

Collin County Community College District

Compliance Certification
for the Southern Association
of Colleges and Schools

March 2004

Table of Contents

Signature Page	1
Core Requirements.....	2
Comprehensive Standards	
Institutional Mission, Governance, and Effectiveness	37
Programs	70
Resources	139
Federal Mandates.....	155
Document Directory	171

Commission on Colleges
Southern Association of Colleges and Schools

COMPLIANCE CERTIFICATION

Name of Institution **Collin County Community College District**

Date of Submission **March 10, 2004**

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 **Collin County Community College District** with the Core Requirements and Comprehensive Standards of the Commission on Colleges.

Accreditation Liaison

Name of Accreditation Liaison **Thomas K. Martin**

Signature _____

Date **3/4/2004**

Chief Executive Officer

Name of Chief Executive Officer **Cary A. Israel**

Signature _____

Date **3/4/04**

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR1:

The institution has degree-granting authority from the appropriate government agency or agencies.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) is authorized to grant associate degrees and certificates by the State of Texas ([Reference 1](#)) and as documented through the Texas Higher Education Coordinating Board (THECB) ([Reference 2](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards (TASB) Policy: #AA(LEGAL)-PJC: District Legal Status	http://www.ccccd.edu/review/snapshots/cr1_ref1.html
Reference 2: THECB List of Public Community Colleges and Technical Institutions	http://www.ccccd.edu/review/snapshots/cr1_ref2.html

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 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.

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) is governed by a nine-member Board of Trustees ([Reference 1](#)). The CCCCCD Board of Trustees derives its legal status from the Texas Constitution and the State Legislature ([References 2, 3](#)). Each CCCCCD Board member is elected on an at-large basis in a general election held in Collin County ([Reference 4](#)). A six-year staggered term of office ensures three CCCCCD Board members are elected every two years. The CCCCCD Board elects from within its membership four individuals to serve as Chair, Vice-Chair, Secretary, and Treasurer. The CCCCCD Board meets monthly.

The CCCCCD Board's authority is outlined in legal and local policies maintained by the Texas Association of School Boards (TASB) ([References 5, 6](#)). The CCCCCD Board is the policy-making body of the institution and is ultimately responsible for ensuring that the financial resources of the College are adequate. In addition to reviewing monthly financial reports, the Budget Committee of the Board of Trustees is responsible for overseeing the budget development and approval process. The Audit Committee of the Board of Trustees reviews the external audit report in detail and makes recommendations to the entire Board concerning the audit findings and audit process. All local college district policy decisions require a majority vote of a quorum of the CCCCCD Board at public meetings ([Reference 7](#)) posted in accordance with Open Meetings policies in the State of Texas ([Reference 8](#)).

None of the CCCCCD Board members have contractual, employment, personal, or familial financial interest in the College ([References 9, 10](#)). CCCCCD local college district policies are found in various CCCCCD publications ([Reference 11](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog, Board of Trustees Listing	http://www.ccccd.edu/review/documents/pg13-14_2003-2004_Catalog.pdf
Reference 2: Texas Association of School Boards (TASB) Policy: #BA(LEGAL)-PJC: Board Legal Status	http://www.ccccd.edu/review/snapshots/CR2_Ref2.html
Reference 3: Texas Association of School Boards (TASB) Policy: BAA(LEGAL)-PJC: BOARD LEGAL STATUS: POWERS, DUTIES, RESPONSIBILITIES	http://www.ccccd.edu/review/snapshots/CR2_Ref3.html
Reference 4: Texas Association of School Boards (TASB) Policy: BBA(LEGAL)-AJC: BOARD MEMBERS: ELIGIBILITY /QUALIFICATIONS	http://www.ccccd.edu/review/snapshots/CR2_Ref3.html
Reference 5: Texas Association of School Boards (TASB) Policy: BBE(LEGAL)-PJC: BOARD MEMBERS: AUTHORITY	http://www.ccccd.edu/review/snapshots/CR2_Ref5.html
Reference 6: Texas Association of School Boards (TASB) Policy: #BBE (LOCAL)-AJC: BOARD MEMBERS: AUTHORITY	http://www.ccccd.edu/review/snapshots/CR2_Ref6.html
Reference 7: CCCCD 2002 and 2003 Board of Trustee Meeting Minutes	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/2002_Board_Minutes.pdf • http://www.ccccd.edu/review/documents/2003_Board_Minutes.pdf
Reference 8: The State of Texas, Statutes, Title 5. Open Government: Ethics, Subtitle A. Open Government, Chapter 551, Open Meetings Policy	http://www.ccccd.edu/review/snapshots/CR2_Ref8.html#go010.551.041
Reference 9: CCCCD Board of Trustees Affiliations	http://www.ccccd.edu/review/documents/board_affiliations.html

SOURCE	LOCATION
Reference 10: Texas Association of School Boards (TASB) Policy: #DBE (legal) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: NEPOTISM	http://www.ccccd.edu/review/snapshots/CR2_Ref10.html
Reference 11: CCCCD Catalog	http://www.ccccd.edu/review/documents/2003-2004_Catalog.pdf

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 3:

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The essential function ([Reference 1](#)) of the Collin County Community College District's (CCCCD) President/Chief Executive Officer is to operate the District within guidelines established by the Board of Trustees and in compliance with state and federal laws and local CCCC Board policy ([Reference 2](#)). The President does not serve as the presiding officer of the CCCC Board ([Reference 3](#)). The CCCC Board elects from within its membership an individual to serve as Chair and presiding officer. The President recommends operational policies to the Board of Trustees for approval, implements district policies, and issues administrative procedures for effective administration of the District, and performs other functions as specified by contract ([Reference 4](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Job Description for the position of President	http://www.ccccd.edu/review/snapshots/CR3_Ref1.html
Reference 2: Texas Association of School Boards (TASB) Policy: # BFA(LOCAL)-X: College President: Qualifications and Duties	http://www.ccccd.edu/review/snapshots/CR3_Ref2.html
Reference 3: Texas Association of School Boards (TASB) Policy: # BAA (LEGAL)-PJC: Board Legal Status: Powers, Duties and Responsibilities	http://www.ccccd.edu/review/snapshots/CR3_Ref3.html
Reference 4: CCCC Employment Contract for the President	Human Resources Office at Courtyard Center

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 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.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) has a clearly defined and published mission statement that is appropriate to an institution of higher education and that addresses teaching, learning, and service ([Reference 1](#)).

The mission statement is published in the CCCC Catalog ([Reference 2](#)), in the CCCC Procedures and Guidelines for Faculty and Staff ([Reference 3](#)), and on the CCCC Web site ([Reference 4](#)).

For a description of how the mission statement was developed, approved, and reviewed, please refer to Comprehensive Standard M1 ([CS-M1](#)).

Mission Statement

Collin County Community College District is a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Minutes of the CCCC Board of Trustees meeting, May 22, 2001:	http://www.ccccd.edu/review/documents/20010522_BoardMinutes.pdf
Reference 2: CCCC Catalog	http://www.ccccd.edu/documents/pg12_2003-2004_Catalog.pdf
Reference 3: CCCC Procedures and Guidelines for Faculty and Staff	http://www.ccccd.edu/review/snapshots/college_overview_ccccd.html
Reference 4: CCCC Web site	http://www.ccccd.edu/review/snapshots/mission_statement_CCCCD.html

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 5:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Planning and Evaluation Processes

Collin County Community College District (CCCCD) has processes for ongoing, integrated, comprehensive, research-based planning and evaluation ([Reference 1](#)) that help the institution not only accomplish its mission but also continually improve.

Summary of Planning Processes

The CCCCCD planning system observes a three-year strategic planning cycle and an annual operational cycle. At the institutional level, strategic goals ([Reference 2](#)) are developed every three years by the President's Task Force on the Future (PTFoTF), a group of faculty, staff, and administrators appointed by the President to represent all major areas of the District. The PTFoTF reviews and discusses relevant objective data (e.g., enrollment trends, population trends, and institutional performance data); produces white papers to stimulate discussion; and garners input from the community, faculty, staff, administrators, students, and trustees.

Community input is gathered through avenues such as:

- The Committee of 100 (a group of community leaders who serve as an informal advisory body to the administration and Board of Trustees)
- Electronic town hall meeting
- Focus groups within community-based organizations

Faculty, staff, and administrator input is gathered through avenues such as:

- All-College Planning Day: the District suspends normal operations for an afternoon and all faculty and staff participate in small group discussions regarding identified strategic issues.
- Electronic town hall meetings
- Annual administrative retreats
- Five-year program and service evaluations

Student input is gathered using avenues such as:

- Student surveys
- Electronic town hall meetings
- Student focus groups
- The Student Government Association

The Board of Trustees' input is gathered in avenues such as:

- Semi-annual Board planning retreats
- Public readings and discussions during monthly Board meetings

To enhance and further refine the District's long-term planning processes, additional three-year strategic plans are developed for academics ([Reference 3](#)), finance ([Reference 4](#)), student development ([Reference 5](#)), physical facilities ([Reference 6](#)), and technology ([Reference 7](#)). These subordinate plans are designed to support the institution's strategic goals, to provide a framework for the anticipated growth of the District, and to ensure that the District is prepared to meet the challenges of the future.

Each academic and administrative department within the District is responsible for developing annual operational achievement indicators to achieve the District's strategic goals ([Reference 8](#)). Deans and Vice Presidents review the achievement indicators established within the respective areas of responsibility and integrate them into divisional plans. The CCCC Leadership Team reviews these divisional achievement indicators and determines which of these should be incorporated into the District's overall strategic plan. The Leadership Team also establishes a target timeline and designates an administrator responsible for accomplishing the achievement indicators.

Each August, the new annual operational plan and a year-end status report ([Reference 9](#)) on the previous year's operational plan are shared with every faculty member, staff member, administrator, and trustee. In addition, CCCC informs the public about District accomplishments in a community newsletter ([Reference 10](#)).

Supplemental budgets are developed based on the annual operational plans. Supplemental budget requests must be justified on the basis of relevance to the District's strategic plan ([Reference 11](#)) and the cost center's operational plan.

Summary of Evaluation Processes

Evaluation occurs at the institutional level, the division/program/department level, and the individual level. At the institutional level, CCCCDC undergoes review every ten years by the Southern Association of Colleges and Schools, every four years by the Texas Higher Education Coordinating Board (THECB) ([Reference 12](#)), and annually by financial auditors ([Reference 13](#)). In addition, the Texas Legislative Budget Board ([Reference 14](#)) conducts an annual review of the institution's performance on ten mandated performance measures. The District's Trustees review the District's efforts to accomplish its operational goals through both mid-year ([Reference 15](#)) and year-end status reports. Finally, the District conducts surveys of current students ([Reference 16](#)), graduates ([Reference 17](#)), and the community ([Reference 18](#)) to measure its success in accomplishing its mission.

Multiple evaluation processes are conducted at the division/program/department level. Throughout the District, each academic and administrative department participates in a rigorous internal (to the department) and external (to the department, but internal to the institution) review at least once every five years. Specific program examples are provided. ([References 19, 20](#)) The Five-Year Program and Service Evaluation process requires that individual departments review and assess the accomplishment of the department mission ([Reference 21](#)), and evaluate planning efforts and cost effectiveness. Departments are also required to benchmark expenditures and staffing levels in comparison with similar departments units at comparable institutions. Following each five-year review, a required six-month follow-up report ensures that recommendations are being accomplished ([Reference 22](#)).

Other evaluations conducted at the division/program/department level include a periodic review by THECB of workforce education programs, general education, continuing education, learning resources, and support services within the District. Additionally, several District academic programs conduct regular periodic review to attain or maintain professional accreditation, such as the Allied Health programs. Employers of CCCCDC workforce education students are also surveyed each year to collect feedback regarding employer satisfaction with the workforce preparation ([Reference 23](#)) CCCCDC provides. Finally, each department is responsible for documenting, in an annual year-end status report, its own performance relative to its annual operational plan. These status reports are reviewed and retained by the appropriate Dean, Provost and Vice President.

Evaluation processes at the individual level operate on various cycles. Supervisors administer individual performance evaluations to all employees during the summer ([Reference 24](#)). All employees are evaluated on job performance relative to the major job functions identified in position descriptions and the achievement of individual goals established during the previous performance review. New individual goals are then established for the upcoming fiscal year. Full-time and part-time faculty members have classroom visit evaluations by the Dean or designee and classroom evaluation by students each long semester. The Council on Excellence, an elected peer review group, also evaluates all full-time faculty members applying for a multi-year contract. In addition to self-evaluation, which is part of the faculty member's application for a multi-year contract, the review process by the Council on Excellence considers the Dean's annual evaluations, class visit evaluations and recommendations, student evaluations, and the Board Report. The frequency of the Council on Excellence review depends on whether a faculty member is applying for a three-year, four-year, or five-year contract.

Continuous Improvement

Effective planning processes within the District have provided a solid foundation for conducting District-wide evaluations. The results of those District-wide evaluations, in turn, provide a framework for successive planning processes. The CCCCD Board of Trustees receives mid-year and year-end status reports on the District's performance relative to its annual achievement indicators ([References 25, 26](#)). Based on performance in a given year of a three-year strategic plan, subsequent annual achievement indicators are adjusted or replaced. Thus, each year's plan builds on the previous year's efforts while remaining focused on the District's three-year strategic goals. An excerpt of achievement indicators and outcomes from the District's 2002-2003 year-end status report illustrate the effectiveness of this process ([Reference 27](#)).

Evaluation processes incorporate mechanisms to promote the use of results for ongoing improvement. At the individual level, all annual performance reviews include a goal setting component designed to identify specific activities that an employee can undertake to improve performance or capacity. Performance on individual goals is reviewed at the subsequent annual performance appraisal. At the division, department, and program levels, the five-year program and service evaluations result in a plan designed to strengthen areas of concern and improve overall effectiveness of the department. Reports documenting efforts and improvements are required before completion of the evaluation cycle. At the institutional level, the CCCCD Leadership Team incorporates the results of institutional-level evaluations into achievement indicators that become the focus of institution-wide improvement efforts.

Accomplishment of the Institutional Mission

The institutional mission is the focus of all planning and evaluation processes at every level of the organization. Each unit within the organization is expected to articulate its own purpose in support of the District's mission. Every job description in the District includes District-wide responsibilities that focus on the District's mission. The District's strategic plan is the operational expression of the District's mission within a specific time frame. All operational goals focus on the District's mission and strategic goals. The integration of planning, evaluation, and institutional mission ensure that, ultimately, all evaluation processes document the District's successful accomplishment of its mission.

CCCCD remains strongly committed to continuous improvement in the areas of planning and evaluation.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Institutional Effectiveness Model	http://www.cccd.edu/review/snapshots/institutional_effectiveness_model.html
Reference 2: CCCC 2004-2006 Strategic Goals	http://www.cccd.edu/review/documents/StrategicGoals_2004-2006.pdf
Reference 3: CCCC 2004-2006 Academic Plan	http://www.cccd.edu/review/documents/Academic_plan.pdf
Reference 4: CCCC Multi-Year Budget FY 2003-2005	http://www.cccd.edu/review/documents/Multi-year_Budget_2003-2005.pdf
Reference 5: CCCC 2003-2006 Student Development Plan	http://www.cccd.edu/review/documents/StudentDev_Plan_2003-2006.pdf
Reference 6: CCCC 2002-2005 Renewal and Replacement Plan	http://www.cccd.edu/review/snapshots/Renewal_replacement_plan.html
Reference 7: CCCC Technology Planning 2001-2004	http://www.cccd.edu/review/documents/Tech_Plan_2001-2004.pdf
Reference 8: CCCC 2003-2004 Operational Plans for Divisions and Departments	http://www.cccd.edu/review/documents/Op_plans.html
Reference 9: CCCC 2002-2004 Strategic Goals and Achievement Indicators	http://www.cccd.edu/review/documents/achievement_indicators_2004.pdf

SOURCE	LOCATION
Reference 10: CCCConnection: The Community Update from Collin County Community College District, Fall 2003	http://www.ccccd.edu/review/documents/Connection_Fall2003.pdf
Reference 11: CCCCD 2003- 2004 Budget Development Manual: Introduction	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/BudgetDev_Manual_2003-2004_Pgs5-6.pdf • http://www.ccccd.edu/review/documents/BudgetDev_Manual_2003-2004_Pg66.pdf
Reference 12: Texas Higher Education Coordinating Board, Report of the Community and Technical Colleges On-Site Review, February 2-4, 2000	http://www.ccccd.edu/review/documents/THECB_Visit2000.pdf
Reference 13: CCCCD 2002- 2003 Financial Audit Report	http://www.ccccd.edu/review/documents/Mgmt_Letter_2003.pdf
Reference 14: CCCCD 1999- 2003 LBB Performance Measures	http://www.ccccd.edu/review/snapshots/lbb_performance_measures.html
Reference 15: CCCCD Board of Trustees Meeting Minutes, May 27, 2003, pp. 1 - 7	http://www.ccccd.edu/review/documents/20030527_BoardMinutes.pdf
Reference 16: Report on the Noel-Levitz Student Satisfaction Inventory, administered to current students, Spring 2003	http://www.ccccd.edu/review/snapshots/noel_levitz.html
Reference 17: Report on the Community College Student Experiences Questionnaire, administered to 2001-2002 CCCCD program completers, Fall 2002	http://www.ccccd.edu/review/documents/CCSE_Q2002.pdf

SOURCE	LOCATION
Reference 18: Longitudinal Comparison of Community Survey Responses, 1996, 1999, 2001	http://www.ccccd.edu/review/documents/longitudinal_surveys.pdf
Reference 19: CCCCD 2000-2001 Service Evaluation Example: Learning Resources Centers	http://www.ccccd.edu/review/documents/Assessment_LRC.pdf
Reference 20: CCCCD 2000-2001 Academic Program Assessment Example: Foreign Languages	http://www.ccccd.edu/review/documents/Assessment_Foreign_Lang.pdf
Reference 21: Primer on Developing Effective Statements of Purpose	http://www.ccccd.edu/review/documents/Effective_Mission_Statements.pdf
Reference 22: CCCCD Program/Service Evaluation Summaries on IRO Web site	http://www.ccccd.edu/review/snapshots/5Yr_Prog_Eval_Schedule.html
Reference 23: FY2003 Employer Follow-Up Survey Report, Summary by Workforce Education Program	http://www.ccccd.edu/review/documents/Employer_FollowUp_2003.pdf
Reference 24: CCCCD Annual Employee Performance Evaluation Form	http://www.ccccd.edu/review/documents/Performance_Appraisal.pdf
Reference 25: CCCCD 2001-2003 Strategic Goals and 2002-2003 Achievement Indicators, Mid-Year Status Report	http://www.ccccd.edu/review/documents/Achievement_Indicators_MidYR_2003.pdf
Reference 26: CCCCD 2001-2003 Strategic Goals and 2002-2003 Achievement Indicators, Year-End Status Report	http://www.ccccd.edu/review/documents/Achievement_Indicators_2003.pdf
Reference 27: Selected Examples of Outcomes from CCCCD Strategic Goals and 2002-2003 Achievement Indicators	http://www.ccccd.edu/review/documents/Selected_Outcomes_AI_2003.pdf

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 6:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees and certificate programs.

As published in the CCCC Catalog, CCCC degrees are designed to facilitate student transfer to senior institutions, and adhere to a state-honored core curriculum, a statewide Guarantee of Transfer program, and the Texas Common Course Numbering System ([Reference 1](#)).

Students are encouraged to select a degree program during the admissions process. A report generated from student data in the Institutional Research Office provides a list of students enrolled in degree and certificate programs each semester ([Reference 2](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Catalog	http://www.ccccd.edu/review/documents/pgs47-49_2003-2004_Catalog.pdf
Reference 2: Headcount Enrollment by Declared Major by Term, Fall 2003 and Spring 2004	http://www.ccccd.edu/review/snapshots/CR6_Reference2.pdf

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 7:

a. The institution 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, graduate, or professional level. The institution provides a written justification and rationale for program equivalency;

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) offers three degree programs: the Associate of Arts, the Associate of Science, and the Associate of Applied Science ([Reference 1](#)). Each degree program requires at least 60 semester credit hours. Students must complete a minimum of 60 semester credit hours with a minimum cumulative grade point average of 2.0 in order to graduate with an associate degree in the state of Texas ([References 2, 3](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Catalog	<ul style="list-style-type: none">http://www.ccccd.edu/review/documents/pgs47-49_2003-2004_Catalog.pdfhttp://www.ccccd.edu/review/documents/pgs73-74_2003-2004_Catalog.pdf
Reference 2: THECB Academic Course Guide Manual	http://www.ccccd.edu/review/documents/ACGM_2003_Pgs228-231.pdf
Reference 3: THECB Guidelines for Instructional Programs in Workforce Education	http://www.ccccd.edu/review/documents/Workforce_Chap3_Pgs7-9.pdf

b. The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education;

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) degree programs embody a coherent course of study, adhere to common standards and practices, and adhere to specifications of the Texas Higher Education Coordinating Board (THECB) guidelines ([References 1, 2, 3](#)). Programs offered at CCCC are compatible with the stated mission, goals, and purposes of CCCC ([Reference 4](#)) and with the Southern Association of Colleges and Schools (SACS) higher education guidelines.

Degree programs offered at CCCC are internally reviewed and approved ([Reference 5](#)), and externally reviewed and approved by the THECB, as complying with state-mandated program guidelines. In addition, curriculum revisions have also been mandated by the THECB, via recently established fields of study.

Most recently CCCC curriculum has included a faculty-led assessment of the core curriculum by the General Education Outcomes (GEO) Forum ([Reference 6](#)). Based on faculty assessment, recommendations have been made to expand CCCC core requirements with courses that meet specific standards mandated by the THECB. The GEO Forum's work ensures that the CCCC core curriculum continues to be appropriate to higher education, guided by the principle that the role of general education at CCCC is to cultivate within students a common core of knowledge in the liberal arts tradition, high-level cognitive skills, and an educational foundation that facilitates and encourages life-long learning.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: THECB Academic Course Guide Manual, Appendix D: Rules for Academic Associate Degrees	http://www.ccccd.edu/review/documents/ACGM2003_Pgs228-231.pdf
Reference 2: THECB Guidelines for Instructional Programs in Workforce Education	http://www.ccccd.edu/review/documents/Workforce_Chap3_Pgs7-9.pdf
Reference 3: Advisory Committee Handbook	http://www.ccccd.edu/review/documents/Advisory_Handbook.pdf

SOURCE	LOCATION
Reference 4: CCCCD Catalog - Instructional Programs	http://www.ccccd.edu/review/documents/Pgs47-120_2003-2004_Catalog.pdf
Reference 5: Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 6: GEO Forum Recommendation	http://www.ccccd.edu/review/documents/core_curriculum_recommend.pdf

c. The institution offers a general education program at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency;

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Each degree program offered by the Collin County Community College District (CCCCD) contains a general education core that comprises a substantial component of each degree and whose content ensures a breadth of knowledge. Rationale for core course content is based on a defined purpose of general education at CCCCD developed by a faculty task force appointed to review and assess the general education core, the General Education Outcomes (GEO) Forum ([Reference 1](#)). GEO Forum's work was based on the Texas Higher Education Coordinating Board (THECB) core curriculum and field of study guidelines ([Reference 2](#)). The core includes courses from the areas of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The Associate of Arts degree and the Associate of Science degree require a 45 credit hour core curriculum ([Reference 3](#)):

- 9 hours of Communications,
- 3 hours of Humanities,
- 3 hours of Mathematics,
- 8 hours of Natural Sciences,
- 3 hours of Social/Behavioral Sciences,
- 12 hours of Social Sciences,
- 3 hours of Visual/Performing Arts,

- 3 credits of Computer Science,
- 1 credit of Physical Education/Dance Activity.

The Associate of Applied Science contains a required 22 credit hour core curriculum. The core requires:

- 3 hours of English,
- 3 hours of Speech Communications,
- 3 hours of Mathematics,
- 3 hours of Computer Science,
- 3 hours of Economics,
- 3 hours of Humanities/Fine Arts
- 3 hours of Behavioral Science
- 1 credit of Physical Education/Dance

Workforce education programs, which may have additional external professional accrediting bodies, such as Dental Hygienist, Nursing, and Respiratory Care ([Reference 4](#)), must also incorporate core curriculum requirements within the limited number of credit hours as specified by the THECB guidelines for associate degrees ([Reference 5](#)). To ensure compliance with the THECB and the Southern Association of Colleges and Schools (SACS) standards, while complying with the mandates from required external bodies, CCCCD provides written justification and rationale for course equivalency and substitution, as needed ([Reference 6](#)). These justifications are kept on file in Division Dean Offices and in the Academic Affairs and Transfer Programs Offices.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: GEO Forum Recommendations for Core Curriculum	http://www.ccccd.edu/review/documents/core_curriculum_recommend.pdf
Reference 2: THECB Core Curriculum Defining Characteristics:	http://www.ccccd.edu/review/snapshots/CR7_Ref2.html
Reference 3: CCCCD Catalog	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/pgs47-49_2003-2004_Catalog.pdf • http://www.ccccd.edu/review/documents/pgs73-74_2003-2004_Catalog.pdf

SOURCE	LOCATION
Reference 4: CCCC Professionally Accredited Programs	http://www.ccccd.edu/review/snapshots/Professional_Accreditations_ccccd.html
Reference 5: Guidelines for Instructional Programs in Workforce Education	http://www.ccccd.edu/review/documents/Workforce_Chap3_Pgs7-10.pdf
Reference 6: Course Equivalency and Substitution in CCCC Academic Programs	Available in Hardcopy only in, Division Dean and Academic Affairs + Transfer Programs Offices

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) provides instruction for all coursework required for its degree programs at each level at which it awards degrees. Collin County Community College District has arrangements for select instruction to be provided by other institutions accredited by the Southern Association of Colleges and Schools (SACS) through the Virtual College of Texas ([References 1, 2](#)).

CCCCD also uses Dallas County Community College District's (DCCCD) (a SACS-accredited institution) telecourses, as a means of further enhancing student access to higher education via distance learning. These courses adhere to the Texas Higher Education Coordinating Board (THECB) general academic and workforce education guidelines ([References 3, 4, 5, 6](#)). DCCCD telecourses are reviewed by CCCC faculty members for content and currency before they are offered. While teaching telecourses, CCCC faculty members often provide supplemental instruction for the students.

CCCCD also provides clinical instruction for all its health programs: Nursing, Respiratory Care, Emergency Medical Services Professions, and Dental Hygienist. These clinicals are instructed by and under the direct instructional supervision of CCCCCD faculty members, but often are administered at area hospitals, dental clinics, and fire stations. CCCCCD has a contractual agreement with each of these clinical sites ([Reference 7](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: The Virtual College of Texas	http://www.ccccd.edu/review/documents/VCT_Guidelines.pdf
Reference 2: The Virtual College of Texas Memorandum of understanding	http://www.ccccd.edu/review/documents/VCT_Ltr_of_Understanding.pdf
Reference 3: THECB out of service area/distance learning guidelines	http://www.ccccd.edu/review/documents/CBRules_Chap4.pdf
Reference 4: CCCCCD Distance Education Report to THECB	http://www.ccccd.edu/review/documents/Institutional_Plan.pdf
Reference 5: THECB Academic Course Guide Manual, Distance Learning	http://www.ccccd.edu/review/documents/ACGM_2003_Pg17-18.pdf
Reference 6: Guidelines for Instructional Programs in Workforce Education	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Workforce_Chap2.pdf • http://www.ccccd.edu/review/documents/Workforce_Chap4.pdf
Reference 7: CCCCCD Clinical Sites and Sample Clinical Contract	http://www.ccccd.edu/review/documents/Clinical_Site_samples.pdf

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 8:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) employs approximately 200 full-time faculty and 550 part-time faculty, with approximately 47% of all contact hours being taught by full-time faculty members ([References 1, 2](#)). The District strives to maintain a 50/50 ratio of full-time to part-time faculty contact hours. This ratio has proved adequate for maintaining academic quality and consistency. The Noel-Levitz Student Satisfaction Inventory is administered to students each year ([Reference 3](#)). Students have expressed satisfaction with faculty in this report.

During Fall 2003, CCCCCD had an average class size of 22 students. Many workforce education class sections are consistently smaller than 22 students, and only a few transfer disciplines offer courses that routinely average more than 35 students per class. Some examples of these disciplines are History, Government, and Biology. CCCCCD administrators have determined that the District's ability to offer small classes also demonstrates the current number of qualified full-time and part-time faculty to be adequate.

The current ratio of full-time to part-time faculty has proved to be an adequate balance between the stability offered by full-time faculty and the valuable professional expertise that part-time faculty provide. The Dallas-Fort Worth metropolitan area has nine universities from which the District recruits part-time faculty and a local workforce dense with technology-industry personnel. This local population and workforce provide a rich environment for the continued recruitment of adequately prepared part-time faculty, from not only the metropolitan area, but also the surrounding counties.

Each fall, the Institutional Research Office gathers data which the academic deans use to recommend the employment of new full-time faculty. A thorough analysis of data, such as full-time/part-time ratios, numbers of students, contact

hours, and anecdotal information pertinent to the academic department, is presented to request new full-time faculty the following fall. The decision to finalize the anticipated positions requested by the deans for the following fall is made by the Vice President of Academic Affairs, Executive Vice President, Vice President of Administrative Services and Chief Financial Officer, Associate Vice President of Organizational Effectiveness and Human Resources, and the President. Announcements and advertisements are made by February for the following academic year. The College has added 47 full-time faculty positions during the last five years: 14 in 1999-2000, 7 in 2000-2001, 4 in 2001-2002, 10 in 2002-2003, and 12 in 2003-2004. Twenty-two additional faculty positions have been advertised for Fall 2004.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
<p>Reference 1: Official Commission Faculty Rosters</p>	<ul style="list-style-type: none"> • Academic and Personal Enhancement - http://www.ccccd.edu/review/documents/Roster_ACPE.pdf • Business and Computer Science - http://www.ccccd.edu/review/documents/Roster_BCS.pdf • Communications and Humanities - http://www.ccccd.edu/review/documents/Roster_CH.pdf • Developmental Education - http://www.ccccd.edu/review/documents/Roster_DE.pdf • Education - http://www.ccccd.edu/review/documents/Roster_EDUC.pdf • Engineering Technology - http://www.ccccd.edu/review/documents/Roster_ET.pdf • Fine Arts - http://www.ccccd.edu/review/documents/Roster_FA.pdf • Mathematics and Natural Sciences - http://www.ccccd.edu/review/documents/Roster_MNS.pdf • Social Sciences, Health and Public Services - http://www.ccccd.edu/review/documents/Roster_SSHPS.pdf

SOURCE	LOCATION
Reference 2: Full-time to Part-time Faculty Ratios	http://www.ccccd.edu/review/documents/headcount_Fall03.pdf
Reference 3: Noel-Levitz Student Satisfaction Inventory	http://www.ccccd.edu/review/snapshots/Noel_Levitz.html

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 9:

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The Collin County Community College District (CCCCD) Learning Resources Center (LRC) is a District-wide system ([Reference 1](#)) administered through (1) libraries at the Spring Creek, Preston Ridge, and Central Park campuses; (2) extensive online services for students and patrons, both on and off campus ([Reference 2](#)); (3) associated teaching, learning, and informational resources, including Media Services, the Teaching Learning Center, Distance Learning, the Alternative Learning Center, and Digital Media Workshops ([Reference 3](#)). For further discussion of the CCCCCD LRC, please refer to Comprehensive Standard P25.

CCCCD LRC facilities are available on three campuses ([Reference 4](#)). The Spring Creek Campus LRC is a 54,000 square foot building seating 400. The Central Park Campus LRC is 20,000 square foot complex seating 185. The Preston Ridge Campus LRC is a 10,000 square foot preliminary facility seating 140. A new 50,000 square foot Preston Ridge LRC will be occupied in October 2004.

The District libraries share over 150,000 volumes, subscribe to over 800 serials, offer 78 online databases, and provide electronic access to five thousand additional journals and 23,000 electronic books ([Reference 5](#)). Also available are 20,000 audiovisual items and 900 interactive multimedia CDs on workforce development topics. In 2002, the LRC Web site had over one-half million hits, and patrons used the online full-text collections to retrieve over 110,000 documents ([Reference 6](#)).

The LRC Faculty Survey of March 2003 ([Reference 7](#)) found that a majority of professors, across all divisions and District-wide, strongly agreed with the statements that the LRC sites have the books, journals, media, and computer equipment to serve their needs. District-wide, students agreed that the LRC sites

have the books, journals, media, and computer equipment needed to ensure success in their courses ([Reference 8](#)). CCCCD students ranked their libraries significantly higher than did other community college students state-wide in the Noel-Levitz 2-year College Student Satisfaction Inventory ([Reference 9](#)). This item received the highest positive response of any of the 95 items surveyed.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: LRC Web Site	http://www.ccccd.edu/review/snapshots/CR9_Ref1.html
Reference 2: Technical Services Annual Report on Holdings 2001/02	http://www.ccccd.edu/review/documents/CR9_Ref2.pdf
Reference 3: 2002/2003 LRC Annual Report	http://www.ccccd.edu/review/snapshots/CR9_Ref3.pdf
Reference 4: LRC Floor Plans	http://www.ccccd.edu/review/documents/CR9_Ref4.pdf
Reference 5: Texpress Courier Service	http://www.ccccd.edu/review/snapshots/CR9_Ref5.html
Reference 6: Texshare Card Program	http://www.ccccd.edu/review/snapshots/CR9_Ref6.html
Reference 7: LRC Faculty Survey 2003	http://www.ccccd.edu/review/snapshots/CR9_Ref7.pdf
Reference 8: LRC Student Survey 2003	http://www.ccccd.edu/review/documents/CR9_Ref8.pdf
Reference 9: Noel-Levitz 2-year college Student Satisfaction Inventory	http://www.ccccd.edu/review/snapshots/CR9_Ref9.html

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 10:

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) provides student support programs, services, and activities consistent with the College's mission to be "a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect" ([Reference 1](#)).

The Student Development Division, as well as other areas of the institution, provide such services while remaining consistent with the College's core values—a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity ([Reference 2](#)). CCCC student support programs sustain student learning in an integrated and collaborative manner. The Student Development mission statement, "We enrich students' lives and support their success, serving everyone with dignity and respect," ([Reference 3](#)) reflects the institutional commitment to enhance the total education of the student by providing activities, programs, and services that encourage the development and synthesis of personal values and principles required for success inside and outside the classroom.

The numerous CCCC student support programs, services, and activities are categorized and listed in a linked table ([Reference 4](#)). The table further links to individual Web pages. A review of these programs, services, and activities verifies their consistency with the College's mission and core values. The following outline serves as an illustration of how selected programs, services, and/or activities conform to the institutional mission and core values:

...developing skills

- Alternative Learning Centers (ALC)
- Math Labs
- Writing Centers
- Tutoring
- Developmental Education

...strengthening character

- Student Leadership Academy
- Recognized Student Organizations
- LULAC Youth Leadership Academy and Young Adult Council
- SPECTRUM: Student Ambassadors for Diversity

...challenging the intellect

- Emerging Scholars
- College Bound/ Concurrent High School Enrollment
- Center for Advanced Study in Mathematics and Natural Sciences (CASMNS)

...passion for learning

- Center for Scholarly and Civic Engagement
- Learning Communities
- CISCO Academy
- Learning Resource Centers
- Concurrent Enrollment Agreements
- Honors Institute
- Seniors Active in Learning (SAIL)

...service and involvement

- Service Learning
- Recognized Student Organizations
- Mentoring
- Honor Societies

... creativity and innovation

- Media Technology Services
- Student Life
- New Student Orientation
- Distance Learning Center
- Online Tutoring

...academic excellence

- Academic Advising
- ACCESS
- Testing Centers
- Admissions and Records Office
- Student Life
- American Sign Language Lab
- Academic and Personal Enhancement (ACPE) Classes
- Students on Academic Action Program (SOAAP)
- Support Services for Student Athletes

...dignity and respect

- Financial Aid
- Child Development Centers
- International Student Office
- NETWORKS
- PROMISE

...integrity

- Dean of Students Office
- Wellness Program
- Athletics

The CCCCD Student Handbook ([Reference 5](#)) provides the College community with an overview of support programs, services, and activities, as well as a calendar of events. In addition, the Handbook defines College procedures and the student code of conduct.

Comprehensive student support programs, services, and activities are housed at the Central Park Campus, the Preston Ridge Campus, and the Spring Creek Campus. In addition, appropriate services are available online and at off-site locations.

The CCCCD Student Development Division ([Reference 6](#)) consists of 11 departments:

- Academic Advising
- Testing
- Admissions and Records
- Financial Aid and Veteran's Affairs
- Career Services and Cooperative Work Experience
- Counseling Services
- Dean of Students
- Student Life
- Recruitment and Programs for New Students
- International Student Office
- ACCESS - Services for Students with Disabilities

Each year, the Student Development Division departments create individualized achievement indicators to support the District's Strategic Goals ([Reference 7](#)). The year-end divisional status report ([Reference 8](#)) is sent to Institutional Research, while each department reviews and assesses its individual goals.

Another accountability and planning measure relates directly to the Student Development Three Year Plan ([Reference 9](#)). This plan links the Student Development mission with academic, technology, budget, and institutional strategic planning.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 2: CCCCD Catalog:	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 3: CCCCD Student Development Mission Statement	http://www.ccccd.edu/review/snapshots/student_services_ccccd.pdf
Reference 4: Student Support Programs, Services, and Activities	http://www.ccccd.edu/review/documents/student-support-programs.html
Reference 5: CCCCD Student Handbook	http://www.ccccd.edu/review/documents/2003-2004_Student_Handbook.pdf
Reference 6: Student Development Web page	http://www.ccccd.edu/review/snapshots/student_services_ccccd.pdf

SOURCE	LOCATION
Reference 7: Student Development Strategic Goals and 2003-2004 Achievement Indicators	http://www.ccccd.edu/review/documents/StrategicPlan_StudentDev_2003-04.pdf
Reference 8: Student Development Year End Report — Strategic Goals and 2002-2003 Achievement Indicators	http://www.ccccd.edu/review/documents/StrategicPlan_StudentDev_2002-03_YREnd.pdf
Reference 9: Draft Student Development Three Year Plan	http://www.ccccd.edu/review/documents/StudentDev_Plan_2003-2006.pdf

COMPLIANCE AUDIT REPORT

CORE REQUIREMENT CR 11:

The institution demonstrates that it has a sound financial base and financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The institution provides the following financial statements: (a) an institutional audit (as distinct from a system wide or statewide audit) and management letter for the most recent fiscal year prepared by an independent certified public accountant or an appropriate 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).

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) adheres to sound financial planning and practices to ensure financial stability. The District's headcount has increased rapidly since its inception in 1985, with enrollment for Fall 2003 increasing 4.9% over Fall of 2002. The expectation is for similar growth over the next 2-3 years.

Finances

The CCCCCD Board of Trustees policy requires, as a minimum fund balance, 25% of the current year budgeted Unrestricted Total Educational and General Expenditures, excluding Auxiliary, Grants and Contracts, Non-mandatory Transfers, Contingency, Renewal and Replacement, and Stabilization of Maintenance and Operations, be held in reserve ([Reference 1](#)). Reflecting the investment community's increasing confidence in the financial status of CCCCCD, Standard and Poors Corporation and Moody's Investors Service, Inc., upgraded CCCCCD to the AAA/Aaa rating respectively on \$20 million Limited Tax Improvement Bonds, Series 2002. This rating is the highest available, and only 15 such rated political subdivisions exist among all of the counties, cities, school districts, and community colleges in the state of Texas.

Financial Reports

The Collin County Community College District (CCCCD) issues a Comprehensive Annual Financial Report (CAFR) at the end of each fiscal year, which is audited by an external audit firm, currently KPMG LLP ([References 2, 3, 4](#)). The external audit firm issues a management letter as part of the annual audit ([References 5, 6, 7](#)). In addition to the Independent Auditors' Report and Management's Discussion and Analysis, the CAFR also includes the Basic Financial Statements (Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and Statement of Cash Flows, and Notes to Financial Statements), the Texas Higher Education Coordinating Board (THECB) Supplemental Schedules (Schedule of Detailed Operating Revenues, Schedule of Operating Expenses and Capital Outlay by Function & Natural Classifications, and Schedule of Discounted Tuition, Fees, and Other Student Charges).

For the past six years CCCCCD has received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada for achievement of the highest standards in government accounting and financial reporting.

In addition to the District's Comprehensive Annual Financial Report (CAFR) the following schedules (for the three fiscal years, 2001, 2002 and 2003) substantiate the District's sound financial base and financial stability.

- Statement of Net Assets ([Reference 8](#))
- Schedule of Fund Assets and Liabilities (Unrestricted and Auxiliary Funds) – unaudited ([Reference 9](#))
- Schedule of Current Funds Revenue, Expenditures and other changes – unaudited ([Reference 10](#))
- Statement of Net Assets (Restricted and Unrestricted Net Assets) – unaudited ([Reference 11](#))
- Statement of Net Assets for Unrestricted and Auxiliary – unaudited ([Reference 12](#))

Resources

The District has adequate physical resources, as evidenced by three campuses and The Center for Professional and Economic Development, totaling approximately 995,000 square feet and 332 acres. Classroom and laboratory requirements are reviewed and expanded as necessary to meet enrollment growth. The District is currently involved in major expansion programs at the Preston Ridge and Spring Creek Campuses.

Budget Development

The CCCCDC budget development process is outlined in the Budget Development Manual for 2003-2004 ([Reference 13](#)). Budget Development training workshops are held during the year, and department heads are required to attend prior to the development of the budget. The Institutional Effectiveness and the Strategic Goals of CCCCDC were the foundation emphasis for the budget preparation process for 2003 – 2004.

The budget development process begins with each cost center manager receiving a base allocation. The original allocations are developed to support the District's mission and strategic goals. The Technology Planning Equipment Replacement Plan provides the schedule for the replacement of instructional personal computers and related equipment ([Reference 14](#)). Funds are also set aside for the renewal and replacement of facilities and equipment in accordance with the Facilities Renewal and Replacement Schedule ([Reference 15](#)). Budget Hearings are held in June of each fiscal year, and all budget items are reviewed and justified with each department head ([References 16, 17, 18, 19](#)). The Board of Trustees Budget Committee reviews the budget, and a recommendation is then made to the CCCCDC Board for approval. Upon approval from the Board of Trustees, the approved Budget is distributed to the cost center managers ([References 20, 21, 22](#)).

Additional budget training is required of staff during the budget year, including Budgeting Adjustment Training. The responsible Dean or Department Head must approve all budget modifications. The system also checks for availability of funds prior to transfer, reallocation, or decreases in budgeted accounts. A midyear budget is established and approved by the Board of Trustees allowing revisions to be made to the original budget. Budget variances are investigated and corrected monthly by the cost center managers and the Business Office.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Unrestricted Current Funds Minimum Fund Balance Calculation	http://www.ccccd.edu/review/documents/current_funds_minimum.pdf
Reference 2: Comprehensive Annual Financial Report – 2001	http://www.ccccd.edu/review/documents/CAFR S2001.pdf
Reference 3: Comprehensive Annual Financial Report – 2002	http://www.ccccd.edu/review/documents/CAFR S2002.pdf

SOURCE	LOCATION
Reference 4: Comprehensive Annual Financial Report – 2003	http://www.ccccd.edu/review/documents/CAFRS2003.pdf
Reference 5: Management Letter from External Auditor for fiscal year ended 2001	http://www.ccccd.edu/review/documents/Mgmt_Letter_2001.pdf
Reference 6: Management Letter from External Auditor for fiscal year ended 2002	http://www.ccccd.edu/review/documents/Mgmt_Letter_2002.pdf
Reference 7: Management Letter from External Auditor for fiscal year ended 2003	http://www.ccccd.edu/review/documents/Mgmt_Letter_2003.pdf
Reference 8: Statement of Net Assets for FY2001, FY2002, FY2003	http://www.ccccd.edu/review/documents/net_assets.pdf
Reference 9: Schedule of Fund Assets and Liabilities (Unrestricted and Auxiliary Funds) - unaudited for FY2001, FY2002, FY2003	http://www.ccccd.edu/review/documents/fund_assets_liabilities.pdf
Reference 10: Schedule of Current Funds Revenues, Expenditures and Other Changes - unaudited for FY2001, FY2002, FY2003	http://www.ccccd.edu/review/documents/current_funds.pdf
Reference 11: Statement of Net Assets (Restricted and Unrestricted Net Assets) - unaudited for FY2001, FY2002, FY2003	http://www.ccccd.edu/review/documents/net_assets_restricted.pdf
Reference 12: Statement of Net Assets (Unrestricted and Auxiliary) - Unaudited for fiscal year ended 2001	http://www.ccccd.edu/review/documents/net_assets_unrestricted.pdf
Reference 13: Budget Development Manual 2003 - 2004	http://www.ccccd.edu/review/documents/BudgetDev_2003-2004.pdf
Reference 14: Technology Planning Equipment Replacement Plan	http://www.ccccd.edu/review/documents/ERP.pdf

SOURCE	LOCATION
Reference 15: Facilities Renewal and Replacement Schedule (Fall 2002 – Spring/Summer 2005)	http://www.ccccd.edu/review/documents/facility_replace_schedule.pdf
Reference 16: Proposed Annual Budget for fiscal year ended 2002	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2001-2002.pdf
Reference 17: Proposed Annual Budget for fiscal year ended 2003	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2002-2003.pdf
Reference 18: Proposed Annual Budget for fiscal year ended 2004	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2003-2004.pdf
Reference 19: Multi-Year Budget FY 2003 – 2005	http://www.ccccd.edu/review/documents/Multi-year_Budget_2003-2005.pdf
Reference 20: Board minutes showing approval of Annual Budget for fiscal year 2002	http://www.ccccd.edu/review/documents/20010828_BoardMinutes.pdf
Reference 21: Board minutes showing approval of Annual Budget for fiscal year 2003	http://www.ccccd.edu/review/documents/20020827_BoardMinutes.pdf
Reference 22: Board minutes showing approval of Annual Budget for fiscal year 2004	http://www.ccccd.edu/review/documents/20030826_BoardMinutes.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M1:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) has a clearly defined and published mission statement that is approved by the Board of Trustees, is periodically reviewed by the Board, and is communicated to all College employees, students, and community patrons.

The mission statement is published in the CCCCCD Catalog ([Reference 1](#)), the CCCCCD Faculty Resource Guide ([Reference 2](#)), the CCCCCD Procedures and Guidelines for Faculty and Staff ([Reference 3](#)), and on the CCCCCD Web site ([Reference 4](#)).

The College's mission statement has undergone five revisions since the District was formed in 1985. Each change to the mission statement reflected changes in the scope and operation of the District as it grew. The original mission statement was adopted by the Founding Committee in September 1984, even before the April 6, 1985, referendum passed which officially formed the District. In December 1985, the mission statement underwent a minor revision and was adopted by the Board of Trustees. Prior to opening the District's second campus in the fall of 1988, the mission statement was revised based on recommendations of faculty and staff. The Board of Trustees adopted the third mission statement in August 1988.

In 1992, the College began an institutional self-study in preparation for a reaffirmation of accreditation visit in 1994. Faculty and staff thoroughly reviewed the mission statement and recommended changes that were adopted by the Board of Trustees in September 1992.

During fiscal year 2001, at the direction of the CCCC Board of Trustees, the President appointed a task force to ensure that the District's mission statement reflects the institution's current role within its service area and to ensure that the District's mission statement complies with all legal requirements of the State of Texas ([Reference 5](#)). The group made recommendations for revising the District's mission in early 2001 that were adopted as local Board policy.

The CCCC Board of Trustees, at its regular meeting on May 22, 2001, approved a new mission statement, a philosophy and purpose statement, and a statement of core institutional values based on the group's recommendations ([Reference 6](#)).

Mission Statement

Collin County Community College District is a student- and community-entered institution committed to developing skills, strengthening character, and challenging the intellect.

Philosophy and Purpose Statement

Through its campuses, centers, and programs, Collin County Community College District fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the CCCC Board of Trustees and/or the laws of the State of Texas.

Core Values

We have a passion for:

- Learning
- Service and Involvement
- Creativity and Innovation
- Academic Excellence
- Dignity and Respect
- Integrity

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 2: CCCCD Faculty Resource Guide	http://www.ccccd.edu/review/documents/pg5_2003-2004_FRG.pdf
Reference 3: CCCCD Procedures and Guidelines for Faculty and Staff	http://www.ccccd.edu/review/snapshots/college_overview_ccccd.html
Reference 4: CCCCD Web site	http://www.ccccd.edu/review/snapshots/mission_statement_ccccd.html
Reference 5: Texas Association of School Boards (TASB) Policy: #AD(LEGAL)-PJC: Educational Role and Mission, Purpose, and Responsibility	http://www.ccccd.edu/review/snapshots/CSM1_Ref5.html
Reference 6: Minutes of the CCCCD Board of Trustees' meeting, May 22, 2001	http://www.ccccd.edu/review/documents/20010522_BoardMinutes.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M2:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

By Texas state statute ([Reference 1](#)) the nine-member governing board of Collin County Community College District (CCCCD) is responsible for selection and evaluation ([Reference 2](#)) of the chief executive officer (President). The college has had two presidents since its formation in 1985.

In 1999, faculty, administrators, staff, and students participated in the selection process of the current President through a series of interviews on campuses throughout the District ([Reference 3](#)). The Board of Trustees selected the President, based on input from the college community, as well as personal interviews and background and reference checks. The President works under a contract approved by the Board ([Reference 4](#)).

The Board conducts an annual written evaluation of the President's performance ([References 5, 6](#)), which is discussed with him during executive session and confirmed at a regular meeting of the Board of Trustees ([References 7, 8](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards (TASB) Policy Manual, #BBA(Legal)PJC, Board Legal Status: Powers, Duties, Responsibilities	http://www.ccccd.edu/review/snapshots/CSM2_Ref1.html
Reference 2: CCCCCD Board Policy Manual: #BFD(Local) X-College President: Evaluation	http://www.ccccd.edu/review/snapshots/CSM2_Ref2.html

SOURCE	LOCATION
Reference 3: Documentation of the 1999 CCCCD Presidential Search	Human Resources Office at Courtyard Center
Reference 4: CCCCD Employment Contract for the President	Human Resources Office at Courtyard Center.
Reference 5: Completed CCCCD Performance Evaluation of the President	Human Resources Office at Courtyard Center
Reference 6: Blank CCCCD Presidential Performance Evaluation Form 2002-2003	http://www.ccccd.edu/review/documents/CSM2_Ref6.pdf
Reference 7: Board Agenda Item on President's Evaluation June 25, 2002	http://www.ccccd.edu/review/documents/20020625_BoardMinutes.pdf
Reference 8: CCCCD Board Agenda Item on President's Evaluation September 23, 2003	http://www.ccccd.edu/review/documents/20030923_BoardMinutes.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M3:

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

- 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.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

a. The legal authority for determining the District's legal mission is identified within the Collin County Community College District (CCCCD) Board Policy Manual, with the legal mission as follows:

"The College shall be a two-year institution primarily serving its local taxing district and service area and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. The College shall insist on excellence in all academic areas—instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of the College, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue" ([Reference 1](#)).

The Board of Trustees has final authority for establishing the District's operational mission. The current operational mission statement was approved by the Board of Trustees on May 22, 2001 ([Reference 2](#)). The District's organizational structure serves as evidence of operational control ([Reference 3](#)).

b. The fiscal stability of the institution is identified by Section C - Business and Support Services of the CCCCCD Board Policy Manual ([Reference 4](#)).

c. The District has no affiliated corporate entities, but it manages the following Auxiliary Services:

- Athletics
- Bookstores
- Childcare Centers
- Dance and Athletic Camps
- Facilities Rentals
- Fitness Centers
- Food Services
- Motor Pool
- Vending

Since no specific reference to the operations of Auxiliary Services is contained in statutes related to Texas Community Colleges (except for Section CQ of the Board Policy Manual) ([Reference 5](#)), the legal authority for the operation can be referenced within the CCCCD Board Policy Manual:

“All authority not vested by the laws of the state in the Coordinating Board or in the Central Education Agency shall be reserved and retained locally in the District or in the Board as provided in the laws applicable” ([Reference 6](#)).

d. The CCCCD Foundation was formed to support the District through fund-raising activities. The relationship between the CCCCD (District) and the Collin County Community College District Foundation is clearly determined in the “Letter of Understanding” ([Reference 7](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards (TASB) Policy Manual, College Mission and Purpose #AD (Legal) PJC	http://www.ccccd.edu/review/snapshots/CSM3_Ref1.html
Reference 2: Minutes of the CCCCD Board of Trustees' Meeting May 22, 2001	http://www.ccccd.edu/review/documents/20010522_BoardMinutes.pdf
Reference 3: Organizational Chart	http://www.ccccd.edu/review/OrgCharts/President.html
Reference 4: Texas Association of School Boards Policy Manual, Business and Support Services	http://www.ccccd.edu/review/snapshots/TASB_C.html

SOURCE	LOCATION
Reference 5: Texas Association of School Boards Policy Manual, District Auxiliary Enterprises, #CQ(H) (Legal) PJC	http://www.ccccd.edu/review/snapshots/CSM3_Ref5.html
Reference 6: Texas Association of School Boards Policy Manual, Board Legal Status: Powers, Duties, Responsibilities #BAA (Legal) PJC	http://www.ccccd.edu/review/snapshots/CSM3_Ref6.html
Reference 7: Letter of Understanding	http://www.ccccd.edu/review/documents/Letter_Understanding.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M4:

The board has a policy addressing conflict of interest.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) Board of Trustees has several policies that address conflicts of interest that may arise in the course and scope of the District's operations. Conflicts of interest of Board members are defined by the State of Texas legislature, which provides guidance in areas such as disclosure of interest in businesses, investments, and properties; misuse of public office; nepotism (including employment by the College of a Board Member's relatives); and gifts/bribery ([Reference 1](#)). The Board has also adopted a Code of Ethics that establishes each Board member's commitment to ethical decision-making ([Reference 2](#)). Training for new members of the CCCCCD Board of Trustees includes a discussion of the Board's policies and state laws related to conflicts of interest ([Reference 3](#)). The CCCCCD Board documents its compliance with conflict of interest policies through published Board Minutes ([References 4, 5, 6, 7](#)).

Potential conflicts of interest by staff, faculty, and administrators are addressed through local Board policy, as well as by state law, covering such areas as intellectual property rights; gifts/bribery; ethics in investment transactions by staff on behalf of the district; appropriate use of college resources; students as clients; outside employment; and financial or business interests that would be in conflict with the interests of the College ([References 8, 9, 10](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards Policy Manual, #BBFA (Legal), Ethic: Conflict of Interest	http://www.ccccd.edu/review/snapshots/CSM4Ref1.html
Reference 2: CCCCCD Board Policy Manual, #BBF (Local), Board Members: Ethics	http://www.ccccd.edu/review/snapshots/CSM4Ref2.html

SOURCE	LOCATION
Reference 3: Texas Association of School Boards Policy Manual, #BBD (Legal), Board Members: Orientation	http://www.ccccd.edu/review/snapshots/CSM4_Ref3.html
Reference 4: CCCCD Board of Trustees Meeting Minutes – January 28, 2003	http://www.ccccd.edu/review/documents/20030128_BoardMinutes.pdf
Reference 5: CCCCD Board of Trustees Meeting Minutes – February 22, 2000	http://www.ccccd.edu/review/documents/20000222_BoardMinutes.pdf
Reference 6: CCCCD Board of Trustees Meeting Minutes – February 24, 1998	http://www.ccccd.edu/review/documents/19980224_BoardMinutes.pdf
Reference 7: CCCCD Board of Trustees Meeting Minutes – February 18, 1997	http://www.ccccd.edu/review/documents/19970218_BoardMinutes.pdf
Reference 8: Texas Association of School Boards Policy Manual, #DBD (Legal), Employment Requirements and Restrictions: Conflict of Interest	http://www.ccccd.edu/review/snapshots/CSM4_Ref8.html
Reference 9: CCCCD Board Policy Manual, #DBD (Local), Employment Requirements and Restrictions: Conflict of Interest.	http://www.ccccd.edu/review/snapshots/CSM4_Ref9.html
Reference 10: CCCCD Board Policy Manual, #CAK (Local), Appropriations and Revenue Sources: Investments	http://www.ccccd.edu/review/documents/InvestmentDisclosure2003.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M5:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District Board of Trustees has policies regarding ethics, conflict of interest, and academic freedom that ensure it operates and makes decisions regarding the College without undue influence from political, religious, or other external bodies ([References 1, 2, 3](#)).

Board members are active in local communities as evidenced by their affiliations listed on their brief resumes ([Reference 4](#)). When Trustees are elected, they sign an Oath of Office ([Reference 5](#)) and a notarized Statement of Elected Officer ([Reference 6](#)) affirming that they have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election. In the event of a real or perceived influence from political, religious or other external bodies, individual Board members may recuse themselves from discussion or voting. Examples of such action can be found in Board minutes ([Reference 7](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards (TASB) Policy, Board Members, Ethics: #BBF(LOCAL)-AJC	http://www.ccccd.edu/review/snapshots/CSM5_Ref1.html
Reference 2: Texas Association of School Boards (TASB) Policy, Ethics: Conflict of Interest: #BBFA(LEGAL)-LJC	http://www.ccccd.edu/review/snapshots/CSM5_Ref2.html

SOURCE	LOCATION
Reference 3: Texas Association of School Boards (TASB) Policy, Miscellaneous Instruction Policies, Academic Freedom: #EJA(LOCAL)-X	http://www.ccccd.edu/review/snapshots/CSM5_Ref3.html
Reference 4: CCCCD Board of Trustees Affiliations	http://www.ccccd.edu/review/documents/board_affiliations.html
Reference 5: Oath of Office	http://www.ccccd.edu/review/documents/oath_of_office.pdf
Reference 6: Statement of Elected Officer	http://www.ccccd.edu/review/documents/elected_officer.pdf
References 7: CCCCD Board Minutes, Examples of recusals	<ul style="list-style-type: none"> • Board Minutes Feb. 18, 1997 - http://www.ccccd.edu/review/documents/19970218_Board_Minutes.pdf • Board Minutes Feb. 24, 1998 - http://www.ccccd.edu/review/documents/19980224_Board_Minutes.pdf • Board Minutes Feb. 22, 2000 - http://www.ccccd.edu/review/documents/20000222_Board_Minutes.pdf • Board Minutes Jan. 28, 2003 - http://www.ccccd.edu/review/documents/20030128_Board_Minutes.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M6:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

As required in Texas state statute ([Reference 1](#)) and in the Texas Constitution, "Board members may be removed from Board membership for incompetency, official misconduct, intoxication on or off duty caused by drinking an alcoholic beverage (but not if it was caused by drinking such beverage on the direction and prescription of a licensed physician), or conviction by a jury for any felony or for misdemeanor official misconduct." "Official misconduct" includes conviction of an offense relating to violation of purchase procedures.

"Actions for removal of Board members must be brought before the judge of the district court holding jurisdiction, except that any court convicting a Trustee of a felony or official misconduct shall order immediate removal."

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards (TASB) Policy: #BBC(LEGAL)-AJC, Board Members: Vacancies and Removal from Office	http://www.ccccd.edu/review/snapshots/CSM6_Ref1.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M7:

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.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District Board of Trustees has a clearly defined role and responsibility to provide policy direction for the District ([Reference 1](#)). This responsibility is established in the Texas Education Code and is followed by the Board and the College administration ([Reference 2](#)). All actions taken and decisions made by the Board of Trustees, including policy actions, are documented in Board meeting minutes ([Reference 3](#)).

Additionally, administrators and faculty members have written job descriptions ([References 4, 5](#)), which outline the various levels of responsibility for administering and implementing policy within the District's organizational structure ([Reference 6](#)). An example of the practical application of this standard is through the Curriculum Advisory Board process, which involves faculty in reviewing all proposed new academic programs and making recommendations to the Vice President of Academic Affairs. Programs approved by the President are presented for the final decision, which is clearly defined as the responsibility of the Board of Trustees. ([Reference 7](#))

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards Policy Manual, #BAA (Legal), Board Legal Status: Powers, Duties, Responsibilities	http://www.ccccd.edu/review/snapshots/CSM7Ref1.html
Reference 2: CCCCD Board Policy Manual, #BE (LOCAL), Policy and Bylaw Development	http://www.ccccd.edu/review/snapshots/CSM7Ref2.html

SOURCE	LOCATION
Reference 3: CCCC 2003 Board of Trustees Meeting Minutes	http://www.cccd.edu/review/documents/2003_Board_Minutes.pdf
Reference 4: Vice President of Academic Affairs Job Description	<ul style="list-style-type: none"> • http://www.cccd.edu/review/documents/Job_Descriptions_Admin.pdf • For an entire listing of Administrative Position Descriptions, please go to http://iws2.cccd.edu/hr/jobdesadmin.htm
Reference 5: Professor, History Job Description	<ul style="list-style-type: none"> • http://www.cccd.edu/review/documents/Job_Description_Faculty.pdf • For an entire listing of Faculty Position Descriptions, please go to http://iws2.cccd.edu/hr/jobdesfaculty.htm
Reference 6: CCCC Administrative Organizational Chart	http://www.cccd.edu/review/OrgCharts/President.pdf
Reference 7: Curriculum Advisory Board Procedures, Chapter 4	http://www.cccd.edu/review/documents/CD_Manual.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M8:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College (CCCCD) clearly defines its organizational structure and publishes and maintains its organization chart ([Reference 1](#)) for reference by employees, students, and members of the community. Within that structure, authority is granted to members of the District's Leadership Team and College administrators to implement Board policy and regulations established by the CCCC Board of Trustees ([Reference 2](#)).

The District's Leadership Team is comprised of the nine senior positions reporting directly to the President, including the Executive Vice President, Vice President of Academic Affairs, Vice President of Administrative Services/Chief Financial Officer, Vice President of Student Development, Provost of Central Park Campus, Provost of Preston Ridge Campus, and Provost of Spring Creek Campus, Associate Vice President of Organizational Effectiveness and Human Resources, and the Executive Director of Development and Foundation.

In addition, position descriptions ([Reference 3](#)) for each College administrator clearly define and document the respective responsibilities to direct and administer assigned programs and functions. These job descriptions are accessible to College employees and visitors on the CCCC Human Resources Web site.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Organization Chart	http://www.cccd.edu/review/OrgCharts/President.pdf
Reference 2: TASB Board Policy Manual #BAA (Legal), BOARD LEGAL STATUS: POWERS, DUTIES, RESPONSIBILITIES	http://www.cccd.edu/review/snapshots/CSM8Ref2.pdf

SOURCE	LOCATION
Reference 3: Vice President of Academic Affairs Job Description	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Job_Descriptions_Admin.pdf • For an entire listing of Administrative Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesadmin.htm

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M9:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) employs approximately fifty (50) administrative and academic officers. These administrators are qualified and competent, and have the capacity to lead the College toward fulfilling its mission and accomplishing its goals. Each incumbent holds the requisite combination of academic preparation and professional work experience, as defined in the appropriate position description ([Reference 1](#)).

Thorough employment/hiring policies and practices ([References 2, 3](#)) help the District ensure that positions are filled with individuals who have the capacity to perform successfully the essential functions of the position. The foundation of the process is the development of job descriptions that identify the skills, academic preparation, and experience requirements ([Reference 4](#)).

The CCCC CD Web-based employment application system with HRsmart ([Reference 5](#)) builds on that foundation by publicizing the open positions and automatically forwarding for consideration by search committees and hiring supervisors those candidates who meet the academic and experience requirements established in the job descriptions and job announcements. Extensive interview processes and detailed reference checks further ensure that candidates selected for positions have appropriate preparation to be successful.

After appointment, the competence of each administrator to continue in the assigned leadership role is assured through annual performance appraisals and a review of goals accomplished ([Reference 6](#)).

The District also provides many opportunities for on-going professional growth and development of its administrators to ensure currency of knowledge and skills, and to further develop and expand their capacity and ability to meet the changing needs of the District. These opportunities include on-campus professional development and supervisory workshops ([Reference 7](#)),

a tuition reimbursement plan for job-related courses ([Reference 8](#)), and professional leave and funding to attend appropriate conferences and seminars ([Reference 9](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Roster of the Leadership Team and Administrators with links to resumes	http://www.ccccd.edu/review/resumes/LT_Admin.html
Reference 2: CCCCD Board of Trustees Policy Manual, #DC (Local), Hiring Practices	http://www.ccccd.edu/review/snapshots/CSM9_Ref2.html
Reference 3: CCCCD Search Committee Guidelines	http://www.ccccd.edu/review/documents/Search_Committee_Guidelines.pdf
Reference 4: Vice President of Academic Affairs Job Description	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Job_Descriptions_Admin.pdf • For an entire listing of Administrative Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesadmin.htm
Reference 5: CCCCD Web-based Employment Application System (HRsmart)	http://www.ccccd.edu/review/snapshots/ccccd_hrdpt_com.pdf
Reference 6: Blank Staff & Administrative Performance Evaluation form	http://www.ccccd.edu/review/documents/Evaluation_Staff_Admin.pdf
Reference 7: Professional Development Opportunities	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/snapshots/ProfDev_ccccd.pdf • http://www.ccccd.edu/review/documents/profdevSpring2004.pdf
Reference 8: Tuition Reimbursement Program	http://www.ccccd.edu/review/documents/Tuition_Reimbursement.pdf
Reference 9: Professional Leave and Travel Process	http://www.ccccd.edu/review/documents/Professional_Leave.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M10:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) policies regarding appointment and employment of faculty and staff are clearly defined in legal references through the CCCCCD Board of Trustees policies ([References 1, 2, 3, 4](#)) relating to equal employment opportunity, verification of employment eligibility, new employee reporting requirements of the state, recruiting and hiring processes, employment contracts, and non-contract, at-will employment. Recruiting and hiring guidelines are also published on the Human Resources Web site under CCCCCD Procedures and Guidelines for Faculty and Staff. These include Search Committee Guidelines, Staff Employee Selection Guidelines, and the Affirmative Employment Plan ([References 5, 6, 7](#)).

These policies and guidelines clearly identify and define the employment processes used by the District to fill the many positions available within the College each year. They are designed to help the College conduct its hiring processes in a manner consistent with applicable federal and state laws and are implemented to assist the District in hiring individuals who are well qualified and skilled to help the District meet its strategic goals and to fulfill its mission.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Association of School Boards Policy Manual, #DAA (Legal), Employment Objectives: Equal Employment Opportunity	http://www.ccccd.edu/review/snapshots/CSM10_Ref1.html
Reference 2: Texas Association of School Boards Policy Manual, #DC (Legal), Hiring Practices	http://www.ccccd.edu/review/snapshots/CSM10_Ref2.html

SOURCE	LOCATION
Reference 3: CCCC Board Policy Manual, #DC (Local), Hiring Practices	http://www.ccccd.edu/review/snapshots/CSM10_Ref3.html
Reference 4: Texas Association of School Boards Policy Manual, #DDC (Legal), Contract and Non-contract Employment: Non-contract Employment	http://www.ccccd.edu/review/snapshots/CSM10_Ref4.html
Reference 5: CCCC Search Committee Guidelines	http://www.ccccd.edu/review/documents/search_committee_guidelines.pdf
Reference 6: CCCC Staff Employee Selection Guidelines	http://www.ccccd.edu/review/documents/employee_selection_guidelines.pdf
Reference 7: CCCC Affirmative Employment Plan	http://www.ccccd.edu/review/documents/AEP.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M11:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) Leadership Team is comprised of the nine senior positions reporting directly to the President, including the Executive Vice President, Vice President of Academic Affairs, Vice President of Administrative Services/Chief Financial Officer, Vice President of Student Development, Provost of Central Park Campus, Provost of Preston Ridge Campus, Provost of Spring Creek Campus, Associate Vice President of Organizational Effectiveness and Human Resources, and the Executive Director of Development and Foundation.

Administrators and members of the District's Leadership Team are evaluated annually ([References 1, 2](#)) related to both performance of the essential functions of their respective positions and accomplishment of established goals. This process is described in the CCCCCD Procedures and Guidelines for Faculty and Staff ([Reference 3](#)) and in CCCCCD Board of Trustees Policy. ([Reference 4](#))

Desired outcomes of the performance appraisal process include: a) promoting the growth and development of administrators; b) acknowledging strengths; c) developing action plans for strengthening skills and improving performance; and d) building administrative capacity within the institution.

Evaluation of the President is one of the statutory responsibilities of the CCCCCD Board of Trustees. Consistent with that authority, the President is evaluated annually by the Board of Trustees ([References 5, 6, 7](#)). The process includes evaluations by individual members of the Board that are collected by the Board Chairman who presents them to the President. The President meets with the Trustees in Executive session to receive their comments and evaluation. Evaluation results are discussed as an agenda item in a Board meeting. The President's evaluations are maintained in the Human Resources Office at the Courtyard Center, including the most recent evaluation, which was conducted in July 2003.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Blank Staff & Administrative Performance Evaluation form	http://www.ccccd.edu/review/documents/Evaluation_Staff_Admin.pdf
Reference 2: Blank Leadership Team Performance Evaluation form	http://www.ccccd.edu/review/documents/Evaluation_Executive.pdf
Reference 3: CCCCDD Procedures and Guidelines for Faculty and Staff, regarding the staff/administrative evaluation process	http://www.ccccd.edu/review/documents/Evaluation_Admin_Procedures.pdf
Reference 4: CCCCDD Board Policy Manual, #DLA (Local), Status of Employment: Evaluation	http://www.ccccd.edu/review/snapshots/CSM11_Ref4.html
Reference 5: Texas Association of School Boards (TASB) Policy Manual, #BAA (Legal), Board Legal Status: Powers, Duties, Responsibilities	http://www.ccccd.edu/review/snapshots/CSM11_Ref5.html
Reference 6: CCCCDD Board Policy Manual, #BFD (Local), College President: Evaluation	http://www.ccccd.edu/review/snapshots/CSM11_Ref6.html
Reference 7: CCCCDD Board of Trustees Evaluation of the President	http://www.ccccd.edu/review/documents/Evaluation_President.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M12:

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
☐ Partial Compliance
☐ Non-Compliance

The chief executive officer of Collin County Community College (CCCCD) has ultimate responsibility for the administrative and fiscal control over the intercollegiate athletic programs ([References 1, 2](#)). The President, who serves as chief executive officer, certifies the annual National Junior College Athletic Association (NJCAA) compliance document ([Reference 3](#)) and all athletic scholarship forms. The President has designated the Central Park Campus (CPC) Provost to oversee the day-to-day operations of the athletic program ([References 4, 5](#)).

In the fifteen years that CCCCCD has had intercollegiate athletics, internal audits ([Reference 6](#)) and assessments ([Reference 7](#)) have been conducted to review the procedures for travel, recruitment, insurance, physicals, financial aid, and eligibility.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCCD Organizational Chart	http://www.ccccd.edu/review/OrgCharts/President.pdf
Reference 2: President's Job Description	http://www.ccccd.edu/review/documents/Job_Descriptions_President.pdf
Reference 3: 2003 NJCAA Compliance Document	http://www.ccccd.edu/review/documents/NJCAA.pdf
Reference 4: CCCCCD Athletic Manual	http://www.ccccd.edu/review/documents/Athletic_Manual.pdf
Reference 5: 2003-2004 Athletic Budgets	http://www.ccccd.edu/review/documents/Athletic_Financials.pdf

SOURCE	LOCATION
Reference 6: Internal Audit of Athletics, 2000	http://www.ccccd.edu/review/documents/Athletic_Audit.pdf
Reference 7: 2002-2003 Athletics Program Evaluation Quality Enhancement Plan	http://www.ccccd.edu/review/documents/assessment_athletics.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M13:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Among the President's functions, as defined by the Collin County Community College (CCCCD) Board of Trustees in the President's job description ([Reference 1](#)), is the responsibility to "direct, review, and approve internal and external proposals, grants, and contracts submitted, identifying sources of funds to enhance the District's academic and service programs."

To reinforce this function, the District has developed procedures implemented through the Development Office, addressing both the approval of grant applications and proposed gifts ([References 2, 3](#)). All grant proposals requesting external funds must be approved by the President prior to submission. All gift proposals are reviewed by the CCCC Board of Trustees, and those recommended for acceptance are forwarded to the President for approval. Upon the President's recommendation, gifts of \$5,000 or more are presented by the President to the CCCC Board of Trustees.

To further ensure that the Chief Executive Officer has ultimate control of the institution's fund-raising activities, the Executive Director of the Development Office reports directly to the President. All strategic goals, programs, and activities related to fund-raising must be approved by the President.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: President's Job Description	http://www.ccccd.edu/review/snapshots/CSM13_Ref1.html
Reference 2: Foundation/Development Procedure Manual, "Grant Application Procedures" section	http://www.ccccd.edu/review/snapshots/CSM13_Ref2.html#GA
Reference 3: Foundation/Development Procedure Manual "Gift Acceptance Procedures" section	http://www.ccccd.edu/review/snapshots/CSM13_Ref3.html#GAP

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M14:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The Collin County Community College Foundation, Inc., (CCCCDF) was formally incorporated as a non-profit organization under Section 501 (C) (3) of the Internal Revenue Code in 1987. A “Letter of Understanding” between the Collin County Community College District (CCCCD) and the CCCCCDF, authorized and established on November 21, 1989, serves as a contractual agreement describing the relationship between the institution and the foundation ([Reference 1](#)). This document states that the CCCCCDF functions as an independent agency, separate and apart from the operations of the District.

The CCCCCDF is governed by an independent Board of Directors and, as authorized through the Texas Government Code and Texas Education Code ([Reference 2](#)), has been charged with the rights and responsibilities of assisting the District with the solicitation and management of external resources. All assets administered by the CCCCCDF are utilized exclusively for the benefit of the District and for fostering the mission of the District.

CCCCD also has a contractual agreement with the CCCCCDF Student Housing Foundation, Inc., for the lease of 5.3 acres of land located on the Spring Creek Campus ([Reference 3](#)). This property is the site of College Place Apartments, owned by the CCCCCDF Student Housing Foundation, Inc., for the sole purpose of providing CCCCCD students with convenient housing. The CCCCCDF Student Housing Foundation, Inc., is a separate, 501 (C) (3) non profit organization subsidiary of the CCCCCDF.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Letter of Understanding	http://www.ccccd.edu/review/documents/CSM14_Ref1.pdf
Reference 2: Texas Association of School Boards (TASB) CAM (LEGAL): Appropriations and Revenue Sources: Grants, Funds, Donations from Private Sources	http://www.ccccd.edu/review/snapshots/CSM14_Ref2.html
Reference 3: Land Lease between the Collin County Community College District and the CCCCD Foundation, Inc.	http://www.ccccd.edu/review/documents/CSM14_Ref3.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M15:

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

- ☐ Compliance
- X Partial Compliance
- ☐ Non-Compliance

The CCCC Board of Trustees policies regarding intellectual property clearly define ownership, licensing/copyright issues, and compensation/use of revenue resulting from the creation and production of intellectual property by College employees ([References 1, 2, 3](#)). In summary, intellectual properties developed solely by the employee, without support by the District, are owned by the employee. Those intellectual properties, developed with support by the District, are owned by the District. The ownership of all other intellectual properties resides with the District unless an agreement is established between the parties in advance of the production. Revenue generated from College-owned intellectual property is deposited into the District's general fund, which is the repository for all unrestricted revenue.

Justification and Explanation for Partial Compliance:

The CCCC Board of Trustees policies regarding intellectual property clearly define ownership, licensing/copyright issues, and compensation/use of revenue resulting from the creation and production of intellectual property by College employees. However, in preparing the District's response for this comprehensive standard, it was determined that the current CCCC Board of Trustees policies regarding intellectual property were not inclusive of students and that no other District policy existed that provided guidance regarding intellectual property created by students.

Action Plan for Compliance:

A new policy defining the intellectual property rights of students has been drafted ([Reference 4](#)) and will be considered in a "first reading" by the CCCC Board of Trustees at their February 2004 meeting.

Timetable for Compliance:

February 24, 2004	The draft policy regarding Student Copyright Compliance will be considered by the CCCC CD Board of Trustees in a “first reading.”
March 23, 2004	The policy regarding Student - Property Intellectual Property will be considered for adoption at the March 23, 2004, Board of Trustees meeting, barring any unforeseen delays.
March 24, 2004	CCCCD reasonably anticipates full compliance with this compliance standard by March 24, 2004.
May 1, 2004	Documentation of the District’s compliance, including a copy of the approved minutes of the March 24, 2004, CCCC CD Board of Trustees meeting and a copy of the approved policy, will be submitted to the Southern Association of Colleges and Schools (SACS) by May 1, 2004, following approval of the Board’s official minutes at the April 27, 2004 Board meeting. If approval by the Board of Trustees is delayed, the documentation noted above will be submitted to SACS within one week of the Board’s approval of the minutes documenting the approval of the new policy.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC CD Board of Trustees Policy Manual, #DBD (Local), Employment Requirements and Restrictions: Conflict of Interest	http://www.ccccd.edu/review/snapshots/CSM15_Ref1.html
Reference 2: CCCC CD Faculty Resource Guide	http://www.ccccd.edu/review/documents/Pg36-37_2003-2004_FRG.pdf
Reference 3: Texas Association of School Boards (TASB) Policy Manual, #DBD (Legal), Employment Requirements and Restrictions: Conflict of Interest	http://www.ccccd.edu/review/snapshots/CSM15_Ref3.html
Reference 4: Draft Student - Property Intellectual Property	http://www.ccccd.edu/review/documents/Student_Intellectual_Prop.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS M16:

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.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Expected outcomes for educational programs, administrative units, and educational support units are identified in the Collin County Community College District (CCCCD) planning process. CCCCCD adopted a new planning model four years ago with the arrival of a new President.

Under the new planning process (described in Core Requirement 5), an institutional-level triennial strategic plan is developed that focuses the District's efforts on a limited number of strategic goals. The first set of strategic goals under the new process was developed during 1999-2000 for fiscal years 2001-2003 ([Reference 1](#)).

The second three-year institutional strategic plan was developed during 2002-2003 for fiscal years 2004-2006 ([Reference 2](#)). Once the District's strategic goals are approved by the Board of Trustees, the institution and its academic and administrative support units develop annual achievement indicators (objectives) that describe intended operational outcomes in support of the District's mission and strategic goals ([Reference 3](#)). The system is designed to give administrators flexibility in division and unit-level planning. Units submit annual goals to the administration and the Institutional Research Office ([Reference 4](#)).

Units document the outcomes of operational goals each year in year-end status reports. In addition to the annual status reports, each unit undergoes a five-year evaluation process that documents linkages between each unit's performance, relative to its own and the District's mission, and achievement indicators. This process is detailed in the response to Core Requirement 5.

Learning outcomes are established for each educational program when it is first developed. The learning outcome component is an element of the CCCCCD program development process described in Comprehensive Standards [CS P1](#)

and [CS P2](#) and detailed in the Curriculum Advisory Board's (CAB) Curriculum Development Manual ([Reference 5](#)). Workforce education programs adhere to the learning outcomes stipulated in the Workforce Education Course Manual (WECM) at both the program and course levels ([Reference 6](#)).

As part of the program review process each five years, expected educational program outcomes are assessed, and, after analysis, evidence confirms the results are used to improve the program. A specific example of evaluation outcomes for an instructional program is provided ([Reference 7](#)).

Since no single instructional area has responsibility for the entire core curriculum, general education is evaluated outside the regular program evaluation processes. While the CAB has ongoing responsibility for review and approval of all curriculum changes, the General Education Outcomes (GEO) Forum was organized as a faculty committee to conduct a comprehensive review of and recommend changes in the CCCC general education core curriculum and to recommend a process for assessing and documenting student learning outcomes in the general education core curriculum. A detailed description of the GEO Forum's work is provided in the response to Comprehensive Standard [CS P15](#).

Documentation of Outcomes

CCCCD actual and expected outcomes are documented in its planning status reports at both mid-year ([Reference 8](#)) and year-end ([Reference 9](#)) at the institutional level, and year-end only at the program level. Based on review of the status reports, achievement indicators are annually added, extended, modified, or deleted. To provide specific illustration, a small subset of achievement indicators and their outcomes have been extracted from the District's 2002-2003 year-end status report ([Reference 10](#)). The entire year-end status reports for the District and for its divisions and programs are available ([Reference 11](#)) for more detailed review.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC 2001-2003 Strategic Goals	http://www.cccd.edu/review/documents/Achievement_Indicators_2003.pdf
Reference 2: CCCC 2004-2006 Strategic Goals	http://www.cccd.edu/review/documents/StrategicGoals_2004-2006.pdf
Reference 3: CCCC 2004-2006 District Plan	http://www.cccd.edu/review/documents/District_Plan_2004-2006.pdf

SOURCE	LOCATION
Reference 4: CCCCD 2003-2004 Division/Program/Department Operational Plans	http://www.ccccd.edu/review/documents//op_plans.html
Reference 5: CCCCD Curriculum Advisory Board	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 6: THECB Workforce Education Course Manual	http://www.ccccd.edu/review/documents/WorkForce_Chap3.pdf
Reference 7: Instructional Program Evaluation Example	http://www.ccccd.edu/review/documents/Assessment_Foreign_Lang.pdf
Reference 8: CCCCD 2002-2003 Strategic Plan District Mid-Year Status Report	http://www.ccccd.edu/review/documents/Achievement_Indicators_MidYR_2003.pdf
Reference 9: CCCCD 2002-2003 Strategic Plan District Year-End Status Report	http://www.ccccd.edu/review/documents/Achievement_Indicators_2003.pdf
Reference 10: CCCCD 2002-2003 Selected Examples of Outcomes from Goals and Achievement Indicators	http://www.ccccd.edu/review/documents/Selected_Outcomes_AI_2003.pdf
Reference 11: CCCCD 2002-2003 Division/Program/Department Year-End Status Reports	http://www.ccccd.edu/review/snapshots/YRend_index.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P1:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) faculty and administration share in the responsibility of curricular development for the District. The CCCCCD Board of Trustees and the Texas Higher Education Coordinating Board (THECB) have responsibility for program approval ([Reference 1](#)). Identification of possible new academic and technical programs and courses lies primarily with the Vice Presidents, Campus Provosts, Deans, and Department Chairs, as described in the Curriculum Development Manual ([Reference 2](#)).

To ensure that the curriculum is current and relevant to the knowledge and skills needed by employees to be successful in the workforce, College faculty and administrators work closely with universities, area businesses, and employment leaders serving on advisory committees ([Reference 3](#)).

Needs assessments are conducted prior to all new program development. For credit technical programs, an industry-based advisory committee is also utilized for the development and evaluation of program curriculum, long-range program planning, and the development of capstone experiences and employment opportunities for students.

Proposed changes to the credit curriculum at CCCCCD are reviewed by the Curriculum Advisory Board (CAB) ([Reference 4](#)). The CAB is comprised of faculty representatives from each division, who are appointed to serve 3-year rotating terms. The CAB is charged with reviewing all changes in curricula or Catalog listings, including the addition of new courses and programs in any division, and making recommendations to the Vice President of Academic Affairs.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Higher Education Coordinating Board Guidelines	http://www.ccccd.edu/review/snapshots/THECB.pdf
Reference 2: Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 3: Advisory Committee Minutes	http://www.ccccd.edu/review/documents/advisory.html
Reference 4: CCCCD Curriculum Advisory Board	http://www.ccccd.edu/review/snapshots/CAB_ccccd.html

b. As a part of the curriculum development process, learning outcomes are established for each program and course, in accordance with Texas Higher Education Coordinating Board (THECB) guidelines, CCCCD Curriculum Advisory Board (CAB) procedures, and the Curriculum Development Manual ([References 1, 2, 3](#)). This planning takes place through the course and program development process, described in Comprehensive Standard [CS P1a](#) and detailed in the CAB Curriculum Development Manual. Specific requirements are listed on the Request for New Program form ([Reference 4](#)). Workforce education programs and courses adhere to the learning outcomes stipulated in the THECB Guidelines for Instructional Programs (GIPWE) ([Reference 5](#)). In addition, learning outcomes are evaluated at the program level by each student's participation in a capstone course or experience, which demonstrates the student's achievement of learning outcomes in the program.

All expected learning outcomes and learning assessment methods are clearly identified in each course syllabus ([Reference 6](#)). These generic syllabi outline the general expected learning outcomes of each course. Faculty may also provide instructor syllabi, which provide greater course-section specifics. Faculty engage in regular evaluation of learning outcomes and of teaching and assessment methodologies to ensure that the needs of students, disciplines, transfer institutions, and the job market are met. This activity results in course revisions. Course syllabi are reviewed, and outcomes are updated as needed.

The General Education Outcomes (GEO) Forum ([Reference 7](#)) has conducted a comprehensive review of the CCCCD general education core curriculum and has recommended changes regarding the inclusion of specific core courses, as well as course and program learning outcomes. These recommendations are scheduled to take effect Fall 2004.

In addition, each academic program also undergoes a formal evaluation process every five years. These reports, assessments, evaluations, and formal evaluation processes enable the faculty and administration to adjust the program and learning outcomes in each academic program to best suit the needs of students and the community ([Reference 8](#)).

Annually the Institutional Research Office (IRO) reports to the Texas Legislative Budget Board the numbers of degrees and certificates awarded, the number of students who transfer to other institutions, licensure pass rates, course completion rates, percentage of contact hours taught by full-time and part-time faculty members, percentage of total expenditures comprised by administrative costs, percentage of students who pass the Texas Academic Skills Program Test after undergoing developmental education, percentages of students served who are academically or economically disadvantaged, and percentage of students served who come from ethnic minority backgrounds. This information is shared with the College community through the Deans' Council and the IRO Web site ([Reference 9](#))

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Higher Education Coordinating Board Guidelines	http://www.ccccd.edu/review/documents/Workforce_Chap4.pdf
Reference 2: CCCCD Curriculum Advisory Board (CAB)	http://www.ccccd.edu/review/snapshots/CAB_ccccd.html
Reference 3: CCCCD Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 4: CCCCD Request for New Program form	http://www.ccccd.edu/review/documents/NewProgram_Request.pdf
Reference 5: Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education Manual (GIPWE)	http://www.ccccd.edu/review/documents/Workforce_Chap3.pdf
Reference 6: CCCCD Generic Course Syllabi	http://www.ccccd.edu/review/snapshots/Syllabus_Depot_ccccd.pdf

SOURCE	LOCATION
Reference 7: General Education Outcomes Forum Recommendations	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Core_curriculum_recommend.pdf • http://www.ccccd.edu/review/documents/Learning_outcome_recommend.pdf
Reference 8: Program Evaluations	http://www.ccccd.edu/review/snapshots/IRO_Evaluation_ccccd.pdf
Reference 9: Institutional Research Office	http://www.ccccd.edu/review/snapshots/IRO_Index_ccccd.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P2:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The continuing education, outreach, and service programs of the Collin County Community College District (CCCCD) are consistent with the institution's mission to be a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect. Continuing Education (CE) and service programs are specifically addressed in the nine elements required by the Education Code in the State of Texas. They are highlighted in the College's mission and purpose statement, approved by the Board of Trustees on May 22, 2001 ([Reference 1](#)), and are included in the CCCC Catalog ([References 2, 3](#)) as follows:

"Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:

- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs."

Continuing Education accomplishes this purpose by developing new course offerings using the New Course Proposal Form ([Reference 4](#)) and by providing services that meet the needs of local business and industry, education and government entities, and members of the local community. The Continuing Education outreach and service programs also conform to state requirements outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE) ([Reference 5](#)) and Workforce Education Course Manuals (WECM) ([Reference 6](#)), as well as internal procedures included in the CCCC Catalog Development Manual ([Reference 7](#)).

Environmental scanning is conducted periodically to determine need for new programs and courses. Environmental scanning includes review of local workforce needs, various labor-related Web sites, the student evaluation of instruction ([Reference 8](#)), and the Continuing Education five-year review

([Reference 9](#)). Other College workforce development staff and administrators meet frequently with area business and industry leaders, as well as with economic development officers and chamber of commerce executives.

In order to meet workforce, economic, and community development needs, continuing education courses, as published in the CE Schedule of Classes ([Reference 10](#)), are offered at a variety of locations throughout the District: on-campus, on-line, and at business and industry locations. College credit programs and courses, as published in the Credit Schedule of Classes ([Reference 11](#)), are also offered on-campus, on-line, and via video, telecourse, and teleconference, as well as at local high schools and businesses as necessary to meet the needs of the community.

CCCCD also fulfills its mission to be a community-centered institution through various community outreach and service initiatives. The College hosts summits, workshops, and symposia on timely topics of community interest. The biennial economic summit is a partnership with Collin County and economic development corporations and chambers of commerce throughout the county designed to address topics of concern to the region ([Reference 12](#)). The College hosted an education summit in 2003 that brought together faculty and administrators from independent school districts, the community college, and local universities to discuss ways to make higher education more accessible for underrepresented minorities ([Reference 13](#)). Other symposia have dealt with women's leadership issues ([Reference 14](#)) and early childhood education concerns in the community.

Faculty host such outreach activities as the History Fair for local high school history students, A Day of Science for students in a local middle school, the Chinese Institute of Mathematics Competition, and an Electronic Design Competition to showcase student work to area businesses. Through cooperative work experience, internships, and practicums, CCCCCD students are provided with opportunities to gain practical experience in the community. Area business leaders serve on advisory committees and ensure that workforce development programs and curriculum meet business and industry needs ([Reference 15](#)).

The College has a nationally-recognized service learning program in which community service is linked with academic instruction ([Reference 16](#)). The emphasis is on critical, reflective thinking; problem-solving; social and personal development; and civic responsibility. Combining academics with community service provides a unique opportunity to put into practice principles that are taught in the classroom.

In addition to outreach efforts that benefit current and future students, CCCCCD also encourages participation from other facets of the community. The Seniors Active in Learning (SAIL) program is modeled after Elderhostel International and provides a forum for senior citizens to design educational opportunities of interest

to their organization ([Reference 17](#)). The College serves as a host for SAIL and provides administrative support for the group.

Finally, CCCCD values input from the community and seeks to involve the community in envisioning and planning activities. The Committee of 100, initially comprised of community leaders who helped start the College in 1984-85, now provides input on major goals for the College's strategic planning process.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Board of Trustees' meeting minutes, May 22, 2001	http://www.ccccd.edu/review/documents/20010522_BoardMinutes.pdf
Reference 2: CCCCD Catalog	http://www.ccccd.edu/review/documents/Pg12_2003-2004_Catalog.pdf
Reference 3: CCCCD Web site	http://www.ccccd.edu/review/snapshots/About_us_ccccd.html
Reference 4: CCCCD New Course Proposal Form	http://www.ccccd.edu/review/documents/CE_New_Course_Request.pdf
Reference 5: Guidelines for Instructional Programs (GIPWE)	http://www.ccccd.edu/review/snapshots/THECB_GIPWE2003.pdf
Reference 6: Workforce Education Course Manual (WECM)	http://www.ccccd.edu/review/snapshots/WECM_2000.pdf
Reference 7: CCCCD Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 8: CCCCD Continuing Education (CE) Student Evaluation of Instruction Form	http://www.ccccd.edu/review/documents/CE_Student_Eval.pdf
Reference 9: CCCCD Continuing Education (CE) Five Year Review Report	http://www.ccccd.edu/review/documents/Assessment_CE.pdf
Reference 10: CCCCD Continuing Education Schedule of Classes	http://www.ccccd.edu/review/documents/CE_Schedule_Spring04.pdf
Reference 11: CCCCD Credit Schedule of Classes	http://www.ccccd.edu/review/documents/Spring_2004_Schedule.pdf
Reference 12: Economic Summit Flyer	http://www.ccccd.edu/review/documents/Econ_Summit_2004.pdf

SOURCE	LOCATION
Reference 13: Education Summit Brochure	http://www.ccccd.edu/review/documents/EdSymp.pdf
Reference 14: Women's Leadership Symposium Brochure	http://www.ccccd.edu/review/documents/WLSProgram.pdf
Reference 15: CCCCD Advisory Committee Handbook	http://www.ccccd.edu/review/documents/Advisory_Handbook.pdf
Reference 16: CCCCD Service Learning Web site	http://www.ccccd.edu/review/snapshots/Service_Learning.html
Reference 17: Seniors Active in Learning (SAIL) Brochure	http://www.ccccd.edu/review/documents/SAIL.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P3:

The institution publishes admissions policies consistent with its mission.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Admissions policies are published in the Collin County Community College District (CCCCD) Catalog ([Reference 1](#)), the CCCCDCredit Schedule of Classes ([Reference 2](#)), and the Special Admissions Manual ([Reference 3](#)). Admissions policies are consistent with the CCCCDC mission statement, which states: “Collin County Community College District is a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect” ([Reference 1](#)).

The College’s “open door” enrollment policy ensures that students 18 years of age or older with a high school diploma or the equivalent are eligible for admission ([References 1, 2](#)).

Other students, including concurrent/dual enrollment of high school, home school, private school, 17 and under, and students without a GED, may be admitted under special admissions requirements ([Reference 3](#)). “CCCCDC reserves the right to guide the placement of students, which may include assessments, interviews, and a review of past academic performance” ([Reference 1](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCDCatalog	http://www.ccccd.edu/review/documents/pgs12_15_2003-2004_Catalog.pdf
Reference 2: CCCCDCredit Schedule of Classes	http://www.ccccd.edu/review/documents/pg4_Spring2004_Schedule.pdf
Reference 3: Special Admissions Advising Manual	http://www.ccccd.edu/review/documents/specialadmit.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P4:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District's (CCCCD) mission statement ([Reference 1](#)) guides the institution's approach to evaluating, awarding, and accepting credit for transfer, experiential learning, and advanced placement. Policies concerning the awarding of transfer credit remain consistent with CCCC's mission and core values to provide academic excellence within a "student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect" ([Reference 1](#)). In addition to the local standards published and defined in the CCCC Catalog ([Reference 2](#)), CCCC complies with the Texas Higher Education Coordinating Board (THECB) rules that apply to the transfer of credit courses ([Reference 3](#)).

By observing the mandates from the THECB that provide "for the development and implementation of policies that encourage the free and appropriate transferability of lower division course credit among institutions of higher education" ([Reference 3](#)), CCCC ensures that "all successfully completed lower-division academic courses that are identified by the Texas Common Course Number System (TCCNS) and published in the Lower Division Academic Course Guide Manual (ACGM) shall be fully transferable among public institutions and shall be substituted for the equivalent course at the receiving institution" ([Reference 3](#)).

Credit for courses not controlled by THECB rules are approved following the CCCCD guidelines ([Reference 2](#)). CCCCD Degree Plan Coordinators conduct official transcript evaluations. Students must be currently admitted to CCCCD to request a degree plan. CCCCD awards college credit on the basis of a variety of departmental and nationally available examinations including the Advanced Placement Examination of the College Board and the College Level Examination Program (CLEP) ([References 4, 5](#)).

CCCCD does not evaluate or award transfer credit for professional certificates.

The Global EDGE Tech Prep program integrates vocational skills with educational skills. Students who participate in Tech Prep may petition for credit by following criteria as stated in the Admissions and Records Help Manual ([References 6, 7](#)). The registrar's office verifies transfer credit based upon the criteria documented in the Manual.

CCCCD assumes full responsibility for the academic quality and integrity of any coursework recorded on the institution's transcript.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog: Mission	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 2: CCCCD Catalog: Transferring to CCCCD	http://www.ccccd.edu/review/documents/pg16_2003-2004_Catalog.pdf
Reference 3: THECB Lower-Division Academic Course Guide Manual (ACGM)	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Pg232_ACGM2003.pdf • http://www.ccccd.edu/review/documents/ACGM2003.pdf
Reference 4: College level examination program and placement testing	http://www.ccccd.edu/review/snapshots/testing_ccccd.html
Reference 5: CCCCD Catalog	http://www.ccccd.edu/review/documents/pgs23-24_2003-2004_Catalog.pdf
Reference 6: Admissions and Records Help Manual	http://www.ccccd.edu/documents/pg32_AROHandbook.pdf
Reference 7: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg17_2003-2004_Catalog.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P5:

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) publications that contain academic policies ([References 1,2,3,4,5,6,7,8](#)) are reviewed regularly to make certain that the College's policies adhere to principles of good educational practices and are distributed to students, faculty, and others who would need this information. Most publications are reviewed annually to update with necessary changes, and the first phase of the review process includes meeting with all parties who are involved in creating and executing the policies. Sample items containing academic policies are listed in a summary chart, along with the publication timeline, location, and availability of the publication, and the person or group responsible for the revision ([Reference 9](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCDCollege Catalog	http://www.ccccd.edu/review/documents/2003-2004_Catalog.pdf
Reference 2: CCCCDCollege Student Handbook	http://www.ccccd.edu/review/documents/2003-2004_Student_Handbook.pdf
Reference 3: Texas Association of School Boards (TASB) Policy Manual	http://www.ccccd.edu/review/snapshots/CSP5_ref2.pdf
Reference 4: CCCCDCollege Class Schedules	<ul style="list-style-type: none">http://www.ccccd.edu/review/documents/Spring2004_Schedule.pdfhttp://www.ccccd.edu/review/documents/CE_Schedule_Spring04.pdf
Reference 5: CCCCDCollege Procedures and Guidelines for Faculty and Staff	http://www.ccccd.edu/review/snapshots/Faculty_Staff_Guidelines.pdf

SOURCE	LOCATION
Reference 6: CCCC Online Academic Policies and Procedures	http://www.cccd.edu/review/snapshots/AVPAA_cccd.pdf
Reference 7: CCCC Web site	http://www.cccd.edu/review/snapshots/CCCD D.html
Reference 8: CCCC Faculty Resource Guide	http://www.cccd.edu/review/documents/2003_04_FRG.pdf
Reference 9: Summary of Publications Chart	http://www.cccd.edu/review/documents/Document_Details.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P6:

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) follows the Texas Higher Education Coordinating Board (THECB) policies and guidelines in determining the amount and level of credit awarded for courses. These guidelines are published in the Academic Course Guide Manual (ACGM) ([Reference 1](#)) and the Guidelines for Instructional Programs in Workforce Education (GIPWE) ([Reference 2](#)). The Curriculum Advisory Board (CAB) ([Reference 3](#)) reviews requests for new courses to ensure the amount and level of credit is appropriate.

CCCCD awards credit through several alternative means ([Reference 4](#)):

1. Tech Prep: "Tech Prep allows students to earn college credit while in high school. The Tech Prep multi-year planned sequence of study for a technical field begins in high school and extends through one or two years at CCCCCD" ([References 5, 6](#)).
2. Advanced Placement Tests of the College Board (AP): "Beginning freshmen who have received college-level training in secondary schools and who present scores of three, four, or five on the appropriate Advanced Placement Examination will be granted, on request, placement and credit for comparable courses at the College following the completion of six semester hours at CCCCCD."
3. Armed Forces Credit: "In addition to using credit earned at other institutions to achieve advanced placement at the College, students may also receive such standing by presenting evidence of having satisfactorily completed a program of military training for which equivalent college credit may be given in accordance with the American Council on Education Standards and Recommendations."
4. Credit by Exam (Departmental Exams): "Credit for some courses may be granted upon successful completion of a comprehensive examination over the content of the course."

5. Outside Affiliations: "All learning experiences undertaken in affiliation with outside agencies are under the control and supervision of a faculty member or clinical director at CCCCD."
6. Portfolio Review for Credit: "If a credit by exam requires portfolio review before credit is awarded, the students must follow the steps outlined...in the Catalog."

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Texas Higher Education Coordinating Board Academic Course Guide Manual (ACGM)	http://www.ccccd.edu/review/documents/ACGM_2003_Pg12-14.pdf
Reference 2: Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education (GIPWE)	http://www.ccccd.edu/review/documents/Workforce_Chap4.pdf
Reference 3: Curriculum Advisory Board	http://www.ccccd.edu/review/snapshots/CAB_ccccd.html
Reference 4: CCCCD Catalog	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Pg17_2003-2004_Catalog.pdf • http://www.ccccd.edu/review/documents/Pg24_Catalog.pdf
Reference 5: Global EDGE Articulation Agreement format	http://www.ccccd.edu/review/documents/TechPrep_Agreement.pdf
Reference 6: Global EDGE Participating ISD	http://www.ccccd.edu/review/documents/TechPrep_Schools.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P7:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

As a means of further enhancing student access to higher education via distance learning, Collin County Community College District (CCCCD) has arranged for some instruction to be provided by other Southern Association of Colleges and Schools (SACS)-accredited institutions through the Virtual College of Texas ([References 1, 2, 3](#)), as well as through the use of Dallas County Community College District's telecourses ([References 4, 5](#)). These institutions adhere to the guidelines outlined in the Texas Higher Education Coordinating Board (THECB) Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Academic Course Guide Manual ([References 6, 7](#)).

In addition, CCCCDD faculty often provide supplemental instruction for each telecourse offered. Before telecourses are offered by the College and annually thereafter, the courses are reviewed for content and currency by departmental faculty. CCCCDD also provides clinical instruction for all health programs: Nursing, Respiratory Care, Emergency Medical Services Professions, and Dental Hygienist. These clinical sections are taught by CCCCDD faculty to ensure quality and SACS compliance. Agreements for clinical instruction are established with area hospitals, dental clinics, and fire stations ([References 8, 9](#)) to further the College's purpose by providing technical programs to develop marketable skills.

In addition, through the use of transfer guides, articulation agreements, the Texas Common Course Numbering System ([Reference 10](#)), the Academic Course Guide Manual (ACGM) and the Workforce Education Course Manual, CCCCDD ensures that the transfer credits earned from other accredited institutions are equivalent to the quality and content of the courses taught by CCCCDD faculty.

Other agreements allow high school students to enroll in college-level courses via concurrent enrollment programs ([Reference 11](#)). CCCCDD faculty members teach these courses either on the high school or CCCCDD campuses. In addition, these courses follow approved course syllabi and utilize the same textbooks as

all other CCCCD courses. All classes are reviewed through classroom visits and the student evaluation of instruction, as are on-campus programs/classes. Specific guidelines are compiled in the Special Admissions Advising Manual ([Reference 12](#)).

Global EDGE, the Tech Prep Consortium, has established nine agreements ([Reference 13](#)) with area high schools to allow students to apply for articulated credit in select technical courses and programs. The high school student receives high school credit. However, upon transfer to CCCCD, the student may petition to receive articulated college credit and have earned six hours of credit in a selected technical program ([Reference 14](#)). In Texas, high school teachers must have a baccalaureate degree and pass a state content exam in the discipline to be certified to teach.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: The Virtual College of Texas	http://www.ccccd.edu/review/snapshots/VCT_Org.pdf
Reference 2: Virtual College of Texas Memorandum of Understanding	http://www.ccccd.edu/review/documents/VCT_Ltr_of_Understanding.pdf
Reference 3: VCT Enrollment Table	http://www.ccccd.edu/review/documents/VCT_Enrollment.pdf
Reference 4: Telecourse Agreement with DCCCD	http://www.ccccd.edu/review/documents/Telecourse_Agree_DCCCD.pdf
Reference 5: Telecourse Enrollment Table	http://www.ccccd.edu/review/documents/Telecourse_Enrollment.pdf
Reference 6: Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education	http://www.ccccd.edu/review/snapshots/THECB_GIPWE2003.pdf
Reference 7: Texas Higher Education Coordinating Board Academic Course Guide Manual	http://www.ccccd.edu/review/documents/ACGM_2003.pdf
Reference 8: CCCCD Annual Out-of-Service Area Instructional Plan 2003-2004	http://www.ccccd.edu/review/documents/Metroplex2003.pdf
Reference 9: CCCCD Mission and Purpose Statement	http://www.ccccd.edu/review/documents/Pg12_2003-2004_Catalog.pdf

SOURCE	LOCATION
Reference 10: Texas Common Course Numbering System	http://www.ccccd.edu/review/snapshots/TCCN_S.pdf
Reference 11: Concurrent Admissions Agreement Contract example	http://www.ccccd.edu/review/documents/Concurrent_Partnership.pdf
Reference 12: Special Admissions Advising Manual: Concurrent/Dual Credit Enrollment	http://www.ccccd.edu/review/documents/SpecialAdmit.pdf
Reference 13: Global EDGE Tech Prep Articulation Agreement	http://www.ccccd.edu/review/documents/TechPrep_Agreement.pdf
Reference 14: Global EDGE Participating ISDs	http://www.ccccd.edu/review/documents/TechPrep_Schools.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P8:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Academic credit is not given for coursework taken on a noncredit basis unless demonstrated by acceptable test results. Various credit options enable persons who have acquired knowledge and skills in non-traditional ways to demonstrate academic achievement ([Reference 1](#)).

Credit may be given for college-level experience as demonstrated by acceptable test results, regardless of the means by which the knowledge was acquired, except for college credit that has been previously granted. Students may also receive credit for selected military training. Without permission from the Vice President of Academic Affairs, no more than 18 hours of non-traditional college credit may be counted toward a degree. Non-traditional college credit will be transcribed only after six hours of traditional, non-transfer credit is achieved at CCCC.

Additional information regarding College-Level Examination Program (CLEP) examinations, departmental examinations, advanced placement tests, Tech Prep, armed forces credit, and credit for the completion of Certified Professional Secretaries examination is available through the Director of Testing or the Admissions and Records Office ([References 2, 3](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Collin County Community College District Catalog	http://www.ccccd.edu/review/documents/Pg23_2003-2004_Catalog.pdf
Reference 2: Admissions and Records Help Manual	http://www.ccccd.edu/review/documents/ARO_HelpManual_CPC_pg77.pdf
Reference 3: Credit by Exam brochure	http://www.ccccd.edu/review/snapshots/testing_clep_ccccd.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P9:

The institution provides appropriate academic support services.

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Consistent with the Collin County Community College District (CCCCD) mission statement and philosophy, each campus provides services and learning resources designed to assist individuals in achieving both their educational and career goals ([Reference 1](#)).

The areas described below are staffed for the purpose of providing an array of academic support services to those in need. These offices report through the Student Development Division:

1. Academic Advising assists students throughout their educational careers. Advisors provide a wide range of services ranging from determining a field of study, providing course details, outlining academic program requirements, assisting with the admissions and registration process, and providing transfer information ([References 2, 3](#)). Advisors throughout the department have specializations to offer more detailed assistance with specific courses of study. In-depth guidelines can be found in the Academic Advising Handbook ([Reference 4](#)).

The International Students Office operates as a part of Academic Advising, assisting international students with immigration advising, academic advising, and helping them to comply with U.S. government regulations ([References 3, 5](#)).

2. ACCESS (Accommodations at Collin County for Equal Support Services) is a comprehensive accommodation program for CCCCCD students. The ACCESS office follows the Americans with Disabilities Act of 1990 guidelines by providing reasonable accommodations for students with documented disabilities. Tutoring services are also available for all students within the College through the ACCESS Office. Students may choose between online, private, or group tutoring options ([References 3, 6](#)).

3. The Admissions and Records Office (ARO) offers a variety of services including admitting and registering students, online grading through OASIS, and completing student transcripts. ([Reference 3](#)).

4. Through the Testing Centers, students are provided instructional testing, proctoring, credit by exam testing, assessments for course placement, and official testing for the SAT (Scholastic Aptitude Test), ACT (American College Testing Program), CLEP (College-Level Examination Program), and the THEA (Texas Higher Education Assessment) ([Reference 3](#)).

Academic support services are also provided through a host of programs:

Academic and Personal Enhancement (ACPE) courses are designed to assist students in developing the study skills needed to be successful in college (e.g. time management, note taking, test taking, reading, problem solving) and to assist students in successfully achieving career and educational goals (e.g. identifying values, developing resumes, goal setting) ([Reference 7](#)).

The Center for Scholarly and Civic Engagement involves faculty, students, and community members in academic initiatives that center on community service. The focus of the Center for Scholarly and Civic Engagement is scholarship, leadership, and community involvement ([Reference 3](#)).

The Cooperative Work Experience Program (Co-op) is designed to give students in both the two-year technical fields and transfer students hands-on work experience. Participants must meet program requirements ([Reference 8](#)).

The Distance Learning Center offers support to both students and faculty involved in distance learning activities ([Reference 3](#)).

Experiential Learning Labs ([Reference 9](#)) and Academic Learning Labs:

The American Sign Language (ASL) Laboratory is designed to replicate Deaf Culture settings through the use of ASL-employed models ([Reference 3](#)).

Computer Writing Classrooms are computer labs equipped with word processing, the Internet, and HTML editors, in which various class sections are taught ([Reference 3](#)).

Math Labs assist students in various levels of math and math-based sciences who need supplementary assistance and practice ([References 3, 10, 11](#)).

Writing Centers offer assistance with various forms of writing by providing the tools needed to successfully complete writing tasks ([References 3, 12, 13](#)).

Learning Resource Centers (LRC) provide access to books, periodicals, videos, computers, electronic databases, and the World Wide Web. Staff is available to assist both students and members of the community. The Alternative Learning Centers (ALC) are housed within the LRC and assist students with the utilization of various technologies ([References 3, 14](#)).

Media Technology Services supports the mission of instruction by providing audio/visual hardware and software District-wide, in order to enrich the classroom learning experience ([References 3, 15](#)).

The Students on Academic Action Program (SOAAP) is housed within Academic Advising. SOAAP is designed to help students (those that have completed 12 credit hours without maintaining a grade point average of 2.0) establish a successful academic plan to meet the academic standards set by CCCCD ([References 3, 16](#)).

Support Services for Student Athletes (SSSA) is a program to ensure the success and transferability of athletes. The program requires mandatory study halls, completion of a study skills class, and progress reports from instructors throughout the semester ([Reference 17](#)).

Transfer Labs are informational centers which provide resources to assist students in the smooth transition to a college or university setting. An event held each spring which assists with this process is Transfer Express. During Transfer Express representatives from colleges and universities are on site to answer general questions, share information on transferability of courses, student life, campus housing, and financial aid ([Reference 18](#)).

In February of 2000, the Student Development Division was rated Exemplary by the Texas Higher Education Coordinating Board. The division continues its efforts to expand and evaluate services, and to offer innovative programming that meets the needs of the diverse student population.

Each individual department within the Division of Student Development undergoes a rigorous service assessment process which examines student programs and services ([Reference 19](#)). Service assessments highlight the strengths and identify any weaknesses within the specific service area. Departments then identify ways in which to improve after assessment completion.

According to the 2002-2003 Noel-Levitz Student Satisfaction Inventory, CCCCD students are more satisfied with the Academic Services areas than are students in the national comparison group. These areas include library support, computer access, tutoring services, and overall academic support services. This sentiment is reciprocated in the overall experience received at CCCCD, according to the students surveyed ([Reference 20](#)).

Based on feedback received from service assessments, departmental surveys, student satisfaction surveys, and strategic planning sessions, Student Development staff continue to improve programs and services.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog	http://www.ccccd.edu/review/documents/Pg12_2003-2004_Catalog.pdf
Reference 2: CCCCD Web Site for Academic Advising:	http://www.ccccd.edu/review/snapshots/Academic_Advising.pdf
Reference 3: Student Support Programs, Services, Activities	http://www.ccccd.edu/review/documents/student-supportprograms.html
Reference 4: Academic Advising Handbook	http://www.ccccd.edu/review/documents/Academic_Advising_Handbook.pdf
Reference 5: CCCCD Catalog – International Students	http://www.ccccd.edu/review/documents/Pg17_2003-2004_Catalog.pdf
Reference 6: CCCCD Catalog – ACCESS	http://www.ccccd.edu/review/documents/Pg29_2003-2004_Catalog.pdf
Reference 7: CCCCD Student Handbook — Academic and Personal Enhancement	http://www.ccccd.edu/review/documents/Pg4_2003-2004_Student_Handbook.pdf
Reference 8: CCCCD Catalog – Co-op	http://www.ccccd.edu/review/documents/Pg31_2003-2004_Catalog.pdf
Reference 9: CCCCD Catalog — Experiential Learning Labs	http://www.ccccd.edu/review/documents/Pg43_2003-2004_Catalog.pdf
Reference 10: CCCCD Catalog – Math Lab	http://www.ccccd.edu/review/documents/Pg43_2003-2004_Catalog.pdf
Reference 11: CCCCD Student Handbook—Math Lab	http://www.ccccd.edu/review/documents/Pg7_2003-2004_Student_Handbook.pdf
Reference 12: CCCCD Student Handbook-- Writing Centers	http://www.ccccd.edu/review/documents/Pg11_2003-2004_Student_Handbook.pdf
Reference 13: CCCCD Catalog—Writing Centers	http://www.ccccd.edu/review/documents/Pg43_2003-2004_Catalog.pdf
Reference 14: CCCCD Catalog – LRC & ALC	http://www.ccccd.edu/review/documents/Pg44_2003-2004_Catalog.pdf
Reference 15: CCCCD Catalog – Media Technology Services	http://www.ccccd.edu/review/documents/Pg45_2003-2004_Catalog.pdf

SOURCE	LOCATION
Reference 16: Students on Academic Action Program (SOAAP) Advising Guide	http://www.ccccd.edu/review/documents/SOAA_P_Handbook.pdf
Reference 17: CCCCD Student Handbook – Support Services for Student Athletes	http://www.ccccd.edu/review/documents/Pg10_2003-2004_Student_Handbook.pdf
Reference 18: CCCCD Catalog – Transfer Programs	http://www.ccccd.edu/review/documents/Pg49_2003-2004_Catalog.pdf
Reference 19: Student Development Service Assessments	<ul style="list-style-type: none"> • Academic Advising - http://www.ccccd.edu/review/documents/Assessment_Advising.pdf • Recruitment and Retention - http://www.ccccd.edu/review/documents/Assessment_Recruitment.pdf • Testing Centers - http://www.ccccd.edu/review/documents/Assessment_Testing.pdf • International Student Advising - http://www.ccccd.edu/review/documents/Assessment_International.pdf • Students on Academic Action Plan - http://www.ccccd.edu/review/documents/Assessment_SOAPP.pdf • Admissions and Records - http://www.ccccd.edu/review/documents/Assessment_ARO.pdf • Career Services/Cooperative Work Experience - http://www.ccccd.edu/review/documents/Assessment_CWE.pdf <p>Other departments in progress according to Five-year evaluation cycle.</p>
Reference 20: Noel-Levitz Student Satisfaction Inventory Results	http://www.ccccd.edu/review/snapshots/Noel_Levitz_Results_Pg24-26.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P10:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) defines and publishes general education and program/degree/certificate requirements for all of its programs in a variety of places, including the CCCCCD Catalog ([Reference 1](#)) and the District Web site ([Reference 2](#)). These requirements conform to commonly accepted standards and practices for higher education. CCCCCD adheres to the Texas Higher Education Coordinating Board (THECB) policies and guidelines and the Southern Association of Colleges and Schools guidelines in the creation of its academic programs. The THECB guidelines are published in the Academic Course Guide Manual (ACGM) ([Reference 3](#)) and in the Guidelines for Instructional Programs in Workforce Education (GIPWE) ([Reference 4](#)). The CCCCCD Curriculum Advisory Board (CAB) ([Reference 5](#)) reviews proposed curricular changes to ensure the courses/programs meet these guidelines.

CCCCD follows the guidelines published by the THECB and participates in the state-wide Common Course Numbering System to ensure that course credits are accepted by other institutions in Texas.

In addition, the General Education Outcomes (GEO) Forum conducted a comprehensive review of the CCCCCD general education core and made recommendations for changes to take place Fall 2004 ([Reference 6](#)). The recommendations are under review and will be adopted in revised form before Fall 2004.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Catalog	http://www.cccd.edu/review/snapshots/Areaofstudy.pdf
Reference 2: CCCC Web site	http://www.cccd.edu/review/documents/PGs47-120_2003-2004_Catalog.pdf
Reference 3: THECB Lower Division Academic Course Guide Manual (ACGM)	http://www.cccd.edu/review/documents/ACGM2003_Pgsii-252.pdf
Reference 4: THECB Guidelines for Instructional Programs in Workforce Education (GIPWE)	http://www.cccd.edu/review/snapshots/THECB_GIPWE2003.pdf
Reference 5: Curriculum Advisory Board	http://www.cccd.edu/review/snapshots/CAB_cccd.html
Reference 6: Recommendations of the GEO Forum	<ul style="list-style-type: none">• http://www.cccd.edu/review/documents/Core_curriculum_recommend.pdf• http://www.cccd.edu/review/documents/Learning_outcome_recommend.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P11:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) places the highest priority upon the security, confidentiality, and integrity of student academic records. The comprehensive system of records management complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (The Buckley Amendment) and the Texas House Bill 1922.

Records System Procedures

CCCCD uses an online student records system administered by the Admissions and Records Office. Hard copy documents are scanned into the Student Information System, as well as retained in the original format. Archival records are scanned onto optical disks and stored on a server at the Preston Ridge Campus. Back-up disks containing the scanned documents are stored in a fireproof safe inside the Records and Management Center at the Central Park Campus. Access to the safe is strictly limited to Records Center staff. Scanned documents are accessible only through the verification of a user name and password.

CCCCD backs up Student Information System data daily. In addition, a weekly back-up occurs of all system information and hard images. The Courtyard Center houses a redundant back-up system to ensure the safety of records in the rare instance of a catastrophic event at another site. Another back-up system for institutional data is housed at an off site location in McKinney, Texas.

College policy dictates that records be maintained until the legal, fiscal, and administrative retention periods have elapsed. Any records pertaining to a pending legal case will not be destroyed ([Reference 1](#)).

Student Privacy

CCCCD guarantees the privacy of each student. Students are issued a Personal Identification Number (PIN) during the admission process. The individual student may access his or her student records only through the combined use of a student identification number and a PIN. PIN access allows students to utilize Weblane services, to receive grades, to print unofficial transcripts, and to request enrollment verification ([Reference 2](#)).

CCCCD policies concerning the release of information of student educational records are printed in the CCCC Catalog ([Reference 3](#)) and in the CCCC Student Handbook ([Reference 4](#)). Throughout the year, employees may obtain FERPA training through a variety of professional development opportunities, including new employee training and selected workshops.

Records Retention

CCCCD maintains a Records Retention Center at the Central Park Campus. The Center houses student records and administers the maintenance of data in accordance with the Texas State Library Retention Records Schedule ([Reference 5](#)). CCCC's Retention Schedule is monitored by staff at the Records Center at the Central Park Campus ([Reference 6](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Records Center Procedures Manual	http://www.cccd.edu/review/documents/RecordsManual_Records_Center.pdf
Reference 2: CCCC Web site – Admissions and Records	http://www.cccd.edu/review/snapshots/aro_cccd.html
Reference 3: CCCC Catalog	http://www.cccd.edu/review/documents/pgs24-25_2003-2004_Catalog.pdf
Reference 4: CCCC Student Handbook	http://www.cccd.edu/review/documents/pg26_2003-2004_Student_Handbook.pdf
Reference 5: Texas Association of School Boards (TASB): EQUIPMENT, SUPPLIES, AND OFFICE MANAGEMENT: RECORDS MANAGEMENT PROGRAM	http://www.cccd.edu/review/snapshots/CSP11_Ref5.html
Reference 6: CCCC Records Retention Schedule	http://www.cccd.edu/review/studentservices/aro/default.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P12:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) faculty have primary responsibility for the content, quality, and effectiveness of the curriculum ([References 1, 2](#)). Proposed changes to the credit-earning curriculum at CCCCCD are reviewed by the Curriculum Advisory Board (CAB) ([Reference 3](#)). The CAB is comprised of faculty representatives from each division, who are appointed to serve three-year rotating terms. The CAB is charged with reviewing all changes in curricula or Catalog listings, including the addition of new courses and programs in any division, and making curriculum recommendations to the Vice President of Academic Affairs. The CAB deliberations result in a further strengthening of the proposed curricular changes.

A comprehensive review of the CCCCCD general education core curriculum was conducted from Fall 2001 through Spring 2003 by the General Education Outcomes (GEO) Forum, a task force consisting of faculty members from all instructional divisions that offer courses in the core curriculum ([Reference 4](#)).

The Faculty Online Group reviews new online courses, following Texas Higher Education Coordinating Board (THECB) guidelines ([References 5, 6](#)) and CCCCCD internal guidelines. At CCCCCD online courses are approved only if the faculty member proposing them has already taught the course on-site. In addition, experienced faculty members collaborate to write generic syllabi for each course within a discipline ([Reference 7](#)). Syllabi are reviewed annually by department members for accuracy and currency. These generic syllabi outline the expected learning outcomes of the course, in order to ensure course transferability. Faculty may also utilize individual instructor syllabi, which provide greater course-section specifics to students.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Curriculum Advisory Board Web site	http://www.ccccd.edu/review/snapshots/AVPAA_CAB_ccccd.pdf
Reference 2: CCCC Academic Plan	http://www.ccccd.edu/review/documents/Academic_Plan_Pg3.pdf
Reference 3: The Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 4: GEO Forum Mission and Goals	http://www.ccccd.edu/review/documents/GEOForum_Goals.pdf
Reference 5: Approval of Distance Education and Off-Campus Instruction for Public Colleges and Universities	http://www.ccccd.edu/review/documents/Workforce_Chap4SubE.pdf
Reference 6: Faculty Online Group Mission and Procedures	http://www.ccccd.edu/review/documents/FOG.pdf
Reference 7: CCCC Generic Course Syllabi Web site	http://www.ccccd.edu/review/snapshots/Syllabus_Depot_ccccd.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P13:

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
☐ Partial Compliance
☐ Non-Compliance

For each major in a degree program, Collin County Community College (CCCCD) assigns the responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field of study according to the standards of the Southern Association of Colleges and Schools (SACS). The College assigns faculty members teaching in the major of Associate of Applied Science degrees oversight of the discipline and the responsibility to develop curriculum. In those degree programs for which the institution does not identify a major, such as transfer disciplines, the same responsibility applies to the chair of a curricular area or concentration. In each discipline or curricular area taught, one or more academically qualified full-time faculty member is assigned.

Prior to the 2003-2004 academic year, program coordinators were appointed from the faculty in each discipline. Coordinators had responsibility for identifying and evaluating qualified associate faculty, oversight of curriculum within the discipline, selection of textbooks, and other administrative duties. The CCCC Catalog identifies faculty program coordinators for each academic program ([Reference 1](#)). In Fall 2003, the institution moved to a new administrative model and assigned first-line responsibility for program coordination and curriculum development to Department Chairs and Associate Deans ([Reference 2](#)). These individuals will be identified as such in future catalogs. Department Chairs and Associate Deans meet the SACS requirements for faculty credentials in their respective areas of expertise ([Reference 3](#)). A brief biography of Department Chairs summarizes academic credentials and qualifications ([Reference 4](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Department Chairs in CCCCD Catalog	http://www.ccccd.edu/review/documents/Pg52_2003-2004_Catalog.pdf
Reference 2: Department Chair Job Description	http://www.ccccd.edu/review/documents/Job_Description_Dept_Chair.pdf
Reference 3: Statement of Qualifications (SOQ) and Faculty Credential Information (FCI), scanned official transcripts	Available in the Human Resources Office.
Reference 4: Department Chairs	http://www.ccccd.edu/review/resumes/Department_Chairs.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P14:

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
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) provides a multi-faceted approach in the integration of technology into the student experience. Technology initiatives and integration have been a priority at CCCC. The College has developed the District's Technology Planning 2001-2004 report ([Reference 1](#)) and has incorporated key achievement indicators in the District-wide strategic plan to ensure that the College adequately and appropriately uses technology and gives appropriate access and training to students ([Reference 2](#)).

The foundation of technology education for CCCC students is the requirement for the Associate of Arts degree, the Associate of Science degree, and the Associate of Applied Science degree students to successfully complete Computer Essentials (COSC 1300) as part of the College's general education core requirements. In addition, the General Education Outcomes (GEO) Forum reviewed all courses in the College's core curriculum to determine if computer literacy was included as a competency and included the findings in a comprehensive report. ([Reference 3](#))

Faculty in many disciplines provide supplemental information via the College's faculty Web sites ([Reference 4](#)). The academic deans of each division observe and review the use of technology with instructors throughout the academic year through class visits, annual reviews, and general discussion.

The Academic Technology Roundtable ([Reference 5](#)) is jointly chaired by the Vice President of Academic Affairs and the Vice President of Administration and is attended by the academic deans, provosts, and faculty from each academic division. This group meets at least once each semester to discuss and recommend changes and additions needed in instructional technology, faculty and student access to technology, and technology training for faculty and students.

The Continuing Education (CE) Division integrates the use of the appropriate technology to deliver instruction in a variety of subject areas. CE has an extensive selection of courses that are designed to train students to use specific technology for improvement of workplace skills ([Reference 6](#)). Classroom learning is reinforced through the availability of an open technology lab which supports multiple platforms. Additionally, CE utilizes technology to deliver instruction via the Web in select subject areas in an effort to make CE courses and workforce development courses accessible. CE students can evaluate the technology used in class as it relates to creating a successful learning experience at the end of each course ([Reference 7](#)). Instructional assistants and the College's academic computing lab staff provide one-on-one support to students as needed. Finally, the Continuing Education Division supports student learning on an ongoing basis by providing training for faculty and staff in specific technologies, such as Oracle databases, programming languages, and Web design ([Reference 8](#)).

The CCCCD Technology Planning report ([Reference 1](#)) is linked directly to the College-wide strategic goals. This plan outlines initiatives in on-line tutoring, integration of wireless technology, and the use of handheld devices that support the integration of technology and student learning.

The District's Technology Planning Equipment Replacement Plan ([Reference 9](#)) is designed to ensure that students have access to current technologies capable of meeting specific learning objectives. Annual requests from the Deans and academic support departments are reviewed and modified as needed during the instructional technology planning process.

College administrators review information retrieved from the College's Employer Follow-up Survey Report ([Reference 10](#)), computer lab usage statistics ([Reference 11](#)), enrollment statistics, online course statistics, and recommendations from the academic departments in addressing the requests.

The District's Wide Area Network and Local Area Networks provide the infrastructure needed to quickly deliver information to the many computer-equipped classrooms and labs throughout the College. CCCCD has more than an adequate level of technology resources and support that exists to support student learning at CCCCD. CCCCD has 113 classrooms equipped with multi-media podia at four sites: the Central Park Campus, Preston Ridge Campus, Spring Creek Campus, and CCCCD@Allen. Currently, 2,042 computers are used in CCCCD classrooms, Learning Resource Centers, laboratories, and offices. This infrastructure, along with the District's T3 Internet connection, provides access to instructional resources for students.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Technology Planning 2001-2004	http://www.ccccd.edu/review/documents/TechPlan_2001-2004.pdf
Reference 2: CCCC Strategic Plan	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Achievement_Indicators_2003_Pg25-26.pdf • http://www.ccccd.edu/review/documents/Achievement_Indicators_2004_Pg28-31.pdf • http://www.intranet.ccccd.edu/review/documents/StrategicGoals_2004-2006.pdf
Reference 3: General Education Outcomes (GEO) Forum Report	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Core_curriculum_recommend.pdf • http://www.ccccd.edu/review/documents/Learning_outcome_recommend.pdf
Reference 4: CCCC Instructional Web site	http://www.ccccd.edu/review/snapshots/IWS.pdf
Reference 5: Academic Technology Roundtable Minutes	http://www.ccccd.edu/review/snapshots/ATR.pdf
Reference 6: Continuing Education Schedule of Classes	http://www.ccccd.edu/review/documents/CE_Schedule_Spring04_Pg3.pdf
Reference 7: Continuing Education Student Evaluation of Instruction, Part II	http://www.ccccd.edu/review/documents/CE_Student_Eval_Pg2.pdf
Reference 8: CCCC Professional Development Schedule	http://www.ccccd.edu/review/documents/ProfDevSpring2004.pdf
Reference 9: CCCC Technology Planning Equipment Replacement Plan	http://www.ccccd.edu/review/documents/ERP.pdf
Reference 10: CCCC Fiscal year 2003 Employer Follow-up Survey Report	http://www.ccccd.edu/review/documents/Employer_FollowUp_2003.pdf
Reference 11: Computer Lab Usage Reports	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/Labs_CE.pdf • http://www.ccccd.edu/review/documents/Labs_Credit.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P15:

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

- ☐ Compliance
- X Partial Compliance
- ☐ Non-Compliance

Justification and Explanation for Partial Compliance:

Collin County Community College District (CCCCD) has a general education core and identified competencies which partially comply with Comprehensive Standard CS-P15.

Prior to 2001, Collin County Community College District faculty and administration have periodically reviewed courses in the core curriculum and have changed course requirements or affirmed the continuation of the existing core. The College has required the use of generic syllabi for its entire history but has had some deviation from this practice since the last Southern Association of Colleges and Schools (SACS) review in 1994. Competencies within the general education core have been measured at the course section level by individual instructors. CCCCCD has not assessed outcomes in the general education program in the aggregate.

As a result of this deficiency, the General Education Outcomes (GEO) Forum was appointed by the Vice President for Academic Affairs in Fall 2001 as a faculty body to review the general education core curriculum (GECC) and to recommend improvements. The GEO Forum was also charged to define expected competencies and learning objectives within each core area and to develop standards for measuring student learning in the general education core. Further, the GEO Forum was asked to establish a regular schedule for evaluation and subsequent revision of the core and the competencies therein ([References 1, 2](#)).

GEO Forum made six recommendations in addition to significant recommended additions and deletions of specific courses in the core. The recommendations include additions to catalog language and contents, updating a core course in computer science to reflect current needs of students, moving a current required

economics course to become an option in the social/ behavioral science options, and various technical program requirements ([Reference 3](#)).

The GEO Forum is also working to ensure ongoing compliance of the GECC with mandates of the Texas Higher Education Coordinating Board (THECB) ([References 4, 5, 6](#)) and the Southern Association of Colleges and Schools. Since public post-secondary institutions in Texas must accept the completed core curriculum of CCCCD students in transfer, all courses included in the CCCCD GECC are required to address statewide competencies and learning objectives ([Reference 6](#)).

To measure learning outcomes, CCCCD has implemented three components of the GEO Forum's recommended methods for assessing student learning ([References 7, 8](#)). However, the assessment methods have not yet been combined with clear statements to students of expectations in core courses, and the achievement of those expectations has not been systematically monitored within the context of evaluating student learning in the GECC.

Action Plan for Compliance:

GEO Forum's recommendations address the compliance issues identified above. The CCCCD plan for coming into full compliance focuses on the review and implementation of the GEO Forum's recommendations ([Reference 9](#)).

Timetable for Compliance:

Target Date	Actions Taken	Documentation to be Submitted to SACS
July 2003	GEO Forum presented Phase I report to the academic deans for review.	GEO Forum Phase I Report (Reference 3)
September 2003	GEO Forum presented Phase I report to the Curriculum Advisory Board (CAB).	CAB Recommendation Report (Reference 10)
October 2003	The Registrar and the Director of Transfer Programs reviewed GEO Forum Phase I report.	Registrar and Director of Transfer Programs Recommendation Reports (References 11, 12)
March 2004	Recommendations regarding GEO Forum report received from the academic deans	Report Reflecting Recommendations for Core

Spring 2004	GEO Forum will present its Phase II recommendations for a model to assess student learning in the general education core curriculum to the Deans' Council and CAB.	GEO Forum Phase II Report (Reference 9)
Spring 2004	Deans' Council, CAB, and the President's Leadership Team will review the GEO Forum's Phase I recommendations along with feedback and recommendations from subsequent reviews in time for changes in the general education core curriculum to appear in CCCCD 2004-2005 Catalog.	CCCCD 2004-2005 Catalog reflecting changes in general education core curriculum
Spring/Summer 2004	The Deans' Council, CAB, and the CCCCD Leadership Team will review the GEO Forum's Phase II recommendations and prepare for the implementation of a formal system for measuring and documenting student learning outcomes in the general education core curriculum beginning in Fall 2004.	Written directives from CCCCD Leadership Team specifying actions to be taken.
March 2005 and each March thereafter	CAB will complete an assessment of the CCCCD general education core curriculum, including an assessment of student learning outcomes based on measurement model adopted by Leadership Team.	March 2005 CAB report and recommendations for improvements, if necessary, in the CCCCD general education core courses; general education core competencies and learning objectives; learning outcomes in the general education core curriculum, the model for documenting learning outcomes; or data collection or analysis associated with the model.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Initial memorandum to members of the GEO Forum identifying the group's charge	http://www.ccccd.edu/review/documents/GEOForum_Memo.pdf
Reference 2: Agenda of initial GEO Forum meeting identifying the group's charge and beginning activities	http://www.ccccd.edu/review/documents/GEOForum_Agenda.pdf
Reference 3: CCCCD, "Recommendations of the GEO Forum: General Education Core Curriculum, Basic Intellectual Competencies in the Core Curriculum, Core Area Exemplary Learning Objectives, and Additional Recommendations"	http://www.ccccd.edu/review/documents/GEOForum_Phase1.pdf
Reference 4: Texas Higher Education Coordinating Board, "Core/Field of Study Curriculum Legislation	http://www.ccccd.edu/review/snapshots/CSP15_Ref4.pdf
Reference 5: Texas Higher Education Coordinating Board, "Core Curriculum in Texas: Introduction and Background	http://www.ccccd.edu/review/snapshots/CSP15_Ref5.pdf
Reference 6: Texas Higher Education Coordinating Board, "Core Curriculum: Assumptions and Defining Characteristics	http://www.ccccd.edu/review/snapshots/CSP15_Ref6.pdf
Reference 7: Texas Higher Education Coordinating Board, "Transfer of Lower Division Course Credit Rules"	http://www.ccccd.edu/review/snapshots/CSP15_Ref7.pdf
Reference 8: Detailed description of GEO Forum's processes	http://www.ccccd.edu/review/documents/GEOForum_Processes.pdf

SOURCE	LOCATION
Reference 9: "Measuring Student Learning Outcomes in the General Education Core: Phase II Report and Recommendations"	http://www.ccccd.edu/review/documents/GEOForum_Phase2.pdf
Reference 10: Curriculum Advisory Board Recommendation Report	http://www.ccccd.edu/review/documents/GEOForum_ActionPlan_CAB.pdf
Reference 11: Registrar Recommendation Report	http://www.ccccd.edu/review/documents/GEOForum_ActionPlan_Registrar.pdf
Reference 12: Director of Transfer Programs Recommendation Report	http://www.ccccd.edu/review/documents/GEOForum_ActionPlan_Transfer.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P16:

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
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) offers students the opportunity to earn an Associate of Arts degree, an Associate of Science degree, an Associate of Applied Science degree, and certificates. In order to graduate, a student must complete a minimum of 18 hours, in residence, at CCCCCD to satisfy all other degree requirements ([Reference 1](#)). The number of credit hours required to earn an associate degree ranges from 60 to 72; therefore, CCCCCD meets or exceeds the 25 percent credit hour standard for degrees offered. Students obtaining certificates requiring 18 or fewer hours must complete 15 hours of coursework in residence at CCCCCD.

One degree program is listed in the 2003-2004 CCCCCD Catalog with more than 72 credit hours. The Associate of Science in Engineering is listed as a 73 credit hour program. Although no CCCCCD degree program requires more than 72 credit hours, the Associate of Science in Engineering degree is incorrectly listed in the CCCCCD Catalog with 73 credit hours. The program is actually 72 credit hours, and the correction is being made for the next Catalog.

The College verifies residency requirements by using degree audits and online student records. Degree audits are done at the request of the student for verification of hours completed in residency. Online student records indicate the coursework completed at CCCCCD and work completed as transfer credit ([Reference 2](#)).

Non-traditional and developmental course credit does not meet the 18-hour in-residency requirement.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg23_2003-2004_Catalog.pdf
Reference 2: Admissions and Records Help Manual	<ul style="list-style-type: none"><li data-bbox="808 394 1430 468">• http://www.ccccd.edu/review/documents/pg5_ARO_HelpManual_PRC.pdf<li data-bbox="808 506 1430 579">• http://www.ccccd.edu/review/documents/pg18_ARO_HelpManual_PRC.pdf

COMPLIANCE AUDIT REPORT

COMPLIANCE STANDARD CS P20:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty. (See “Credential Guidelines” in Principles for Accreditation.)

- ☐ Compliance
- X Partial Compliance
- ☐ Non-Compliance

The Collin County Community College District's (CCCCD) policy and intent is to employ competent faculty qualified to accomplish the mission and goals of the District. The District has completed a comprehensive review of faculty credentials for the target semesters and found that it is in partial compliance with the Credential Guidelines for this compliance standard ([Reference 1](#)).

Justification and Explanation for Partial Compliance:

As the District progressed through its comprehensive review of faculty credentials, some faculty members, primarily part-time, were identified with academic preparation that was insufficient based on the District's policy and hiring guidelines ([References 2, 3](#)), which mirror the requirements of the Southern Association of Colleges and Schools (SACS). These faculty members had been employed based on documentation of exceptional experience, in lieu of the requisite education. However, after a careful review by academic administrators, it was determined that the District's standards for “exceptional experience” were being interpreted and applied inconsistently throughout the academic divisions.

Summary reports identifying the faculty members with exceptional experience in lieu of the required degree are provided for each of the three target semesters ([Reference 4](#)).

Action Plan for Compliance:

The District will continue its efforts to hire only faculty with the required academic background. Faculty member(s) with skills in workforce areas where advanced degrees are not offered will continue to be considered on a rare exceptional basis, as will faculty member(s) with documented specialized skills and/or certifications, but only after the District has been unsuccessful in identifying individual(s) who hold the required academic degrees, following a good-faith effort to advertise the position(s) within the relevant labor market.

Comprehensive documentation of the exceptional and compelling case for consideration of exemplary experience in lieu of complete education will be reviewed for each individual. This documentation will include a detailed resume, thorough reference checks, relevant transcripts, and a review of the individual's professional work (e.g. artists, musicians, etc.) Associate faculty members hired based on exceptional experience are approved for only one semester. Re-employment may only be approved upon receipt of new justification that a good faith effort to identify an individual with the required academic background has been unsuccessful.

Further, using the Commission on College's guidelines for providing justification for faculty without the required academic credentials in computer science, information technology, accounting, and emerging disciplines, CCCCD will broaden its review of student outcomes data each semester to incorporate a District-wide comparison and its analysis of overall outcomes in courses taught by faculty hired on an exception basis as compared to the performance of students in courses taught by all other faculty (e.g., those meeting the traditional academic requirements.)

To demonstrate the District's commitment to these principles, a report ([Reference 5](#)) will be presented by the academic deans to their peers in an Academic Deans meeting at the beginning of each semester detailing a) the efforts made to identify a faculty member with the appropriate academic qualifications, and b) a thorough review of the exceptional experience and credentials that formed the basis for the decision to employ the part-time faculty member on an exceptional basis. The Vice Presidents will then present a status report regarding faculty credentials at the Leadership Team meeting each September and February.

At the end of each semester, the academic deans will prepare and forward to the appropriate Vice President a report detailing a comparison of student outcomes in classes taught by the faculty member(s) with exceptional experience compared to faculty members with traditional qualifications. Based on the findings of these comparisons, steps will be taken to refine the standards used by the academic deans in considering any exceptions in future semesters.

These processes will improve both accountability and consistency: to limit the numbers of exceptions requested and heighten the standards for considering such requests throughout the District.

Timetable for Compliance:

The District commits to be in compliance with its action plan not later than the beginning of the 2004-2005 academic year.

September 14, 2004	Each academic dean will present the first report regarding faculty credentials for their respective division to the Academic Deans.
September 27, 2004	The Vice Presidents will present these status reports to the Leadership Team.
October 1, 2004	The Vice Presidents' reports will be submitted to SACS to document the first component of the District's action plan for meeting this compliance standard.
February 8, 2005	The academic deans will present the Spring semester reports. This presentation will also include a report on the initial analysis of the fall student outcomes data as well as recommendations for any changes to the district's faculty hiring and credential review processes.
February 21, 2005	The Vice Presidents will present the status report and their recommendations to the Leadership Team for review and consideration.
March 10, 2005	The Vice Presidents' reports and documentation of related decisions/actions taken by the Leadership Team will be submitted to SACS.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
<p>Reference 1: Official Commission Faculty Rosters</p>	<ul style="list-style-type: none"> • Academic and Personal Enhancement - http://www.ccccd.edu/review/documents/Roster_ACPE.pdf • Business and Computer Science - http://www.ccccd.edu/review/documents/Roster_BCS.pdf • Communications and Humanities - http://www.ccccd.edu/review/documents/Roster_CH.pdf • Developmental Education - http://www.ccccd.edu/review/documents/Roster_DE.pdf • Education - http://www.ccccd.edu/review/documents/Roster_EDUC.pdf • Engineering Technology - http://www.ccccd.edu/review/documents/Roster_ET.pdf • Fine Arts - http://www.ccccd.edu/review/documents/Roster_FA.pdf • Mathematics and Natural Sciences - http://www.ccccd.edu/review/documents/Roster_MNS.pdf • Social Sciences, Health and Public Services - http://www.ccccd.edu/review/documents/Roster_SSHPS.pdf
<p>Reference 2: Texas Association of School Boards Policy Manual, #DBA (Legal), Employment Requirements and Restrictions: Credentials and Records</p>	<p>http://www.ccccd.edu/review/snapshots/CSP20_Ref2.html</p>

SOURCE	LOCATION
Reference 3: Minimum Qualifications Required of Teaching Faculty	http://www.ccccd.edu/review/documents/Faculty_Qualifications.pdf
Reference 4: Faculty Exception Reports	<ul style="list-style-type: none"> • Spring 2004 - http://www.ccccd.edu/review/documents/Faculty_Except_Spring04.pdf • Fall 2003 - http://www.ccccd.edu/review/documents/Faculty_Except_Fall03.pdf • Spring 2003 - http://www.ccccd.edu/review/documents/Faculty_Except_Spring03.pdf
Reference 5: Dean's Faculty Credential Report	http://www.ccccd.edu/review/documents/Deans_Faculty_Credential_Report.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P21:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The evaluation of faculty at Collin County Community College District (CCCCD) is a continuous process that focuses on the professional growth and development of each member in relationship to the position description and institution and divisional goals and priorities ([References 1, 2, 3](#)). Each component has standard published criteria that are documented on designated forms.

Components of the full-time faculty evaluation process are (A) student evaluations of instruction ([Reference 4](#)), (B) evaluation forms for classroom visit, by the dean ([Reference 5](#)), and (C) faculty performance appraisals by the dean ([Reference 6](#)). Student surveys are conducted each semester, with results reviewed by the faculty member and the dean. A classroom visit by the division dean is conducted at least once in each annual contract period or twice during a multi-year contract period. Annual faculty performance appraisals are conducted by the division dean for all full-time faculty members and include the summation of other evaluation results and an assessment of the faculty member's performance, including teaching, student advising, interpersonal communication, professional development, and college service.

To be considered for a multi-year contract each full-time faculty member must submit an application to the elected faculty peer review group, the Council on Excellence (COE) ([Reference 7](#)). This application contains (A) a complete set of annual faculty performance appraisals for the contract period being considered, (B) a self-evaluation ([Reference 8](#)), using a form specified by the COE, and (C) a Board Report form ([Reference 9](#)) that summarizes the key contributions made by the faculty member during the prior contract period. The COE reviews all appraisals and student evaluations, and presents a recommendation regarding the applications for multi-year contracts to the appropriate Vice Presidents. This recommendation is reviewed by the appropriate Vice President, who presents a recommendation to the President. The Board of Trustees reviews the President's recommendation and makes the final decision regarding faculty contracts.

The associate (part-time) faculty evaluation process includes an annual classroom visit by the division dean, the department chair, or a designee. Student Surveys of Instruction are administered to all class sections each semester and are available in the respective division office for review by the faculty member. The Student Surveys of Instruction and the results of the class visits are used to recommend the hiring of part-time faculty each semester.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Procedures and Guidelines for Faculty & Staff: Faculty Evaluation	http://www.cccd.edu/review/documents/FacultyEvaluationGuidelines.pdf
Reference 2: CCCC Board of Trustees Board Policy Manual, #DDA (Local), Contract and Noncontract Employment: Term Contracts	http://www.cccd.edu/review/snapshots/CSP21_Ref2.html
Reference 3: CCCC Board of Trustees Board Policy Manual, #DLA (Local), Status of Employment: Evaluation	http://www.cccd.edu/review/snapshots/CSP21_Ref3.html
Reference 4: CCCC Student Surveys of Instruction	http://www.cccd.edu/review/documents/Student_Evaluation_Instruction.pdf
Reference 5: Evaluation Form for Classroom Visit	http://www.cccd.edu/review/documents/Class_Visit.pdf
Reference 6: CCCC Faculty Performance Appraisal	http://www.cccd.edu/review/documents/Faculty_Performance_Appraisal.pdf
Reference 7: Council on Excellence Procedures and Guidelines	http://www.cccd.edu/review/documents/COE_Manual.pdf
Reference 8: CCCC Faculty Self-Evaluation Form	http://www.cccd.edu/review/documents/Self_Eval_MYC.pdf
Reference 9: CCCC Board Report Form for Multi-Year Contracts	http://www.cccd.edu/review/documents/Board_Report_MYC.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P22:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College (CCCCD) offers a selection of both informal and structured professional development opportunities for faculty. Annual faculty retreat events offer a collegial setting for faculty to enhance their teaching skills or knowledge of their subject matter. To maintain mastery of their subject matter, faculty are required to participate in planned professional development, and they are financially supported to attend professional meetings and conferences.

Each year, funding is provided by the Board of Trustees for faculty development. Providing approval and funding for individual faculty development is one function of the Council on Excellence (COE) ([Reference 1](#)). This elected, all-faculty body suggests plans for faculty development, as well as approves faculty professional development travel ([Reference 2](#)). In addition to group workshops held on campus, and regional and state sponsored workshops and conferences, a stipend is provided to each faculty member for Council on Excellence-approved individual faculty development.

The College also encourages faculty to continue their formal education by pursuing advanced degrees and supports their efforts through tuition reimbursement ([Reference 3](#)). The College supports faculty who want to pursue scholarly interests through sabbaticals ([Reference 4](#)) and study grants ([Reference 5](#)). Faculty supported through a study grant can pursue in-depth study of topics in their academic disciplines. Results are shared through workshop and seminar presentations during the year. Faculty publications are highlighted through Faculty in Print displays featured in the District Learning Resource Centers. Through the annual publication of the Recognition Book ([Reference 6](#)), the work of exemplary teachers and scholars is shared with the academic community.

The institution provides formal faculty development opportunities through the Teaching Learning Center (TLC), staffed by education professionals. The Faculty Development Advisory Team, working with the Executive Director of the TLC, gathers research on suggested workshop topics and development ([Reference 7](#)).

Faculty enhance their skills through Faculty Development Week workshops ([Reference 8](#)), which are sponsored by the TLC and held twice a year, All College Day workshops ([Reference 9](#)), and periodic workshops throughout the semester. The TLC ([Reference 10](#)) provides individual consultations with doctoral and Master's level instructional designers and educators, training in using distance education technologies, on-line curriculum development using the WebCT course management system, video tapes and CDs ([Reference 11](#)) on teaching learning topics, and a comprehensive Web site with self-instructional modules.

Finally, the Continuing Education Division provides training for faculty and staff in specific technologies, such as programming languages and Web design ([Reference 12](#)).

Each faculty member receives an annual appraisal by the dean. This appraisal contains an evaluation of faculty development, as well as a number of other components. These other components are evaluation of teaching, assisting students, college service, professional interactions, policy/procedure/timeline adherence, and student evaluations of instruction. Faculty members are recommended for a multi-year contract after a careful multi-level review. Before awarding multi-year contracts, the CCCCD Board of Trustees considers recommendations from the College President, which include comments on faculty development and college service performed by the faculty member.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Council on Excellence	http://www.ccccd.edu/review/snapshots/COE.pdf
Reference 2: Professional Development Travel Request Form	http://www.ccccd.edu/review/documents/CoERequestForm.pdf
Reference 3: Professional Development description	http://www.ccccd.edu/review/snapshots/Faculty_Staff_Handbook_7-9_ccccd.html#7.9
Reference 4: Sabbatical Packet	http://www.ccccd.edu/review/documents/Sabbatical.pdf
Reference 5: Study Grant Guidelines	http://www.ccccd.edu/review/documents/Study_Grant.pdf
Reference 6: CCCCD Recognition Book	http://www.ccccd.edu/review/documents/RecognitionBook_02-03.pdf

SOURCE	LOCATION
Reference 7: Faculty Development Workshop evaluations	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/FDW_Spring04.pdf • http://www.ccccd.edu/review/documents/FDW_Spring03.pdf • Fall 2003 and Fall 2002 stats are not available.
Reference 8: Faculty Development Week 2004	http://www.ccccd.edu/review/documents/FDW.pdf
Reference 9: All College Day Workshops	http://www.ccccd.edu/review/documents/AllCollegeDay_Aug03.pdf
Reference 10: Teaching Learning Center (TLC) Faculty sign-in logs	Hard copy in the TLC
Reference 11: TLC Training videos, CDs	http://www.ccccd.edu/review/snapshots/TLC_Workshops.pdf
Reference 12: CCCCD Professional Development Schedule	http://www.ccccd.edu/review/documents/ProfDevSpring2004.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P23:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The Collin County Community College District (CCCCD) has documented its commitment to academic freedom through its local Board of Trustees policies ([Reference 1](#)) and academic practices ([Reference 2](#)) in compliance with the statutory responsibilities of the District ([Reference 3](#)). The Academic Freedom policy was initially developed and proposed by the District's full-time faculty shortly after the District's founding and was among the first policies adopted by the College. The District's policies, procedures, and guidelines have been regularly reviewed and updated over the last seventeen years, and the Academic Freedom policy has withstood the test of time without requests for revision by the District's faculty. This, therefore, gives credibility to the District's belief that its current policies and practices provide adequate protection of academic freedom within the institution.

In the event, however, that a faculty member has a future concern related to academic freedom, he/she may address the issue through the Resolution of Employee Concerns policy ([Reference 4](#)), which was reviewed during the 2002-2003 academic year. Following a period provided for feedback and suggestions from the faculty and staff, the revised policy was approved by the Board of Trustees with an effective date of August 1, 2003. The policy provides a clearly-defined, timely process to address faculty and staff concerns, including concerns of academic freedom. The policy provides an opportunity for several levels of review, up to and including the College President for non-contract issues and the Board of Trustees for concerns related to a faculty member's employment contract.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Board Policy Manual, #EJA (Local), Miscellaneous Instruction Policies: Academic Freedom	http://www.ccccd.edu/review/snapshots/CSP23_Ref1.html
Reference 2: Faculty Resource Guide	http://www.ccccd.edu/review/documents/pg35_2003-2004_FRG.pdf
Reference 3: Texas Association of School Boards Policy Manual, #AD (Legal), Educational Role and Mission, Purpose, and Responsibility	http://www.ccccd.edu/review/snapshots/CSP23_Ref3.html
Reference 4: CCCC Board Policy Manual, #DGBA (Local), Personnel-Management Relations: Employee Complaints	http://www.ccccd.edu/review/documents/CSP23_Ref3.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P24:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College (CCCCD) publishes policies regarding responsibility and authority in academic and governance matters in several of its publications. The Curriculum Development Manual provides a thorough description of the role and responsibility of faculty in the development of the College's curriculum ([Reference 1](#)). The Council on Excellence Procedures Manual describes the faculty's peer review role related to recommending multi-year contracts for full-time faculty. It also documents the Council's role in governance related to a) approving disbursement of funds to faculty members requesting to participate in professional development opportunities and b) approving funding for academic research projects and projects designed to improve classroom teaching ([Reference 2](#)).

The academic authority of faculty related to grading is described in the District's Student Handbook ([Reference 3](#)), which states that "the assessment of the quality of a student's academic performance is one of the major professional responsibilities of college faculty members and is solely and properly their responsibility."

In addition, the specific rights and responsibilities of faculty members regarding academic matters are established in the CCCC Board of Trustees Policy Manual ([Reference 4](#)). The faculty job descriptions also define the responsibility and authority of faculty members ([Reference 5](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf
Reference 2: Council on Excellence Procedures Manual	http://www.ccccd.edu/review/documents/COE_Manual.pdf
Reference 3: CCCCD Student Handbook	http://www.ccccd.edu/review/documents/Pg18_2003-2004_Student_Handbook.pdf
Reference 4: CCCCD Board of Trustees Policy Manual, #EJA (Local) Miscellaneous Instruction Policies: Academic Freedom	http://www.ccccd.edu/review/snapshots/CSP24_Ref4.html
Reference 5: Professor, History Job Description	<ul style="list-style-type: none">• http://www.ccccd.edu/review/documents/Job_Descriptions_Faculty.pdf• For an entire listing of Faculty Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesfaculty.htm

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P25:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) provides libraries, media collections, and services, instructional design centers, open computer labs, and distance learning facilities that are highly regarded by faculty and students.

The 2002 Service Assessment Report of the Learning Resources Center (LRC) ([Reference 1](#)) found that LRC facilities, services, and resources appropriately and successfully address CCCC'D's institutional strategic goals and the overall mission of the College. Appropriately, the LRC's strategic goals are derived from the District's strategic goals ([References 2, 3](#)).

CCCCD's commitment to LRC excellence is informed and guided by the Association of College and Research Libraries (ACRL) Standards for Community, Junior, and Technical College Learning Resource Programs ([Reference 4](#)).

The core of the physical facilities supporting CCCC'D's teaching, research, and service mission is the Learning Resources Centers housed at each of three campuses ([Reference 5](#)). The Spring Creek Campus LRC is a 54,000 square-foot building seating 400. The Central Park Campus LRC is a 20,000 square-foot complex seating 185. The Preston Ridge Campus LRC is a 10,000 square-foot temporary facility seating 140, but will be replaced by a new 50,000 square-foot LRC.

Libraries provide in-person services, such as reference, circulation, interlibrary loan, and bibliographic instruction. Increasingly, library services are extended via the Web to support distance learners, with remote access to full text resources, county library catalogs, reference assistance, e-reserves, and tutorials.

Student Digital Media Workshops provide students with access to the most current hardware and software, allowing them to create multimedia CDs and Web materials for course assignments. The more than two hundred library

computers are replaced frequently at CCCCD, and new enhancements such as portable wireless networks and District-wide fiber optics are the College standard.

Extensive media equipment and services are also devoted to learning and instruction at each campus and at the Courtyard Center for Professional Development. “Wired” classrooms have become the standard for CCCCD. Many classrooms include combinations of multimedia podia, “smart boards,” data projectors, wireless laptops, and high-speed computer labs. Media collections include over twenty thousand videos, CDs, audiotapes, DVDs, and multimedia items. CCCCD utilizes an intercampus videoconferencing network, produces cable television programming, and offers satellite down linking at each campus.

The Teaching/Learning Center (TLC) ([Reference 6](#)) is an instructional design center serving the entire District. Since its inception in 2000, more than half of CCCCD’s full-time professors and over one hundred associate faculty have used the center to create online courses, conference presentations, instructional materials, and teaching Web sites. In part due to TLC efforts, during Fall 2003, CCCCD professors were offering sixty-five online courses.

The Texas Higher Education Coordinating Board On-Site Review Team visit of March 2000 found that “CCCCD library facilities are excellent. The team was impressed with the availability of equipment, online databases, and connections to public libraries” ([Reference 7](#)).

The LRC Faculty Survey ([Reference 8](#)), conducted District-wide in March 2003, found that professors across all divisions strongly agreed with the statements that the libraries have the books, journals, media, and computer equipment to serve their needs. Students District-wide agreed that the libraries have the books, journals, media, and computer equipment needed to be successful in their courses ([Reference 9](#)).

CCCCD students ranked their libraries significantly higher than did other community college students state-wide in the Noel-Levitz 2-year College Student Satisfaction Inventory ([Reference 10](#)). This survey item received the highest positive difference of the 95 items surveyed.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: 2002 Service Assessment Report of the Learning Resources Center	http://www.ccccd.edu/review/documents/assessment_lrc.pdf
Reference 2: 2002-2003 LRC Strategic Goals and Achievement Indicators	http://www.ccccd.edu/review/documents/Strategic_Goals_LRC_2003.pdf
Reference 3: 2003-2004 LRC Strategic Goals and Achievement Indicators	http://www.ccccd.edu/review/documents/Strategic_Goals_LRC_2004.pdf
Reference 4: ACRL Standards for Community College Learning Resource Centers	http://www.ccccd.edu/review/documents/ACRL_LRC.pdf
Reference 5: Floor plans of the LRC Facilities	http://www.ccccd.edu/review/documents/LRC_Floorplans.pdf
Reference 6: Teaching/Learning Center	http://www.ccccd.edu/review/snapshots/TLC_ccccd.pdf
Reference 7: Texas Higher Education Coordinating Board Review Team Report, March 2000 excerpt	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/THECB_LRC.pdf • http://www.ccccd.edu/review/documents/THECB_LRC2.pdf
Reference 8: LRC Faculty Survey, 2003	http://www.ccccd.edu/review/documents/LRC_Faculty_Survey.pdf
Reference 9: LRC Student Survey, 2003	http://www.ccccd.edu/review/documents/LRC_Student_Survey.pdf
Reference 10: Noel-Levitz 2-year College Student Satisfaction Inventory	http://www.ccccd.edu/review/snapshots/CR9_Ref9.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P26:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Learning Resource Center (LRC) instructor-librarians located at the Central Park, Preston Ridge, and Spring Creek campuses conduct instruction in library skills and information literacy ([Reference 1](#)). On-campus and off-campus instruction is available during LRC operating hours and at other times by prior arrangement. While general library tours and instruction are readily available, many faculty members choose to arrange for customized instruction tailored to the needs of their students. Learning objectives for library instruction are established through preparatory discussions between faculty members and LRC instructor-librarians.

The scope of library instruction includes the following:

- Traditional academic research skills
- Use of common software tools and equipment for scholarly activities
- Locating and evaluating information for life-long learning

Each instructor-librarian specializes in the literature of defined academic disciplines to ensure that in-depth expertise is available for the many subjects that comprise the CCCC curriculum.

LRC instructor-librarians have a high degree of independence in the choice of instructional modalities:

- In-person lectures and demonstrations held in the classroom
- In-person lectures and demonstrations held in LRC instructional classrooms
- Hands-on instruction in LRC facilities
- One-on-one consultations with instructor-librarians
- Self-directed instruction using multimedia software products
- Print-based instruction
- Web-based instruction
- Integration of library instruction into course content

In preparing library instruction sessions, instructor-librarians can draw on a shared collection of subject- and skill-specific resources that are housed on a shared network drive ([References 2, 3](#)). Instructor-librarians have significant input into the usability and content of the LRC Web site ([Reference 4](#)), which is often used as the springboard for library instruction.

Instructor-librarians collect post-instruction evaluations from faculty members ([Reference 5](#)) and students ([Reference 6](#)). The evaluations are reviewed and discussed by the instructor-librarian and the Executive Director. Feedback from faculty members and students is used to refine and enhance future library instruction.

In response to the LRC 2003 Faculty Survey ([Reference 7](#)), 96.9% of faculty “agree” or “strongly agree” that students have many opportunities to receive library instruction. In response to the LRC 2003 Student Survey ([Reference 8](#)), 70.2% of students “agree” or “strongly agree” that many library instruction opportunities are provided.

In FY 2001, when CCCCD received a State of Texas Telecommunications Infrastructure Fund grant specifically for library instruction, grant funds provided podium computers, computer projectors, “smart boards,” and wireless laptops for use in instructional programming. At Central Park and Spring Creek campuses, dedicated library instruction space permits additional instruction. A similar instructional space is planned for the new Preston Ridge LRC building.

During FY 2002, attendance at library instruction sessions increased 23.5% to 6,051. Attendance increased an additional 7.7% in FY 2003 to 6,514 ([Reference 9](#)). The number of conducted sessions increased 43.1% to 332 between FY 2001 and FY 2003.

The LRC strategic direction with regard to library instruction is to explore avenues for integrating information literacy content into in-person, digital, and self-directed learning. That library instruction is most effective when incorporated into faculty lesson plans and assignments is the LRC instructional philosophy. In addition to serving as guest lecturers at faculty request, the LRC online instruction team is developing modules for faculty who teach in hybrid, self-paced, and Web-based courses. Modules covering library orientation and the use of specific online resources can be incorporated into course content at the faculty member's discretion.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Library Instruction Program Mission and Goals	http://www.ccccd.edu/review/documents/LRC_Overview.pdf
Reference 2: LRC Pathfinder Art Research	http://www.ccccd.edu/review/documents/LRC_Pathfinder_Research.pdf
Reference 3: LRC Pathfinder Literary Criticism	http://www.ccccd.edu/review/documents/LRC_Pathfinder_Criticism.pdf
Reference 4: LRC Web site	http://www.ccccd.edu/review/snapshots/LRC_ccccd.pdf
Reference 5: Sample evaluation form for library instruction for instructors	http://www.ccccd.edu/review/documents/LRC_Faculty_Form.pdf
Reference 6: Sample evaluation form for library instruction	http://www.ccccd.edu/review/documents/LRC_Eval_Form.pdf
Reference 7: FY 2003 LRC Faculty Survey results, including responses regarding library instruction	http://www.ccccd.edu/review/documents/LRC_Faculty_Survey.pdf
Reference 8: FY 2003 LRC Student Survey results, including responses regarding library instruction	http://www.ccccd.edu/review/documents/LRC_Student_Survey.pdf
Reference 9: CCCCD LRC Statistics, showing statistical history of library instruction	http://www.ccccd.edu/review/documents/LRC_History.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P27:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) employs twelve full-time librarians, including the Executive Directors, and seventeen full-time paraprofessional and support staff, in addition to three part-time librarians and eleven part-time support staff. The staff is identified by name, title, and qualifications in a supporting table ([Reference 1](#)).

The CCCC Learning Resource Center (LRC) ranks in the top quartile of Librarian to Student FTE when compared with peer institutions, both nationally and locally ([Reference 2](#)). The Institutional Research Office conducted the Noel-Levitz Student Satisfaction Inventory in which the LRC ranked above the average in both staff and collections when compared with national peer institutions ([Reference 3](#)). The information gathered in these surveys indicates the LRC staff is sufficient in number to accomplish the LRC mission ([Reference 4](#)).

The full-time and part-time librarians each have, at a minimum, a Master of Library Science (MLS) degree from a library science program accredited by the American Library Association. In addition to the Master of Library Science degree, many of the librarians have additional coursework in various fields, as well as a second master's degree.

Each campus has an Executive Director with extensive supervisory experience in academic libraries. In addition to the Executive Directors, each campus LRC has a minimum of two full-time librarians, as well as a part-time (20 hours per week) librarian. A professional librarian or a highly qualified paraprofessional staffs each campus library during open hours. The Provosts and Executive Directors address staffing needs in annual strategic and budgetary planning. As the College continues to grow, librarian and support positions are added ([Reference 5](#)).

Given the evolving nature of library work, LRC personnel face changing requirements. Paraprofessional staff members, as well as professional, degreed librarians, now meet the demands of working in a highly networked and

automated environment. The District is committed to providing professional development to meet these demands. Position descriptions ([References 6, 7, 8, 9, 10](#)) are updated to reflect the need for new skills involving multimedia authoring, database management, technology training, and telecommunications. These needs are addressed through cooperation with the Human Resources Office. The District provides on-going professional development for its LRC staff.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: LRC Library Staff Summary	http://www.ccccd.edu/review/documents/LRC_Staff.pdf
Reference 2: Peer Institution Comparison Chart	http://www.ccccd.edu/review/documents/LRC_Peer_Survey.pdf
Reference 3: Noel-Levitz Survey	http://www.ccccd.edu/review/snapshots/noel_le_vitz.html
Reference 4: Learning Resources Centers Mission Statement	http://www.ccccd.edu/review/snapshots/LRC_Mission.pdf
Reference 5: LRC Organizational Charts	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/OrgCharts/LRC_CPC.pdf • http://www.ccccd.edu/review/OrgCharts/LRC_PRC.pdf • http://www.ccccd.edu/review/OrgCharts/LRC_SCC.pdf
Reference 6: Position Description: Executive Director	http://www.ccccd.edu/review/documents/LRC_Ex_Director.pdf
Reference 7: Position Description: Reference Librarian	http://www.ccccd.edu/review/documents/LRC_Ref_Librarian.pdf
Reference 8: Position Description: Reference Associate	http://www.ccccd.edu/review/documents/LRC_Ref_Associate.pdf
Reference 9: Position Description: LRC Specialist	http://www.ccccd.edu/review/documents/LRC_Specialist.pdf
Reference 10: Position Description: Lead Circulation Assistant	http://www.ccccd.edu/review/documents/LRC_Circ_Assistant.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P28:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Student rights and responsibilities are outlined in the CCCCD Student Handbook ([Reference 1](#)). The “Student Code of Conduct” is divided into seven chapters: Code Violations, Student Rights and Responsibilities, Disciplinary Penalties, General Provisions, Initiation of Disciplinary Proceedings, the Hearing, and Appeal. The Dean of Students Office is responsible for the content. The Dean of Students Office and the Vice President of Student Development review “The Student Code of Conduct” annually and update this information as necessary.

The CCCCD Student Handbook is published annually. It is distributed to new students at orientation and provided to new faculty at the New Faculty Orientation. The Student Handbook is also distributed to new students through the Academic Advising Office and made available to all students and faculty at the Campus Information Centers and Student Life Offices, as well as the Student Development Center located at CCCCD @ Allen. The Student Handbook is also available online via the College Web site ([Reference 2](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Student Handbook	http://www.ccccd.edu/review/documents/pg23-31_StudentHandbook.pdf
Reference 2: CCCCD Web site	http://www.ccccd.edu/review/snapshots/student services_ccccd.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P29:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) uses an online student records system administered by the Admissions and Records Office. The software used is the Systems and Computer Technology Corporation PLUS Student Information System. Hard copies of student records are stored at the Records Management Center. Security of hard copy and online records is maintained in compliance with the Texas State Library Retention Schedule guideline. Access to all records is in accordance with the Family Education Rights to Privacy Act of 1974 (the Buckley Amendment) and Texas House Bill 1922.

Students may inspect and review their education records upon submitting a written request to the Registrar ([References 1, 2](#)). CCCCCD will disclose information from a student's education records only with prior written consent of the student, except with regard to the law that provides for disclosure without consent.

Disciplinary records are maintained in the office of the Dean of Students. Information in these records is disclosed to officials at other schools without prior written consent from the student only if there is a risk to others or for legitimate educational interest. Confidentiality of the records is maintained in accordance with the Family Educational Rights to Privacy Act of 1974 (the Buckley Amendment).

Students may access their own records, such as course schedules for each semester, unofficial transcripts, and semester grades. This access is protected with a Personal Identification Number (PIN) system. Students have the ability to change this PIN to protect access to their records.

CCCCD faculty enter final grades for each semester on the Faculty and Advisor Self-Service System. Grades are entered on the Online Access to Student Information System (OASIS) pages. Access to OASIS is protected with a username and Personal Identification Number (PIN) system. Usernames are the faculty identification number, and PINs are assigned to faculty at the beginning of the semester. Faculty are encouraged to change this PIN each semester to protect access to the grading pages on OASIS.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCC Catalog	http://www.ccccd.edu/review/documents/pg24_Catalog.pdf
Reference 2: CCCC Student Handbook	http://www.ccccd.edu/review/documents/pg26_StudentHandbook.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS P30:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The Student Development Division consists of a highly qualified staff ([Reference 1](#)) dedicated to supporting the mission and core values of the Collin County Community College District (CCCCD) ([Reference 2](#)), as well as the mission of the Student Development Division ([Reference 3](#)). The extensive student services programs are listed and discussed thoroughly in the statement for rationale within Core Requirement [CR 10](#). The staff represents varying backgrounds and experiences, including teaching, counseling, higher education administrative, and corporate work experience.

The Student Development personnel have degrees and work experience appropriate for the jobs that they hold and satisfy the requirements as outlined in their approved job descriptions ([Reference 4](#)). Staff members have been hired to support the Student Development mission and actively engage in activities that will support student success. Professional development activities for professional and support staff are encouraged.

In addition to qualified personnel, the Student Development Division has developed a three-year plan ([Reference 5](#)) to ensure that the quality of the programs and services continue to be consistent with the needs of the student population. The Integrated Services Training (IST) program has been developed to provide opportunities for staff to train in one or more departments. The three-year plan will also encourage open discussion throughout the division and will require a systematic review of services and programs. Each department within the division participates in a service evaluation ([Reference 6](#)). These evaluations are conducted on a rotational basis and provide another avenue to review the quality and effectiveness of its programs.

In 2000, the Texas Higher Education Coordinating Board awarded the Student Development Division an Exemplary rating for providing “comprehensive and effective student services” ([Reference 7](#)). This rating represents the culmination of a qualified and dedicated staff working together to provide quality and effective programs and services for students.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Student Development Organizational Chart	http://www.ccccd.edu/review/orgcharts/StudentDev.html
Reference 2: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 3: Student Development Mission	http://www.ccccd.edu/review/snapshots/StudentServices_CCCCD.pdf
Reference 4: Leadership of Student Development	http://www.ccccd.edu/review/documents/studentServices.html
Reference 5: Student Development Three-Year Plan	http://www.ccccd.edu/review/documents/StudentServices_3YR_Plan.pdf
Reference 6: CCCCD Service Evaluation Instrument	http://www.ccccd.edu/review/documents/Service_assesment_instrument_2003-04.pdf
Reference 7: Student Development Exemplary Status Texas Higher Education Coordinating Board Follow up Report	http://www.ccccd.edu/review/documents/THECB_Exemplary.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R1:

The institution's recent financial history demonstrates financial stability.

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District's (CCCCD) financial statements and related management letter provide appropriate evidence of its stable financial position ([References 1, 2, 3, 4, 5, 6](#)). The District has appropriate fund balances, with the CCCCC Board of Trustees establishing a minimum current unrestricted fund balance of 25% of Adjusted Total Educational and General Expenditures ([Reference 7](#)).

All programs and services are funded adequately as evidenced by the District's elements of institutional costs yearly increasing an average of 9.44% ([Reference 8](#)). During open budget hearings, cost center managers have an opportunity to request special funding in addition to their base budget allocations ([References 9, 10, 11, 12, 13](#)). Supplemental budgets are documented and funded as determined to be appropriate by the CCCCC Leadership Team and as approved by the Board of Trustees.

Based on the Texas Public Community College Database System ([Reference 14](#)), which includes all 50 Texas Community Colleges, for the fiscal year ending August 31, 2001, the CCCCC net total current fund revenue ratio to total current fund revenues is 16.73%, which is the number one ranking in Texas (FY ending August 31, 2001). CCCCC also ranks number one in net unrestricted revenues to total unrestricted revenues with a 19.78% ratio. In addition, CCCCC ranks seventh overall, in comparison with 49 other community colleges, in the ratio of expendable fund balances to total expenditures and mandatory transfers, significantly reinforcing the District's financial strength. At the end of FY 2001, CCCCC ranked 44th in its dependence (43 Community Colleges have a greater dependency) on the state government to support certain unrestricted expenditures.

Please refer to the Analysis/Trends Section of the 2003-2004 Proposed Annual Budget ([Reference 11](#)) for further information regarding the financial stability of Collin County Community College District.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Comprehensive Annual Financial Report FY2001	http://www.ccccd.edu/review/documents/CAFRS2001.pdf
Reference 2: Comprehensive Annual Financial Report FY2002	http://www.ccccd.edu/review/documents/CAFRS2002.pdf
Reference 3: Comprehensive Annual Financial Report FY2003	http://www.ccccd.edu/review/documents/CAFRS2003.pdf
Reference 4: Management Letter from External Auditor, FY 2000 – 2001	http://www.ccccd.edu/review/documents/Mgmt_Letter_2001.pdf
Reference 5: Management Letter from External Auditor, FY 2001 – 2002	http://www.ccccd.edu/review/documents/Mgmt_Letter_2002.pdf
Reference 6: Management Letter from External Auditor, FY 2002 - 2003	http://www.ccccd.edu/review/documents/Mgmt_Letter_2003.pdf
Reference 7: Unrestricted Current Funds Minimum Fund Balance Calculation	http://www.ccccd.edu/review/documents/current_funds_minimum.pdf
Reference 8: District Expenditures by Elements of Institutional Costs	http://www.ccccd.edu/review/documents/expenditures.pdf
Reference 9: Proposed Annual Budget FY 2001 – 2002	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2001-2002.pdf
Reference 10: Proposed Annual Budget FY 2002 – 2003	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2002-2003.pdf
Reference 11: Proposed Annual Budget FY 2003 – 2004	http://www.ccccd.edu/review/documents/Proposed_Annual_Budget_2003-2004.pdf

SOURCE	LOCATION
Reference 12: Multi-Year Budget FY 2003 – 2005	http://www.ccccd.edu/review/documents/Multi-year_Budget_2003-2005.pdf
Reference 13: Budget Development Manual FY 2003 – 2004	http://www.ccccd.edu/review/documents/BudgetDev_2003-2004.pdf
Reference 14: The Texas Public Community College Database System: Ratio Comparison Reports	http://www.ccccd.edu/review/documents/TPCC_DS_Trends.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R2:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) provides financial statements and related documents that include various measures for determining the institution's financial health. These documents accurately and appropriately represent the total operation of the District. Financial reports are provided to various users at set times and also as requested or needed. All cost center managers receive monthly information showing cost center expenses both for the preceding month and year-to-date information ([References 1, 2, 3](#)). Also included is budget information, allowing departments to assess current financial position and plan for the remainder of the year.

On a monthly basis, the Business Office prepares written financial reports for the CCCCCD Board of Trustees. The Vice-President of Administrative Services and Chief Financial Officer (CFO) presents these at the Board's regular monthly meeting ([Reference 4](#)). Information contained in these reports includes an analysis of revenues and expenses in relation to budget figures, both for the preceding month and also year-to-date. Detail of expenses is also provided as part of this report.

Annually, the District has an audit performed by external auditors, in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The financial statements, accompanying notes, and various other schedules and statistical information are presented in the Comprehensive Annual Financial Report (CAFR) ([References 5, 6, 7](#)). This annual financial report is sent to various state agencies, bond rating agencies, and others who require continuing financial information about the District.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: FBM070, Current Funds Report	http://www.ccccd.edu/review/documents/FBM070_Pgs201-205.pdf
Reference 2: Example Cost Center from FBM090, Subsidiary Ledger Statement of Accounts	http://www.ccccd.edu/review/documents/FBM090_pgs59-61.pdf
Reference 3: Example Cost Center from FBM095, Subsidiary Ledger Summary	http://www.ccccd.edu/review/documents/FBM095_Pg7.pdf
Reference 4: Monthly Financial Reports for Board	http://www.ccccd.edu/review/documents/Financial_Board_Reports.pdf
Reference 5: Comprehensive Annual Financial Report 2001	http://www.ccccd.edu/review/documents/CAFRS2001.pdf
Reference 6: Comprehensive Annual Financial Report 2002	http://www.ccccd.edu/review/documents/CAFRS2002.pdf
Reference 7: Comprehensive Annual Financial Report 2003	http://www.ccccd.edu/review/documents/CAFRS2003.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R3:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) audits financial aid programs as required by federal and state regulations. The external auditor, as part of the audit program for the Basic Financial Statements of the College, provides a yearly financial audit ([References 1, 2, 3](#)). The task of ongoing internal financial reporting and record maintenance for grants and financial aid programs is assigned to one accountant in the Business Office who is responsible for the implementation of financial policies and procedures for grant and aid programs to ensure compliance with funding agency guidelines. All grant programs and financial aid programs are subject to periodic audits as directed by the Department of Education or appropriate entity.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Comprehensive Annual Financial Report FY2001 - Single Audit Compliance Section	http://www.ccccd.edu/review/documents/CAFRS2001_Single.pdf
Reference 2: Comprehensive Annual Financial Report FY2002 - Single Audit Compliance Section	http://www.ccccd.edu/review/documents/CAFRS2002_Single.pdf
Reference 3: Comprehensive Annual Financial Report FY2003 - Single Audit Compliance Section	http://www.ccccd.edu/review/documents/CAFRS2003_Single.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R4:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) maintains appropriate control over its financial and physical resources. Policies and procedures to maintain these controls are outlined within the CCCCCD Board Policy Manual ([Reference 1](#)) and the Business Procedures Quick Reference Guide ([Reference 2](#)). The Business Office is structured to facilitate control over these resources and is centrally organized under the Vice President of Administrative Services and Chief Financial Officer (CFO), who reports directly to the President ([Reference 3](#)). The Vice President of Administrative Services and CFO presents monthly reports to the President and the CCCCCD Board of Trustees ([Reference 4](#)).

The key functional areas reporting to the Vice President of Administrative Services and CFO include the following ([Reference 5](#)):

- Accounting
- Auxiliary services
- Budget control
- Cash management and investments
- Construction management
- Financial reporting
- Information systems
- Internal audit
- Inventory control
- Plant operations
- Purchasing
- Safety and security
- Risk management

The financial reporting and accounting system follows generally accepted principles of institutional accounting, state and federal mandates. An independent certified public accounting firm conducts an annual fiscal audit of the financial system which indicates that the District's financial statements are presented fairly and the District demonstrates effective internal control over its financial system ([References 6, 7, 8, 9, 10, 11](#)). The annual audit is reviewed by the Audit

Committee of the CCCCCD Board and approved by the CCCCCD Board of Trustees.

The Vice President of Administrative Services and CFO, under the direction of the President, is responsible for coordinating the development of the annual budget ([Reference 12](#)). A detailed annual budget is broken down by cost center and prepared each fiscal year. The operational budget development process involves the President, Vice Presidents, Provosts, Deans, directors, and cost center managers, with input from faculty and staff, working together to produce the annual budget. The final budget is reviewed and approved by the Board of Trustees. The Business Office provides all cost center managers with monthly reports of expenditures that include information for budget comparisons and control purposes ([Reference 13](#)).

Collin County Community College District has a centralized purchasing department that follows purchasing thresholds as required by local policy and state statutes. The Purchasing Department is responsible for identifying sources of required goods and securing the purchase while adhering to applicable Board of Trustees policies and governmental codes. The CCCCCD purchasing policies are defined on the District's intranet site ([Reference 14](#)) and must be strictly adhered to by all staff and faculty.

The Business Office maintains a formal inventory control system of physical assets. Periodic physical inventories, for each cost center, are performed to verify the physical resources in each department. Control over the District's physical facilities is maintained by the Facilities Plant Operations Managers. The District also maintains a Safety and Security Office which protects the assets of the District.

The District exercises appropriate control over cash, receivables, and disbursements as referenced in the Business Office Quick Reference Guide ([Reference 2](#)). The District's investment policy defines the overall investment guidelines. The Vice President of Administrative Services and CFO provides quarterly investment reports to the President and Board of Trustees ([Reference 15](#)).

The District's Risk Management Plan ([Reference 16](#)) provides overall guidance related to levels of insurance and risk assessment. A risk management consultant reviews risk and makes recommendations concerning the District's level of insurance coverage. Various risk control surveys ([Reference 17](#)) are also conducted during the year by external insurance companies as part of the District's loss control. The Vice President of Administrative Services and CFO is responsible for recommending the insurance coverage for the District to the President and the Board.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Board Policy Manual	http://www.ccccd.edu/review/snapshots/TASB_C.html
Reference 2: Business Quick Reference Guide	http://www.ccccd.edu/review/quickreference/HomeFrame.htm
Reference 3: CCCCD Organizational Chart	http://www.ccccd.edu/review/OrgCharts/President.html
Reference 4: Monthly Financial Reports for Board	http://www.ccccd.edu/review/documents/Financial_Board_Reports.pdf
Reference 5: CCCCD Organizational Chart	http://www.ccccd.edu/review/OrgCharts/VP_Admin.html
Reference 6: Management letter from auditor 2001	http://www.ccccd.edu/review/documents/Mgmt_Letter_2001.pdf
Reference 7: Management letter from auditor 2002	http://www.ccccd.edu/review/documents/Mgmt_Letter_2002.pdf
Reference 8: Management letter from auditor 2003	http://www.ccccd.edu/review/documents/Mgmt_Letter_2003.pdf
Reference 9: CAFR Single Audit Section 2001	http://www.ccccd.edu/review/documents/CAFR_S2001_Single.pdf
Reference 10: CAFR Single Audit Section 2002	http://www.ccccd.edu/review/documents/CAFR_S2002_Single.pdf
Reference 11: CAFR Single Audit Section 2003	http://www.ccccd.edu/review/documents/CAFR_S2003_Single.pdf
Reference 12: Budget Development Manual 2003-2004	http://www.ccccd.edu/review/documents/BudgetDev_2003-2004.pdf
Reference 13: Example Cost Center from FBM 090, Subsidiary Ledger Statement of Accounts	http://www.ccccd.edu/review/documents/FBM090_pgs59-61.pdf
Reference 14: Purchasing Procedures	http://www.ccccd.edu/review/snapshots/purchasing_ccccd.html
Reference 15: CCCCD Investment Policy and Strategy	http://www.ccccd.edu/review/documents/Investment_Disclosure.pdf
Reference 16: Risk Management Plan	http://www.ccccd.edu/review/documents/Risk_Mnqmt_Plan.pdf
Reference 17: Sample Risk Control Survey by insurance company	http://www.ccccd.edu/review/documents/Risk_Control_Survey.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R5:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) maintains financial control over externally-funded programs. These programs are identified as grants and contracts. The Business Office provides timely and accurate accounting services for grants and contracts, ensuring that CCCCCD is in compliance with applicable grant and contract regulations and is reimbursed for allowable costs.

The District is in compliance with the guidelines cited in both Office of Management and Budget Circular A-21 and A-110 for all grants and contracts from all funding sources. All programs are audited annually by the District's external auditors, as required by each program's guidelines, and these results are contained in the Comprehensive Annual Financial Report (CAFR) Single Audit section ([References 1, 2, 3](#)). Any findings are reported in the auditor's management letter ([References 4, 5, 6](#)).

In addition to monthly cost center budget reports ([Reference 7](#)), a schedule of monthly revenue and expenditures is prepared by the Business Office, showing each grant and contract, the amount authorized, the receipts, expenses, accounts receivable, and the date the amounts were requested ([Reference 8](#)). This accounting practice assures that all allowable costs are reimbursed in a timely manner.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Comprehensive Annual Financial Report FY2001 - Single Audit Section	http://www.ccccd.edu/review/documents/CAFR_S2001_Single.pdf
Reference 2: Comprehensive Annual Financial Report FY2002 - Single Audit Section	http://www.ccccd.edu/review/documents/CAFR_S2002_Single.pdf

SOURCE	LOCATION
Reference 3: Comprehensive Annual Financial Report FY2003 - Single Audit Section	http://www.ccccd.edu/review/documents/CAFR_S2003_Single.pdf
Reference 4: Management letter from Auditor 2001	http://www.ccccd.edu/review/documents/Mgmt_Letter_2001.pdf
Reference 5: Management letter from Auditor 2002	http://www.ccccd.edu/review/documents/Mgmt_Letter_2002.pdf
Reference 6: Management letter from Auditor 2003	http://www.ccccd.edu/review/documents/Mgmt_Letter_2003.pdf
Reference 7: Example Cost Center from FBM090, Subsidiary Ledger Statement of Accounts	http://www.ccccd.edu/review/documents/FBM090_pgs59-61.pdf
Reference 8: Schedule of Expenditures and Revenues for Grants and Contracts	http://www.ccccd.edu/review/documents/Exp_Rev_Grants.pdf

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R6:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

The Collin County Community College District (CCCCD) provides a healthy, safe, and secure environment for all members of the campus community. Multiple departments share responsibility and contribute to support this goal.

The District's Safety and Security Department has primary responsibility for providing a safe environment to faculty, staff and students and safeguarding District assets. Operationally, the Safety and Security Department is charged with patrolling the campuses, investigating criminal activity, assisting motorists, escorting students and staff, and responding to emergencies. The department conducts periodic seminars related to crime prevention and personal safety.

The Safety and Security Department maintains an Emergency Management Plan for the District that includes procedures for Fire/Explosion, Injury/Illness, Bomb Threats, Civil Disturbances, Evacuations, Weather, Hazardous Materials, and Work Place Violence ([Reference 1](#)). Emergency/Safety Procedures are posted in every classroom, and periodic safety and security meetings are held at each campus ([Reference 2](#)).

The Safety and Security Department maintains and reports crime statistics ([Reference 3](#)) concerning CCCCCD to the Department of Education (in accordance with the Clery Act) and to the general public. The College posts a Public Safety Web site, listing crime statistics, emergency information, crime reporting information, parking guidelines, etc. ([Reference 4](#)).

Facility Managers are responsible for air quality, cleanliness of the facilities, repairs and maintenance, preventative maintenance, and workplace safety. All facilities are in compliance with the Americans with Disabilities Act of 1990 (ADA) guidelines.

All hazardous and potentially hazardous materials are required to be procured, stored, used, and disposed of in compliance with state and federal regulations

([Reference 5](#)). Current master lists of hazardous materials inventories and all appropriate Material Safety Data Sheets are maintained in the Safety and Security Department on Spring Creek Campus and in the Operations Departments at other campus locations ([Reference 6](#)).

The District has licensed professionals providing counseling services for all currently enrolled credit students. Examples of some of the concerns addressed with students include alcohol and other drug counseling, anxiety and assertiveness, depression, eating disorders, grief issues, relationships, and stress management. The counselors assist students in coping with emotional concerns and in addressing more effectively any problems impacting their academic and personal growth ([Reference 7](#)).

The CCCCD Wellness Program is also dedicated to helping employees, students, and community members improve the quality of their lives. The program is designed to promote a healthier, happier, and more productive environment ([Reference 8](#)).

The Human Resources department, in conjunction with the Risk Management Manager, is responsible for administering the Worker's Compensation Insurance Program. The Human Resources department provides employees with information such as HIV – Aids in the workplace, Drug Free Work Environment ([Reference 9](#)), and Sexual Harassment ([Reference 10](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Emergency Management Plan	http://www.ccccd.edu/review/documents/Emergency_Mngmt_Plan_200210.pdf
Reference 2: Emergency / Safety Procedures	http://www.ccccd.edu/review/documents/Emergency_procedures.pdf
Reference 3: Crime statistics (Clery Act)	http://www.ccccd.edu/review/documents/pg13_2003-2004_Student_Handbook.pdf
Reference 4: CCCCD Public Safety Web site	http://www.ccccd.edu/review/snapshots/safety.ccccd.html
Reference 5: Hazardous Materials Event Procedures	http://www.ccccd.edu/review/documents/Hazard_event.pdf
Reference 6: Material Safety Data Sheet	http://www.ccccd.edu/review/documents/MSDS.pdf

SOURCE	LOCATION
Reference 7: Counseling Services Website	http://www.ccccd.edu/review/snapshots/Counseling_ccccd.html
Reference 8: Wellness Program	http://www.ccccd.edu/review/snapshots/Wellness_ccccd.html
Reference 9: HIV – Aids and Drug Free Schools Information	http://www.ccccd.edu/review/snapshots/Drugfree_ccccd.html
Reference 10: Sexual Harassment Policy	http://www.ccccd.edu/review/snapshots/Harassment_ccccd.html

COMPLIANCE AUDIT REPORT

COMPREHENSIVE STANDARD CS R7:

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
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) maintains multiple facilities, totaling approximately 332 acres, within Collin County ([Reference 1](#)). In addition to the general academic curriculum, each campus provides facilities in support of specific educational programs. The Central Park Campus (CPC), located in the county seat of McKinney, includes a 260,211 square-foot facility that is the center for the College's health and public service programs. The Spring Creek Campus (SCC) is located in Plano, the largest city in Collin County. The 470,311 square-foot SCC facility houses a theatre, arts gallery, and tennis courts. Located in Frisco, the fastest growing city in Collin County, is the Preston Ridge Campus (PRC). PRC is an 184,447 square-foot facility which houses the District's engineering technology and business programs. Administration and Continuing Education offices are housed in the Courtyard Center (CYC), a four-storey facility at Park and Preston in Plano, totaling 80,000 square feet. The District leases 10,000 square feet within the Allen High School to house the Center for Teaching, Learning, and Professional Development and the Culinary Arts Program.

In November 2001, the voters approved a \$57 million bond referendum, a portion of which funded the construction of the "Module I" addition and a 554-space parking lot at Spring Creek Campus (SCC) ([Reference 2](#)). The addition consisted of 33,500 square feet of general purpose classrooms, labs, faculty offices and two science labs. Also funded with these bond proceeds are additions to SCC and PRC which are currently under construction. The 53,187 square-foot addition to SCC contains an 8,500 square-foot conference center, a dance studio, and general purpose classrooms. The 105,000 square foot complex at PRC includes a new learning resource center, art studio, music labs, conference area, general purpose classrooms and faculty offices. In addition, 26,000 square feet of renovations to Student Support Services, administrative offices, and a science lab retrofit were funded. Also, in conjunction with an architectural firm, the CCCC Board of Trustees has revised the District's Master Plan.

Collin County Community College District has a work order system that facilitates the identification, prioritization, and resolution of both preventative and routine maintenance needs of the District. Each campus Facilities Plant Operations Manager maintains equipment preventive maintenance records. The District has sufficient resources to fund maintenance items from current funds and does not have deferred maintenance. For Fiscal Year 2002-03, \$3,065,000 was budgeted for renewal and replacement ([Reference 3](#)). The District continually emphasizes the importance of maintaining College facilities, as demonstrated by the \$2,000,000 currently budgeted for Fiscal Year 2003-04.

The District operates a bookstore at each campus to support the academic process. The bookstores provide books, educational materials, related merchandise and services to students, faculty, and staff in a timely and cost effective manner.

The bookstores recently installed a state-of-the-art comprehensive bookstore management and point-of-sale system. The system provides complete connectivity among all campus bookstores, using the District's fiber optic network. Once textbook information has been entered into the text management system, all bookstores can access the same information instantly.

Collin County Community College District maintains a self-operated print shop located at the Spring Creek Campus. Walk-up copiers are located at each of the campuses. Copiers for student use are also available in each of the Learning Resource Centers.

Cafeteria/food service is contracted with a dining and catering service. The Spring Creek Campus has a full service cafeteria available at lunch, with a short order grill available for breakfast and during evening hours. A short-order grill is also available at Preston Ridge Campus and at Central Park Campus.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Master Plan	Vice President of Administration and CFO's Office located at: 4800 Preston Park Blvd., Plano, TX, Suite A420
Reference 2: Approval of Bond Issuance Election by Board of Trustees	http://www.ccccd.edu/review/documents/20010812_BoardMinutes.pdf
Reference 3: Facilities Renewal and Replacement Schedule (Fall 2002 – Spring/Summer 2005)	http://www.ccccd.edu/review/documents/facility_replace_schedule.pdf

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 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
- ☐ Partial Compliance
- ☐ Non-Compliance

The mission, philosophy, and core values of Collin County Community College District (CCCCD) provide the foundation for the institution's activities ([Reference 1](#)). The CCCCCD mission emphasizes developing skills and challenging the intellect. The core values include learning, academic excellence, and integrity. Successfully endowing students with skills is, in part, reflected in the ability to pass licensure exams and obtain employment following learning experiences at CCCCCD. Academic excellence is achieved only if students are retained in classes. Thus, course completion, the passing of state licensing exams, and job placement are components of the District's success in achieving its mission.

Course Completion

Course retention rates are available to CCCCCD administrators at any time during or after a semester via the "Outcomes" section of the "Program Snapshot" ([Reference 2](#)). At any point during a semester, course retention rates are provided for each course section, so potential problems can be addressed. The "Outcomes" section of the "Program Snapshot" also provides data on the number of withdrawals and the reasons for withdrawal from each course, as well as grade distributions for completed courses.

CCCCD reports an institutional course retention rate (identified as "retention rate") to the Texas Legislative Budget Board (LBB) each November ([Reference 3](#)). The state standard is 80% for this measure. Course retention has been a significant component of the CCCCCD strategic plan in recent years ([Reference 4](#)), and the District's emphasis on course retention has been successful as the CCCCCD retention rate has steadily improved to meet the Texas standard of 80%.

State Licensing Examinations

Each November, CCCCD is required to report to the LBB the overall percentage of students who attempted licensure exams during the preceding year and also the percentage who passed those exams. The Texas Higher Education Coordinating Board (THECB) provides select data on licensure pass rates, and the CCCCD Institutional Research Office (IRO) works with appropriate program chairs to gather more complete data on licensure pass rates. Instructional programs that culminate in licensure exams are Dental Hygienist, Emergency Medical Technology, Fire Science, Interpreter Preparation (Deaf), Law Enforcement, Nursing, Real Estate, and Respiratory Care. For 2001-2002 (the most recent data available), CCCCD reported an overall 91% pass rate on licensure exams ([Reference 5](#)). In some cases, licensure pass rates are not available because neither the THECB nor CCCCD receives data from several state licensure boards nor are other reliable data available. When instructional programs undergo five-year evaluations, the state standard of 90% must be addressed in the quality enhancement plans.

Job Placement Rates

CCCCD receives job placement data from the Texas Higher Education Coordinating Board (THECB) each year and uses the information to document program success and to assess needed improvement in the program ([References 6, 7](#)).

The results of these extensive student tracking efforts are shared with District administrators and are incorporated into the five-year evaluations of instructional programs ([Reference 8](#)). In the five-year program evaluation process, instructional programs are measured against the THECB mandated standard, which, in turn, is based on federal Carl Perkins' accountability standards. Deficiencies are addressed in a quality enhancement plan, and, six months after the plan is approved, the program must begin reporting on the results of the remediation. As defined by the THECB standard, CCCCD's overall success rate, for 2000-2001 (the most recent reporting year available) was 94% ([Reference 6](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Mission, Philosophy, and Core Values	http://www.ccccd.edu/review/snapshots/mission_statement_ccccd.html
Reference 2: CCCCD Program Snapshot	http://www.ccccd.edu/review/documents/FM1_Ref2.pdf
Reference 3: CCCCD LBB Performance Measures	http://www.ccccd.edu/review/snapshots/LBB_performance_measures.html

SOURCE	LOCATION
Reference 4: CCCC 2001-2003 District Strategic Goals and 2003 District Achievement Indicators	http://www.cccd.edu/review/documents/achievement_indicators_2003.pdf
Reference 5: CCCC 2001-2002 Licensure Examination Pass Rates	http://www.cccd.edu/review/documents/FM1_Ref5.pdf
Reference 6: THECB Annual Data Profile, CCCC	<ul style="list-style-type: none"> • http://www.cccd.edu/review/documents/THECB_2003_Profile.pdf • http://www.cccd.edu/review/documents/THECB_2003_Profile_Pgs88-97.pdf
Reference 7: THECB Revised Post-Graduate Outcomes for Workforce Education Programs, CCCC	http://www.cccd.edu/review/documents/THECB_2001_Graduates.pdf
Reference 8: CCCC Technical Program Assessment Instrument	http://www.cccd.edu/review/documents/assessment_instrument_pg17.pdf

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 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
☐ Partial Compliance
☐ Non-Compliance

The Collin County Community College District (CCCCD) is a two-year community college. The curriculum is developed to provide Associate of Arts, Associate of Science and Associate of Applied Science Degrees and Certificate Programs, as well as a comprehensive continuing education program ([Reference 1](#)) The curriculum is consistent with the following state-mandated philosophy and purpose statement ([Reference 2](#)):

Philosophy and Purpose Statement

Through its campuses, centers, and programs, Collin County Community College District fulfills its mission, purpose, and goals by providing the following:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the CCCCCD Board of Trustees and/or the laws of the State of Texas.

The CCCCCD curriculum reflects the mission, purpose, and strategic goals of the College ([Reference 3](#)). Curriculum development and review is a continuous process at CCCCCD. Curriculum in the Associate of Arts and Associate of Science

Degrees is developed in accordance with guidelines published by the Texas Higher Education Coordinating Board ([Reference 4](#)) and is designed primarily for transfer to four-year colleges and universities. Curriculum in Associate of Applied Science Degrees and Certificate programs is developed in accordance with the Workforce Education Course Guide Manual ([Reference 5](#)) and is in response to workforce needs in the region. Advisory committees from local business and industry ([References 6, 7](#)) play a key role in ensuring that the curriculum is current and relevant to business and industry needs.

Internally, the Curriculum Advisory Board provides faculty oversight of the curriculum development process and ensures that the College's curriculum is directly related to the purpose and goals of the institution ([Reference 8](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Catalog	http://www.ccccd.edu/review/documents/Pgs47-120_2003-2004_Catalog.pdf
Reference 2: Texas Association of School Board (TASB) Policy: #AD(LEGAL)-PJC: Educational Role and Mission, Purpose, and Responsibility	http://www.ccccd.edu/review/snapshots/FM2_Ref2.html
Reference 3: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg12_2003-2004_Catalog.pdf
Reference 4: Texas Higher Education Coordinating Board (THECB) Lower Division Academic Course Guide Manual	http://www.ccccd.edu/review/documents/ACGM_2003.pdf
Reference 5: Guidelines for Instructional Programs in Workforce Education (GIPWE)	http://www.ccccd.edu/review/snapshots/FM2_Ref5.html
Reference 6: CCCCD Advisory Committee Handbook	http://www.ccccd.edu/review/documents/Advisory_Handbook.pdf
Reference 7: Advisory Committee Minutes	http://www.ccccd.edu/review/documents/advisory.html
Reference 8: CCCCD Curriculum Development Manual	http://www.ccccd.edu/review/documents/CD_Manual.pdf

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 3:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The academic calendar for the Collin County Community College District (CCCCD) is published in the CCCCCD Catalog ([Reference 1](#)), in the CCCCCD Schedule of Classes ([Reference 2](#)), in the CCCCCD Student Handbook ([Reference 3](#)), and on the CCCCCD Web site ([Reference 4](#)).

The CCCCCD grading policies are published in the CCCCCD Catalog ([Reference 1](#)). Students may access grades via telephone and Webline registration systems.

The CCCCCD refund policy is published in the CCCCCD Catalog ([Reference 1](#)) and in the CCCCCD Schedule of Classes ([Reference 2](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCCD Catalog	<ul style="list-style-type: none">Academic Calendar - http://www.ccccd.edu/review/documents/pg6_2003-2004_Catalog.pdfRefund Policy - http://www.ccccd.edu/review/documents/pg20_2003-2004_Catalog.pdfGrading System - http://www.ccccd.edu/review/documents/pg22_2003-2004_Catalog.pdf

SOURCE	LOCATION
Reference 2: CCCC Credit Schedule of Classes	<ul style="list-style-type: none"> • Academic Calendar - http://www.ccccd.edu/review/documents/pg3_Spring2004_Schedule.pdf • Refund Policy - http://www.ccccd.edu/review/documents/pg12_Spring2004_Schedule.pdf
Reference 3: Student Handbook	http://www.ccccd.edu/review/documents/pg38-91_2003-2004_Student_Handbook.pdf
Reference 4: CCCC Web site	http://www.ccccd.edu/review/snapshots/academic_calendar_cccd.html

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 4:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Program length at Collin County Community College District (CCCCD) ([Reference 1](#)) is specific to each discipline but must conform to guidelines set forth by the Texas Higher Education Coordinating Board (THECB) ([References 2, 3](#)). All programs at CCCCDC currently adhere to the program length guidelines set by the THECB.

While weighing the needs of the discipline, faculty members, the administration, and the Curriculum Advisory Board ensure compliance with the THECB and the Southern Association of Colleges and Schools program length standards.

Programs that are subject to professional accrediting bodies, such as Dental Hygienist, Nursing, and Respiratory Care, must incorporate additional specific requirements of those accrediting bodies into program curricula to maintain accreditation ([Reference 4](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCDC Catalog	<ul style="list-style-type: none">http://www.ccccd.edu/review/documents/pgs47-49_2003-2004_Catalog.pdfhttp://www.ccccd.edu/review/documents/pgs73-74_2003-2004_Catalog.pdf
Reference 2: THECB Guidelines for Instructional Programs in Workforce Education	<ul style="list-style-type: none">http://www.ccccd.edu/review/documents/Workforce_Chap3.pdfhttp://www.ccccd.edu/review/documents/Workforce_Chap3_Pg7.pdf

SOURCE	LOCATION
Reference 3: THECB Academic Course Guide Manual	<ul style="list-style-type: none"> • http://www.ccccd.edu/review/documents/ACGM2003_Doc.pdf • http://www.ccccd.edu/review/documents/ACGM2003_Doc_Pg200.pdf
Reference 4: External Professional Accrediting Bodies	http://www.ccccd.edu/review/snapshots/professional_accreditations_ccccd.html

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 5:

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy The Review of Complaints Involving the Commission or its Accredited Institutions.)

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) provides documented procedures for the resolution of written complaints submitted by students. Publications are available which provide the appropriate procedures for students to follow to ensure due process. All complaints are responded to within the timelines specified in the written guidelines applicable to the individual issue.

The Dean of Students' Office addresses student welfare concerns. After consultation with the student, the Dean or Associate Dean refers the student to the appropriate department or office to manage the issue.

Students wanting to appeal a financial aid decision will follow procedures outlined in the current CCCC Student Handbook ([Reference 1](#)) and the CCCC Catalog ([Reference 2](#)). Procedures for students to follow regarding grade appeals and disciplinary appeals are also found in the CCCC Student Handbook ([Reference 3](#)). Procedures for students to follow regarding academic suspension are found in the CCCC Catalog ([Reference 4](#)).

Students with complaints of discrimination receive written procedures from the contact listed in the CCCC Student Handbook and/or the complaint process and investigation procedures from Section 5.3 Grievance Procedure for Alleged Discrimination Complaints, in the CCCC Procedures and Guidelines for Faculty and Staff ([Reference 5](#)).

Students with complaints of sexual harassment must follow the procedures found in the CCCC Student Handbook and/or from Section 4.12 Sexual Harassment Policy in the CCCC Procedures and Guidelines for Faculty and Staff ([Reference 6](#)).

All complaints are handled on a case-by-case basis and are handled in a judicious manner, ensuring that student's due process rights are not violated. CCCCD maintains responsibility for demonstrating adherence to these procedures when resolving student complaints. Confidential documentation of student complaints ([Reference 7](#)) is stored in the respective offices.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCD Student Handbook	http://www.ccccd.edu/review/documents/pg16_2003-2004_Student_Handbook.pdf
Reference 2: CCCCD Catalog	http://www.ccccd.edu/review/documents/pg35_2003-2004_Catalog.pdf
Reference 3: CCCCD Student Handbook	<ul style="list-style-type: none"> • Grade Appeals Process - http://www.ccccd.edu/review/documents/pgs18-19_2003-2004_Student_Handbook.pdf • Disciplinary Penalties - http://www.ccccd.edu/review/documents/pgs26-31_2003-2004_Student_Handbook.pdf
Reference 4: CCCCD Catalog, Academic Suspension Appeal	http://www.ccccd.edu/review/documents/pg26_2003-2004_Catalog.pdf
Reference 5: CCCCD Procedures and Guidelines for Faculty and Staff	http://www.ccccd.edu/review/documents/FM5_Ref5.pdf
Reference 6: Sexual Harassment Policy	http://www.ccccd.edu/review/snapshots/faculty_staff_handbook_4-12_ccccd.html#412
Reference 7: Confidential records documenting the successful application of the policies and procedures governing written student complaints	The offices of the Dean of Students, Director of Financial Aid, Human Resources, the chair of the Grade Appeals Committee, and the Director of Academic Advising

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 6:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

The Recruitment and Programs for New Students Department works collaboratively within the campus community to provide a clear and consistent message to all audiences. Publications ([References 1, 2, 3, 4](#)) from the Department of Recruitment and Programs for New Students are reviewed by Public Relations to ensure the College image is accurately portrayed. Various College departments work through Public Relations to create accurate and up-to-date flyers and brochures for the College's community audience.

Information is distributed at a variety of events and provided upon request to individuals. Distribution venues include high school recruitment activities, campus tours, new student orientations, staff and faculty orientations, the Mentor Program, Student Ambassadors for Diversity (Spectrum), Special Admissions outreach, Transfer Express, and community outreach.

Brochures ([Reference 5](#)) and presentations ([Reference 6](#)) offered by CCCCD include the following:

Brochures (packet available for on-site visit)

- [ACCESS Brochure](#)
- [Career Services and Cooperative Work Experience-Putting Education to Work Brochure](#)
- [Ad Campaign Promotions - 1](#)
- [Ad Campaign Promotions - 2](#)
- [Ad Campaign Promotions - 3](#)
- [Ad Campaign Promotions - 4](#)
- [Ad Campaign Promotions - 5](#)
- [Ad Campaign Promotions - 6](#)
- [Ad Campaign Promotions - 7](#)
- [Ad Campaign Promotions - 8](#)

- [The Center for Advanced Studies in Mathematics and Natural Science \(CASMNS\) Brochure](#)
- [CCCCD Catalog](#)
- [CCCCD Continuing Education Schedule](#)
- [CCCCD Schedule](#)
- [CCCCD Student Handbook](#)
- [Developmental Education Brochure](#)
- [Fine Arts Brochure](#)
- [Orientation Promotional Piece \(postcard, flyer\)](#)
- [Service Learning Brochure](#)
- [Special Admission Manual](#)
- [Student Leadership Academy Informational Packet](#)
- [The Honors Institute Brochure](#)
- [Technical Theatre and Design Brochure](#)
- [Transfer Brochure](#)
- [Viewpiece](#)

Presentations:

- [New Staff & Faculty Orientation – Our Best Ambassador is You](#)
- [New Student Orientation](#)
- [Special Admissions High School Presentations – Concurrent Orientation](#)

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCC Catalog	<u>http://www.ccccd.edu/review/documents/2003-2004_Catalog.pdf</u>
Reference 2: CCCCC Continuing Education Schedule of Classes	<u>http://www.ccccd.edu/review/documents/CE_Schedule_Spring04.pdf</u>
Reference 3: CCCCC Schedule of Classes	<u>http://www.ccccd.edu/review/documents/Spring2004_Schedule.pdf</u>
Reference 4: CCCCC Web Site	<u>http://www.ccccd.edu/review/snapshots/cccd.html</u>
Reference 5: CCCCC Brochures	See notes above.
Reference 6: CCCCC Presentations	See notes above.

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 7:

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

- X Compliance
☐ Partial Compliance
☐ Non-Compliance

Collin County Community College District (CCCCD) publishes the name, address, and telephone number of the Southern Association of Colleges and Schools. This information appears in the CCCCCD Catalog, in the "Accreditation Status" section ([Reference 1](#)). This information is also published on the CCCCCD Web site, in the "About Us" section ([Reference 2](#)).

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: CCCCCD Catalog	http://www.ccccd.edu/review/documents/Pg4_2003-2004_Catalog.pdf
Reference 2: CCCCCD Web site	http://www.ccccd.edu/review/snapshots/about_us_ccccd.html

COMPLIANCE AUDIT REPORT

FEDERAL MANDATE FM 8:

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

- X Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance

Collin County Community College District (CCCCD) complies fully with all program responsibilities as outlined under Title IV of the 1998 Higher Education Amendments. The Financial Aid Office follows all Department of Education guidelines while offering the eligible student the best possible Financial Aid package. Every six years the Financial Aid Office updates the agreement with the Department of Education to participate in Federal programs through the Program Participation Agreement ([Reference 1](#)).

CCCCD must provide the Department of Education a breakdown of awards and recipients on an annual basis through the Fiscal Operations Report and Application to Participate (FISAP) ([Reference 2](#)). In this report, students are reported in categories arranged by income status, as well as by award.

The Department of Education requires CCCCCD to provide the College's yearly cost of education to the Texas Higher Education Coordinating Board (THECB). On an annual basis, the Financial Aid Office provides the THECB a report indicating an average cost of attendance ([Reference 3](#)) for CCCCCD students. This report describes the average costs of tuition and fees, books and supplies, room and board, transportation, and miscellaneous costs for students attending during the fall and spring semesters. Once the Coordinating Board approves the budget, the Financial Aid Office awards federal and state aid to eligible students. Each year the Financial Aid Office reports to THECB the amount of state aid awarded to every eligible student.

SUPPORTING DOCUMENTS:

SOURCE	LOCATION
Reference 1: Department of Education Program Participation Agreement (PPA)	http://www.ccccd.edu/review/studentservices/fapp_agreement.pdf
Reference 2: 2003-2004 Budget Fiscal Operations Report and Application to Participate (FISAP)	Hard Copy of FISAP Report found in the Director of Financial Aid's Office.
Reference 3: CCCCD Average Cost Report Submitted to Texas Higher Education Coordinating Board	http://www.ccccd.edu/review/studentservices/fabudget.pdf

DOCUMENT DIRECTORY (NON-COMPREHENSIVE)

- [Catalogs, Handbooks, Manuals, and Policy Statements](#)
- [Academic Programs, Activities, and Information](#)
- [Administrative Documents](#)
- [Personnel Information](#)
- [Student Affairs, Programs, and Activities](#)
- [Financial Documents](#)
- [Documents found only on-site at CCCC](#)

Document	Organizational Unit
Catalogs, Handbooks, Manuals, and Policy Statements	
Catalog	Public Relations Office
CCCCD Web Site	Public Relations Office
Credit Schedule of Classes	Public Relations Office
Continuing Education Schedule of Classes	Public Relations Office
Viewpiece	Public Relations Office
Student Handbook	Public Relations Office
Procedures and Guidelines for Faculty and Staff	Human Resources Office
CCCCD Board of Trustees Policy Manual (Texas Association of School Boards Web site)	Human Resources Office
Academic Programs, Activities, and Information	
2003-2004 Degree Programs (A.A., A.S., and A.A.S.) and Core Curriculum	Articulation and Transfer Office
Instructional Areas - Not Available on CD; Link opens to the live site.	Instructional Divisions
Advisory Committee Handbook	VP of Academic Affairs
Curriculum Development Manual	Articulation and Transfer Office
GEO Forum Recommendations for Core Curriculum	Institutional Research Office
Course Equivalency Documentation - Available in Hardcopy only.	VP of Academic Affairs
Distance Education Report to THECB	VP of Academic Affairs
Official Commission Faculty Rosters <ul style="list-style-type: none"> • Academic and Personal Enhancement • Business and Computer Science • Communications and Humanities • Developmental Education • Education • Engineering Technology • Fine Arts 	Human Resources Office

<ul style="list-style-type: none"> • Mathematics and Natural Sciences • Social Sciences, Health and Public Services 	
Curriculum Advisory Board Web Site	Articulation and Transfer Office
Generic Course Syllabi	Instructional Divisions
Academic Technology Roundtable Minutes	VP of Academic Affairs
Faculty Development Week Workshops	Teaching and Learning Center
Faculty Development Week Workshop Evaluations	Teaching and Learning Center
Learning Resources Web Site	Provosts
Council on Excellence Intranet Site	VP of Academic Affairs
Faculty Resource Guide	VP of Academic Affairs
Administrative Documents	
CCCCD Mission Statement	Articulation and Transfer Office
CCCCD Organization Chart	Human Resources Office
CCCCD Administration Position Descriptions For an entire listing of Administrative Position Descriptions, please go to http://iws2.cccd.edu/hr/jobdesadmin.htm	Human Resources Office
Roster of the Leadership Team and Administrators	Human Resources Office
CCCCD Institutional Effectiveness Model	VP of Academic Affairs
CCCCD Master Plan - Hard copy in VPAS/CFO Office	Office of the President
CCCCD FY04-06 Goals	Institutional Research Office
CCCCD 2003 – 2006 Academic Plan	VP of Academic Affairs
CCCCD 2003 – 2006 Budget Plan	VP of Administrative Services/CFO
2002-2004 Achievement Indicators	Institutional Research Office
CCCCD 2003 – 2006 Student Development Plan	VP of Student Development
CCCCD 2001 – 2003 Strategic Goals and 2003 Year-end Status Report	Institutional Research Office
CCCCD Facilities Development and Renewal Plan	VP of Administrative Services/CFO
CCCCD Program/Service Evaluation Summaries on IRO Website	Institutional Research Office
Personnel Information	
Professor, History Job Description For an entire listing of Faculty Position Descriptions, please go to http://iws2.cccd.edu/hr/jobdesfaculty.htm	Human Resources Office

Vice President of Academic Affairs Job Description	Human Resources Office
For an entire listing of Administrative Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesadmin.htm	
President's Job Description	Human Resources Office
President's Contract - Available in Hardcopy only.	Human Resources Office
Official Commission Faculty Rosters <ul style="list-style-type: none"> • Academic and Personal Enhancement • Business and Computer Science • Communications and Humanities • Developmental Education • Education • Engineering Technology • Fine Arts • Mathematics and Natural Sciences • Social Sciences, Health and Public Services 	Human Resources Office
Official Faculty Transcripts - Available in Hardcopy only.	Human Resources Office
HRsmart On-line Employment Site	Human Resources Office
CCCCD Leadership Team Organization Chart	Human Resources Office
Search Committee Guidelines	Human Resources Office
Staff Employment Guidelines	Human Resources Office
Affirmative Employment Plan	Human Resources Office
Student Affairs Programs, Services, and Activities	
Student Support Programs, Services, and Activities	VP of Student Development
Leadership of Student Development	VP of Student Development
Draft Student Development Three Year Plan	VP of Student Development
Student Development Strategic Goals and 2003-2004 Achievement Indicators	VP of Student Development
Financial Documents	
Comprehensive Annual Financial Report FY2001	VP of Administrative Services/CFO
Comprehensive Annual Financial Report FY2002	VP of Administrative Services/CFO
Comprehensive Annual Financial Report FY2003	VP of Administrative Services/CFO
Management Letter from External Auditor, FY2000-2001	VP of Administrative Services/CFO
Management Letter from External Auditor, FY2001-2002	VP of Administrative Services/CFO

<u>Management Letter from External Auditor, FY2002-2003</u>	VP of Administrative Services/CFO
<u>Proposed Annual Budget FY 2001 - 2002</u>	VP of Administrative Services/CFO
<u>Proposed Annual Budget FY 2002 - 2003</u>	VP of Administrative Services/CFO
<u>Proposed Annual Budget FY 2003 - 2004</u>	VP of Administrative Services/CFO
<u>Multi-Year Budget FY 2003 - 2005</u>	VP of Administrative Services/CFO
<u>Budget Development Manual FY 2003 - 2005</u>	VP of Administrative Services/CFO
<u>Business Quick Reference Guide</u>	VP of Administrative Services/CFO
<u>CCCCD Investment Policy and Strategy</u>	VP of Administrative Services/CFO
<u>Risk Management Plan</u>	VP of Administrative Services/CFO
<u>Schedule of Expenditures and Revenues for Grants and Contracts</u>	VP of Administrative Services/CFO
<u>Facilities Renewal and Replacement Schedule (Fall 2002 – Spring/Summer 2005)</u>	VP of Administrative Services/CFO
<u>Schedule of Fund Assets and Liabilities (Unrestricted and Auxiliary Funds) – unaudited for fiscal years ended 2001, 2002, 2003</u>	VP of Administrative Services/CFO
<u>Schedule of Current Funds Revenues, Expenditures and Other Changes – unaudited for fiscal years ended 2001, 2002, 2003</u>	VP of Administrative Services/CFO
<u>Statements of Net Assets (Restricted and Unrestricted Net Assets) – unaudited for fiscal years ended 2001, 2002, 2003</u>	VP of Administrative Services/CFO
<u>Statements of Net Assets (Unrestricted and Auxiliary) – unaudited for fiscal years ended 2001, 2002, 2003</u>	VP of Administrative Services/CFO
<u>Technology Planning Equipment Replacement Plan</u>	VP of Administrative Services/CFO
Documents found only on-site at CCCCC	
CCCCD Employment Contract for the President	Human Resources Office
Course Equivalency and Substitution in CCCCC Academic Programs	Instructional and Articulation and Transfer Offices
Documentation of 1999 CCCCC Presidential Search	Human Resources Office
Completed CCCCC Performance Evaluation of the President	Human Resources Office
Statement of Qualifications (SOQ) and Faculty Credential Information (FCI) Scanned Official Transcripts	Human Resources Office
Teaching Learning Center Sign-In Logs	VP of Academic Affairs
CCCCD Master Plan	VP of Administrative Services/CFO
Confidential records documenting the successful application of policies and procedures governing written student complaints	VP Student Development

2003-2004 Budget Fiscal Operations Report and Application to Participate (FISAP)	VP Student Development
For an entire listing of Administrative Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesadmin.htm	Human Resources Office
For an entire listing of Faculty Position Descriptions, please go to http://iws2.ccccd.edu/hr/jobdesfaculty.htm	Human Resources Office