollment was 5,238 (including 1,146 full-time and 4,092 part-time students).


7. The institution

a. offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate level. (Provide documentation for Off-Site Review)

    x  Compliance
    □  Conditional Compliance
    □  Non-Compliance

Description: JTCC currently offers 16 programs that require at least 60 semester credit hours to graduate with an Associate Degree.


b. offers degree programs that embody a coherent course of study that includes a cohesive sequence of courses, are compatible with its stated purpose, and are based upon fields of study appropriate to higher education. (Provide documentation for Off-Site Review)

    x  Compliance
    □  Conditional Compliance
    □  Non-Compliance

Description: The College follows procedures outlined by the VCCS Policy Manual in developing, reviewing, and approving new programs. (See Comprehensive Standard #1 under “Educational Programs” for a complete summary of this process.) The annual program reviews of the College consider compatibility of programs with the College’s mission statement. Furthermore, program advisory committees provide input to insure that Associate in Applied Science programs are relevant, coherent, and cohesive. The cycle of program review for Certificate, Career Studies Certificate, and Associate Degree programs provides further quality control in all these areas.

c. offers undergraduate degrees, a substantial component of which comprises a general education program at the collegiate level that ensures breadth of knowledge and 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. 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. (Provide documentation for Off-Site Review)

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: JTCC offers three types of Associate degrees: the Associate in Arts and Sciences (AA&S), which is a transfer-oriented degree; the Associate in Applied Arts (AAA); and the Associate of Applied Sciences (AAS), the latter two of which are intended as terminal two-year degrees. The VCCS dictates that 40 credits in the AA&S degree and 17 credits in the AAA/AAS degrees must be taken in a general education core curriculum, consisting of English Composition, Humanities/Fine Arts, Social/Behavioral Sciences, Natural Science, and Mathematics. At least one course is required in each of these degree programs in the areas of Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. The VCCS specifically indicates that these general education courses must “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (page 5-11). In approving the specific courses that are part of the curriculum for a new or revised program of study, this requirement is checked before approval is given.


d. may make arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia. 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.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: As of August 2001, the College has only one contract with an outside entity to provide instruction. During the fall semester of 2001, Southwest Virginia Community College (SWVCC) will electronically deliver via the compressed video network a Spanish course into which JTCC will link. Through the agreement signed by both parties, JTCC ensures that the appropriate degree of academic integrity is maintained.

Beginning in the fall semester of 2001, JTCC will also begin electronically receiving veterinary technology courses from Blue Ridge Community College. As with the Spanish course from SWVCC, an agreement has been signed that spells out JTCC’s control of the program.

Limited arrangements are made with area high schools for JTCC to provide dual enrollment classes to their students. The particulars are outlined in the “Dual Enrollment Agreement.” This agreement
guarantees JTCC’s control in setting standards for faculty qualifications, course content, assessment, etc.

In particular, JTCC provides all instruction for its 16 Associate degree programs and for its 10 Certificate and 34 Career Studies Certificate programs.

Supporting documents: “Memorandum of Agreement” with Blue Ridge Community College regarding the Veterinary Technology program; “Memorandum of Understanding with Southwest Virginia Community College”; “Dual Enrollment Agreement”; Course Schedule (online); College Catalog, 2001-2003, page 40; and Schedules of Classes, copies from Fall 99 through Fall 2001.

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.

An applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

- X Compliance
- Conditional Compliance
- Non-Compliance

**Description:** John Tyler Community College employs 29 administrative faculty, 68 full-time instructional faculty, 200 part-time instructors for credit courses, and 75 part-time instructors for non-credit courses. The institution considers appropriate undergraduate and graduate degrees, related work experience, and previous teaching experience when hiring new faculty.

In Fall 2000, the percentage of courses taught by full-time faculty at JTCC was 50.7%. In Fall 2000, the system-wide VCCS full-time faculty share of instruction was 51.9%. The target that VCCS has set for this category is 70%. JTCC is currently seeking to be at or above the VCCS average and thus is continuing to hire full-time faculty this year in order to reach this level. JTCC agrees with the ultimate VCCS target, but reaching that target for JTCC, as for all VCCS institutions, is dependent upon legislative action by the Virginia General Assembly. Under current conditions, JTCC is striving to maintain its “full-time faculty share of instruction” within 5% of the VCCS average.

JTCC strictly adheres to the VCCS policies related to hiring and promotion. Annual faculty evaluation forms provide documentation of professional development activity, particularly of approved activities related to promotion and the enhancement of teaching credentials.


9. The institution provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning and information resources consistent with the degrees offered, and they are sufficient to support all educational, research, and public service programs.

- X Compliance
- Conditional Compliance
- Non-Compliance

**Description:** John Tyler Community College provides the students and staff with a multitude of facilities designed to enhance both student learning and instructor effectiveness. The libraries offer an extensive collection of books, journals, audio-visual and electronic resources. The library also ensures its users have access to additional information, which is not physically located within the College, by enhancing
the resources and services available through cooperative agreements with the Richmond Academic Library Consortium (RALC), the Virtual Library of Virginia (VIVA), the Southeastern Library Network (SOLINET), and the Virginia Community College System (VCCS). At a minimum of once a year, the libraries assess their services by surveying students, faculty, and staff to ensure they are meeting the needs of the users. JTCC also has a Learning Resources Committee in place comprised of the Director of Learning Resources and Technology Centers, library staff, and faculty representatives. The committee discusses library policies and procedures and makes relevant recommendations with regard to LRTC services. In addition to the libraries, students and staff have access to Collaborative Learning Center Computer (CLC) labs, Academic Support Centers (ASC), the Extended Learning Instructional (ELI) Center, and Audio-Visual (AV) Services. Students and staff also have access to open computer labs (IST labs) on both campuses; these labs allow access during weekdays, evenings, and weekends, and they are staffed with lab assistants who provide technical support to users.

Faculty at John Tyler Community College also can draw on the knowledge of the staff from the Information Systems Technology Center and are provided with training from a designated instructional technologist through the Extended Learning and Distance Education Services. All of these available services are considered appropriate in that they enhance student, faculty, and staff learning. They are adequate to meet the College's mission statement because all of the services have the potential to contribute to quality instruction and give the opportunity for substantive learning.

Supporting documents:
General Documents
Mission Statement, College Catalog, 1999-2001, page 7; Mission Statement of JTCC LRTC; LRTC Purpose Statement, College Catalog, 1999-2001, page 32; Information for JTCC Library Card Holders (brochure); “JTCC Policy for Serving Students with Learning Disabilities”; “JTCC LRTC 1999/2000 Annual Report (at a glance)”; “Learning Resources Center Annual Report, 1999/2000” (Library report); STD 100 Orientation Session PowerPoint slides; STD 100 Orientation on-line component; “Bibliographic Instruction Statistics, 1999/2000”; New book lists; Collaborative Learning Center Computer Lab Pass; JTCC Library Web site; and JTCC Library User surveys. For evidence that the LRTC provides adequate collections to satisfy the accreditation requirements of specialized programs, please see the most recent Nursing, PTA, and Funeral Services program accreditation documents (available in the SACS Libraries on both campuses).

Cooperative Agreements
RALC agreement (see http://www.jsr.cc.va.us/lrc/ralc/bylaws.htm); VIVA Agreement (see http://www.gmu.edu/library/fen/viva/about.html#MISSION); SOLINET Agreement (see http://www.solinet.net/solinet/aboutus.htm); and VCCS Agreement (see http://library.cc.va.us/webpac/mainpage.htm).

Documents Concerning Academic Support Centers and Labs
Academic Support Center Reports, Fall 2000; Academic Support Center Web site; Academic Support Center Handbook (available in the SACS Libraries on both campuses); and Open Lab surveys/policies.

10. The institution provides student support programs and services that promote student learning and enhance the total growth and development of its students.

- X Compliance
- Conditional Compliance
- Non-Compliance

Description: The Division of Student Services provides a comprehensive program of support services to promote student achievement in the areas of academic, personal, and social development. The range of services includes orientation courses and seminars, special services for students qualified under the ADA Act, career testing and counseling, placement testing, an electronic Job Board, financial aid services and counseling, VA services and counseling, Academic Support Center services, student activities including
cultural awareness and co-curricular activities, assistance with transfer issues, and personal/social counseling. In particular, the orientation courses and seminars offer students diverse opportunities for personal growth and development. In Spring 2001, 20 different topics were offered as seminar options for the on-campus STD 100 Orientation courses; 15 different topics were offered for the Internet section.

The institution is also providing services for segments of the student population with specific concerns and needs. The Office of Veteran Affairs served 876 veterans from Fall 1998 through Spring 2001; the College had 1535 students who received veteran’s benefits during this period, for a service ratio of 57%. Students with disclosed disabilities who received accommodations and related counseling services numbered 242 in Spring 1999, 240 in Spring 2000, and 166 in Spring 2001.

**Supporting documents:** STD 100 Course Syllabus, On-campus Sections; STD 100 Course Syllabus, Internet Sections; “Student Activities Programs Fall/Spring 2001”; “Student Job Board”; “Cultural Programs at JTCC: 1998-2001”; “JTCC Division of Student Services 1998 Assessment and Planning Report” (available in the SACS Libraries on both campuses); “JTCC Division of Student Services 1999 Assessment and Planning Report” (available in the SACS Libraries on both campuses); and “JTCC Students Receiving Vet Benefits.”

11. The institution has a sound financial base and demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The institution provides the following financial statements: (a) an institutional audit (as distinct from a systemwide or statewide audit) and management letter for the most recent fiscal year prepared by an independent certified public accountant or an appropriate governing auditing agency employing the appropriate audit guide, (b) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board, and (c) a schedule of changes in unrestricted net assets, excluding plant and plant related-debt (short and long-term debt attached to physical assets).

*(Provide documentation for Off-Site Review)*

- [X] Compliance
- Conditional Compliance
- [ ] Non-Compliance

**Description:** Funding for the College is provided by appropriations from the Commonwealth of Virginia and through the collection of tuition and fees from students. Typically, the Commonwealth provides approximately 49% of educational and general revenues. Tuition and fees provide approximately 33% with the remaining 18% consisting of federal, state, local, and private grants and contracts and income from auxiliary enterprises. Fees are limited by VCCS policy and at JTCC include a Technology Infrastructure Fee, a Student Activity Fee, and a Parking Fee. Local appropriations in Virginia represent only small supplements to budgets, and at JTCC such appropriations represent less than one half of one percent of the total college budget. However, in practice, localities receiving the benefits of a community college are required to provide site development funds for capital construction, and, during construction periods, these funds can be quite substantial.

In the annual budget document of the Commonwealth of Virginia, each community college receives an allocation of funds. The VCCS consolidates all these appropriations and distributes funds to the colleges based on a budget model designed to adjust funding for the efficiencies achieved by larger colleges and to cushion colleges where enrollment may be declining. Further, losses in funding due to declining enrollments are phased in over a period of four years to reduce the immediate impact of such declines.

The Commonwealth provides additional resources through a mechanism known as the Equipment Trust Fund. This fund sells bonds and uses the proceeds to provide colleges with funds to replace obsolete equipment. These funds also support installation of and improvements to the College’s technology infrastructure and are used as well as for the purchase and/or replacement of desktop computers on a four-year replacement schedule.
The annual budget is developed through a planning and budgeting process that continues to evolve and improve. Currently, the planning process includes program reviews and assessments on a defined schedule. Results from this planning process establish divisional priorities. The appropriate dean’s staff member reviews priority proposals, and a consolidated approved list is sent to the College Administrative Council for final consideration and ranking for College funding priority. Approved budget documents are signed by the President and constitute the approved spending plan of the College. The College follows sound fiscal procedures as outlined in the “Generally Accepted Accounting Procedure” from the Audit Guide of Colleges and Universities published by American Institute of Certified Public Accountants (AICPA). JTCC also follows the procedures as adopted by the State Comptroller’s Office and the VCCS as they relate to the Governmental Accounting Standards Board (GASB).

The Auditor of Public Accounts has completed an audit of the College’s FY 2000 data. The scope of the audit was a “systemwide” rather than an “institutional” audit. Therefore, the College is only in conditional compliance with this comprehensive standard because a recent “institutional” audit is not available.


Plan for Compliance: The Commonwealth’s Auditor of Public Accounts will visit JTCC again in November 2001 to perform additional testing and issue a report on FY 2001 financial information. This audit report and management letter will pertain to JTCC alone and will satisfy the SACS requirement of an institutional audit.

12. An institution seeking initial or continued accreditation conducts and integrates an acceptable Quality Enhancement Plan.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: The Quality Enhancement Plan will be completed and provided to SACS by January 10, 2002.
COMPREHENSIVE STANDARDS

MISSION, GOVERNANCE,
AND INSTITUTIONAL EFFECTIVENESS

Mission

Comprehensive Standard

1. The institution has a clear and comprehensive mission statement that describes the institution and its characteristics; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution’s constituencies.

   X  Compliance
   ☐  Conditional Compliance
   ☐  Non-Compliance

Description: The College’s mission statement has been reviewed and/or revised three times since 1989. In 1989, the mission statement read:

   John Tyler Community College is dedicated to the belief that each individual should be given a continuing opportunity for the development of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society. The College is devoted to serving the educational needs of its region and assumes a responsibility to help meet requirements for skilled manpower through a cooperative effort with local industry, business, professions, and government.

In 1996, the mission statement was revised to read:

   John Tyler Community College believes that all individuals should be given continuing opportunities for development of their skills and knowledge along with an awareness of their roles and responsibilities within society. Accordingly, the College provides quality instruction and substantive learning to prepare students for employment, for advanced collegiate education, and for personal enrichment.

This statement was published in all college catalogs from 1996-97 through 1999-2001.

The College Board reviewed the College’s mission statement in March 2001 and revised it. The JTCC Management Team reviewed and revised it further on June 14, 2001, and again on July 10, 2001. In addition to the revision of the mission statement, the Management Team also developed a vision statement, goals, strategies, and performance indicators for the years 2001-2006. These were finalized in August 2001. The College’s revised mission statement, starting September 2001, reads:

   John Tyler Community College, in cooperation with its community, serves its diverse student population by offering comprehensive, high-quality, cost-effective learning and workforce development opportunities to enable students to become productive, responsible, global citizens.

This new statement was not available at the time of the printing of the College Catalog, 2001-2003. However, there is a statement in the new catalog that reads, “John Tyler Community College is going to revise its mission and vision statements in Fall 2001. Please visit our Web site at http://www.jt.cc.va.us to access the updated mission and vision statements” (page 8).

Supporting Documents:
Governance and Administration

Comprehensive Standards

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

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**Description:** In the *Virginia Community College System Policy Manual*, Section 2A, IX, F, 1, pages 2A-22 to 2A-23, the presidential selection procedure for VCCS college presidents is delineated in detail. The process is multi-tiered and involves the VCCS Chancellor, the Vice Chancellor for Human Resources and Affirmative Action, the Vice Chancellor, a Presidential Selection Advisory Committee, the State Board for Community Colleges and the local board. The Chancellor of the VCCS uses all of the input from the aforementioned groups and makes the final decision.

According to the *VCCS Policy Manual*, Section 3.15.2.3 to 3.15.2.4, the College President is evaluated annually. The process involves input from both the local board and the Chancellor. A copy of the completed evaluation is placed in the President's personnel file.


3. The legal authority, governance structure, and operating control of the institution are clearly defined for the following areas:

a. the institution’s mission;
b. the fiscal stability of the institution;
c. institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;
d. related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

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a. **Description:** According to the *VCCS Policy Manual*, “The college board shall participate, with the college president, the Chancellor and the State Board, in the development and evaluation of a program of community college education of high quality in accordance with procedures adopted by the State Board. In that context, a college statement of purpose shall be developed by the college community. It shall be approved by the college board and reviewed and approved by the Chancellor on behalf of the State Board. This statement of purpose shall tailor the VCCS Mission Statement to the particular needs and circumstances of the college” (Section 2A, IX, 7, f, page 2A-20). The governance structure and operating control for achieving the college’s mission
are primarily the responsibility of the college president.


d. **Description:** The *VCCS Policy Manual, Section 2A-X,* defines the “Fiscal Policies and Procedures” of the community colleges. The State Board is responsible for providing monies to support the community colleges via monies provided by the General Assembly and other sources. Section 4 of the *VCCS Policy Manual,* “Administration and Finance,” also addresses the governance structure and operating control of the institution in regard to financial stability including guidelines for entering into contractual agreements, payroll administration, accounting and fiscal management, disbursement and deposit procedures, expenditures, establishment and governance of local community college funds, and student charges.


c. **Description:** According to the *VCCS Policy Manual,* “The State Board is the State agency responsible for the establishment, control, administration, and supervision of all community colleges in the Commonwealth of Virginia” (Section 2A, IX, A, page 2A-9). The State Board invests the president of the institution with the responsibility for the development and operation of institutional policy. Section 4 of the *VCCS Policy Manual* provides clear direction from the State Board to the president regarding related and affiliated corporate entities and auxiliary services.


d. **Description:** Virginia Community Colleges do not have athletic foundations. John Tyler has an educational foundation. Guidelines for governance of Community College Education Foundations are presented in the *VCCS Policy Manual, Section 2A-X.G.* The State Board has provided the following guidelines for establishment of foundations: “1) Foundations shall be established solely for the college’s benefit, 2) The Foundation shall be operated using generally accepted business and accountability practices, and 3) The Foundation shall be managed in a manner consistent with the Foundation’s own enabling documents” (page 2A-18). It further states: “State Board approval does not constitute that the Foundation is an agency of the Board, the college, or of the Commonwealth. The State Board’s approval only constitutes that the Foundation’s mission and purposes are compatible with the educational interests of the Virginia Community College System” (page 2A-18). Six guidelines for State Board approval of the Foundation are clearly defined, and the policy establishes the legal independence of the college and its Foundation.

In accordance with the Virginia Community College System policy on foundations, the attached agreement between John Tyler Community College and the John Tyler Community College Foundation, Inc., specifies the services and funds to be provided by the College in support of the Foundation’s operations and the services provided by the Foundation to the College. The agreement represents a memorandum of understanding that will commence on July 1, 2001, and terminate on June 30, 2002.
4. The board has a policy addressing conflict of interest.

   X Compliance
   Q Conditional Compliance
   Q Non-Compliance

**Description:** Conflicts of interest for State and local board members may arise in the following areas: appointment of board members whose interests may be detrimental to the institution, appointment of members who may be employed or their family members may be employed with the institution, and appointment of members who have contractual or business-related obligations with the institution.

To prevent conflicts of interest, JTCC follows VCCS policies concerning the appointment of members to the State and local boards. In reference to the State Board, the *VCCS Policy Manual*, Section 2A-IX.A.1, states: "No officer, employee, or member of the governing board of any public institution of higher education, or of any school subject to the control of the State Board, or any member of the General Assembly, or any member of the State Board of Education, shall be eligible for appointment to the Board" (page 2A-9). Terms for State Board members are limited to two consecutive four-year terms; a Board member may not be reappointed again for two years.

In reference to the local board, the *VCCS Policy Manual*, Section 2A-IX.D.3.c, states: “No elected members of either the General Assembly or of a local governing body shall be eligible to serve on the college board; however, elected town officials shall not be prohibited from serving on a college board so long as such town is not a participating political subdivision sponsoring the college” (page 2A-10). Terms for local board members are structured exactly as they are for the State Board: they are limited to two consecutive four-year terms, and a board member may not be reappointed again for two years.

*The Code of Virginia* addresses possible conflicts of interest on the basis of contractual relationships between board members and institutions; the board members are considered officers of a state agency, and the institutions are considered to be governmental agencies; Code 2.2-3106 states, “No officer or employee of any governmental agency of state government shall have a personal interest in a contract with the governmental agency of which he is an officer or employee, other than his own contract of employment.”

To prevent conflicts of interest, JTCC also follows VCCS policies concerning the employment of board members or their family members within the institution. VCCS policy is very clear in these matters. The *VCCS Policy Manual*, Item 3.3.2, states: “No member of the State Board, or the member’s immediate family shall be employed for remuneration in any capacity whatsoever, either on a full-time or part-time basis, by the VCCS” (page 3-8). It also notes, “Each community college is prohibited from employing for remuneration, in any capacity whatsoever, either on a full-time or part-time basis, a member of the college’s board, or the board member’s immediate family” (page 3-8).


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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: Members of the State Board of Community Colleges are appointed by the Governor of Virginia and confirmed by the Virginia General Assembly. Members of the College’s local board are appointed by the governments of the localities they represent.

In order to ensure that the State Board is free of undue political, religious, or other influence and can effectively protect the institutions from this type of influence, the VCCS Policy Manual states that “no officer, employee, or member of the governing board of any public institution of higher education, or of any school subject to the control of the State Board, or any member of the General Assembly, or any member of the State Board of Education, shall be eligible for appointment to the Board. All members of the Board shall be deemed members at large charged with the responsibility of serving the best interests of the whole state. No member shall act as the representative of any particular region or of any particular institution of higher education” (Section 2A, IX, A, 1, page A-10).

In order to protect the institution from undue political influences, particularly those which might affect its local funds budget, the VCCS Policy Manual stipulates that “no elected members of either the General Assembly or of a local governing body shall be eligible to serve on the college board; however, elected town officials shall not be prohibited from serving on a college board so long as such town is not a participating political subdivision sponsoring the college” (Section 2A, IX, D, 3, c, page 2A-16).

Neither board is controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officers of the boards nor the majority of other voting members of either board has contractual, employment, or personal or familial financial interest in the institution.


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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: “By-Laws Of The State Board For Community Colleges,” found in the VCCS Policy Manual, page 2C-1, state: "If any State Board member substantially fails to perform the duties of his or her office without sufficient excuse shown to the Board, the State Board shall at its next regularly scheduled meeting cause the fact of such failure to be recorded in the minutes of their proceedings and certify the same to the Governor, and the Office of the Board Member shall thereupon be vacant. However, said vote of the State Board must be by a two-thirds majority of those present and taken only after written notice has been given to the State Board Member of the alleged failure in duties and after allowing said board Member the opportunity to present evidence in mitigation."

Concerning the local board, the VCCS Policy Manual states: "Failure to attend meetings of the college board shall constitute cause for the removal and replacement of a college board member. The college board shall make this determination, and if it is determined that it is in the best interest of the college to
have a replacement, the college board shall notify the appropriate sponsoring political subdivision of the need for a replacement" (page 2A-17).


7. 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.

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**Description:** The *VCCS Policy Manual*, Section 2A, IX, page 2A-9, specifically grants authority for the control, administration, and supervision of the community college to the State Board. The President of the College does not generate policy, but he does have the responsibility to “organize and operate the community college in accordance with the policies, procedures, and regulations of the State Board, the Systems Office, and the college board…” (Section 2A, IX, page 2A-24).

The college catalog also clarifies the role of the State Board and its relationship with the college (see *College Catalog, 1999-2001*, page 7).


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

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**Description:** The College’s organizational charts are published in the *JTCC Faculty Manual*, as are the administrative position descriptions, which spell out in more detail the responsibilities for the administration of policies by various members of the organization.

**Supporting documents:** “JTCC Organizational Charts,” *JTCC Faculty Manual, Section A, Charts 1-22* and “Administrative Position Statements,” *JTCC Faculty Manual, Section A*.

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

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**Description:** Personnel folders for administrative officers and staff contain individuals' credentials and experience (i.e. resumes, transcripts, letters of recommendation, etc.) and proof of competence and capacity to perform job duties (i.e. employee evaluations). All personnel folders are located in the Human Resources office.

10. The effectiveness of the institution’s administrators, including the chief executive officer, is evaluated on a periodic basis.

   X  Compliance
   Q  Conditional Compliance
   Q  Non-Compliance

Description: All administrators at JTCC are evaluated annually. Personnel folders for administrative officers and staff contain individuals' credentials and experience (i.e., resumes, transcripts, letters of recommendation, etc.) and proof of competence and capacity to perform job duties (i.e., employee evaluations). All personnel folders are located in the Human Resources Office.


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.

   X  Compliance
   Q  Conditional Compliance
   Q  Non-Compliance

Description: The Virginia Community College System does not fund or accept liability for intercollegiate athletics at VCCS institutions, leaving it up to the various institutions to make decisions about whether or not to engage in these activities. This is an unwritten policy decision made by the current Chancellor, but it is unlikely to change in the near future, even with the new Chancellor of the VCCS. JTCC has decided to forgo inter-collegiate athletics now and for the foreseeable future.

Supporting documents: None are available.

12. The ultimate control of the institution’s fund-raising activities rests with the institution’s chief executive officer.

   X  Compliance
   Q  Conditional Compliance
   Q  Non-Compliance

Description: A Virginia Community College System institution may raise funds in three ways: through its educational foundation, grants, or gifts to the college.

VCCS policy establishes control of fundraising through its Foundation in several ways. It requires that the college president be an ex-officio member of the Foundation Board with voting rights. The Foundation and the college are encouraged to execute a formal agreement that delineates the scope of fundraising activities and the responsibilities of each entity. Finally, the Foundation is required to submit an annual report and certification letter to the State Board, the Chancellor, and the college president that details its activities, budgets, and continued proof of its tax-exempt status, among other items. The copy of the current agreement between JTCC and its Foundation delineates in detail the ultimate responsibility of the president of the college for fundraising activities through the JTCC Foundation.
VCCS policy states the following regarding control of fundraising activities with grants: “The Chancellor and/or college presidents shall determine the appropriateness of specific federal, state, or private sector grants to further the goals of the individual institutions and the VCCS” (Section 11.0, page 11-1). With respect to gifts, the *VCCS Policy Manual* states:

. . .the president of each community college is delegated the authority to approve and accept the following:

- unrestricted gifts or grants of cash, or in-kind provision of services, or tangible personal property, the use of which has value to the college in the accomplishment of its mission;
- restricted gifts or grants of cash or tangible personal property if the donor's or grantor's restriction is limited to requiring the college to furnish goods and/or services of an instructional or public service nature. The president, or his or her designee, shall review such agreements for acceptance of terms requiring the provision of matching funds or in-kind services and shall ensure that the terms and conditions of the gift instrument or contract are adhered to within the resources of the college. (Item 4.54, page 4-20)


**Institutional Effectiveness**

**Comprehensive Standard**

13. 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
- [x] Conditional Compliance
- [ ] Non-Compliance

**Description:** Currently, educational programs, administrative support services, and educational support services are reviewed on a three-year cycle. Each year, surveys of graduates and employers are conducted to collect data on graduate performance in the work field. All programs have identified learning objectives that are published in JTCC’s *College Catalog, 1999-2001*. Seven programs or administrative areas report that program outcomes have been identified and that the data is being used to improve the program. Other programs, however, have had difficulty in clearly defining outcomes for their programs. This suggests that there are uses of effective assessment throughout the college, but departments are moving toward this goal at different speeds. This inconsistent use of program and discipline assessment is the reason that the college is in conditional compliance with this comprehensive standard.

This problem of inconsistent assessment is being addressed by the Assessment Committee, a standing committee at JTCC. It recently revised the “Program Review Questionnaire” for program and discipline assessment in order to more clearly elicit the required information regarding program outcomes, methods of measurement, and uses of data. The committee also approved new educational outcomes, with specific benchmark figures, for the college as a whole.

**Supporting documents:** Completed Program Review Reports; “1999-2000 JTCC Graduate Survey Results”;

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Plan for Compliance: Plans for the measurement of the new educational outcomes, already approved by the Assessment Committee, are in place. In the summer of 2001, JTCC began using an assessment instrument, Work Keys Profiles in Applied Mathematics, Locating Information, and Reading for Information, in order to assess general education outcomes in these areas. Pilot testing of the writing component of this nationally recognized test has also begun. The College’s mission and goals are currently being revised, and the strategic plan is in progress and will be approved by the local college board in September 2001. The Quality-Builder Planning software purchased by the College in May 2001 will be used College-wide starting in August 2001; this software specifically ties expected institutional and unit outcomes to the College’s mission and unit planning.

To achieve complete compliance with this standard, several other future actions are recommended. First, the assessment process must be clarified. It is recommended that the Coordinator of Assessment, Research and Planning continue to collect data from each program and administrative area concerning its specific assessment practices and that this data be reviewed by the Assessment Committee. Second, program outcome goals should continue to be correlated with the College’s mission and goals. Third, it is recommended that the assessment process be scheduled on a five-year cycle and that similar programs be scheduled for review during the same year. Fourth, it is recommended that the Coordinator of Assessment, Research, and Planning educate faculty on the assessment process. This would include providing faculty with information on the specific definitions of assessment terms, teaching faculty how to identify outcomes through the use of measurable benchmark figures, and discussing with faculty the use of collected data in program revision.

PROGRAMS

Educational Programs

Comprehensive Standards for All Educational Programs

1. The institution demonstrates that each educational program

   a. is approved by the faculty and the administration.
   b. has stated program and learning outcomes and ensures appropriate levels of student achievement.

   - Compliance
   - Conditional Compliance
   - Non-Compliance

   a. Description: The Curriculum and Instruction Committee (C & I), comprised of faculty and administrators, approves all new and revised curricula.

   Supporting documents: “Standing Committees for 2000-2001,” JTCC Faculty Manual, Section A; “Development of New Programs and Courses,” VCCS Policy Manual, Section 5.3, pages 5-16 to 5-18; “Review and Approval Procedures,” VCCS Policy Manual, Item 5.3.0, page 5-16; “Minutes of the Curriculum & Instruction Committee Meeting, 10-12-99”; “Minutes of the Curriculum & Instruction Committee Meeting, 12-2-99”; “Minutes of the Curriculum & Instruction Committee Meeting, 9-22-00”; “Minutes of the Curriculum & Instruction Committee Meeting, 11-17-00”; “Minutes of the Curriculum & Instruction Committee Meeting, 3-24-00”; “Minutes of the Curriculum & Instruction Committee Meeting, 4-21-00”; and “Minutes of the Curriculum & Instruction Committee Meeting, 2-23-01.”
b. **Description:** All programs have identified program-specific learning objectives that are published in JTCC’s *College Catalog, 1999-2001*. However, only three programs report that program outcomes have been identified and that data is being used systematically to improve the program. A number of programs have instituted capstone courses and have identified those courses as ones where major program outcomes will be assessed. Since specific program outcomes, especially in general education, have not been identified for all programs, the College cannot provide evidence that it is ensuring appropriate levels of student achievement in all programs. Therefore, the College is in conditional compliance with this standard.

**Supporting documents:** *College Catalog, 1999-2001*, pages 36-100; *Programs of Study*; Program brochures (available in SACS Libraries on both campuses); “The International Conference of Funeral Service Examining Boards Yearly Results Report”; “National Council Licensure Examination for Registered Nurses Results”; “Federation of State Boards of Physical Therapy Summary Results”; “Listing of Capstone Courses”; completed Program Review Reports; and “Statistics on Transfer Rates.” (Also refer to other sections of this report: Section III, Institutional Effectiveness, and Section IV, Programs, numbers 14 and 15, for additional information.)

**Plan for Compliance:** By May 2003, all programs will have program and learning outcomes statements, including specific outcomes with respect to the college’s general education goals. By May 2005, all programs will be able to demonstrate that students in those programs are achieving appropriate outcomes.

2. The institution ensures that off-campus and distance education programs meet comprehensive standards applied to educational programs.

- X Compliance
- ❑ Conditional Compliance
- ❑ Non-Compliance

**Description:** The Extended Learning and Distance Education Division was created in December 2000. One of the main reasons for creating this new division was to bring together and standardize the guidelines, policies, and procedures for the College’s programs that use alternative instructional delivery methods. The main thrust of this effort is to ensure that these nontraditional courses and programs are academically comparable to traditional, on-campus courses. This new division is responsible for one-credit computer short courses, contract courses, and the ELI (Extended Learning Institute), Internet, Dual Enrollment, Weekend College, and Professional Development programs.

The staff of this division works to ensure that all of the above courses and the courses within the above programs are equivalent to on-campus courses in several ways. The staff checks to make sure that these courses use the same course materials, textbooks, syllabi, and course outlines as their on-campus versions. All instructors must have the same academic credentials as on-campus faculty and are expected to follow the same college policies and procedures followed by on-campus faculty. To further ensure that off-campus and distance education courses are equivalent to on-campus courses, written agreements are made between JTCC and the off-campus sites stating that in all cases JTCC retains control of the courses. The on-campus student course evaluations are also used for the off-campus and distance education courses, and the division chair performs instructor evaluations. Success rates of students in distance education courses are evaluated and compared with comparable on-campus success rates.

A distance learning quality assurance plan has also recently been created and will be used to evaluate distance education courses before delivery and specifically address distance education concerns.
3. The institution publishes admissions policies consistent with the institution’s mission.

   X  Compliance
   ❑  Conditional Compliance
   ❑  Non-Compliance

Description: During the past three years, the College’s mission statement has been as follows: "John Tyler Community College believes that all individuals should be given continuing opportunities for development of their skills and knowledge along with an awareness of their roles and responsibilities within society. Accordingly, the College provides quality instruction and substantive learning to prepare students for employment, for advanced collegiate education, and for personal enrichment." The College's admissions policies are designed to encourage enrollment for any qualified person who wishes to gain new knowledge or improve their skills in accordance with this mission statement.

Starting September 2001, the College’s revised mission statement will read: “John Tyler Community College, in cooperation with its community, serves its diverse student population by offering comprehensive, high-quality, cost-effective learning and workforce development opportunities to enable students to become productive, responsible, global citizens.” Due to the statement’s continued emphasis on offering opportunities to a diverse student population, the College’s admissions policies are still in accordance with this revised mission statement.

Procedures for admission to the College are published in the College Catalog, Schedule of Classes, and on the JTCC Web site so that potential students will have a variety of sources available to understand admissions policies at the College and to gain entry into academic programs.

Supporting documents: JTCC’s Web site (see http://www.jt.cc.va.us/StudentServices/StudentSvcsIntro.htm); College Catalog, 1999-2001, pages 14-18; Schedule of Classes, Spring 2001, page 2 (available in the SACS Libraries on both campuses)

4. The institution has a defined and published policy for evaluating and awarding 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 collegiate level and comparable to the institution’s own degree programs.

   X  Compliance
   ❑  Conditional Compliance
   ❑  Non-Compliance

Description: The College's Coordinator of Special Programs serves as the College’s chief transfer officer and is responsible for advising and articulation. However, the College's Registrar evaluates and awards credit for courses transferred from other colleges and for advanced placement. She also insures that test scores on the College Level Examination Program (CLEP) meet criteria required by the College. The Records Office assists her by sending out JTCC transcripts and receiving transcripts from other schools.

In the case of credits for experiential learning, credit by examination, and for professional certificates, the
appropriate program chair in the respective academic division makes the evaluation.


5. The institution publishes and disseminates academic policies to students, faculty, and other interested parties and produces publications that adequately and accurately represent the programs and services of the institution and that adhere to principles of good educational practice.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: JTCC publishes and disseminates academic policies to students through the following publications: the College Catalog, Programs of Study, Program brochures, the Schedule of Classes, and JTCC’s Web site. The College publishes and disseminates academic policies to faculty through the following publications: the College Catalog, JTCC Policies and Procedures Manual, JTCC Faculty Manual and JTCC’s Web site. Information on academic policies is published and disseminated to other interested parties (SACS, State and Federal agencies, members of the public) via JTCC’s Web site, the Schedule of Classes, the College Catalog, or by written request. All of these publications are updated regularly to ensure that they adequately and accurately represent the programs and services of the institution.

Supporting documents: College Catalog, 1999-2001, pages 20-24; “Academic Affairs,” JTCC Faculty Manual; STD 100 Course Syllabus, Fall 2000; STD 100 Course Syllabus, Spring 2001; Student Handbook; “Student Services Web site”; Programs of Study; and Program brochures (available in the SACS Libraries on both campuses).

6. The institution employs sound and acceptable practices for awarding credit for courses it offers.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: The College follows procedures outlined by Virginia Community College System policy. The College uses the standard Carnegie unit to calculate allocation of credit for the courses offered. Credit is awarded based on a 50-minute clock hour, with 15 hours of instruction equating to one semester credit hour. Lecture credit is calculated on a 1:1 basis; and 1 lab credit is based on 3 contact hours of instruction, except in the Physical Therapist Assistant program in which 1 lab credit is based on 2 contact hours of instruction. These calculation formulas are used throughout the College.


7. The institution is responsible for ensuring the quality of educational programs/courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the agreement against the purpose of the institution.

X Compliance
Description: At this time, the College does not have any consortial relationships, but it does have many contractual agreements. In all cases, the College maintains control of all aspects of the courses including instruction, curriculum, textbook selection, registration services, and supervision of faculty. Ongoing compliance with this comprehensive standard is articulated in the contracts/agreements. These contracts/agreements are all in compliance with the institutional mission that is printed in the College Catalog, 1999-2001 on pages 7 and 8.

The typical contract is done at the request of a business or organization that wants a particular class, or group of classes, taught at their site and wants to guarantee that the class will run regardless of enrollment. The contract spells out all of the above mentioned details plus whether or not the company or student pays the tuition and textbook costs, whether or not the "contract" tuition rate will be charged instead of the "out-of-state" rate, and whether or not the company will “buy” the course if the headcount is too low to run it under regular circumstances.

Other contracts are drawn up for services, such as Apprenticeships and Work Keys assessments. Under the Work Keys program, the College will go to a company and conduct profiling and job assessment tests. If the company so desires, the College will also set up training in skill areas determined to be weak by the Work Keys profiles and assessment. This training is conveyed through general courses already taught by the College.

Supporting documents: "Dual Enrollment Agreements"; "Memorandum of Agreement for Credit Contract Courses"; "Memorandum of Understanding for Credit Contract Courses"; "Work Keys" contracts (on file at the Ft. Lee Center); and "Apprenticeship" contracts (on file at the Ft. Lee Center).

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: At JTCC, there is no direct means for awarding academic credit for non-credit course work. Students that wish to gain credit for non-credit course work can only indirectly gain credit by showing competency in a particular subject or by presenting their course work as experiential learning. Students may demonstrate competency by taking the College Level Examination Program (CLEP) and gaining credit by examination. The College's Coordinator of Special Programs ensures that test scores on the College Level Examination Program (CLEP) meet criteria required by the College.

In the case of credits for experiential learning, the appropriate program head in the respective academic division makes the evaluation.


9. The institution has an effective program of academic advising.

☐ Compliance
Description: The College has a well-defined formal procedure for academic advising that includes faculty and members of counseling. Students initially see a counselor to make decisions about their curriculum and first-semester classes. If a student chooses a degree or certificate curriculum during this first visit, or later in his/her course of study, the student is assigned to a faculty advisor in the curriculum. If a student wishes to take classes outside an organized curriculum, he/she may continue to see a counselor or may be permitted to self-advise, depending on the situation. Our experience with this process suggests that it has a number of important weaknesses in practice.

Two weaknesses in this area are that faculty training in advising is very limited and there have been minor delays when updating the *Faculty Advisor’s Handbook*. New faculty members were provided with limited training in the use of the registration system in the fall semester of 2000. And, all faculty members are encouraged to read and use the College's *Faculty Advisor’s Handbook*, which outlines the College's processes and procedures. However, the College recognizes that more training is needed. Furthermore, because parts of the handbook were outdated, it was not distributed to new faculty hired for the 2000-2001 year. It was revised in the summer of 2001 and was distributed to all faculty at the beginning of the Fall 2001 semester.

A serious weakness also exists in the ways students are assigned to advisors. No system exists to track students as they change from one campus to another for the bulk of their classes to ensure that an appropriate advisor continues to be assigned to the student. There is no systematic attempt to contact students at key points in their experience at JTCC (12 and 30 credit hours) to assess changes in their educational goals that would prompt changes in their advising status. Serious imbalances exist in the numbers of advisees assigned to faculty advisors; these imbalances impair the ability of faculty members to effectively advise the students assigned to them.

Assessing the effectiveness of the College's advising system is another serious weakness. Currently, only graduating students are surveyed to determine their satisfaction; however, it is clear that these students have “successfully” navigated the advising system. Their input, while important, does not shed any light on how well or poorly the advising system is functioning for the vast majority of JTCC students. There is no structured, programmatic evaluation that invites feedback from the entire student body, faculty, and counselors regarding how well the system is actually functioning. For these reasons, the college is in conditional compliance with this comprehensive standard.


Plan for Compliance: The College has distributed updated copies of the *Faculty Advisor’s Handbook* to all advisors, and it will begin to provide regular advising training to new and current advisors. Beginning with the 2001-2002 academic year, the College will conduct a survey of all currently enrolled students about the effectiveness of the advising they receive. This survey will be conducted annually and the results will be used to enhance advising training and procedures at the College. A more comprehensive plan for compliance will result from the Quality Enhancement Plan that will focus on this area.

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance
Description: John Tyler Community College secures all student records in the following ways: 1) fireproof vaults and fireproof file cabinets are used for housing permanent record cards, grade books, and individual student folders; 2) all electronic records are backed up nightly with tapes, which are kept at another site; 3) grade books and permanent record cards are housed and maintained on separate campuses; 4) the Registrar monitors all users to Student Information Screens (SIS) and access is granted on a “need to know” basis; 5) all official copies of student files must be accessed through a member of the Student Services staff; and 6) all student information documents that are to be destroyed are shredded.

To ensure confidentiality of student records, the following procedures are regularly followed: 1) the Registrar attends a yearly workshop to keep up with any changes on interpretations of FERPA; 2) all faculty and staff are sent notification of the FERPA policy at the beginning of each semester.

VCCS Policy states clearly that the integrity of student records is critical, especially in grade recording. The VCCS requires that “when initial grades and grade changes are entered on the SIS by college personnel other than the instructor of record, they shall be verified by an individual other than the party that entered the grade initially, to ensure that they are as assigned by the faculty on the original data” (page 5-29). JTCC Policy also addresses the accuracy of student academic records as follows: “The grades are entered by a Records staff member to the SIS using GRP020 and then verified by a second staff member. Computer Services are notified immediately after data entry of grades has been completed so grade reports can be run” (Policy 1.40). JTCC also maintains an audit trail, as required by the VCCS, to ensure that changes to student records are accurate and up-to-date.


11. The institution places primary responsibility for the quality and oversight of its educational program with its faculty.

   X  Compliance
   ❏  Conditional Compliance
   ❏  Non-Compliance

Description: JTCC's faculty members play primary roles in the instruction, development and assessment of all programs offered by the institution. For example, the faculty generates all course syllabi and is creating course content summaries. Also, faculty representation is required on standing committees, such as the Curriculum and Instruction (C&I) Committee, and faculty participates in the College's program assessments. They then use the program assessment results, as well the results of instructional and student evaluations, to analyze their own instruction and to gauge the department's performance and cohesiveness.

Supporting documents: Course Syllabi (on file in Divisions); Course Content Summaries (on file in Divisions); “Faculty Responsibilities,” VCCS Policy Manual, Section 3.5, pages 3-18 to 3-21; and completed Program Review Reports.

12. 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.

   X  Compliance
Conditional Compliance

Description: JTCC division chairs delegate the role of program coordination to appropriate faculty (assistant division chairs). For a number of programs/disciplines that only have one full-time faculty member teaching in the program, that faculty member is assigned as the assistant division chair for that program/discipline. In programs or disciplines in which two or more full-time faculty members teach, one of those faculty members is selected as the assistant division chair for that program or discipline.

Supporting documents: “Teaching Faculty Assigned Temporary Administrative/Professional Duties,” VCCS Policy Manual, Item 3.5.2, page 3-19; “Qualifications for Administrative and Professional Faculty,” VCCS Policy Manual, Section 3.2.1, pages 3-3 to 3-6; “List of Division, Program, and Assistant Division Chairs”; and personnel files of assistant division chairs (on file in the Human Resources department).

13. 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.

X Compliance

Conditional Compliance

Description: John Tyler Community College recognizes that technology that is useful in improving student learning comes in many forms and which technology is appropriate to use is dependent upon the specific program of study. Therefore, JTCC defines “technology that enhances student learning” as computers, calculators, measurement tools, machinery, or any other equipment that has achieved or will likely achieve widespread use in a particular field of study within the next five years. Using technology to effectively enhance student learning at JTCC involves two significant issues: student and faculty access to current technology and the actual use of the technology by students and faculty in the instructional process. Successful implementation of plans for providing access and using technology in the instructional process ensure that the technology used at JTCC will enhance student learning.

JTCC provides effective, useful access to a range of technologies in its various programs. At its new Midlothian Campus, the College has invested in state-of-the-art computer and video-display equipment that is intended to enhance student learning. The new science labs have up-to-date equipment. Plans are underway to update the Chester Campus with comparable equipment (wireless Internet access throughout the campus) and to improve the science laboratories. Both campuses provide ample access to computers in the Collaborative Learning Centers, libraries, Academic Support Centers, and other computer labs, making access available during the day, at night, and on Saturdays. The Machine Lab has up-to-date lathes, milling machines, and CNC equipment; the CAD laboratory has up-to-date computer equipment and software that permits our students to be ready for the current workplace. The Early Childhood Development program has a lab that permits students to train using common equipment found in day-care centers or other appropriate settings. The new Art lab at the Midlothian campus provides state-of-the-art computers for graphic design, painting, drawing, and sculpture. Some of these equipment and software purchases have been made as a result of partnerships with local or national companies in which JTCC is involved. The college continues to seek partners to assist with the continual updating of all needed equipment and software that will contribute to the enhancement of student learning at JTCC.

Training is also readily available. Many students enroll in an introductory computer course that is part of all degree programs, but training is also available in these areas: the Academic Support Centers (where student tutors give instruction in keyboarding and word processing), the library (where staff provide training in conducting online searches), and the Collaborative Learning Centers (where lab assistants provide training in word processing, use of the Internet, spreadsheets, etc). The College employs a full-time Instructional Technologist who works with faculty on enhancing their courses with technology.
The college is also actively involved with the VCCS in efforts to enhance student learning with the use of technology. A VCCS Task Force is currently re-examining VCCS standards and competencies for students in the area of technology, and a member of the college is involved in that task force. JTCC will continue to review its own efforts in this area in light of the changes in VCCS standards and adjust accordingly.

**Supporting documents:** "1999-2000 Employer Satisfaction Survey"; "1999-2000 JTCC Graduate Survey Results"; and completed Program Reviews Reports.

### Comprehensive Standards for Undergraduate Programs

14. The institution defines and publishes general education and major program requirements. These requirements conform to commonly accepted standards and practices of collegiate institutions.

- **X** Compliance
- ❑ Conditional Compliance
- ❑ Non-Compliance

**Description:** Required general education courses and major and support courses are listed under appropriate headings for each degree and certificate program in the *College Catalog, Programs of Study* booklets, and on the JTCC Web site. These requirements conform to commonly accepted standards maintained by colleges within the Virginia Community College System and by state-supported four-year higher education institutions in Virginia.

**Supporting documents:** “Minimum Requirements for Associate Degrees in the VCCS,” *VCCS Policy Manual, Table 5-1, page 5-11*; “Educational Programs,” *College Catalog, 1999-2001*, pages 9-10; “College Transfer/ University Parallel Programs,” *College Catalog, 1999-2001*, pages 36-80; and *Programs of Study*.

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

- ❑ Compliance
- **X** Conditional Compliance
- ❑ Non-Compliance

**Description:** For at least five years, JTCC has used the eight General Education Outcomes specified by the Virginia Community College System. These outcomes are specified in the “General Education Outcomes” document cited below. However, the College’s only evidence that graduates have achieved these goals is their successful completion of the required general education courses in each degree or certificate program; by VCCS policy, Career Studies Certificate students are not required to achieve these goals in order to graduate. The institution no longer considers this enough evidence that students are achieving the general education goals that the institution has set for them. In addition, the institution has decided to define specific competencies within the context of these goals in order to better assess student achievement in the general education core. For these reasons, the College is conditionally compliant with this standard.

**Supporting documents:** “General Education Outcomes,” *College Catalog, 1999-2001*, page 30; “Requirements for Graduation,” *College Catalog, 1999-2001*, page 35; and *Programs of Study*.

**Plan for Compliance:** Several steps will be taken in order to comply with this standard. First, the
college will specify competencies within the framework of the VCCS General Education Goals that it expects graduates to be able to demonstrate by the time they graduate. Then, each program and discipline will specify which of these competencies are covered within that program or discipline, in which courses these competencies are covered, and what their expected student outcomes are for those competencies. Next, each program/discipline will decide which measures will be used to assess those competencies and begin to systematically measure how students are performing in those competencies. Comparisons of the measurements against the program expectations will then be used to make program/discipline instructional decisions on a consistent basis.

The College has adopted a post-test instrument to measure graduate competencies in mathematics, reading, and locating information; this instrument is the nationally used Work Keys assessment from ACT. It has been used to assess Summer 2001 graduates and will be used to test Fall 2001 and Spring 2002 graduates as well. The college will begin implementation of this test as a pre-test measure of entering student skills in Fall 2002. The Virginia Community College System is working on system-wide measures of graduate competencies in writing, technology/information literacy, critical thinking, mathematical analysis, oral communication, and scientific literacy. JTCC will use the measures developed by the VCCS, as well as its own measures, to fully assess graduates’ general education competencies by 2005.

16. 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.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: Candidates for associate degrees and certificates must earn a minimum of 25 percent of their total semester credits applied toward their degrees and/or certificates at John Tyler Community College. Approximately one month prior to the date of graduation, the graduation applications of all candidates are checked by Student Records personnel for compliance with all graduation requirements as specified in the College Catalog and in accordance with JTCC and VCCS policies. Incomplete graduation applications are withdrawn and candidates are so notified by correspondence.


Comprehensive Standards for Graduate and Post-Baccalaureate Professional Programs

17. 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
☐ Conditional Compliance
☐ Non-Compliance

18. The institution provides adequate resources to support its graduate and post-baccalaureate professional degree programs.

☐ Compliance
☐ Conditional Compliance
☐ Non-Compliance

19. The institution has an appropriate means for determining admission and completion of graduate and post-
baccalaureate professional degree requirements. These requirements conform to commonly accepted standards and practices of institutions offering graduate and post-baccalaureate professional degree programs.

- Compliance
- Conditional Compliance
- Non-Compliance

20. 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
- Conditional Compliance
- Non-Compliance

21. The institution has sound and acceptable practices for awarding or accepting graduate credits.

- Compliance
- Conditional Compliance
- Non-Compliance

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

- Compliance
- Conditional Compliance
- Non-Compliance

**Faculty**

**Comprehensive Standards**

23. 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 a faculty member’s highest earned degree in accord with the guidelines listed below. The institution also considers competence, effectiveness and capacity, including, as appropriate, including 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. The institution is responsible for justifying and documenting the qualifications of all its faculty.

**Credential Guidelines:**

a. Faculty teaching general education courses at the undergraduate level: a master’s or a doctoral degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: a master’s or doctoral degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a baccalaureate degree in the teaching discipline, or an associate degree and demonstrated
competencies in the teaching field.

d. Faculty teaching baccalaureate degree courses: a master’s or doctoral degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate or a terminal degree in the teaching discipline or a related discipline.

f. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, planned and periodic evaluations.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: JTCC follows VCCS standards when employing faculty. Faculty qualifications are listed in the “Qualifications of Academic Ranks and Special Ranks” and “Qualifications for Adjunct Faculty” sections of the VCCS Policy Manual. These sections refer to qualifications delineated in “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29, as approved by the State Board. Faculty credentials, which demonstrate faculty compliance with VCCS qualifications, can be found in personnel files, which are on file in the Human Resources office.

Supporting documents: “Qualifications of Academic Ranks and Special Ranks” and “Qualifications for Adjunct Faculty,” VCCS Policy Manual, Section 3, 3.2.2, page 3-3; “Normal Minimum Criteria for Each Faculty Rank,” VCCS Policy Manual, Section 3.2, page 3-5; and faculty personnel files (on file in Human Resources office).

24. The institution regularly evaluates the effectiveness of each faculty member, regardless of contractual or tenured status.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: The process for evaluating teaching faculty is described and delineated in the JTCC Faculty Manual (See “Evaluation System for Teaching Faculty,” Section E, on-line). The purpose of this process is to “gather information to make systematic decisions about faculty salary, faculty promotion, and faculty retention” (See “Purpose of Evaluation,” Section E). Components of the evaluative process include: the “Summary of Professional Credentials and Employment History” (JTCC 630-7); the “Instructor/Supervisor Evaluation Form” (JTCC 630-8r); the “Student Survey of Instruction” (JTCC 630-9); and the “Evaluation/Conference Summary” (JTCC 630-12r).

The evaluation process for adjunct faculty is slightly different from the process used for full-time faculty and is stated in the Adjunct Faculty Manual. The adjunct faculty evaluation does not include a “Summary of Professional Credentials and Employment History” (JTCC 630-7), which is used on a yearly basis by the full-time faculty to update their years of service, promotions, and educational and experiential credentials. It also does not include the “Evaluation/Conference Summary” (JTCC 630-12r), which the supervisor uses to rate the full-time faculty’s job performance with recommendations for yearly or multi-yearly contracts. Adjunct faculty appointments are on a semester basis.
The College’s evaluation process is in compliance with procedures outlined in “Faculty Evaluations,” Section 3.6 of the VCCS Policy Manual.

Supporting documents:
Evaluation Policies

Evaluation Forms
“Summary of Professional Credentials and Employment History (JTCC 630-7),” “Instructor/Supervisor Evaluation Form (JTCC 630-8r),” “Evaluation/Conference Summary (JTCC 630-12r),” “Class Visitation Appraisal (JTCC 630-13),” and “Adjunct Faculty Evaluation Form.”

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: Annual faculty evaluation forms provide documentation of professional development, particularly of approved activities related to promotion and the enhancement of teaching credentials.

Supporting documents: Completed Faculty Evaluation forms (on file in Human Resources office and in Divisions) and “Professional Activities and Contributions,” VCCS Faculty Manual, Item 3.5.4, pages 3-19 to 3-20.

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: According to the VCCS Policy Manual, the “Virginia Community College System supports the concept of academic freedom” (page 3-20). It further notes under “General Provisions,” Section 3.12.4, that “faculty sanctions shall not be used to restrain faculty in their exercise of constitutional rights or academic freedom. . . .” These policies guide JTCC and offer protection of faculty’s academic freedom.


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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: JTCC refers to VCCS policies on faculty responsibility and authority in academic matters in the JTCC Faculty Manual. Faculty exercise their responsibilities and authority in academic matters.
primarily by developing new curricula, improving established curricula, and through the college’s Curriculum and Instruction Committee, which is one of the college’s most important means for evaluating major changes in curricula. Faculty at JTCC exercise their responsibility and authority in governance matters primarily through representation on the college’s Administrative Council, which is the college’s primary decision-making body with respect to planning and budgeting priorities. Each year a list of standing committees and their members is published through Tyler Notes (the college’s electronic newsletter).


28. The institution’s policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, technologically delivered courses, or other media products.

- X Compliance
- □ Conditional Compliance
- □ Non-Compliance

Description: The 1986 session of the General Assembly amended The Code of Virginia to require that each board of a State-supported institution of higher education adopt formal intellectual property policies consistent with guidelines developed by SCHEV. The guidelines adopted by the State Council in June 1987 stipulate that a State institution must: define what kind of intellectual property it wants to own, if any; establish procedures by which the institution shall be notified by the creator of intellectual property within the purview of this policy; implement procedures designed to protect and promote said property; obtain from the Governor prior authorization to transfer ownership to said, when required; and submit an annual report including a quantitative listing of intellectual properties owned by the institution.

In response to this mandate, the Virginia Community College System developed Intellectual Property Policies and Procedures for all institutions under its jurisdiction. Those policies and procedures can be found in the VCCS Policy Manual in the section referred to below. As required by the policy, John Tyler Community College appointed the Division Chair of Extended Learning and Distance Education as the institution's Intellectual Property Officer.


Student Affairs and Services

Comprehensive Standards

29. The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

- X Compliance
- □ Conditional Compliance
- □ Non-Compliance
Description: Information on student rights and responsibilities is published in both print and on-line versions. The print version is contained in the John Tyler Community College STD 100-Orientation Guidebook. The Guidebook is distributed to all students who enroll in the one-credit Orientation course on campus and portions are reviewed in the class. A section on student rights and responsibilities also is included in the one-credit Orientation course on the Internet.

In addition, the printed copies of the Guidebook are made available to any student or faculty member upon request in both the office of the Director of Student Services and Counseling. Approximately a dozen printed copies of the Guidebook are distributed to academic divisions for their convenience. And the complete document is available on the College Web site for faculty and students. Students engaged in grievances or subject to disciplinary action are provided with copies of the Guidebook by the Director of Student Services.

Supporting documents: Student Handbook; Unit 05, “Class Information, Academic Regulations, and Student Rights and Responsibilities,” STD Internet Syllabus; “Student Conduct,” John Tyler Community College STD 100-Orientation Guidebook (available in the SACS Libraries on both campuses).

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: John Tyler Community College secures all student academic records in the following ways: 1) fireproof vaults and fireproof file cabinets are used for housing permanent record cards, grade books, and individual student folders; 2) all electronic records are backed up nightly with tapes, which are kept at another site; 3) grade books and permanent record cards are housed and maintained on separate campuses; 4) the Registrar monitors all users to Student Information Screens (SIS) and access is granted on a “need to know” basis; 5) all official copies of student files must be accessed through a member of the Student Services staff; and 6) all student information documents that are to be destroyed are shredded.

To ensure confidentiality of student records, the following procedures are regularly followed: 1) the Registrar attends a yearly workshop to keep up with any changes on interpretations of FERPA; 2) all faculty and staff are sent notification of the FERPA policy at the beginning of each semester.

VCCS policy states clearly that the integrity of student records is critical, especially in grade recording. The VCCS requires that “when initial grades and grade changes are entered on the SIS by college personnel other than the instructor of record, they shall be verified by an individual other than the party that entered the grade initially, to ensure that they are as assigned by the faculty on the original data” (Section 5.7.0.6, page 5-29). JTCC policy also addresses the accuracy of student academic records as follows: “The grades are entered by a Records staff member to the SIS using GRP020 and then verified by a second staff member. Computer Services are notified immediately after data entry of grades has been completed so grade reports can be run” (Policy 1.40). JTCC also maintains an audit trail, as required by the VCCS, to ensure that changes to student records are accurate and up-to-date.

Counselors and advisors may maintain confidential notes of student counseling or advising sessions or other confidential or sensitive information in locked files in their offices. The individual counselor or advisor is responsible for the security, confidentiality, and integrity of these records.
31. The institution has a sufficient number of qualified personnel with appropriate career preparation to ensure the quality and integrity of its student affairs programs.

   X Compliance
   □ Conditional Compliance
   □ Non-Compliance

**Description:** The College has one full-time Director of Student and Enrollment Services and five positions at the level of coordinator in the Division of Student Services. The Director and four of the six coordinators hold doctorates in fields related to student affairs. Two have an appropriate academic background along with very strong technical skills and related experience. The persons serving as Disabilities Support Staff both hold doctorates and extensive backgrounds in the field of disabilities. One counselor is licensed as a Licensed Professional Counselor (LPC) is certified as a National Certified Counselor, and also has certifications from the National Board for Certified Counselors (NCC), the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII). One is a Licensed Rehabilitation Provider. One is a Licensed Counseling Psychologist. All have extensive experience in the community college setting.

**Supporting documents:** “Student Support Services Review/Counseling Team/1999-2000”, Section V, 15, b and Section VI, 16” and personnel files of Student Services employees (on file in Human Resources office).

### Library and Other Learning Resources

#### Comprehensive Standards

32. The institution provides facilities and instructional support services for the library and other learning resources that are appropriate to its courses or programs and adequate to support its mission and its effectiveness for learning.

   X Compliance
   □ Conditional Compliance
   □ Non-Compliance

**Description:** John Tyler Community College provides the students and staff with a multitude of facilities designed to enhance both student learning and instructor effectiveness. The libraries offer an extensive collection of books, journals, audio-visual, and electronic resources. The library also ensures its users have access to additional information resources through cooperative agreements with the Richmond Academic Library Consortium (RALC), the Virtual Library of Virginia (VIVA), the Southeastern Library Network (SOLINET), and the Virginia Community College System (VCCS). At least once a year, the libraries assess their services by surveying students, faculty, and staff to ensure they are meeting the needs of the users. JTCC also has a Learning Resources Committee in place comprised of the Director of Learning Resources and Technology Centers, staff representatives, and faculty representatives. The committee discusses library policies, procedures, and makes relevant recommendations with regard to
LRTC services. In addition to the libraries, students and staff also have access to Collaborative Learning Center Computer (CLC) labs, Academic Support Centers (ASC), the Extended Learning Instructional (ELI) Center, and Audio-Visual (AV) Services. Students with learning disabilities are assessed by one of two learning disability counselors at the College and receive support services from the campus ASC as needed. Several of the programs at John Tyler Community College (Nursing, Graphic Arts, Early Childhood Education, and IST, for example) also offer students open laboratory times outside of scheduled class time in which the students have the necessary supplies and support to augment their skills or knowledge. The facilities for each open lab are specified by the department responsible for the lab and are often located within that department’s classroom space. Faculty at John Tyler Community College also have the ability to draw on the knowledge of the staff from the Information Systems Technology Center and are provided training by a designated instructional technologist through Extended Learning and Distance Education Services. All of these available services are considered appropriate in that they enhance student, faculty, and staff learning. They are adequate to meet the College’s mission statement because all of the services have the potential to contribute to quality instruction and give the opportunity for substantive learning.

Supporting documents:

General Documents
- College Mission Statement; “Mission Statement of JTCC LRTC”;
- LRTC Purpose Statement, College Catalog, 1999-2001, page 32;
- Information for JTCC Library Card Holders (brochure); “JTCC Policy for Serving Students with Learning Disabilities”; “Learning Resources Center Annual Report, 1999/2000”;

Cooperative Agreements
- RALC Agreement (see http://www.jsr.cc.va.us/lrc/ralc/bylaws.htm);
- VIVA Agreement (see http://www.gmu.edu/library/fen/viva/about.html#MISSION);
- SOLINET Agreement (see http://www.solinet.net/solinet/aboutus.htm); and
- VCCS Agreement (see http://library.cc.va.us/webpac/mainpage.htm).

Documents Concerning Academic Support Centers and Labs
- “Academic Support Center Reports, Fall 2000”; Academic Support Center Web site; Academic Support Center Handbook (available in the SACS Libraries on both campuses); and “Open Lab surveys/policies”.

33. The institution ensures that users have access to regular and timely instruction in the use of the library and other learning and information resources.

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Description: All students seeking an Associate in Applied Science Degree, and many of the students seeking a Certificate or Career Studies Certificate, at John Tyler Community College are required to take STD 100 Orientation as noted in the Required General Education Courses for each program of study in the College Catalog, with the exception of students noted in the Faculty Advisor’s Handbook. This orientation program is designed to teach students what learning resources are available through the College and how to appropriately access those resources. STD 100 (Orientation) is offered as an Internet course as well as taught in the traditional classroom manner so that the student may find a time and a format that fits his/her schedule. In addition, several programs (physical therapist assistant, funeral services, for example) and disciplines arrange for qualified LRTC staff to provide subject specific learning resources instruction designed to meet the educational needs of the students enrolled in those
The libraries at both campuses are open Monday-Saturday. The facilities are always staffed to provide needed instruction to individual users. The Collaborative Learning Center Computer (CLC) labs and the Academic Support Centers (ASC) also offer services Monday-Saturday, although each center may not always be open every day on both campuses. The programs at John Tyler Community College that offer students open laboratory times outside of scheduled class time maintain hours as posted for the specific users. Faculty at John Tyler Community College also have access to support from the Information Systems Technology Center and from a designated individual who provides instructional technology training to faculty through the Extended Learning and Distance Education Services. These services are available Monday through Friday. Audio-Visual services are also available to faculty Monday-Saturday.


34. The institution ensures a sufficient number of qualified staff with appropriate education or experiences both in library or other learning resources to accomplish the mission of the institution.

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Description: The Association of College and Research Libraries Standards for Community, Junior and Technical College Learning Resource Programs has set forth minimum standards of staffing based on FTEs. JTCC had 2504 FTE in Fall 2000 and 2385 FTE in Spring 2001. Based on these FTEs, a minimum of one administrator, three professionals, three technicians and three others are expected in learning resources.

According to Human Resources, as of March 2001, the total number of LRTC employees is:
- CLC Lab: 1 full-time at Chester;
- AV: 1 full-time, 1 part-time at Chester, 1 vacant position at Midlothian;
- Library: 4 full-time, 5 part-time at Chester, 3 full-time, 2 part-time at Midlothian;
- Information Systems Technology Center: 6 full-time, 2 vacant positions serving both campuses.

Of these employees, one would be classified as an administrator, three would be classified as professionals, seven would be classified as technicians, and five and one half would be classified as other according to the Libraries Standards. There is one instructional technologist and one staff member from the Extended Learning and Distance Education Services who assist the College's users with learning resources and information technology.

The educational backgrounds of these individuals are kept on file in the Human Resources office. The educational levels of these staff members are considered appropriate in that the librarians hold MLS degrees, the library assistants hold BA or BS degrees with each having a great deal of experience within their field, and the ITSC staff hold AAS or BS degrees. The ASC coordinators hold BS or MA degrees and the student consultants in the ASC participate in continual training to ensure they offer optimal academic assistance. For classified positions, degrees are preferred, but not required. Continuing education performed once the individual becomes an employee of the College is noted in the professional development section of the employee's evaluation, which is kept on file in Human Resources office.

Supporting documents: Staff personnel files (on file in Human Resources office); “Faculty and Staff,” College Catalog, 1999-2001, pages 139-148; JTCC Tyler Notes, Issue 51, March 19, 2001, pages 5-6;
RESOURCES

Financial and Physical Resources

Comprehensive Standards

1. The institution’s recent financial history demonstrates an acceptable financial stability.

   X  Compliance
   ☐  Conditional Compliance
   ☐  Non-Compliance

Description: An analysis of the College’s financial statements by the Dean of Financial and Administrative Services and an assigned representative from the VCCS with respect to revenue and expenditure trends, financial and physical resources, and funding levels indicates financial stability. Other supporting documents also provide compelling evidence that the College is appropriately funded and resources are adequate and stable.


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.

   X  Compliance
   ☐  Conditional Compliance
   ☐  Non-Compliance

Description: The financial statements prepared by the Virginia Community College System in accordance with the guidelines of the Commonwealth and the appropriate audit guide report provide a basis for determining the financial health of John Tyler Community College. In addition, there are numerous reports generated by the college’s budgeting and financial systems that enable users to interpret the results of the total operation of the institution.


3. The institution audits all funds for financial aid programs in compliance with all federal and state requirements.
Description: The Commonwealth’s Auditor of Public Accounts performs audits of John Tyler Community College financial aid funds on a three-year cycle. In addition, an examination is done by the Internal Audit Division of the Virginia Community College System. These audits are conducted in accordance with all federal and state requirements. The most recent audit of financial aid funds was performed by the Auditor of Public Accounts on data from fiscal year 2000. The scope of the audit was a “systemwide” rather than an “institutional” audit. Therefore, the College is only in conditional compliance with this comprehensive standard because a recent “institutional” audit is not available.


Plan for Compliance: As indicated in the Core Requirement Section, the Commonwealth’s Auditor of Public Accounts will visit John Tyler in November 2001 to perform an institutional audit. The financial aid programs will be included in the scope of this audit.

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

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: John Tyler Community College policy and VCCS policy govern the process of application for and acceptance of externally funded grants and contracts. The VCCS policy requires grants and contracts to enhance the accomplishment of the mission of the community colleges. The College policy restricts the initiation of and/or acceptance of grants that do not ensure conformity to the stated purpose of the institution, that fail to provide an appropriate balance between sponsored activity and instruction, or that do not guarantee institutional control of the administration of research projects.


5. The institution provides a healthful and safe environment.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: John Tyler Community College defines a healthful and safe environment in the broadest terms as an environment that is free of crime and fear of crime, that is free of extreme physical hazards, that provides adequate protection from fire hazards, and that is relatively clean and well-maintained. Through its services, its physical assets, and its operational policies and practices, the College strives to see that health and safety issues do not interfere with or impact the delivery of educational services.

The College employs trained custodial and physical plant staff in sufficient numbers and with appropriate training and funding to care for and maintain its buildings and grounds and respond to routine health and safety issues. A registered architect provides continuing assessment of repair and renovation needs and
leads efforts to justify and secure sufficient funds from the Commonwealth to address issues larger in scope. The College also employs a professional security staff and provides 24-hour security at each campus.

The JTCC Emergency Response Plan delineates appropriate actions in any emergency including fire, severe weather, hazardous material releases, bomb threats and criminal behavior. Response to critical situations involves the coordinated actions of security, physical plant, and other key staff and plans are reviewed and updated regularly.

Crime statistics reported to the United States Department of Education indicate a low incidence of crime on the campuses as well as in areas immediately adjacent to the College campuses. Lighting and landscaping are designed to enhance safety. Campus laboratories are periodically reviewed for compliance with safety regulations. Equipment to respond to emergencies is convenient and inspected on a regular schedule.

Supporting documents:
Policies
“JTCC Emergency Response Plan”; “Security Services Site Instructions” (available in the SACS Libraries on both campuses); “Safety and Security” JTCC Faculty Manual, Section F; “Policy for Prohibition of Sexual Harassment of Students,” JTCC Faculty Manual, Section F; “Illegal Substance Policy,” JTCC Faculty Manual, Section F; and “Student Conduct”, JTCC Faculty Manual, Section G.

Statistics

6. 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.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: The College employs trained custodial and physical plant staff in sufficient numbers and with appropriate training and funding to care for and maintain its buildings and grounds. A registered architect provides continuing assessment of repair and renovation needs and leads efforts to justify and secure sufficient funds from the Commonwealth to address issues larger in scope. An annual evaluation of the condition and appropriateness of physical assets is conducted and utilized as a justification for capital funds for new construction and for renovations.

The Commonwealth of Virginia provides Equipment Trust Funds to provide state of the art instructional equipment and replacement of obsolete equipment. A VCCS system-wide technology initiative, funded by the Commonwealth, provides information technology resources for growth as well as for maintenance of current computer and network hardware. Upgrades of electrical, lighting, and air conditioning systems to accommodate state of the art instructional resources are funded from multiple sources including the Equipment Trust Fund, the Technology Fund, and institutional sources including the College operating budget and the JTCC Foundation.

Supporting documents:
Plans and policies
“General Maintenance Management Plan” (available in the SACS Libraries on each campus), “Energy Management Plan” (available in the SACS Libraries on each campus), “Pollution Prevention Plan” (available

Reports and Requests

“Annual Equipment Trust Fund Expenditure Report,” “Annual Technology Fund Expenditure Report,” “Facility Condition Report” (available in the SACS Libraries on each campus), “Infrastructure Survey,” “TMA Reports” (Work Orders Received/Completed) (available in the SACS Libraries on each campus), “Equipment List” (available in the SACS Libraries on each campus), “Roof Surveys” (available in the SACS Libraries on each campus), and “Inspection Check Sheets.”

Architectural drawings

Chester Campus Master Plans and Midlothian Campus Master Plans (available in the SACS Libraries on each campus).

FEDERAL MANDATES FOR TITLE IV FUNDING

In addition to the Core Requirements and Comprehensive Standards outlined above, institutions participating in Title IV federal programs are responsible for complying with additional requirements as mandated by the 1998 Higher Education Amendments and its attending regulations. Compliance will be considered when the institution is reviewed for initial membership or continued accreditation.

An institution participating in Title IV federal programs documents compliance with the following requirements:

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.

   X Compliance
   ☐ Conditional Compliance
   ☐ Non-Compliance

Description: The mission of JTCC is primarily to assist students who wish to transfer to four-year colleges and universities or who wish to obtain skills that will prepare them for employment. Course completion is considered for both transfer and occupational/technical programs in the context of program review. The only programs offered by JTCC that have state licensing examinations are Nursing, Physical Therapist Assistant, and Funeral Services, and those licensing results are used to evaluate successful student achievement in those programs. Job placement rates that are provided by the VCCS are used as appropriate for all occupational/technical programs. These rates consist of data received by the college on the regular or temporary employment of graduates six months to one year after graduation. JTCC has set an expected benchmark with respect to the employment of graduates within this period of time after graduation in its expected educational outcomes.

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.

X Compliance

Conditional Compliance

Non-Compliance

**Description:** John Tyler Community College offers three levels of certification/degrees: Associate degrees which require 60 or more credit hours (This includes Associate in Arts and Sciences, Associate in Applied Arts, and Associate in Applied Science degrees); Certificates which require between 30 and 59 credit hours; and Career Studies Certificates which require between 9 and 29 credit hours. At the local level, JTCC ensures that the curriculum within each of these programs is directly related and appropriate to the purpose and goals of the institution via the scrutiny of two screening bodies: the Curriculum and Instruction Committee and the local college board. The Curriculum and Instruction Committee, which is chaired by the Dean of Academic & Student Services, is charged with the initial screening of any/all requests for additions/deletions/modifications of the College’s Curricula. This committee has both the charge and authority to approve or deny requests to add/delete/modify Career Studies Certificates. However, for requests pertaining to Certificates or Associate degrees, the Curriculum & Instruction Committee serves as the first level of approval. The local college board serves as the secondary approval authority for all degrees and certificates that satisfy the scrutiny of the Curriculum and Instruction Committee. It should also be noted that the Virginia Community College System and the State Council of Higher Education in Virginia also review requests for certificates and degrees for appropriateness of such curricula for the Commonwealth of Virginia.

**Supporting documents:** “Curriculum & Instruction Committee Minutes”; JTCC Board Minutes: Sept. 14, 2000; JTCC Board Minutes: Sept. 9, 1999; and “Minimum Requirements for Associate Degrees in the VCCS,” VCCS Policy Manual, Table 5-1, page 5-11.

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

X Compliance

Conditional Compliance

Non-Compliance

**Description:** Students and the general public can access information about the current academic calendar and refund policies in the Schedule of Classes published each semester. The Schedule of Classes is available at the college and is mailed to the area’s constituents. Students and the public can also access this information on the college Web site. This information is found in the College Catalog, which can be purchased at the bookstore. General discussion of the grading system is found in the College Catalog, but specifics are found in the syllabus for each course and in the handbooks for the Physical Therapy Assistant program and the Nursing program.

**Supporting documents:** “Academic Calendar,” College Catalog, 1999-2001, inside front and back covers; “Academic Calendar,” Schedule of Classes, Summer 2001, Fall 2001, front covers (available in the SACS Libraries on both campuses); and “Academic Calendar,” JTCC’s Web site; “Grading System,” College Catalog, 1999-2001, page 21; Refund policies, Schedule of Classes, Summer 2001, pages 4 and 12 (available in the SACS Libraries on both campuses); Refund policies, Schedule of Classes, Fall 2001, page 4 (available in the SACS Libraries on both campuses); and “Refund policy,” Student Services Web site.

4. The institution demonstrates that program length is appropriate for each of the degrees offered.
Description: In determining the length of the program for each degree offered, JTCC strictly adheres to VCCS policy. In “Minimum Requirements for Associate Degrees in the VCCS,” VCCS Policy Manual delineates the hours required to complete an associate degree and specifies what portion of those hours should be in the major and in specific general education courses. In “Diploma and Certificate Programs,” the VCCS Policy Manual notes that certificate degrees require a minimum of thirty credit hours (Section 5.2.1, page 5-13). In order to be adopted by a VCCS community college, each degree program must go through a thorough review process that requires that these programs meet VCCS program length standards. This review process is detailed in “The Program and Review Process” (VCCS Policy Manual, Section 5.3, Table 5-2, page 5-18).


5. The institution has adequate procedures for addressing written student complaints and makes those available upon request by the Commission.

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: A grievance procedure is in place at John Tyler Community College and applies to students who have complaints of unfair and/or unlawful treatment. The student can be any person enrolled full or part-time in credit or non-credit courses at the College. A grievance is defined as a complaint of unfair and/or unlawful treatment formally charged by a student against a College employee in regards to the application of College rules, policies, procedures, and regulations. There are four levels in the grievance procedure as well as general guidelines that the students are to follow.

Supporting documents: “Student Conduct,” John Tyler Community College STD 100 Orientation Guidebook 2000-2001 (available in the SACS Libraries on both campuses) and Student Handbook.

6. 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.)

X Compliance
☐ Conditional Compliance
☐ Non-Compliance

Description: JTCC is audited at least yearly to determine compliance with Title IV. The yearly audit is done by either the VCCS Internal Auditors or by the State Auditor of Public Accounts (APA), and occasionally both. The APA generates a compilation report (Commonwealth of Virginia Single Audit Report) for all state agencies dispensing federal funds and sends this report to the U.S Department of Education. The most recent audits by these two agencies were completed in 2000. In addition, the Department of Education conducts a Program Review of JTCC every ten years with the most recent audit being completely in February of 2000. The Final Program Review Determination Letter from the U.S. Department of Education confirmed our administrative capability and identified only one minor program violation with instructions for repayment to
the Federal Perkins Loan fund for seven loans not accepted. Those loans were re-submitted and later accepted by the Department.