Quality Enhancement Plan for the Southern Association of Colleges and Schools

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Fostering a Scholarly Community—

Developing Learned Students within an Environment that Promotes Intellectual Inquiry

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INTRODUCTION

The Collin County Community College District (CCCCD) has designed its Quality Enhancement Plan (QEP) to capture the spirit of the Southern Association of Colleges and Schools (SACS) commitment to "the enhancement of the quality of higher education and to the proposition that **student learning** is at the heart of the mission of all institutions of higher learning" (Commission on Colleges, 2003).

> Fostering a Scholarly Community – Developing Learned Students within an Environment that Promotes Intellectual Inquiry

By fostering a **scholarly community** at CCCCD, the District broadens its charge to advance student learning for degree-seeking and transfer students, as well as for the non-traditional student who may attend classes to improve job skills or for personal enrichment. All students deserve a quality education that targets their individual needs and goals, and that occurs within the context of their lives. Specifically, CCCCD aspires to develop **learned individuals** within an environment that promotes **intellectual inquiry** by:

- Developing skills, motivation, and opportunities for intellectual inquiry; and
- Improving and expanding **collaborative learning**

CCCCD embraces the underlying philosophy of the new Principles of Accreditation (Commission on Colleges, 2003) by focusing its QEP on a process of continuous discovery, integration, **engagement**, and commitment to the scholarship of teaching and learning. The QEP topic deepens the District's dedication to its **Mission** of being "a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect" and to its **Core Values** of "having a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity" (Collin County Community College District, 2004) by viewing the entire District as a "learning community" (Appendix A).

The process for developing the QEP has been an inclusive one, inviting input from a broad range of campus constituencies and integrating it with the current institutional planning and evaluation process. Primarily, the QEP provides a vehicle to drive the District's creativity, scholarship, and innovation toward crafting an increasingly significant learning experience for students. The College embraces a definition of student learning as a comprehensive, holistic, and transformative activity that integrates academic instruction with personal development and civic responsibility (Keeling, 2004).

HISTORICAL PERSPECTIVE

When CCCCD began its SACS reaffirmation process, the District reviewed its current Mission, its **Strategic Plan**, its strengths and challenges, as well as its innovative leadership skills to determine the direction of its QEP. The District endorsed the philosophy of SACS in launching a forward-thinking, creative process that would engage students in both a scholarly and a pragmatic higher educational experience. To this end, CCCCD's **Leadership Team** (LT) (Appendix E) and the District as a whole engaged in discussions, debates, research, and deliberations to identify and select a QEP topic of relevance and import. The process targeted potential issues, invited broad-based discussion among District constituencies, and analyzed input before focusing on a topic. The next step was an all-inclusive discussion to solicit specific ideas, objectives, and methodology that would serve as the foundation for the QEP process.

Summary of QEP Process Involvement	
Constituency:	**Identifying Issues by:**
Students	
▪ **Student Government Association** ▪ **Student Leaders Council** ▪ Student Surveys	▪ Providing feedback from White Paper presentations ▪ Documenting demographics
College Leadership & Board of Trustees	
▪ Leadership Team ▪ Board of Trustees ▪ **Administrative Retreat**	▪ Recommending topics ▪ Providing feedback and discussion ▪ Offering guidelines for focus ▪ Leading White Paper discussion groups ▪ Reviewing and approving QEP
Faculty	
▪ **Faculty Senate** ▪ **Council on Excellence**	▪ Documenting perceptions, suggestions, feedback, recommendations ▪ Input regarding topic selection ▪ Identify faculty professional development needs ▪ All College Day focus groups

Professional and Administrative Staff	
Deans Council **Student Development Council** - Administrative Assistants & Assistants to Deans - SCC **Learning Resource Center** (LRC) Staff - CPC LRC Staff - Department Chairs	- Providing feedback from White Paper presentations - Documenting perceptions, suggestions, feedback, recommendations - All College Day focus groups - Input regarding topic selection
Staff	
District Staff	- Providing feedback from White Paper presentations - Documenting perceptions, suggestions, feedback, recommendations - All College Day focus groups - Input regarding topic selection
Other Constituency Groups	
- SACS **Internal Review Leadership Team** (Appendix E) **All College Council** - Employee follow-up - Institutional Research Office	- Providing feedback from White Paper presentations - Documenting perceptions, suggestions, feedback, recommendations - All College Day focus groups - Input regarding topic selection - Documenting of demographics, assessment and evaluation data

Beginning in Summer 2003, the District's LT solicited potential QEP issues from its membership. After extensive review and discussion, this team chose four potential themes. Selected committees drafted White Papers (Appendix B) summarizing each of these four topics prior to District-wide discussion. These initial areas included 1) establish a data model to measure and ensure student success, 2) increase graduation rates, 3) improve academic outcomes, and 4) build community and leadership through engaged scholarship.

At the Fall 2003 **All College Day** (ACD) convocation, the District's President initiated a semester-long discussion of the potential focus areas. The four papers were posted on the intranet with an invitation to the campus community to read, review, give feedback, and discuss in an online format the topics under consideration. In addition, members of the LT presented an overview of the topics at meetings on all campuses. Nearly 450 staff, faculty, and administrators attended at least one of ten presentations during the month of September (Appendix C).

In order to enhance and invigorate the discussions, a variety of venues and formats offered additional opportunities to debate and consider relevant issues and concerns related to the four topics. Four additional College-wide programs—one on each of the four primary sites—involved approximately 150 employees. Three of these events coincided with planned campus activities, and one was held solely for the purpose of the QEP discussion. In addition, various campus groups participated in their own discussions: Student Leaders Council, the LRC staff at the Spring Creek and the Central Park Campuses, the Faculty Senate, and the All College Council. A group of administrative assistants and assistants to the academic deans also met to consider the topics and to provide comments and input.

The SACS Internal Review Leadership Team (IRLT) collected preference polls and written comments at all the meetings and events. A tabulation of the preference polls for particular issues and consideration of the various comments led the LT to determine a final topic at their monthly meeting in late November. Improving Academic Outcomes received the most support and was subsequently selected by the LT. Immediately following the selection of the QEP topic, members of the LT drafted a new White Paper (Appendix D) that focused the selected issue while merging aspects of the other considered topics, including increasing the District's emphasis on preparing learned individuals who are actively engaged in scholarship and in their communities.

Broad involvement builds the foundation for QEP implementation. Prior to the end of semester break, faculty, staff, and administrators received the latest White Paper via email in preparation for the Spring 2004 All College Day, providing another step toward this important collaboration and cooperation. ACD activities focused the attention of the entire District on the selected theme. Thirty focus groups discussed the topic in-depth, guided by nine specific questions approved by the IRLT and posed in the White Paper. The ACD activity stimulated conversation, ideas, specific goals, and objectives. These discussions were recorded, summarized, and reviewed by the IRLT throughout the spring semester.

As the process progressed, further focus and refinement moved the topic toward that of increasing the emphasis on preparing learned individuals who are actively engaged in scholarship and in their communities.

Issues included:

- Assisting students to integrate knowledge across and among disciplines
- Discussing the concept of scholarship in technical programs
- Creating a scholarly community inclusive of part-time faculty and students
- Assessing the impact of preparing learned individuals and encouraging scholarship

At the annual Administrative Retreat on February 2-3, 2004, members of the IRLT presented a schema based upon the core issue of "creating a scholarly community at CCCCD." Breakout groups dialogued about the characteristics of a scholarly

community, as well as strategies to be utilized by this scholarly community to impact student learning via a definition of a learned individual.

Based upon the comments distilled from the Administrative Retreat, two research teams were created to determine the essential elements of a learned individual and of a scholarly community, respectively. Members of the LT and the IRLT nominated the initial members for these research teams (Appendix E).

The teams then collaborated to publish a first draft of QEP goals and objectives. The two research teams later merged into one large group, and reference librarians joined the process to offer their expertise in researching best practices and national trends that would support the QEP goals, objectives, and **performance indicators.**

Throughout this phase of the process, various constituencies within the District offered feedback. These groups included LT, Deans Council, Student Development Council, Faculty Senate, Council on Excellence, All College Council, department chairs, and the District as a whole. Additionally, a **QEP Steering Committee** (Appendix E) emerged to guide the process. With each stage, the feedback led to further iterations of the major QEP goals, objectives, performance indicators, and expected outcomes.

As the QEP continued to evolve, the process became even more inclusive. The President of the Student Government Association (SGA) joined the QEP Steering Committee early in Summer 2004 and played an essential role in representing the voice of students to the committee and, in turn, facilitated discussion with SGA about the process. Administrative Services provided budgetary recommendations, and the Institutional Research Office (IRO) presented information concerning current **assessment** and **evaluation** instruments.

The crafting of the QEP became a model-in-action of the process to which the District aspires over the next three to five years. Those individuals charged with the task of shaping the plan formed a scholarly community in which research and discovery prompted discussion and engagement. Strategy committee chairs educated other members about the published literature supporting particular goals. The results of the discourse led to the formation of the plan, integrating the suggestions from research teams and Steering Committee members. As the Steering Committee solicited feedback and response, a cycle of evaluation, integration, and further engagement resulted.

Higher education literature refers to collaboration and integration within a community of scholars as a means to transform enhanced student learning. CCCCD's QEP development process reflects these trends and mirrors the philosophical base defined below, while illustrating the scholarly nature of collaboration.

PHILOSOPHICAL FOUNDATION

The fostering of a scholarly community and the development of learned students necessitate an integrated and structured plan based upon sound research. Senior institutions of higher education generally operate from a broader understanding of scholarship, and, following this approach, CCCCD is poised to expand its definition and application of scholarship through its QEP. The process will inevitably lead various College constituencies to work together in a collaborative environment to create a cohesive, holistic learning experience for the District.

In his speech titled "A Community of Scholars," delivered to an Emory Symposium in Atlanta, Georgia, Ernest L. Boyer (1997) stated:

> I believe that the most fundamental challenge confronting American higher learning is to move from fragmentation to coherence. If I were to select one term to capture the essence of my remarks this evening, it would be the word 'connections' – connections between teaching and research, connections between students, faculty, and staff, connections across the disciplines, and connections from the campus to the larger world.

Boyer (1990) describes four functions of scholarship: the **scholarship of discovery** (investigation); the **scholarship of integration** (synthesis); the **scholarship of application** (engagement); and the **scholarship of teaching** (conveyance of knowledge).

- The scholarship of discovery, or research in the traditional sense, contributes not only to increasing human knowledge, but also to the intellectual climate of an institution.
- The scholarship of integration seeks to interpret, draw together, and bring new insight to bear on original research, fitting one's own research or the research of others into larger intellectual patterns.
- The scholarship of application/engagement connects theory to practice.
- The scholarship of teaching refers not only to transmitting knowledge, but to transforming and extending it as well.

George Boggs (2001) utilizes Boyer's forms of scholarship to define how community colleges serve as scholarly communities. He states that community colleges currently engage in all levels of scholarship. He issues a challenge, however, that the new "movement sweeping across higher education today, which to no one's surprise started in the community colleges, does not necessarily define traditional methods as bad. Instead, these methods should not constrain the teacher's thinking about how best to promote student learning…. The scholarship of discovering what works best to promote learning in the disciplines is one that is very well suited to community college(s)."
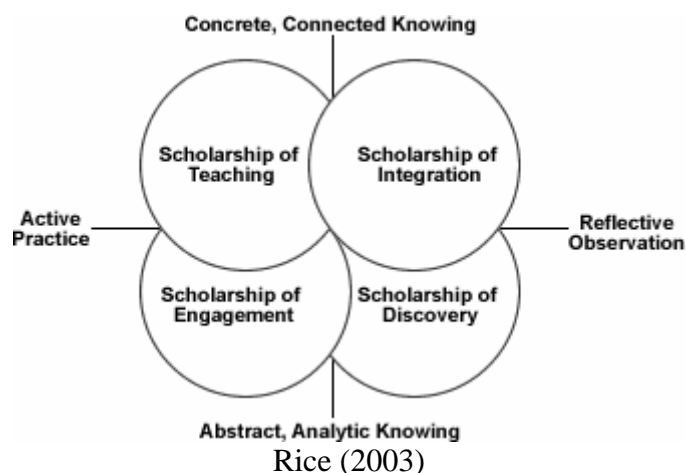
Rice (2003)

Eugene Rice (2003) places Boyer's work within a larger context involving the dimensions of learning. This expanded paradigm contains a vertical axis of abstract, analytic knowing at one end and concrete, connected knowing at the other. Along the horizontal axis, active practice lies at one pole and reflective observation at the other. Within this framework, Rice invites a broader dialogue about scholarship and engagement and the marriage between the two by placing objective research within the context of relationships and connection. The latter polarity embraces contextual engagement. The horizontal continuum represents how knowledge is processed, from reflection to practice. Rice states that "theoretical reflection and practice are mutually reinforcing, each enriching the other," and both are necessary ingredients for scholarly learning.

As the higher education paradigm shifts, teaching and learning become scholarly pursuits "subject to empirical evidence…and intellectual deliberation" (Rice, 2003). Evidence of student learning is viewed as an issue to be "investigated, analyzed, represented and debated" (Rice, 2003). Engagement becomes more than applying what is learned in the classroom to external situations; it means moving beyond outreach and service into genuine collaboration where "learning and teaching will be multidirectional and the expertise will be shared" (Rice, 2003).

Rice (2003) and Boggs (2001) seem to articulate a broader vision of Boyer's work by challenging higher education and community colleges to transcend historical and traditional models and to discover, integrate, apply, and teach in a connected way. CCCCD's QEP offers an unprecedented opportunity for collegial collaboration in the process of scholarship that will enhance student learning.

Focusing on the sum of learning experiences enables all individuals within a college, no matter their roles, to contribute to learning. Integrating a variety of learning contexts within the educational community and "intentionally valuing them as integral to the process of teaching and learning…increases the likelihood of student success" (Maki, 2004). CCCCD already adheres to this philosophy, and the QEP will further enhance and focus the College's efforts toward excellence.

Current trends in higher education underscore the transformative nature of CCCCD's QEP. To support an environment that connects students and that builds a systemic commitment to the cohesion of education confronts time-honored constructs. Embracing this challenge is groundbreaking territory for a community college. CCCCD will examine how to assist students to integrate knowledge across disciplinary boundaries, how to address the concept of scholarship in all programs, including technical ones, and how to create a scholarly community that includes both full- and part-time faculty. The goals of the QEP directly address these concepts within the context of scholarship by developing objectives that lead toward collaboration and connection as defined by Boyer and Rice.

Thus, the first step becomes one of creating definitions of a scholarly community and a learned individual, keeping in mind the unique culture of the community college. The essential elements of a scholarly community include:

- An environment that supports intellectual activity and a sense of community
- Inquiry and collaboration among students, faculty and staff
- An image and tradition that reflect standards of performance necessary for success
- A sense of identity within the District as an oasis of personal and professional enrichment

The essential characteristics of a learned individual include:

- A passion for learning
- Skills to communicate effectively
- Skills and ability to think critically
- Knowledge and application of ethical decision making
- An understanding and appreciation for **diversity**

These elements form the basis for the QEP goals and serve as the context from which objectives, performance indicators, and expected outcomes originate.

CONCEPTUALIZATION

As indicated in the QEP Philosophical Foundation, CCCCD embraces a broadened concept of scholarship within the shifting paradigm of higher education. This paradigm focuses on learning as an active and socially constructed process, the shared responsibility for learning, the importance of integrated and connected dialogue, and the development of an engaged system where students, faculty, and staff alike contribute experience and expertise within a learning environment.

The epistemology in education is moving away from one in which "knowledge is accumulated by discovering the 'truth' about the reality that exists" and then transmitted from expert to student to a model where "knowledge is constructed by humans through social interaction" (Cross, 1999). CCCCD has already begun espousing the philosophy of

involvement and collaboration with various initiatives and programs (Appendix F), including a training program in **cooperative learning** techniques, the development and support of award-winning **Service-Learning** and **Learning Communities** programs, and the recent creation of the **Center for Scholarly and Civic Engagement**. The QEP allows the College to integrate these models into a cohesive system that will further encourage connection and collaboration.

Extensive research elucidates the constructive impact of active involvement on student learning. Emphasizing a systemic approach that forces institutional clarification of values and vision, leaders in education advocate invention and collaboration at all levels. Not only does this process lead to enhanced higher learning, it provides a model of the learning practices that the institution intends to teach (Ewell, 1997; AAHE, ACPA, & NASPA, 1998). CCCCD's QEP provides a catalyst for discourse and action: a process of discovery and synthesis that will promote intellectual activity within a community that values the contributions of all members.

The enlarged perception of learning "requires consideration of what students know, who they are, what their values and behavior patterns are, and how they see themselves contributing to and participating in the world in which they live" (Keeling, 2004). The College intends to focus on learning outcomes that encourage students to become "intentional learners," individuals who will adapt to new environments and who can integrate knowledge acquired from various sources (Association of American Colleges and Universities [AACU], 2004). According to the AACU report, students will be "empowered through mastery of intellectual and practical skills, informed by knowledge about the natural and social worlds and about forms of inquiry basic to these studies, and responsible for their personal actions and civic values."

As CCCCD develops the QEP, intellectual inquiry, including global and diverse learning, and ethical decision making, becomes the focus. These themes provide an expanded framework that encompasses the development of learned individuals, the building of a scholarly community, and the integration of the two. They reflect the District's Core Values of academic excellence, dignity and respect, and integrity. Further, the themes interweave, objectives overlap and complement one another, and the result becomes a holistic vision to enhance student learning.

INSTITUTIONAL CULTURE

CCCCD's institutional culture values excellence and scholarship and, therefore, supports the goals of the QEP. The District sustains innovative leadership in higher education at local, state, and national levels. CCCCD is located in a highly educated area of the state, where the majority of the residents in the community value education. The local community has supported the College since its inception 19 years ago and continues its involvement in shaping the strategic goals and achievement indicators of the District.

CCCCD remains committed to academic excellence, providing educational opportunities that support students in meeting or exceeding their academic and professional aspirations and offering a college experience that prepares students for a civically, culturally, and socially-diverse world. The College promotes opportunities for students to become actively engaged within the community, to foster an understanding of diverse cultural and social issues, to participate in the arts, and to become involved in curricular and co-curricular learning activities.

CCCCD's commitment to academic excellence is evidenced by the academic credentials of the faculty, an experientially-based curriculum, world-class facilities, and a technologically-advanced learning environment. The College prepares students to surpass their academic and professional aspirations by providing current and relevant curriculum opportunities and by expecting excellence in student learning.

Full- and part-time faculty and staff demonstrate leadership in the community, as well as in the classroom. Numerous local, state, and national recognitions and awards for programs, such as Learning Communities, Service-Learning, and Student Development, directly result from the collaboration and creativity of the faculty and staff.

Academic degree programs and support services throughout the District respond to universities and to local business and industry needs. Although the local economy has suffered over the past two years, it continues to require and support a skilled workforce. Positions with positive career forecasts are available to academically and technically prepared students. The internal culture of the District continues to support and encourage student involvement, innovation in technology to address the changing needs of our students, and interaction within the institutional community in order to remove "barriers" or "**silos**" and to enhance integration and connections within academic and student development programs.

Emphasis on accountability in higher education stresses the importance of assessment and evaluation. While the State of Texas monitors the performance of community colleges, CCCCD already maintains a culture where assessment and planning play a significant role. The QEP will enhance the evaluation process by defining and implementing a specific assessment and evaluation plan that provides data about student learning and outcomes.

Open admissions policies characterize community colleges and present unique challenges related to developing a scholarly community. CCCCD mirrors the changing demographic trends in higher education. Increasing numbers of American high school graduates have access to post-secondary education, and these students demonstrate varying levels of preparedness. More women, adult students, students with complex demands in their lives, students of color, and individuals from diverse cultural backgrounds all introduce new contexts into the campus environment.

Enrollment Demographics			
	Degree-Seeking First-Time First-Year	Degree-seeking Undergraduates (Include first-time first-year)	Undergraduates (both degree- and non-degree-seeking)
Full-Time			
Men	1,509	1,991	3,106
Women	1,004	2,153	3,201
Part-Time			
Men	495	3,202	3,924
Women	574	4,809	5,739
Nonresident aliens	252	1,790	1.893
Black, non-Hispanic	205	915	949
American Indian or Alaskan Native	17	86	88
Asian or Pacific Islander	96	644	700
Hispanic	259	1,073	1,106
White, non-Hispanic	2,303	10,779	11,234
Race/ethnicity unknown	0	0	0
Total	3,132	15,287	15,970

(CCCCD Institutional Research Office Web site, 2004)

Traditional and non-traditional students attend CCCCD and have various motivations for doing so. While the traditional student often chooses the College as a step toward a four-year institution, others come for workforce training, personal enrichment, or to advance their skills and abilities. The vast majority of students commute to the College, and many maintain part- or full-time jobs while carrying a significant course load. The District also provides support for special population students, including under-prepared and under-represented students, first-generation college students, the economically disadvantaged, single parents, and displaced homemakers.

Legislative Budget Board Performance Measures: Report History Collin County Community College District: Actual Fiscal Years 1999 through 2003						
Reporting Period	**Performance Measure**	**1999**	**2000**	**2001**	**2002**	**2003**
Fall Semester	Percentage of Course Completers	77.9%	78.4%	77.9%	79.2%	79.6%
Fall Semester	Percentage of Contact Hours Taught by Full-Time Faculty	52.9%	53.8%	50.9%	45.2%	46.0%
Fall Semester	Number of Students Who Transfer to a University	2,408	2,493	2,522	2,594	2,919
Fiscal Year	Percentage of Minority Students	12.1%	12.3%	13.1%	12.7%	13.5%
Fiscal Year	Percentage of Students Enrolled Who Are Academically Disadvantaged	25.8%	13.4%	17.3%	20.4%	22.9%
Fiscal Year	Percentage of Students Enrolled Who Are Economically Disadvantaged	5.4%	7.2%	6.7%	7.6%	8.8%

(CCCCD Institutional Research Office Web site, 2004)

Like most institutions, CCCCD hires part-time faculty to teach many of the course offerings. CCCCD associate faculty contribute significantly to the College culture through their efforts to educate students. CCCCD invites part-time faculty to participate in strategic planning and **professional development** programs, and the QEP will expand upon these initiatives by including part-time faculty in the implementation process.

Instructional Faculty Data			
	Full-time	**Part-Time**	**Total**
a.) Total instructional faculty	199	570	769
b.) Total minority faculty	21	72	93
c.) Total women	100	316	416
d.) Total men	99	254	353
e.) Total non-resident aliens (international)	0	8	8

(CCCCD Institutional Research Office Web site, 2004)

The Strategic Planning process has taken on an increasingly prominent role at CCCCD over the past four years. The QEP will serve as an impetus to further refine, solidify, and expand the role of strategic planning and evaluation. Annually, the District develops College-wide **Achievement Indicators** to guide the accomplishment of the District Strategic Goals. The QEP retains a prominent place in CCCCD's FY 2004-2005 Achievement Indicators. Additionally, the QEP commitment to an assessment and evaluation plan will enhance an institutional culture that values setting priorities, allocating sufficient resources, and impacting student outcomes.

George Boggs (2001) states that community colleges currently engage in all levels of scholarship and have established a trend of enabling students to take responsibility for their own learning—to become intentional learners. Several of CCCCD's programs (e.g., Service-Learning, Learning Communities, and the **Student Leadership Academy**) exemplify experiential and reflective learning (Keeling, 2004). Initiatives currently underway and those considered in the QEP will serve to unify and connect the College community and facilitate integration of knowledge and experience. The challenge will be to make systems and programs applicable and effective for the diverse student population at CCCCD; to map "how learning occurs, where it occurs, how we can confirm that it is occurring, and what the outcomes of learning are" (Keeling, 2004).

METHODOLOGY AND ORGANIZATION

CCCCD will foster a scholarly community through goals tied to the District's Strategic Plan, Mission, and Core Values (Appendix A). The goals create a transformative paradigm for the development of learned students through a focus on intellectual inquiry and the expansion of collaboration.

The QEP process embraces two goals: develop skills, motivation, and opportunities for intellectual inquiry; and improve and expand collaborative learning. However, throughout implementation, the College must be mindful of the goals' interconnection, overlap, and holistic perspective. Components of intellectual inquiry encompass global and diverse learning opportunities, as well as ethical decision making. To be prepared for today's diverse society and workplace, students require opportunities for engaged and collaborative learning experiences (Hurtado, 2003). Organizations that value and promote enhanced student learning generate "collaborative efforts…by all those affiliated with our institutions as well as by members of the larger community concerned with higher education to ensure that we achieve our mission of increased higher learning" (AAHE, et al., 1998).

Fostering a Scholarly Community—
Developing learned students within an environment that promotes intellectual inquiry
Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry
Objective 1.1: Develop at the discipline/department level student learning outcomes related to intellectual inquiry
Objective 1.2: Engage students in intellectual inquiry through co-curricular activities
Objective 1.3: Encourage and recognize student involvement in research/scholarly activities
Goal 2: Improve and expand collaborative learning
Objective 2.1: Improve and expand curricular collaborative learning activities
Objective 2.2: Improve and expand co-curricular collaborative learning activities
Objective 2.3: Improve and expand collaborative efforts between and within Academic Affairs and Student Development

The QEP implementation and assessment timetables begin with the Fall 2004 semester. Many of the QEP's first year initiatives will occur in response to the District's strategic planning process. Leadership Team members have been designated to administer each of the six QEP objectives, and the individual performance indicators demonstrate broad-based involvement. A total of $500,000 will be earmarked for **Strategic Initiatives** and the QEP in FY 2004-2005. Unused funds will be carried forward to the next year. Some of the first year QEP activities will not require additional funding beyond usual allocations and have, therefore, been designated as having neutral budget impact for Year One.

Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry		
Objective 1.1: Develop student learning outcomes related to intellectual inquiry at the discipline/department level		
Type(s) of Scholarship: Teaching, Integration, Discovery		
Leadership Team Representative: Vice President of Academic Affairs (VPAA)		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
1.1.1 Develop discipline-specific definitions of intellectual inquiry and define learning outcomes related to the definitions for both academic and workforce programs	2004-2005 Neutral Budget Impact	VPAA, Academic Deans, Department Chairs
1.1.2 Offer one or more faculty professional development activities that address how to build intellectual inquiry into curriculum, including workshops, and departmental and inter-departmental retreats	2005-2006 Budget for training and expert consultation	Executive VP, Academic Deans
1.1.3 Offer intra- and inter-disciplinary teaching groups/workshops that address challenges involved in teaching and learning in a diverse community college environment	2005-2006 Budget for training and expert consultation	Academic Deans, Department Chairs

Rationale 1.1: CCCCD defines intellectual inquiry as the process and purpose of knowing, involving a variety of complex thinking skills, including **critical thinking**, reflective thinking, effective reasoning, and intellectual flexibility (University of Texas at Dallas, 2004). In *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*, Keeling (2004) defines two student outcomes related to intellectual inquiry—cognitive complexity and the acquisition, integration, and application of knowledge. The dimensions of these outcomes include critical and reflective reasoning; understanding knowledge in a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; and integrating cognition with emotion, identity, and daily life.

One component of student learning involves the understanding of multiple modes of inquiry, as well as a variety of approaches to knowledge. This skill reflects an understanding of the analytic modes of several broad areas of intellectual endeavor (Schneider & Shoenberg, 1998). Development of local outcomes at the discipline and departmental levels initiates conversation about discipline-specific definitions and approaches to intellectual inquiry. The College must undertake such discussion by inviting various constituents to collaborate in identifying activities and learning outcomes that contribute to goals and learning objectives.

Issues concerning the diverse student population at CCCCD necessarily become an implicit facet of the discourse about intellectual inquiry. Challenges that face institutions of higher education also confront CCCCD. These include the implications of increased universal access to college, the complex and destabilizing effects of economic trends and public policy, the diversification of students with an emphasis on adult learners, and the development of an increasingly global society (Keeling, 2004). Fostering an inclusive scholarly community given these issues, as well as varied motivations, levels of preparedness for college work, and wide-ranging types of students, presents challenges. Current literature speaks to the recognition and opportunity inherent in embracing diversity and recommends directly addressing these issues as essential to the educational process and to positive student outcomes.

Diversity experiences positively impact the development of critical thinking, according to Pascarella, Palmer, Moye, & Pierson (2001)**.** The authors state that "the challenges presented by diverse college environments and the exposure to different worldviews in itself fosters development of critical thinking in college students." Students who experience classroom diversity, as well as informal interaction with peers, show "engagement in active thinking, growth in intellectual engagement and motivation, and growth in intellectual and academic skills" (Gurin, 1999). Green & Kamimura (2003) find that "interaction with diverse peers relates positively to social awareness development," which in turn has been linked to "the development of critical thinking skills. Tam & Bassett, Jr., (2004) address the impact of diversity on academic success, as measured by GPA, and conclude that "after controlling for other factors that affect GPA, … we find significant diversity impacts."

In terms of student outcomes related to global and diverse learning, Keeling (2004) defines humanitarianism as the "understanding and appreciation of human differences, cultural competency, and social responsibility." Knowledge areas include racial identity development, multicultural competency, sexual and gender identity development, as well as reflective judgment, and cognitive and moral development. CCCCD integrates these areas into the QEP because of their interrelationship as essential elements of the learned individual. QEP activities endeavor to facilitate institutional discourse and professional training of faculty and staff in order to structure and make publicize the District's philosophy concerning scholarship.

Professional development activities will provide training and further dialogue within and across disciplinary boundaries. The faculty and staff who participate will gain the skills to identify, to expand, or to add classroom approaches that support defined outcomes. Should students choose to finish their general education core courses at CCCCD because of the intellectual challenge, the anticipated results will demonstrate an increase in core completers. Additionally, students will show an increase in perceptions of learning gains as measured by the **Community College Satisfaction Experience Questionnaire (CCSEQ)** (Pace, Murrell, Friedlander, & Lehman, 1990).

Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry		
Objective 1.2: Engage students in intellectual inquiry through co-curricular activities		
Type(s) of Scholarship: Teaching, Integration, Engagement		
Leadership Team Representative: Vice President of Student Development (VPSD)		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
1.2.1 Market and recruit students to participate in academic-related student and honors organizations	2004-2005; annually thereafter $1,000-$2000 for marketing materials	Director, Center for Scholarly & Civic Engagement (CSCE), Student Life, Recruitment and Programs for New Students
1.2.2 Create and implement a District-wide **Honor Code** and **Student Bill of Rights** that explicate the District philosophy regarding **academic integrity**, respectful discourse, and personal conduct	2005-2007 Neutral Budget Impact	Dean of Students, SGA, Faculty Senate
1.2.3 Implement library seminars on **information literacy** at each campus to teach secondary research skills that complement discipline-specific intellectual inquiry	2004-2005 Neutral Budget Impact	LRC Directors

Rationale 1.2: Pascarella (1999) found that college impacts the development of critical thinking skills, but finds no significant relationship between critical thinking and any one "specific college experience or curricular emphasis." He therefore suggests that

> …rather than any one particular experience, it is the student's total engagement in the intellectual and social experience of college that positively influences the development of critical thinking ability. This reinforces the notion that intellectual or cognitive development in college may be the result of an integrated total experience rather than the outcome of involvement in specific isolated experiences. In terms of college influence on critical thinking, the whole may indeed be greater than the sum of its parts (p. 568).

To address the engagement of students in intellectual inquiry through co-curricular activities, the QEP proposes expanding the participation in academic-related student and honors organizations. Organizations and programs (Appendix F) already exist within the College and are poised to provide the intellectual and scholarly stimuli that help develop the skills essential to learned students. Evaluation will provide data about whether involvement in such activities does, in fact, enhance student learning.

Due to the considerable increase in academic cheating and dishonesty on college campuses, more institutions are considering honor codes and how they can be implemented effectively. Strong honor codes and the resultant conversations not only help deter academic dishonesty, they also raise consciousness about a wider range of moral issues and foster a climate of trust, civility, self-restraint, and mutual respect (Colby, Ehrlich, Beaumont, & Stephens, 2003).

Crafting an Honor Code for CCCCD will open conversations about academic integrity, respectful discourse, and personal conduct within the context of the District's Mission statement and Core Values. McCabe & Trevino (1993) suggest that institutions consider how to create an environment where academic dishonesty becomes socially unacceptable, i.e., where institutional expectations are clearly understood and where students perceive that their peers are adhering to these expectations. They further discuss the enduring impact that honor codes have on students and employees. McCabe, Trevino, & Butterfield (2004) suggest that participation in multiple honor code communities contributes, in part, to a reduction in dishonest behavior, particularly if the honor codes are well implemented and strongly embedded in the organizational culture.

Utilization of a Student Bill of Rights ensures that all members of the District are informed of students' rights and privileges. The CCCCD Student Bill of Rights, in concert with the aforementioned Honor Code, will "foster a climate of trust, civility, self-restraint, and mutual respect" throughout the District (Colby, et al., 2003).

As the Honor Code and the Bill of Rights become infused into the District culture, predictably, students will indicate increased clarity of values and ethical standards. As a result, the percentage of reports and incidents of academic dishonesty and disciplinary actions among the student population will decrease.

CCCCD's Learning Resource Center Executive Directors began developing library seminars based on the standards set by the **Association of College and Research Libraries** (ACRL) in January 2000. According to the ACRL (2000), "…information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning." Having adopted these standards as a framework, LRC staff intend to promote scholarly inquiry by teaching such skills as:

- How to determine the extent of information needed
- How to access the needed information effectively and efficiently
- How to evaluate information and its sources critically
- How to incorporate selected information into one's knowledge base
- How to use information effectively to accomplish a specific purpose
- How to understand the economic, legal, and social issues surrounding the use of information
- How to access and use information ethically and legally

The library seminars on information literacy (bibliographic instruction) will serve as a base for encouraging faculty, student and staff involvement in research/**scholarly activity**. Certain CCSEQ (Pace, et al., 1990) items relate to library activities and will provide evidence of enhanced involvement and satisfaction.

Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry		
Objective 1.3: Encourage and recognize student involvement in research/scholarly activities		
Type(s) of Scholarship: Teaching, Integration, Discovery, Engagement		
Leadership Team Representative: Provosts		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
1.3.1 Team students with faculty on research projects and showcase student scholarly work at CCCCD Research Conference	2005-2006; annually thereafter Budget for conference planning, marketing, production	Directors of Honors Institute, CASMNS, and CSCE
1.3.2 Create and award new scholarships to students participating in research/scholarly activities	2005-2010 Budget for scholarship(s)	Executive Director of Development & Foundation, CSCE
1.3.3 Implement mechanisms for recognizing student participation in co-curricular programs	2005-2010 Neutral Budget impact	VPAA, VPSD, Provosts, Registrar, Academic Deans, CSCE
1.3.4 Establish physical spaces and an online archive to display and acknowledge outstanding student work and awards	2005-2010 Neutral Budget Impact	Provost CPC, Academic Deans, Public Relations (PR), CSCE, LRC

Rationale 1.3: Scholarly activity involves the systematic pursuit of a topic, involving objective, rational, and critical inquiry. It results in a product that is shared with others and that is subject to the criticism of individuals qualified to judge the product (Vaughan, 1988). Such products may include "art exhibits by teacher-artists, original essays and poems, scholarly articles in journals and other publications that are not research-based, original texts designed for using computers in teaching…, inventions and patents on inventions by technical faculty, and faculty members engaged in classroom research" (Vaughan, 1992).

Involving the entire College in scholarly activities provides students with role models for intellectual inquiry. In addition, the process of engaging students in scholarly activities generates stronger interaction between students and faculty, which, in turn, will enhance student learning. Shulman (1993) states that teaching must be made visible through scholarly artifacts that will be created, judged, and preserved. In order to encourage students and faculty to increase involvement in research and scholarly inquiry, QEP activities offer opportunities to acquire skills and tools to enhance success, to understand discipline-specific methods of intellectual inquiry, and to showcase the results of their endeavors.

Recognition of scholarship serves to increase motivation to continue such pursuits and activities, and, therefore, becomes self-reinforcing and more likely to persist. CCCCD will initiate recognition via scholarships, notations on official transcripts, and the establishment of physical and virtual spaces for showcasing student work. Such practices are well regarded and supported in higher education institutions.

STUDENT LEARNING OUTCOMES

To evaluate and assess the impact of Goal One objectives, the QEP implementation teams will use performance indicators to determine whether QEP activities occur as scheduled. Two semester reports and a year-end annual report will identify evidence of accomplishment and observed outcomes, and, therefore, contribute to further decision making about QEP implementation. The following table lists outcomes and measurement instruments, as well as the area(s) responsible for gathering and reporting the data.

The Community College Student Experiences Questionnaire (CCSEQ) (Pace, et al., 1990) will be a major tool utilized for the evaluation of Goal One. Other measurements will be adopted and developed as needed. CCCCD's IRO coordinates the administration of the CCSEQ each fall to all graduates and core completers. The standardized instrument assesses the degree of interaction between the learner and the College, and, therefore, serves as one measure of a student's engagement in the community. By studying the "quality of effort," how often students engage in a variety of college activities, the QEP implementation team will develop a snapshot of student involvement and will gain insight into students' reported perceived gains or progress based upon their educational experience at the College. The CCSEQ (Pace, et al., 1990) allows for District-relevant questions to be added to the survey, and this tool will be utilized to assess awareness of the Student Honor Code and Bill of Rights.

Expected Student Outcomes			
Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry			
Expected Outcome	**Measure(s)**	**Baseline Measure**	**Area(s) of Responsibility**
1.1 Increase in library research usage	**1.1.1** Composite measure of CCSEQ items in *Library Activities* section	2003-2004	IRO
	1.1.2 Frequency of interlibrary loan usage	2003-2004	LRC Executive Directors
	1.1.3 Number of sessions on online databases		
	1.1.4 Attendance at information literacy instruction		
	1.1.5 Frequency of use of periodical collection		
	1.1.6 Number of items in circulation		
1.2 Increase in student perceptions of learning gains	**1.2.1** Composite score of CCSEQ items in *Estimate of Learning Gains* section	2003-2004	IRO
1.3 Increase in **Core Completers**	**1.3.1** Number of core completers reported on **CBM-009**	2003-2004	IRO
1.4 Increase in membership in specialized academic co-curricular programs	**1.4.1** Membership in **Honors Institute**	2003-2004	CSCE
	1.4.2 Membership in **CASMNS**		
	1.4.3 Membership in **Emerging Scholar**s Program		
	1.4.4 Membership in Student Leadership Academy		
	1.4.5 Membership in **Phi Theta Kappa**		
	1.4.6 Membership in **Psi Beta**		
1.5 Increase in the number of scholarly works produced by students	**1.5.1** Number of conference presentations	2003-2004	Academic Deans, Department Chairs, Student Life, CSCE
	1.5.2 Number of workshops		
	1.5.3 Number of performances		
	1.5.4 Number of juried and non-juried publications and creative works		

1.6 Decrease in the percentage of students involved in academic dishonesty relative to the total number of students	**1.6.1** Number of students involved in academic dishonesty **1.6.2** Total number of students	2003-2004	Dean of Students
			IRO
1.7 Increase in student awareness of personal values and ethical standards	**1.7.1** Mean student response to CCSEQ item *Becoming clearer about my own values and ethical standards*	2003-2004	IRO
1.8 Increase in student awareness of CCCCD's student rights, student honor code, and core values	**1.8.1** Develop new **Noel-Levitz**® or CCSEQ item	2004-2005	IRO
1.9 Increase in student application of CCCCD's student rights, student honor code, and core values	**1.9.1** Design report based upon student focus groups	2004-2005	Dean of Students

(Appendix G)

Goal One expected student outcomes will consider responses from the CCSEQ *Library Activities* section such as "checked out books," "prepared references for paper," and "asked librarian for help." The CCSEQ (Pace, et al., 1990) items related to *Student Acquaintance Activities* will provide information about interactions with people from diverse backgrounds. Additionally, CCSEQ *Estimate of Gains* offers further understanding about changes in awareness, understanding, and acceptance of different philosophies, cultures, and ways of life.

Goal 2: Improve and expand collaborative learning		
Objective 2.1: Improve and expand curricular collaborative learning activities		
Type(s) of Scholarship: Teaching, Integration, Discovery, Engagement		
Leadership Team Representative: Vice President Academic Affairs (VPAA)		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
2.1.1 Document, evaluate, and make recommendations for the expansion of collaborative learning classroom pedagogies	2004-2005 Neutral Budget Impact	Executive VP, Academic Deans, Department Chairs, Council on Excellence
2.1.2 Create a tracking system to demonstrate learning outcomes for students who participate in Service-Learning programs	2004-05 Neutral Budget Impact	VPAA, Academic Deans, Institutional Technology (IT), IRO, Director CSCE

2.1.3 Utilize technology to enhance delivery of Service-Learning and Learning Communities programs	2004-2005; annually thereafter Neutral Budget Impact	Director CSCE, Service-Learning Coordinator, Learning Communities Coordinator, PR
2.1.4 Emphasize courses in the class schedule with Service-Learning components to increase students' ability to identify and choose Service-Learning options	2004-2005 Neutral Budget Impact	Director CSCE, Service-Learning Coordinator, PR
2.1.5 Offer collaborative learning pedagogical workshops for full- and part-time faculty	2005-2006 Budget for training and expert consultation	VPAA, Academic Deans, Department Chairs, TLC
2.1.6 Create and offer one or more Learning Community courses per academic year that address and promote awareness of global and diverse learning issues	2005-2006; annually thereafter	Academic Deans, Department Chairs

Rationale 2.1: Collaborative learning enhances student success. In discussing what is known about student learning, Cross (1999) identifies, such as active learning, cooperation, and diverse ways of knowing, as critical components of student learning. According to Cross, "students who are actively engaged in learning for deeper understanding are likely to learn more than students not so engaged." Service-learning, learning communities, cooperative learning, and other collaborative learning activities are based upon these principles.

Keeling (2004) discusses two learning outcomes that encompass collaborative learning. Inter- and intra-personal competence involves abilities to make and maintain meaningful relationships, to act collaboratively and interdependently, to work with people who may be different from oneself, and to develop self-appraisal and self-awareness skills. Civic engagement learning outcomes indicate a sense of civic responsibility, commitment to public life through community, engagement in principled dissent, and effective leadership. Additionally, Keeling defines the learning outcomes of persistence and academic achievement that develop through interaction and socialization with mentors and academic and student support opportunities.

As an acknowledged collaborative learning pedagogy, learning community programs represent an intentional restructuring of students' time, credit, and learning experiences to foster more explicit, intellectual connections between students, between students and faculty, and among disciplines. Learning communities offer a greater sense of identity within an academic community, especially in a nonresidential college environment. They replace fragmented classroom encounters and offer a powerful means to cross campus, disciplinary, and departmental borders in order to develop practice-based interdisciplinary knowledge.

Cooperative learning involves the instructional use of small groups so that students work together to maximize their own and each other's learning. A research study (Johnson,

Johnson & Holubec, 1993) comparing cooperative, competitive, and individualistic learning efforts indicates that cooperation typically results in higher achievement and greater productivity; more caring, supportive, and committed relationships; and greater psychological health, social competence, and self-esteem. As faculty master the essential components of cooperative learning, they may restructure existing courses, tailor cooperative learning courses to meet unique instructional needs, and intervene to increase the effectiveness of student learning groups.

Service-learning integrates community service with academic instruction and focuses on critical and reflective thinking, problem-solving, social and personal development, and civic responsibility. Combining academics with community service provides a unique opportunity to put into practice those principles that are taught in the classroom. Service-learning can stimulate academic performance, increase students' understanding of the responsibilities of living in a democratic society, and encourage students to become involved in the social problems facing their communities.

The **Campus Compact Annual Membership Survey** (Campus Compact Highlights, 2004) shows a steady increase in the institutionalization of service and service-learning. The national survey reveals that faculty support engaged learning, facilitating learning of course content, and enhancing critical thinking skills as key incentives for adopting service-learning pedagogies.

The Service-Learning and Learning Communities programs at CCCCD are nationally-recognized, award-winning initiatives. The Service-Learning program at CCCCD is also nationally recognized as a model for community colleges in Texas. With additional technology and support, identified needs can be addressed, goals accomplished, and the sustainability of the programs ensured.

In the last six years, anecdotal experience from CCCCD's Service-Learning program suggests a link between service-learning and positive student outcomes. These findings are echoed by the UCLA study *How Service Learning Affects Students* (Astin, Vogelgesang, Ikeda, & Yee, 1999). Their data demonstrate the significant positive effect of service-learning outcome measures, such as academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college. The authors' findings "directly replicate a number of recent studies using different samples and methodologies."

Objective 2.1 intends to enhance and expand collaborative learning pedagogies in the District by first identifying, cataloging, and evaluating current initiatives based in the classroom and throughout the College. Reporting of the College's best practices and recommendations for expansion will follow.

To increase awareness and, therefore, participation in collaborative learning, activities will include the utilization of technology to enhance Service-Learning and Learning Communities Web sites, clearly identifying courses with service-learning components in the class schedule and offering programs and events that facilitate cooperation, connection, acceptance, and understanding of diverse ideas, cultures, and abilities.

Expected student learning outcomes include an increase in term-to-term persistence and course completion, since involvement within the community and with others serves to enhance **retention**. With increased awareness, participation is predicted to increase.

A diverse student body that encourages students to interact and to engage in discussion "under rules of civil discourse" generates individuals who will be "better prepared to become active participants in our pluralistic democratic society once they leave school" (Gurin, 1999). Gurin regards this interaction as "compatible with the interests of the broader community" and concludes from her research that "we are compelled to understand that students' hearts and minds may be impacted most by what they learn from peers."

Additionally, students benefit from appreciating interrelationships among global and cross-cultural communities. With development of respect for the complex identities of others, their histories, and their cultures, students acquire deeper self-understanding. They become empowered, informed, and responsible learners. Therefore, the District proposes to offer one or more Learning Community courses, at least once per academic year, that will target global and diverse learning issues. Consequently, students will begin to demonstrate increased acceptance and appreciation of the diversity prevalent within the District, as well as indicate greater levels of satisfaction as measured by the CCSEQ (Pace, et al., 1990) and the Noel-Levitz® Student Satisfaction Inventory [TM] (Schreiner & Juillerat, 1994).

Goal 2: Improve and expand collaborative learning		
Objective 2.2: Improve and expand co-curricular collaborative learning activities		
Type(s) of Scholarship: Teaching, Integration, Discovery		
Leadership Team Representative: Vice President of Student Development (VPSD)		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
2.2.1 Document, evaluate, and make recommendations for the expansion of co-curricular collaborative activities	2004-2005 Neutral Budget Impact	Provosts, Academic Deans, Director, Student Life, Department Chairs
2.2.2 Offer collaborative learning workshops for staff	2005-2006 Budget for training	Assistant Director, Professional Development
2.2.3 Coordinate programs and events that emphasize the variety and diversity of ideas, abilities, and cultures and coordinate scheduling of regular and special events, including a District-wide event calendar	2005-2006; annually thereafter Neutral Budget Impact	Provost PRC, Student Life, International Student Office, Professional Development

Rationale 2.2: Research reveals that strong partnerships between student development personnel and faculty, both full- and part-time, serve a key function within a scholarly community. Collaboration may result in the development of out-of-class opportunities for

student learning. Studies show that peer interaction, involvement in clubs and organizations, and employment have positive effects on critical thinking skills (Gellin, 2003). Keeling (2004) supports the connection between academic affairs and student development in undertaking endeavors, such as extended orientations, cultural identity development, academic advising, and student leadership academies. These activities model and promote integrated learning experiences. Suggested activities include subject-area clubs, honor societies, and affinity groups to bring students together for discussion and debate, presentations by guest lecturers, and educational programs staged in public campus areas (Twale & Sanders, 1999). Pedagogy in co-curricular areas will require students' active involvement in decision making, involving multiple perspectives and unresolved issues (Thompson, 2002).

In a study examining the impact of involvement patterns of adult students on intellectual development, problem solving, scientific reasoning, and career development, Graham & Gisi (2000) report that classroom and other related learning correlate positively with participation in college organizations and activities. In addition, the authors note certain components, such as the faculty's respect for students, faculty availability, faculty concern and contact with students, and the quality of instruction play a larger role in student learning outcomes than does the level of student involvement solely.

Keeling's (2004) description of learning as "a complex, holistic, multi-centric activity that occurs throughout and across the college experience" supports the position that learning is the result of multiple experiences, versus a single specific experience. Student experiences in the classroom, coupled with complementary experiences through student development and co-curricular programs, enhance student learning. CCCCD currently offers a variety of programs (Appendix F) poised for increased partnership and collaboration. "All areas of college engagement provide opportunities for student learning" (Keeling, 2004). By creating a specific QEP objective, the District recognizes the benefit of integrated learning experiences and provides support for undertaking this charge.

Robert Exley (2004) states that "higher education provides a unique opportunity to challenge the 'beliefs and practices' of our students and our colleagues—be they related to poverty, sexual preference, race, gender, environmental issues, religion, or any other potentially divisive issue…our curriculum must go beyond content mastery—regardless of whether the content is liberal arts or career and technical in nature." The US Department of Education Fund for the Improvement of Postsecondary Education (Campus Compact History, 2004) states, "that students are more likely to have a sense of social responsibility, more likely to commit to addressing community or social problems in their adult lives as workers and citizens, and more likely to demonstrate political efficacy when they engage in structured conscious reflection on experience in the larger community. To achieve these outcomes, students need structured, real-world experiences that are informed by classroom learning."

CCCCD's Center for Scholarly and Civic Engagement (CSCE) will increase coordination of College-wide efforts and serve as a clearinghouse for endeavors that promote such involvement. The CSCE will enable tracking of numerous co-curricular events,

programs, and opportunities. The CCSEQ (Pace, et al., 1990) and Noel-Levitz® (Schreiner& Juillerat, 1994) surveys will also provide information about increased attendance and participation in activities outside the classroom.

Goal 2: Improve and expand collaborative learning		
Objective 2.3: Improve and expand collaborative efforts between and within Academic Affairs and Student Development		
Type(s) of Scholarship: Teaching, Integration		
Leadership Team Representative: Executive Vice President (EVP)		
Performance Indicator	**Timeline & Estimated Budget Impact:**	**Area(s) of Responsibility**
2.3.1 Adopt CCCCD definition of scholarship and civic engagement	2004-2005 Neutral Budget Impact	VPAA, LT Academic Deans, CSCE
2.3.2 Develop resource clearinghouse related to collaborative learning efforts and implement a system to bring together faculty, students, and community partners for collaborative projects and research	2004-2005; annually thereafter Neutral Budget Impact	VPAA, EVP, VPSD, Academic Deans, Director CSCE, LRC Directors, Department Chairs, Community partners
2.3.3 Coordinate a District-wide yearly theme to assist in organization of possible programming	2005-2006; annually thereafter Neutral Budget Impact	VPSD, Provosts, CSCE, PR, Web Services
2.3.4 Identify and implement opportunities for students to gain international perspectives	2005-2007 Identify budget based on programming	VPAA, Leadership Team, Academic Deans, Student Life

Rationale 2.3: A *sense of community* occurs where the "presence of beliefs, feelings, and relationships connect members to each other, [providing] a sense of belonging to something that transcends the situational relationships" (Belenardo, 2001). At an institution of higher education, it is further characterized by "a strong commitment to collegiality, and cooperativeness in achieving shared goals [and] a commitment to the common good of and respect for all members" (Villanova University, 2002). CCCCD will implement objectives that will strengthen the District's sense of community by expanding, promoting, and advancing initiatives centered around a yearly theme.

The college campus may be viewed as a learning community (Keeling, 2004) where everyone contributes to the scholarly environment. Kuh & Banta (2000) suggest that "successful collaborations to enhance student learning may depend upon the ability of varied campus groups to understand each other's assumptions, values, beliefs, practices, and models." The benefits of dissolving "silos," where employees preserve and protect the expertise of their area, include "an improved learning environment, higher persistence

and retention, enhanced communication, more collegiality, better campus relationships, and more emphasis on diversity" (Bresciani, Zelana, & Anderson, 2004).

Learning becomes a richer and increasingly complex connection between educational and developmental learning; "distinguishing them is pointless and potentially harmful, and the goal of institutions of higher education should be the integration of all domains of learning" (Keeling, 2004)**.** The bridge between information transfer and the application of the meaning of educational opportunities offers the student experiences that will integrate knowledge with their practical reality and their vision of the future. All educators, from faculty to academic advisors, encourage these experiences. Time for contemplation and self-reflection becomes as important in the learning process as the content and mastery of disciplinary material.

Objective 2.3 aims to enhance the link between the academic and the student development aspects of the educational experience at CCCCD. Activities will consider issues of diversity and global education, of civic involvement as a pedagogical tool that impacts all aspects of a student's life, and of community identification that will promote both engagement and connection.

As student development professionals and faculty collaboratively impact student learning—academically, as well as socially and personally—a configuration will emerge that identifies and connects a wide-range of learning opportunities. *Learning Reconsidered* proposes a "mapping" approach that not only identifies learning experiences, but also helps to determine what students are learning, and to provide feedback about programs, services, and/or activity improvement (Keeling, 2004).
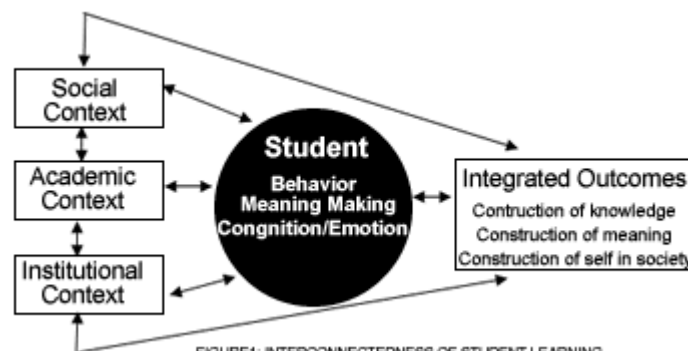

FIGURE1: INTERCONNECTEDNESS OF STUDENT LEARNING
Keeling (2004)

College honors and leadership programs have found that an annual theme brings cohesion and community both inside and outside the classroom. However, exploring the possibilities across an entire college or district is not nearly as common, even though the limited results appear promising. For example, when Central Florida Community College (CFCC) launched its first annual theme, "Integrity: A Value of Community," in 2002, it did so with the expectation that it would enhance the "richness of learning and [have] far-reaching implications across the college's entire curriculum." Its impact, however, was not limited to an academic audience, but proved stimulating to the college-at-large (CFCC, 2004).

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CCCCD will examine this premise through specific QEP activities and evaluate the impact by measuring changes in the overall perception and sense of felt-connection to the College as reported in both the CCSEQ (Pace, et al., 1990) and Noel-Levitz® (Schreiner & Juillerat, 1994) survey.

The following table lists outcomes, measurement instruments, as well as the area(s) responsible for gathering and reporting the data for Goal Two.

Expected Student Outcomes			
Goal 2: Improve and expand collaborative learning			
Expected Outcome	**Measure(s)**	**Baseline Measure**	**Area(s) of Responsibility**
2.1 Increase in term-to-term persistence	**2.1.1** Term-to-term institutional persistence rate	2001-2004 (Three-year average)	IRO
2.2 Increase in course completion rates	**2.2.1** Term-specific institutional average course completion rate	2003-2004	IRO
2.3 Increase in the number of students enrolled in learning community or service -learning courses	**2.3.1** Number of students enrolled in learning community courses **2.3.2** Number of students enrolled in service learning courses	2004-2005	CSCE
2.4 Increase in the level of satisfaction with collaborative learning experiences	**2.4.1** Mean student response to CCSEQ local item on satisfaction with learning communities **2.4.2** Mean student response to CCSEQ local item on satisfaction with service learning	2003-2004	IRO
	2.4.3 Student focus groups	2004-2005	Academic Deans, Department Chairs

	2.4.4 Identify and develop new item(s) to measure additional collaborative learning activities based on QEP Performance Indicators 2.1.1 and 2.2.1	2004-2005	TBD (based on inventory)
2.5 Increase in participation in cross-cultural student organizations	**2.5.1** Number of members in cross-cultural student organizations	2003-2004	Director of Student Life
2.6 Reduction of any differences in levels of satisfaction among genders, age groups, ethnic groups or disability status in any of the 12 dimensions of the Noel-Levitz$_®$ Student Satisfaction Inventory ^{TM}	**2.6.1** Student responses to gender, ethnicity, age, and disability status the Noel-Levitz$_®$ Student Satisfaction Inventory ^{TM} **2.6.2** Student responses to Noel-Levitz$_®$ items 1 through 70 **2.6.3** Results of significance tests	2003-2004	IRO
2.7 Increase in levels of satisfaction in *Responsiveness to Diverse Populations* dimension of the Noel-Levitz$_®$ Student Satisfaction Inventory ^{TM}	**2.7.1** Student response to the Noel-Levitz$_®$ *Responsiveness to Diverse Populations* dimension	2003-2004	IRO
2.8 Reduction of any differences among genders, age groups, and ethnic groups in levels of participation in CCCCD activities as reflected in CCSEQ *College Activities* items.	**2.8.1** Student responses to age, gender and ethnic identification items on CCSEQ **2.8.2** Composite score for student responses on CCSEQ *College Activities* items **2.8.3** Results of significance tests	2003-2004	IRO
2.9 Increase in student interaction with and appreciation for people from different backgrounds	**2.9.1** Composite of CCSEQ *Student Acquaintances* section **2.9.2** Selected CCSEQ items *from Estimates of Gains* section	2003-2004	IRO

2.10 Increase in student perceptions of faculty acceptance of student differences	**2.10.1** Student responses to Noel-Levitz® item 37	2003-2004	IRO
2.11 Increase student attendance at and participation in interdisciplinary community-building events and presentations	**2.11.1** Number of students who attend and participate in art exhibits **2.11.2** Number of students who attend and participate in concerts **2.11.3** Number of students who attend and participate in plays **2.11.4** Student responses to CCSEQ *Art, Music, Theater Activities* section **2.11.5** Student response to Noel-Levitz® *Campus Climate* dimension	2003-2004	Academic Deans, Department Chairs
2.12 Increase in overall positive perception of CCCCD	**2.12.1** Student responses to CCSEQ items in *College Environment* section	2003-2004	IRO
2.13 Increase in student perceptions of connection with CCCCD	**2.13.1** Student response to Noel-Levitz® *Student Centeredness* section	2003-2004	IRO
2.14 Increase in positive perception of effective and efficient internal communication	**2.14.1** Student responses to Noel-Levitz® items 35, 44, 46, and 57	2003-2004	IRO

(Appendix G)

In addition to the CCSEQ (Pace, et al., 1990), evaluation of Goal Two will rely upon data from the Noel-Levitz® survey (Schreiner & Juillerat, 1994). This instrument measures student satisfaction with a variety of college experiences. Data are based upon student expectations about college learning opportunities and satisfaction with how well their expectations are being met. The rating system used by the Noel-Levitz® survey (Schreiner & Juillerat, 1994) identifies a "performance gap"—the difference in the rating of importance and satisfaction. The information provides substantive data from which decision makers will assess and modify QEP objectives and performance indicators.

The Noel-Levitz® survey (Schreiner & Juillerat, 1994) will be utilized for examining how well the QEP impacts teaching/learning, integration, and engagement within the diverse culture of CCCCD. As students increase their level of involvement, research indicates they will grow in appreciation and acceptance of diverse cultures, perceptions, and lifestyles. The Noel-Levitz® survey (Schreiner & Juillerat, 1994) will provide data

concerning the sense of community and connection that students experience during their time at CCCCD: in essence, does the QEP succeed in its purpose of "fostering a scholarly community—developing learned students within an environment that promotes intellectual inquiry"?

IMPLEMENTATION

Implementation will occur via a leadership structure to ensure that appropriate activities, processes, and resources are in place for the success of the QEP, and to provide progress reports to the College community. Composed of stakeholders, the QEP leadership will consist of a **QEP Implementation Steering Committee**, that will define, implement, and assess the plan, as well as additional teams that will complete the objectives of the plan.

QEP Co-Directors will oversee the QEP Project in collaboration with a QEP Coordinator. The Co-Directors will chair the QEP Implementation Steering Committee with the QEP Coordinator, providing hands-on implementation management. The QEP Coordinator will report to the QEP Co-Directors and work closely with the chairs of the six QEP Objective Teams, the chairs of the twenty-three QEP Indicator Teams, and the Associate Vice President for Research and Institutional Effectiveness.

The organization reflects the QEP's structure of goals, objectives, and performance indicators. Its design will ensure administrative support, College-wide involvement, and efficient development, implementation, and evaluation of the QEP.

Implementation Leadership	
Position or Group	**Charge**
Leadership Team (LT)	- Providing comprehensive oversight for QEP - Overseeing the development and implementation of the QEP - Ensuring that appropriate activities, processes, and resources are in place for successful implementation of the QEP - Providing regular progress reports to the College community - Chairing QEP Objective Team (selected members)
QEP Co-Director	- Co-chairing QEP Implementation Steering Committee - Providing administrative support - Administering the QEP budget - Serving as liaison to the LT - Providing progress reports to the LT and the College community

QEP Coordinator	▪ Providing hands-on management of QEP activities ▪ Organizing and coordinating the activities of the QEP Implementation Steering Committee ▪ Maintaining minutes, plans, and other documents ▪ Providing progress reports to the QEP Co-Directors ▪ Coordinating the acquisition and application of QEP resources
QEP Implementation Steering Committee	▪ Monitoring the implementation of QEP ▪ Organizing the QEP Objective and Initiative Teams ▪ Monitoring the progress of the teams ▪ Providing assistance in acquiring resources ▪ Serving as a clearinghouse for resources and information related to the QEP ▪ Reviewing and summarizing team progress reports
QEP Objective Team Chair	▪ Chairing a QEP Objective Team ▪ Organizing and coordinating the activities of the Team ▪ Maintaining and submitting minutes, plans, and other documentation ▪ Providing progress reports to the QEP Implementation Steering Committee ▪ Assisting in the acquisition and application of QEP resources
QEP Objective Team	▪ Developing and implementing an action plan for each objective ▪ Identifying and acquiring necessary resources to implement the plan ▪ Providing progress reports on the status of implementation
QEP Indicator Team Chair	▪ Chairing an QEP Indicator Team ▪ Organizing and coordinating the activities of the Team ▪ Maintaining and submitting minutes, plans, and other documentation ▪ Providing progress reports to the QEP Implementation Steering Committee ▪ Assisting in the acquisition and application of QEP resources
QEP Indicator Teams	▪ Developing and implementing an action plan for each performance indicator ▪ Providing progress reports on the evidence of accomplishment ▪ Assisting in the identification and acquisition of resources necessary for implementation
Institutional Research Office	▪ Providing data and analysis ▪ Assisting in developing measurement tools and conducting assessment ▪ Creating and maintaining the "dashboard" reporting Intranet site Creating additional measurement tools, as needed

The QEP Implementation Steering Committee will monitor the implementation of the QEP and oversee the reporting structure. Members will include the following:

- QEP Co-Directors
- QEP Coordinator
- Dean, Business and Computer Science
- Dean, Developmental Education
- Director, Center of Scholarly of Civic Engagement
- Dean of Students
- Learning Resource Center Executive Director
- Students, two, including President Student Government Association
- Faculty, Mathematics and Natural Sciences
- Faculty, Social Sciences, Health and Public Services
- Faculty, Communications and Humanities
- Faculty, Fine Arts
- Staff, Student Life

Initial implementation of **Fostering a Scholarly Community – Developing Learned Students within an Environment that Promotes Intellectual Inquiry** will begin in Fall 2004 with the appointment of the QEP Co-Directors, the QEP Coordinator, and the QEP Implementation Steering Committee. Full implementation will begin in Spring 2005. A timetable follows:

Implementation Timeline	
Date	**Charge**
Fall Semester 2004	- Submit QEP to SACS - Host SACS On-Site Review Committee - Appoint QEP Co-Directors - Appoint QEP Coordinator - Appoint QEP Implementation Steering Committee - Appoint the Objective and Indicator Teams
Spring/Summer 2005 Semester	- Develop discipline specific definitions of intellectual inquiry and define learning outcomes related to the definitions for both academic and workforce programs (PI 1.1.1) - Market and recruit students to participate in academic-related student and honors organizations (PI 1.2.1) - Implement library seminars at each campus to teach secondary research skills that complement discipline specific intellectual inquiry (PI 1.2.3) - Document, evaluate, and make recommendations for the expansion of collaborative learning classroom pedagogies (PI 2.1.1) - Create a tracking system for students who participate in Service-Learning programs (PI 2.1.2) - Enhance and maintain Web sites for Service-Learning and Learning Communities programs (PI 2.1.3) - Emphasize courses in the class schedule with Service-Learning components to increase students' ability to identify and choose Service-Learning options (PI 2.1.4) - Document, evaluate, and make recommendations for the expansion of co-curricular collaborative activities (PI 2.2.1) - Adopt CCCCD definition of scholarly and civic engagement (PI 2.3.1) - Develop resource clearinghouse related to collaborative learning efforts and implement a system to bring together faculty, students, and community partners for collaborative projects and research (PI 2.3.2)

Fall 2005 Semester	▪ Offer one or more professional development activities (for full and part-time faculty) for each discipline that addresses how to build intellectual inquiry into curriculum, including workshops, departmental, and inter-departmental retreats (PI 1.1.2)
	▪ Offer intra- and inter-disciplinary teaching groups/workshops that address challenges involved in teaching and learning in a diverse community college environment (PI 1.1.3)
	▪ Create and implement a District-wide Honor Code and Student Bill of Rights that explicate the District philosophy regarding academic integrity, respectful discourse, and personal conduct (PI 1.2.2)
	▪ Team students with faculty on research projects and showcase student scholarly work at CCCCD Research Conference (PI 1.3.1)
	▪ Create and award new scholarships to students participating in research/scholarly activities (PI 1.3.2)
	▪ Implement mechanisms for recognizing student participation in co-curricular programs (PI 1.3.3)
	▪ Establish physical spaces and an online archive to display and acknowledge outstanding student work and awards (PI 1.3.4)
	▪ Offer cooperative learning pedagogical workshops for full- and part-time faculty (PI 2.1.5)
	▪ Create and offer one or more Learning Community per academic year that addresses and promotes awareness of global and diverse learning issues (PI 2.1.6)
	▪ Offer collaborative learning workshops for staff (PI 2.2.2)
	▪ Coordinate programs and events that emphasize the variety and diversity of ideas, abilities, and cultures and coordinate scheduling of regular and special events, including a District-wide event calendar (PI 2.2.3)
	▪ Coordinate a District-wide yearly theme to assist in organization of possible programming (PI 2.3.3)
	▪ Identify and implement opportunities for students to gain international perspectives (PI 2.3.4)

Spring/Summer 2006 Semester	▪ Offer one or more professional development activities (for full and part-time faculty) for each discipline that addresses how to build intellectual inquiry into curriculum, including workshops, departmental, and inter-departmental retreats (PI 1.1.2) ▪ Offer intra- and inter-disciplinary teaching groups/workshops that address challenges involved in teaching and learning in a diverse community college environment (PI 1.1.3) ▪ Create and implement a District-wide Honor Code and Student Bill of Rights that explicate the District philosophy regarding academic integrity, respectful discourse, and personal conduct (PI 1.2.2) ▪ Team students with faculty on research projects and showcase student scholarly work at CCCCD Research Conference (PI 1.3.1) ▪ Create and award new scholarships to students participating in research/scholarly activities (PI 1.3.2) ▪ Implement mechanisms for recognizing student participation in co-curricular programs (PI 1.3.3) ▪ Establish physical spaces and an online archive to display and acknowledge outstanding student work and awards (PI 1.3.4) ▪ Document, evaluate, and make recommendations for the expansion of collaborative learning classroom pedagogies (PI 2.1.1) ▪ Offer cooperative learning pedagogical workshops for full and part-time faculty (PI 2.1.5 ▪ Create and offer one or more Learning Community per academic year that addresses and promotes awareness of global and diverse learning issues (PI 2.1.6) ▪ Offer collaborative learning workshops for staff (PI 2.2.2) ▪ Coordinate programs and events that emphasize the variety and diversity of ideas, abilities, and cultures and coordinate scheduling of regular and special events, including a District-wide event calendar (PI 2.2.3) ▪ Coordinate a District-wide yearly theme to assist in organization of possible programming (PI 2.3.3) ▪ Identify and implement opportunities for students to gain international perspectives (PI 2.3.4)
2006 – 2008	▪ Continue to implement the plan, receive progress reports, conduct assessments, receive progress reports, and use the results for project modification and improvement.
2009	▪ Submit Impact Report to SACS

CCCCD recognizes the importance of providing sufficient resources to support the QEP. The majority of the funds needed for implementation of the QEP will come from within the District's current budget. The first-year QEP activities that do not require additional funding beyond usual allocations have been designated as having neutral budget impact. The College's Center for Scholarly and Civic Engagement, Honors Institute, College Foundation, Public Relations Office, and Council on Excellence will assist in implementing the plan; no additional funding will be necessary for these entities to accomplish their activities. A total of $500,000 is budgeted for Strategic Initiatives and the QEP in FY 2004-2005. Any remaining funds will be carried forward into the next fiscal year. A process for applying for and accessing these funds has been developed (Appendix H).

Implementation of the QEP requires the time and services of a number of faculty, administrators, staff, and students. Personnel include QEP Co-Directors, the QEP Coordinator, members of the LT, the Associate Vice President for Research and Institutional Effectiveness, the Director of the Center for Scholarly & Civic Engagement, the Director of the Honors Institute, and the Executive Director of Foundation & Development. Faculty who serve on the QEP Implementation Steering Committee, Objective Teams, and Indicator Teams will do so as part of their regular work load, and IRO will provide support for assessment and evaluation. Additional resources to be provided annually by the College may include coordination, training, consultation, and student research conferences.

To ensure effective and efficient communication regarding the implementation of the QEP, all the committees and teams will hold regularly scheduled meetings. These groups include:

- Leadership Team
- QEP Implementation Steering Committee
- QEP Objective Teams
- QEP Indicator Teams

The College's Intranet will host a QEP site where minutes from all QEP meetings will be posted. This site will serve as the principle means for the dissemination information about the QEP to the College community. Additionally, the QEP Co-Directors will circulate email updates about the progress of the QEP. QEP Indicator Teams and QEP Objective Teams will submit status reports to the Steering Committee each semester. These reports will be compiled for review by the LT. A year-end annual report will be assembled prior to the beginning of each new academic and fiscal year for dissemination to the College community (Appendices I & J).

ASSESSMENT AND EVALUATION

The Collin County Community College District recognizes that in order for the QEP to become a truly transformative process, it should be driven by effective and potent assessment and evaluation procedures. Barr & Tagg (1995) state that "the key structure for changing the rest of the system is an institution-wide assessment and information system that provides constant, useful feedback on institutional performance." An integral facet of the transformative nature of CCCCD's QEP then becomes assessment of the goals, objectives, and performance indicators, as well as the means of focusing on what happens to the students—how they become learned individuals and what skills they learn that deem them so.

Assessment comprises an iterative cycle based upon purpose and objectives, where implementation methods lead to a gathering of information that is then interpreted prior to a decision making process that may further modify implementation (Bresciani, et al., 2004). While the performance indicators provide a tracking process to ensure that implementation is occurring, the expected student outcomes defined for the QEP goals identify the anticipated results of the implementation of the various objectives. These measurable criteria provide information that will lead to decisions for program improvement and potential modifications in delivery methods.

CCCCD's planning and evaluation cycle (CCCCD Institutional Research Office Web site, 2004) provides current data to benchmark many of the expected outcomes. Baseline and improvement data are available from The Noel-Levitz® Student Satisfaction Inventory ™ (Schreiner & Juillerat, 1994), the Community College Student Experiences Questionnaire (CCSEQ), an **Employer Follow-Up Survey**, **Student Evaluation of Instruction**, **Campus Survey**, **Program Assessments**, and **Service Assessments**, and various state and federal reports. Additional assessment and tracking tools will be devised, adapted, and/or adopted during the first year of the QEP.

The QEP defines what students need to know—the learned individual—and the connections that facilitate the process of acquiring knowledge—the scholarly community. The primary purpose of the QEP is to enhance student learning; therefore, a product of the QEP process will be definition and evaluation of cognitive and affective skills and abilities, of application and integration of discipline specific knowledge, and of workforce and professional attitudes and values.

The Scholarships of Discovery and of Teaching presuppose a culture of curiosity and inquisitiveness. The nature of research—to ask questions, to challenge the status quo, to examine an issue from multiple perspectives, and to deliberate and craft rationale for planning and action (Maki, 2004)—defines parameters of a scholarly community. The result will be explicit statements about the College's expectations for student learning and the congruence between the expectations for learning and the level of learning achieved (Maki, 2004).

Assessment itself becomes an additional goal, as well as an outcome. As divisions and departments begin, in Year One, to discuss and to define learning outcomes related to intellectual inquiry and to improve and expand collaborative learning activities, methods to assess these outcomes will become an integral part of the conversation. This discourse will determine the essentials of what students should know and make use of once they leave the College (Barr & Tagg, 1995). The process of identifying student learning outcomes will generate increasingly effective tracking and evaluative data.

The QEP assessment and evaluation process begins Fall 2004 with a determination of baseline data for the goals and objectives. As stated previously, much of this data exists; however, it will require correlation to the QEP expected student outcomes. In some areas, baseline information will be collected for the first time to allow for comparisons and analysis in later years. Also during Year One, IRO will work with administrators, faculty, and staff to create and coordinate a Web-based "**dashboard**" reporting system that can be updated and monitored on a continual basis. This process will graphically summarize QEP performance indicators and expected student outcomes, and will allow decision makers to monitor and improve programs and services, modify the QEP as necessary, and make budgetary decisions related to strategic planning and QEP implementation.

CONCLUSION

Collin County Community College District's QEP seeks to articulate and to map a paradigm shift by broadening traditional contexts of higher education. The QEP supports an environment that will diminish boundaries and "silos" among academic disciplines and administrative departments. It advocates building coalitions and cooperation among students, faculty, staff, and administration in order to promote scholarship and enhanced learning. The QEP promotes connections—"between teaching and research, connections between students, faculty, and staff, connections across disciplines, and connections from the campus to the larger world" (Boyer, 1997).

GLOSSARY

Academic Integrity: Academic integrity is essential to the success of the College. Five values are fundamental to the academic process: *honesty, trust, fairness, respect, and responsibility* (Center for Academic Integrity, 2004). A scholarly community supports these elements as intrinsic to the development of learned individuals.

Achievement Indicator: An achievement indicator is a milestone that indicates the completion of a specific strategic goal.

Administrative Retreat: Each year, the College's administrative leadership gather for the purposes of discussion and planning.

All College Council: The All College Council, an elected and appointed body of faculty and staff, is committed to addressing the issues of service, communication, procedure, and spirit of community within the Collin County Community College District.

All College Day (ACD): All College Day is an annual convocation of the entire College community. The President addresses the group and presents awards to faculty and staff. Professional development workshops are offered as well.

Assessment: The process whereby CCCCD evaluates the magnitude and quality of student learning and program and service effectiveness.

Association of College and Research Libraries (ACRL): The Association of College and Research Libraries enhances the effectiveness of academic and research librarians to advance learning, teaching, and research in higher education.

Campus Compact Annual Membership Survey: Campus Compact, a national coalition of more than 900 college and university presidents, advocates the civic purposes of higher education. Since 1987, the Campus Compact has conducted an annual member survey to track trends in community service, service-learning, and civic engagement for member colleges and universities. The survey assesses both the current state of campus-based community engagement, and identifies emerging trends affecting the public purposes of higher education.

Campus Survey: Annual surveys are conducted at CCCCD's Spring Creek, Preston Ridge, and Central Park campuses to ascertain how those campuses are perceived by the students, faculty, staff, and community members who use them. The survey is administered (typically during fall semester) to students in random samples of course sections, to all full- and part-time faculty, staff, and to as many community members as possible who visit the campuses. The results are posted on the intranet site of CCCCD's Institutional Research Office (IRO).

CASMNS (Center for Advanced Studies in Mathematics and Natural Sciences):
The Center for Advanced Studies in Mathematics and Natural Sciences promotes advanced academic opportunities for students of biology, chemistry, physics, and mathematics.

CBM-009: The CBM-009, a Texas Higher Education Coordinating Board management report, provides the number of CCCCD Core Completers, as well as other data.

Center for Scholarly and Civic Engagement (CSCE): The Center for Scholarly and Civic Engagement brings together faculty, students, and community partners in academic initiatives that focus on scholarship, leadership, and community involvement.

Collaborative Learning: Collaborative learning occurs when two or more people interact and exchange knowledge in pursuit of a shared, collective goal. The QEP fosters collaboration among all constituencies of the College in order to enhance student learning.

Community College Student Experiences Questionnaire (CCSEQ) (Pace, et al., 1990): This is a standardized questionnaire widely used to measure the nature of a student's various experiences in a community college. Among other things, the CCSEQ measures of the quality of effort students invest in various in- and out-of-class college activities, students' satisfaction with the college environment, and students' perceptions of their own learning gains. CCCCD administers the CCSEQ to recipients of degrees and certificates and to students who have completed its core curriculum. The survey elicits feedback on specific aspects of CCCCD from students who have extensive experience with the institution. The results are posted on IRO's intranet site.

Core Completer: A Core Completer is a student who satisfactorily completes the general education core curriculum at CCCCD.

Cooperative Learning: Cooperative learning is one type of collaborative learning pedagogy that involves the instructional use of small groups so that students work together to maximize their own, as well as their peer's learning.

Core Values: The District's Core Values inform the College's academic community and build upon its passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity.

Council on Excellence (COE): The Council on Excellence is an elected faculty body formed to promote academic excellence through professional development for faculty. The COE coordinates peer review and the Minnie Stevens Piper nominee selection process. The Council also reviews applications for study grants and monitors faculty presentations upon completion of the study grants.

Critical Thinking: Critical thinking is a rational response to questions that can not be answered definitively and for which all the relevant information may not be available. It is an investigation whose purpose is to explore a situation, phenomenon, question, or problem in order to arrive at a hypothesis or conclusion that integrates all available and justifiable information. All assumptions are open to question, divergent views are aggressively sought, and the inquiry is unbiased (Lee, 2000; Kurfiss, 1988).

Dashboard Reporting System: This system will include a Web site with links to updated graphic QEP information. The presentation resembles and operates like the "dashboard" of an automobile with frequent updates to ensure relevance of information.

Deans Council: Coordinated and scheduled by the VPAA, the Deans Council meets as needed—at least once per semester—to discuss programs, initiatives and planning that affect and involve multiple offices and require their collaboration and consultation. Membership is by invitation of the VPAA and includes representatives from the Leadership Team, Academic Deans, Student Development, faculty, and staff.

Diversity: The understanding and appreciation of human difference, cultural competency, and social responsibility (Keeling, 2004).

Emerging Scholars Program: Future leadership in mathematics, science, English, and the foreign languages is the heart of the Emerging Scholars Program at CCCCD. Each year, professors identify students who excel and show outstanding scholarship potential for participation in this program.

Employer Follow-Up Survey: A questionnaire designed and used by CCCCD to assess the degree to which employers of CCCCD's workforce education students are satisfied with District's preparation of those students. It is administered annually to all employers who have hired students through CCCCD's Career Services Office, who have employed CCCCD degree or certificate recipients, or who have provided Cooperative Work Experience sites for students. The results are posted on IRO's intranet site.

Engagement: Engagement includes involvement and active participation by students, faculty, and staff in the College community, in the learning process, and in curricular and co-curricular activities.

Evaluation: IRO continuously monitors the numeric data applicable to and gleaned from the District. These data aid in the assessment of student learning outcomes.

Faculty Senate: The CCCCD Faculty Senate is an elected body representing the college's full-time faculty and instructional associates. The faculty of each division elects members to the Senate. The number of Senate members per division is proportionate to the number of faculty. Members serve two-year terms. The Senate speaks for the faculty on academic matters and fosters and protects academic freedom and the community of scholars. The Senate represents the faculty's interests, serves as an advocate on their behalf, promotes their professional well being, and facilitates effective communication on critical issues.

Honor Code: A collaborative effort by students, faculty, and administration that will define the College's values concerning academic and personal honesty and integrity.

Honors Institute: The Honors Institute at CCCCD is designed to provide a challenging learning experience for students with advanced academic skills.

Information Literacy: Information literacy encompasses the ability to master content and to research areas of intellectual interest through bibliographic instruction.

Intellectual Inquiry: The process and purpose of knowing that involves a variety of complex thinking skills, including critical thinking, reflective thinking, effective reasoning, and intellectual flexibility. (University of Texas at Dallas, 2004; Keeling, 2004)

Internal Review Leadership Team (IRLT): Composed of administrators, faculty, and staff representatives, the IRLT monitored and coordinated the SACS Reaffirmation process.

Leadership Team (LT): Senior level administrators who comprise the College President's advisory committee.

Learned Individual: An individual who demonstrates a passion for learning, skills to communicate effectively and to think critically, knowledge and application of ethical decision-making, and an understanding and appreciation for diversity.

Learning Communities: A learning community blends two or more courses around a common interdisciplinary theme to form one integrated class in which students and faculty collaborate to form a community of learners.

Learning Resource Center (LRC): CCCCD's three Learning Resource Centers provide access to books, periodicals, videos, computers, electronic databases, the World Wide Web, and a knowledgeable staff to assist students and community residents.

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

Noel-Levitz$_®$ Student Satisfaction Inventory ^{TM}: This standardized questionnaire measures two dimensions (satisfaction and importance) of students' perceptions regarding a wide range of college services and experiences. Examining differences between importance and satisfaction allows institutions to identify the degree to which students' expectations are met. Comparative data provided by Noel-Levitz$_®$ allow institutions to identify areas for improvement. At CCCCD, the Noel-Levitz$_®$ Student Satisfaction Inventory ^{TM} (Schreiner & Juillerat, 1994) is administered to students in a random sample of course sections every spring semester. Results are posted on IRO's intranet site.

Performance Indicator: Generally, CCCCD uses the term performance indicator to refer to milestones that monitor implementation of goals and objectives and to measure the degree of their completion. Depending upon the context, however, the term performance indicator or performance measure may also be used to refer to any of a set of ten quantitative measures that are reported annually by all Texas community colleges to the Texas Legislative Budget Board and the Governor's Office of Planning and Budgeting.

Phi Theta Kappa: Phi Theta Kappa is the international honor society for the two-year college. This prestigious organization has recognized student academic excellence in two-year colleges since 1918. The Alpha Mu Tau chapter is the local CCCCD chapter of Phi Theta Kappa.

Professional Development: The process of increasing and enhancing one's professional knowledge and experience through on-going, continuing education.

Program Assessment: The evaluation process that every academic and workforce education program in the District undergoes once every five years. The process involves both an internal and an external review of each program's effectiveness (in terms of mission, budget, personnel, and student outcomes).

Psi Beta: Psi Beta, the national Honor Society in Psychology for community college students, combines academic excellence with community service. Members of Psi Beta participate in a wide range of activities, including academic pursuits, community volunteer programs, and social events.

QEP Steering Committee: Selected faculty, staff, students, and administrators who guided the QEP draft process.

QEP Implementation Steering Committee: Selected faculty, staff, students, and administrators who will guide the QEP implementation process.

Retention: Retention is broadly defined as a situation where "students complete, continue, or resume their studies" (Lenning, et al., 1980; Pentages & Creedon, 1978). Within this broad definition, some measures that are used at CCCCD to measure specific aspects of retention are: *graduation rate* (the proportion of students who receive a degree or certificate within a designated period of time), *term-to-term persistence rate* (the proportion of students enrolled during a given term who enroll in a designated subsequent term), *program completion rate* (the proportion of students who complete programs of instruction within a designated period of time), and *course completion rate* (the proportion of students enrolled in class on census date and last class day).

Scholarly Activity: The systematic pursuit of a topic, as an objective, rational inquiry involving critical analysis, and resulting in a product that is shared with others and that is subject to criticism from individuals qualified to judge the product (Vaughan, 1988).

Scholarly Community: A *sense of community* occurs where the "presence of beliefs, feelings, and relationships connect members to each other, [providing] a sense of belonging to something that transcends the situational relationships" (Belenardo, 2001.). At an institution of higher education, it is further characterized by "a strong commitment to collegiality, and cooperativeness in achieving shared goals [and] a commitment to the common good of and respect for all members" (Villanova University, 2002).

Scholarship of Application: Based upon Boyer's (1990) work, and Rice's (2003) elaboration, the scholarship of application includes one's engagement and involvement in the educational process.

Scholarship of Discovery: Based upon Boyer's (1990) work, and Rice's (2003) elaboration, the scholarship of discovery includes investigation and research.

Scholarship of Integration: Based upon Boyer's (1990) work, and Rice's (2003) elaboration, the scholarship of integration includes synthesizing research into practice.

Scholarship of Teaching/Learning: Based upon Boyer's (1990) work, and Rice's (2003) elaboration, the scholarship of teaching and learning includes conveying and facilitating knowledge.

Service Assessment: Each College service area undergoes a five-year cyclical evaluation process. The process involves both an internal and an external review of the program's effectiveness (in terms of mission, budget, personnel, and service outcomes). Recommendations and suggestions create a quality enhancement plan to guide modifications in service delivery.

Service-Learning: Service-Learning seeks to engage individuals in organized activities that combine both community-based service and academic learning. This unique experience strengthens academic, social, and practical skills, creates a sense of civic responsibility, and fosters a richer, deeper sense of connection to the community.

Silos: The concept of specialization whereby divisions or departments preserve and protect their individual expertise. The trends in higher education encourage connection and collaboration as a means of dissolving "silos" and removing barriers.

Strategic Initiatives: Most often referred to as achievement indicators or objectives, strategic initiatives are activities or sets of activities aimed at achieving one or more of the multi-year goals established in the District's Strategic Plan. A strategic initiative is typically one year or less in duration and involves specific tasks or performance indicators that allow one to distinguish among degrees of completion.

Strategic Plan: CCCCD's Strategic Plan is a road map to the College's future based on goals and objectives that support the District's mission while taking into account the environment within which the organization exists. CCCCD's Strategic Plan focuses decision-making and resource allocation on institutional priorities over a three-year period. The strategic plan is based upon assessments of the District's past performance as well as opportunities and challenges that can be foreseen by the institution's stakeholders.

Student Bill of Rights: A document drafted by students, administrators, and faculty outlining the rights and responsibilities of the College community.

Student Development Council: The Vice President of Student Development chairs a group of Student Development administrators who meet monthly to review and report on issues relevant to Student Development and to the College.

Student Evaluation of Instruction: Students receive a set of questions near the end of fall and spring semesters to assess their perceptions of their instructors. The evaluation is a summative measure of students' perceptions of their instructors in terms of the constructs of rapport/approachability and teaching effectiveness while controlling for student commitment. Different versions of the student evaluation instrument were created for the various instructional delivery modalities the District offers (lecture, lab/experiential learning, clinical/field study, self-paced learning, and distance learning).

Student Government Association (SGA): The mission of the Student Government Association (SGA) is to serve as the voice that makes the difference for students at CCCCD.

Student Leaders Council: The Student Leaders Council is composed of student leaders from each of the College's Registered Student Organizations (RSO). The Council meets to exchange ideas, build relationships, and develop strategies to work towards a better experience for all students.

Student Leadership Academy: The Student Leadership Academy is a semester-long course designed to promote leadership practices that foster teamwork and integrity in personal and professional development through scholarship and service.

Student Learning: "Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience." (Keeling, 2004) Learning integrates academic learning and student development.

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APPENDICES

APPENDIX A
CCCCD MISSION STATEMENT
CORE VALUES

MISSION STATEMENT

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

CORE VALUES

We have a passion for:

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

COLLIN
COUNTY COMMUNITY
COLLEGE

APPENDIX B
Quality Enhancement Plan (QEP) Proposals

<div style="text-align:center">

Proposed Topic 1:
Establish Data Models to Measure and Ensure Student Success

</div>

Introduction

Student success is multifaceted and must be assessed using multiple measures: academic achievement over an extended period of time; student achievements that are other than academic; unique local indicators that represent community values; and the extent to which the performance gaps between various groups of students (by gender, race, economic status, etc.) are being reduced. The responsibility of measuring student success is shared by the faculty, administrative and academic leadership, and Institutional Research and four of CCCCD's five strategic goals for 2003-2006 goals rely on effective collection and analysis of student-related data to document achievement of the goals.

The district collects vast amounts of student and institutional data, but it must be stored in a format that can be used for strategic budget and program planning, as well as for documenting accountability to the State and to our various communities and constituents. Establishing effective data models and then regularly analyzing that data will help CCCCD understand the needs of the students and the community that are consistent with the college's mission and purpose, and ensure programs are in place to help meet those needs and ensure greater levels of student success.

Additionally, in this era of budget shortfalls, CCCCD must continue to carefully monitor expenditures and to make smart choices with the community's tax dollars. Establishing and effectively using data models will help document and demonstrate CCCCD's effect on student success and impact within the community.

Rationale

As noted above, significant data collection is already taking place throughout the district and many reporting processes are available, but a systematic and integrated approach to using the data is needed. Establishing data models that will enhance CCCCD's ability to ensure programs and services meet student and community needs and that they are provided in a way to lead to student success is a critical link that must be addressed.

Potential Impact of the Topic

Successful establishment and implementation of a data model to measure student success will involve a broad range of faculty and administrative staff. Some of the potential measurement processes include:

Student Surveys

CCCCD can survey current students, recent graduates, and recent core completers and leavers to analyze student characteristics, sources of financial support, number of remedial courses, the reason for selecting their programs of study, goals and expectations, work experiences, special needs, and expected or (in the case of recent completers or leavers) attained outcomes.

Student Portfolios

CCCCD can have each core completer assemble a portfolio that serves as a means of organizing and presenting a collection of the student's work both for assessment purposes and for submission to prospective employers and/or advanced training institutions.

Value-Added Student Assessment

Value-added assessment attempts to measure student growth over time, from the time that a student enters a program until the student graduates. The most common methods are pre- and post-testing. The student success could be measured by a departmental final exam at the end of each course, or by a cumulative exit exam for students who complete the core curriculum.

<u>Institutional Data Analysis</u>
CCCCD can access a variety of data currently available through Institutional Research. Examples include student data from transfer institutions to document performance of CCCCD degree completers and core curriculum completers as opposed to students who did not complete the core curriculum after the students leave CCCCD. Institutional Research can also provide data that examines performance of economically and academically disadvantaged students while attending CCCCD. The data could track those students who are first generation in college, single parents, or rural area high schools students. The data could be summarized in an annual report of student performance and would be available to the community to highlight the success of CCCCD.

Additionally, CCCCD can assess and review the impact on student success and retention of many internal processes and practices, which may include an analysis of the effectiveness of various learning modalities, the differences between full-time and part-time faculty, differences among various levels of faculty credentials and experiences, and the effect of various student service and academic support programs, including developmental education, tutoring, honors programs, advising, orientation, etc.

<u>Capstone Course</u>
A capstone course offers the student the opportunity to investigate a topic. It introduces the student to the process of project development or research work that is intended to enhance their knowledge and skills that will be useful in many work environments. The course is intended to help students gain confidence in their ability to seek out and use information related to an area of their interest or to respond to managerial and organizational challenges by creatively proposing and evaluating technical innovations that further an organization's objectives.

Potential Barriers
Potential barriers to successful implementation could be incomplete data in the CCCCD Student Information System and inconsistent data availability regarding students' success prior to arriving at CCCCD and after they leave CCCCD.

Questions Raised by the Topic
How do we define student success?
How will we know when the data model is effective in measuring student success?
How can we best use current data collection resources--IR, BRIO, etc.?
How does our success compare against our peer institutions?
How, or will, the data elements measured be translated into budget dollars and programs?
What is the impact on student success of our many student programs and internal processes and practices?

References (Support Documents)
Nova Scotia Community College (regarding portfolios):
    http://www.nscc.ca/Admissions/Portfolio/Benefits.asp.
George Washington University Data Mart: http://www.educause.edu/ep/ep_item_detail.asp?ITEM_ID=92.
Red River Community College Institutional Research Publications:
    http://www.rrc.mb.ca/researchplan/grdempr.htm.
Collin County Community College District Performance Measures
    History:http://intranet.ccccd.edu/iro/information/reports/lbb_performance_m.htm.

Proposed Topic 2
Increase Graduation Rates

Introduction
In an effort to close the gaps in higher education in the state, the Texas Higher Education Coordinating Board adopted four major goals. One of these is to "by 2015, increase by 50% the number of degrees, certificates and other identifiable student successes from high quality programs." One of the targets is to increase the number of students completing associate's degrees. Pursuing a Quality Enhancement Plan (QEP) to increase graduation rates at Collin County Community College District (CCCCD) is consistent with the statewide initiative and would allow the college to address a key performance measure in need of improvement.

Rationale
Approximately 74% of the students at CCCCD indicate that their intent is to transfer to a four-year college or university. Many do so after only one semester or one year and most transfer prior to earning an associates degree. The fall credit enrollment is nearly 16,000 students yet only 1,055 certificates or degrees have been awarded for the entire 2001-02 academic year and only 845 certificates or degrees have been awarded this year to date. Additionally, research indicates that students who transfer with an associate's degree will persist and graduate at a substantially higher rate than those who transfer without the degree. (Cejda and Rewey, 1998; Best and Gehring, 1993) By addressing graduation rates from a holistic perspective, the college could address key performance measures while taking decisive action to improve student success.

Potential Impact of the Topic
By developing a plan to address graduation rates, the college could take steps to increase retention from semester to semester and from year to year. Understanding student goals and determining their academic readiness would be critical to this QEP. Academic advising would become a college-wide priority and could ultimately involve nearly every employee of the District. A QEP on this topic could build on work currently being done on the college's general education core and it could lead to refinement of existing degree plans, the customization of AA and AS degrees, improved articulation with four-year universities and an improved academic advising model.

Questions Raised by the Topic
What strategies can be taken to assess academic weaknesses of entering students?
How can the college effectively and efficiently prepare student for college level work?
What strategies can be implemented to improve graduation rates without lowering standards?
How can we improve the performance of CCCCD students who transfer?
Does staying at CCCCD for one year or until earning an associate's degree improve performance at the university?
What is the real value of the associate's degree?
How do we foster an environment that encourages student to complete their degree at CCCCD?
How do we communicate the value of the associate's degree?
Do we have the necessary systems that will allow us to monitor students' progress towards a specific degree?

Potential Barriers
Barriers may be encountered in collecting data and in tracking student performance at the universities.

References (Support Documents)
Best, Gladstone A.; Gehring, Donald D., Community College Review, (1993), Volume 21 Issue 2, page 32.
Cejda, Brent D., Rewey, Kirsten L., Community College Journal of Research & Practice, October-November 1998, Volume 22, Issue 7, page 675.
Closing the Gaps: Texas Higher Education Plan, The Texas Higher Education Coordinating Board," www.thecb.state.tx.us.
National Center for Education Statistics, Student Effort and Educational Progress: Postsecondary Persistence and Progress.
National Center for Education Statistics, Competitive Rates Among Community College Students Seeking Formal Credentials.

Proposed Topic 3:
Improving Academic Outcomes

Introduction
CCCCD has recognized the critical need to improve academic outcomes in all disciplines. There have been several efforts directed at improving these outcomes, as evidenced in the strategic plans for 2001-2003. As part of preparing the President's Taskforce on the Future's (PTOF) recommendations for future growth, CCCCD conducted a district-wide All-College Planning Day, with the purpose of obtaining a comprehensive view of what issues, concerns, direction and growth, the district should be addressing / moving towards in the next five years. This was followed by a survey of 100 community leaders, the Committee of 100. The data gathered from both groups indicates a need to focus on improving academic outcomes and support services.

The 2002-2003 President's Taskforce on the Future found that although we have made several efforts to improve, there is still much work to be done with regard to improving academic outcomes in all disciplines. They have targeted-achievement-indicators tied to several strategic goals, in an effort to address this issue. With this effort already underway, it is proposed that the focus of the QEP be improving the academic outcomes for all CCCCD students.

Rationale
We plan to study the impact current trends have on our programs and academic future, determine a plan to improve, implement and measure the change of the following six indicators of academic performance/transfer/employment: retention, persistence, success, graduation, transfer and student GPA at transfer institution.

- Increase *retention* rate in courses to 10%> the state average.
- Increase *persistence* rate semester to semester and fall to fall by 10% over 2001-2002
- Increase s*uccess* rate within course by 10% over 2001-2002
- Increase g*raduation* rate by 10% over 2001-2002
- Increase *transfer* rate by 10% over 2001-2002
- Increase s*tudent GPA at transfer universities* to 10% > average of other transfer students.

Potential Impact of the Topic
The entire district, students, faculty, staff and administrators will be impacted by this QEP. Everyone plays a critical role in retention. Studies have shown that the act of smiling at a student in passing can positively influence their attitude towards the college and remaining at the college to complete their degree. On a more direct level, Academic Advising, Counseling, Financial Aid, learning assistance, on-campus activities, and other services will have to partner with divisions, faculty and staff to better serve the students.

Students will benefit when faculty listens to concerns students have raised to advisors about being a student at CCCCD: What type of classes are adults interested in? How big of a role does course time/place play in completing? What do students want to get out of their education? Do students want courses presented in traditional formats or are they looking for something more practical and realistic?

Academic and social integration of students plays a major role in retention. (Allen, 1994**)** Developing social outlets, which encourage students to spend more time on campus, will foster increased academic outcomes, as students will be more engaged in being a student, not being a worker/parent/caregiver who studies.

Questions Raised / Potential Barriers
- Will faculty feel a retention push means, "I now have to water down the content of my class?" "Grade inflation is the only way to increase retention?" If so, then we have done a poor job of explaining the goal of increasing academic outcomes. We are an open door college. Faculty teaches students of extremely varied cognitive and academic skills. We need to provide appropriate-to-the-course

screening tools and enforce prerequisites, so that faculty can have a better chance at increasing academic outcomes.

- Courses with high attrition/failure rates will need to be closely evaluated by faculty, deans, and the VPAA to determine if the cause is due to poor assessment tools, not teaching so that the students understand the material, or poor preparation on the part of the student.
- Does our general education core's philosophy of encouraging academic rigor, realistically meet the needs of today's student? Are we instead contributing to a lack of completers?
- Should high schools be more actively encouraged to view us as partners in education? If so, then we need to do a better job of letting them know what we need students to know so that they can take the best advantage of a CCCCD education.. By creating teams comprised of our faculty and the HS faculty, we can accomplish this. Long-term it will benefit Collin County, as better-prepared citizens can contribute more to the community.
- The institution is going to have to make a greater commitment to hiring a greater number of full-time professional academic advisors. This way the student to advisor ratio will be in-line with the national benchmark of 1 advisor to 300 students. It is in this manner that the district will visibly demonstrate its commitment to truly improving academic outcomes.

References (Support Documents)

Allen, Betty. "The Student in Higher Education: Nontraditional Student Retention."   The Community Services Catalyst, Volume XXIII, Number 3, 1994.

Collin County Community College District 2003-2004 Strategic Plan.

National Academic Advising Association, NACADA
http://www.nacada.ksu.edu/Clearinghouse/Advising_Issues/advisorload.htm.

Raw data from All-College Planning Day, Committee of 100 and PTOF recommendations, 2002, fall semester.

THECB Annual Profile for CCCCD.

Proposed Topic 4:
Building Community and Leadership through Engaged Scholarship

Introduction

Typically when colleges are faced with an issue that needs to be addressed, they adopt the "add a course" strategy – i.e., the need to address diversity yields a course in diversity. "The result is that student experiences are increasingly segmented into smaller and smaller pieces; their relationships with faculty, staff, and each other becoming more narrow and specialized, their learning further partitioned into smaller disconnected segments" **(Tinto, p.1)**. This type of strategy does little to change the essential character of the college or alter the prevailing educational experience, which are the deeper roots of student attrition. (Ibid).

The purpose of this quality enhancement plan is to encourage engaged scholarship between and within the student body, faculty and staff and the community at large in an effort to build and enhance the sense of community and leadership at CCCCD.

Rationale

This topic reinforces the college mission, which is "Collin County Community College District is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect." The topic also reinforces the core values of the college: Learning, Service and Involvement, Creativity and Innovation, Dignity and Respect, and Integrity. "Colleges can find a way back to their civic mission through engaged scholarship that addresses the pressing problems of the day, makes connections across disciplines, and places special ties in larger contexts" (Boyer, 1997, p. XX).

This topic is appropriate for the College in that institutional data reflect increased retention and success of students participating in engaged scholarship activities along with a climate of increased communication and objectivity, increased practical experience in community organizations, and a deeper understanding of democratic ideals (Hodge, Lewis, Kramer, and Hughes, 2001).

Additionally, this topic is appropriate for the College in that it will increase dialog with the community at large and it will provide the opportunity for the College to be more responsive to the needs of the community. "We are bridge builders… educating, engaging, and protecting our citizenry through community colleges" (Flynn and Milliron, 2003).

Potential Impact of the Topic

The topic might be implemented by bolstering current activities focused on building community and leadership and creating new activities that strengthen efforts in community and leadership development.

The current activities include: Student Leadership Academy, Texas Campus Compact Regional Center/Service Learning Programs, Student Government Association, Honors Institute, bi-annual Collin County Economic Summit, Living Legends Series honoring individuals for their contributions toward building community, service on community/non-profit boards, and participation in community-based leadership programs.

New activities to be considered could include, but are not limited to: an Internal Leadership Academy, Staff Mentoring Program, Leadership Speaker's Series, Leadership-focused professional development, and "Leadership Across the Curriculum." To support the faculty's inclusion of leadership in curriculum, new faculty support services could be created through the *Center for Civic Engagement*.

This initiative will allow for the involvement of all faculty, staff, and students. It would be viewed as a positive opportunity rather than as a negative threat. Expected outcomes include: Stronger sense of community within the College District; Stronger interface with the community at large; Enhancement of leadership skills of students, faculty, and staff; Opportunities to challenge the intellect of the community at large; Increased civic, social, and moral responsibility in students by instilling values of citizenship and civic engagement; and Improved professional development for faculty, staff, and administrators; as well as, an increase in student retention and success.

Questions Raised by the Topic
How would I, as a staff member, benefit from participating in this project?
What percentage of students would benefit from this project?
Will this increase my workload as a faculty member?
How does leadership and civic engagement relate to my specific discipline?
What is the internal Leadership Academy?

Potential Barriers
Reluctance on the part of those that have not been involved or trained in leadership development.

References (Support Documents)

Blount, A. (2003). Service and Leadership: Our Pedagogy for Moral and Civic Engagement. NASPA, January 13.

Flynn, R.T. and Milliron, M.D. (2003). Homeland Security and the Community College: A Vibrant Present and Vital Future. Leadership Abstracts, 16(7) http://www.league.org/publication/abstracts/leadership/labs0703.htm (08/04/03).

Hodge, G., Lewis, T., Kramer, K. and Hughes, R. (2001). Collaboration for Excellence: Engaged Scholarship at Collin County Community College District. Community College Journal of Research and Practice, 25(9), p. 675-90

Jeske, D. and Rode, D. (1999). Current Practices in Undergraduate Student Mentoring. The Journal of College Orientation and Transition, 7(1), p. 7-10.

APPENDIX C
White Papers Presentations / Campus Events / Attendance

White Papers Presentations / Attendance										
PRC		**SCC**				**CPC**		**CYC**		**Total**
Tues.	Wed.	Fri.	Mon.	Tues.	Wed.	Thurs.	Mon.	Mon.	Tues.	
Sep-09	Sep-10	Aug-15	Sep-15	Sep-16	Oct-01	Sep-25	Sep-29	Sep-29	Sep-30	
10–11 a.m.	3–4 p.m.	9:00 a.m.	10–11 a.m.	2–3 p.m.	5:30–6:30 p.m.	2–3 p.m.	11–12 p.m.	10–11 a.m.	2–3 p.m.	
F150	F150	JAT	JAT	JAT	H227	Pike Hall	Pike Hall	A106	A106	
Ralph, Kim	Belinda, Tom	Tom	Toni, Rex	Sheryl	Sheryl, Tom	Cary, Mary	Toni, Paula	Cary, Mary	Paula	
7-8	**13**	**150**	**34**	**51**	**8**	**40**	**27**	**55**	**47**	**433**

Campus Events/Attendance				
Focus on the Future/SCC	**Rockin' at the Ridge/PRC**	**Cookout/CYC**	**Chili Cook-off/CPC**	**Total**
Oct-21	Oct-22	Oct-24	Nov-14	
85	**20**	**15**	**15**	**135**

Total Campus Attendance				
CPC	**CYC**	**SCC**	**PRC**	**Total**
82	**117**	**328**	**41**	**568**

Group Participation						
Students	**SCC LRC**	**Faculty Senate**	**All College Council**	**AA's/AD's**	**CPC LRC**	**Total**
10	**12**	**40**	**15**	**12**	**8**	**97**
						665

APPENDIX D
QEP Discussion Paper
Improving Academic Outcomes

Thank you for participating in the discussions that brought us to this phase in the Quality Enhancement Plan (QEP) process. Now your assistance is needed in determining specific strategies and methods to address this QEP.

Based on the collective input from the college community, the need to improve academic outcomes was selected for the college's QEP topic. Specifically, the QEP will focus on academic outcomes by implementing methods to 1) promote persistence toward a baccalaureate degree, 2) decrease time-to-completion, and 3) increase the college's emphasis on preparing learned individuals who are actively engaged in scholarship and their communities.

1) Promote persistence toward a baccalaureate degree.

Research indicates that students who transfer with an associate's degree will persist and graduate at a substantially higher rate than those who transfer without the degree (Cejda & Rewey, 1998; Best & Gehring, 1993).

- How do we foster an environment that encourages students to complete their degree at CCCCD?
- How do we communicate the value of an associate's degree?
- What specific actions can the college take to achieve this goal?

2) Decrease time-to-completion.

Research indicates that, on average, it takes over six years to earn a baccalaureate degree and over four years to earn an associate's degree. The extra time-to-completion results in added cost to the student in higher tuition and forgone earnings as well as increased cost to the public.

- How can we help students to better plan their academic careers?
- What specific actions can the college take to improve successful course completion?
- What are the major obstacles to decreasing time-to-completion and what could be done to eliminate or reduce these obstacles?

3) Increase emphasis on preparing learned individuals who are actively engaged in scholarship and their communities.

Institutional data reflect increased retention, success and satisfaction of students participating in engaged scholarship activities along with a climate of increased communication and objectivity, increased practical experience in community organizations, and a deeper understanding of democratic ideals (Hodge, Lewis, Kramer, & Hughes, 2001).

- How can the college encourage engaged scholarship between and within the student body, faculty and staff, and the community at large?
- How can we help students more effectively integrate knowledge across disciplinary boundaries?
- How can we maintain academic rigor and stimulate in students the same passion for learning that we share as members of a community of scholars?

APPENDIX E
Rosters

Leadership Team	
Dr. Cary Israel	President
Dr. Thom Chesney	Interim Vice President, Academic Affairs
Ralph Hall	Vice President, Administrative Services and Chief Financial Officer
Dr. Toni Jenkins	Executive Vice President
Dr. Mary McRae	Vice President, Student Development
Dr. Belinda Newman	Provost – Preston Ridge Campus
Rex Parcells	Provost – Central Park Campus
Dr. Tom Rodgers	Provost – Spring Creek Campus
Paula Roman	Executive Director, Development and Foundation
Kim Russell	Associate VP, Organizational Effectiveness and Human Resources

IRLT Members	
Dr. Tom Rodgers, Chair	Provost – Spring Creek Campus
Dr. Cary Israel	President
Jill Braziel	Staff
Dr. Tom Chesney	Interim Vice President, Academic Affairs
Linda Conry	Faculty
Amina El-Ashmawy	Faculty
Tracey Fleniken	Staff
Dr. David Garrison	Faculty
Dr. Toni Jenkins	Executive Vice President
Dr. Tom Martin	Associate Vice President Institutional Effectiveness and Research
Dr. Linda Qualia	Director, Counseling

Steering Committee Members	
Dr. Thom Chesney, Co-Chair	Interim Vice President, Academic Affairs
Dr. Linda Qualia, Co-Chair	Director, Counseling
David Alexander	Faculty
Terrence Brennan	Staff
Eric Carlson	Faculty
Linda Conry	Faculty

Amina El–Ashmawy	Faculty
Lorena Fernandez	Staff
Alicia Huppe	Staff
Dr. Toni Jenkins	Executive Vice President
Barbara Lusk	Faculty
Dr. Tom Martin	Associate Vice President, Intuitional Effectiveness and Research
Dr. Tom Rodgers	Provost – Spring Creek Campus
Dr. Joanne Stevens	Faculty
Layton Sumpter	SGA President, Student
Dr. Kathrine Swanson	Associate Dean of Students
Research Team Members	
Mary Baumgartner	Staff
Bob Benavides	Faculty
Melissa Blackmore	Staff
Dr. Betsy Brody	Faculty
Ellen Brody	Staff
Cathy Donald-Whitney	Faculty
Andy Essary	Associate Faculty
Eugene Foley	Faculty
Glen Grimes	Faculty
Wendy Gunderson	Faculty
Dr. Sandra Herron	Faculty
Gary Hodge	Dean, Social Sciences, Health & Public Services
Regina Hughes	Staff
Wayne Jones	Associate Dean, Engineering Technology
Terri Karlseng	Staff
John Leonard	Staff
Bobbie Long	Staff
Mike McKee	Faculty
Dr. Kay Mizell	Faculty
John Mullin	Staff
Alan Pippin	Staff
Tami Sutcliffe	Staff
Dr. Dean Wallace	Faculty

CURRICULAR AND CO-CURRICULAR INITIATIVES SUMMARY BY YEAR

Initiative	1986-1990	1991-1995	1996-2000	2001-2004
Alternative Learning Center	X	X	X	X
Career Planning and Placement	X	X	X	X
Students with Disabilities/ACCESS	X	X	X	X
Volunteer Tutoring	X	X	X	X
Study Skills Seminars	X	X	X	X
Human Development Programs/ACPE	1987	X	X	X
Student Life Activities	1987	X	X	X
Writing Center	1987	X	X	X
Intercollegiate Athletics	1988	X	X	X
Cooperative Work Experience	1988	X	X	X
Experiential Learning	1988	X	X	X
Fitness Center	1988	X	X	X
Interdisciplinary lab	1988	X	X	X
Math Lab	1988	X	X	X
Music Program	1988	X	X	X
Open Computer Lab	1988	X	X	X
Orientation for Student Success	1988	X	X	X
Speech/Theatre Programs	1988	X	X	X
Writing Across the Curriculum	1988	X	X	X
Wellness Lab and Program	1989	X	X	X
Honors Program/Honors Institute	1990	X	X	X
International Study Programs	1990	X	X	
Lunch with the CCCCD President	1990	X	X	X
Students with Education and Experience	1990	X	X	X
PROMISE Program		1991		
Phi Theta Kappa		1992	X	X
Global EDGE		1992	X	X
Student Media Workshop		1992	X	X
Students on Academic Action (SOAAP)		1994	X	X
Psi Beta			1997	X
Service Learning			1998	X
NETWORKS			1998	X
Learning Communities			1998	X
Computer Writing Classrooms				2000
CASMNS				2000
Engaged Scholars for Health and Social Science				2001
Supplemental Instruction				2001

The ARTS Gallery				2001
The Center for Intermedia Arts				2001
Emerging Scholars				2001
Student Leadership Academy				2002
Concurrent Admissions with senior institutions				2002
Mathematics Passport Program				2002
Online Tutoring				2002
SPECTRUM: Student Ambassadors for Diversity				2002
Center for Scholarly and Civic Engagement				2002

APPENDIX G
CCSEQ & Noel-Levitz® Survey Items

Performance Indicator	Instrument	Item
Goal 1: Develop skills, motivation, and opportunities for intellectual inquiry		
1.1 Increase in library research usage	CCSEQ	*Library Activities*
1.2 Increase in student perceptions of learning gains	CCSEQ	*Estimate of Learning Gains*
1.7 Increase in student awareness of personal values and ethical standards	CCSEQ	*Becoming clearer about my own values and ethical standards*
1.8 Increase in student awareness of CCCCD's student rights, student honor code, and core values	Noel-Levitz® or CCSEQ	*Development of new item*
Goal 2: Improve and expand collaborative learning		
2.4 Increase in the level of satisfaction with collaborative learning experiences	CCSEQ	*Indicate the extent to which you were satisfied with any learning communities' course(s) you completed.* *Indicate the extent to which you were satisfied with any service-learning experience.*
2.6 Reduction of any differences in levels of satisfaction among genders, age groups, ethnic groups or disability status in any of the 12 dimensions of the Noel-Levitz® Student Satisfaction Inventory ™	Noel-Levitz®	The complete Noel-Levitz® Student Satisfaction Inventory ™
2.7 Increase in levels of satisfaction in *Responsiveness to Diverse Populations* dimension of the Noel-Levitz® Student Satisfaction Inventory ™	Noel-Levitz®	*How satisfied are you that this campus demonstrates a commitment to meeting the needs of:* ▪ *Part-time students?* ▪ *Evening students?* ▪ *Older, returning learners?* ▪ *Under-represented populations?* ▪ *Commuters?* ▪ *Students with disabilities?*

2.8 Reduction of any differences among genders, age groups, and ethnic groups in levels of participation in CCCCD activities as reflected in CCSEQ *College Activities* items.	Noel-Levitz®	*College Activities*
2.9 Increase in student interaction with and appreciation for people from different backgrounds	CCSEQ	*Student Acquaintances* ▪ *Becoming aware of different philosophies, cultures, and ways of life* ▪ *Developing the ability to speak and understand another language* ▪ *Learning more about other parts of the world and other people* ▪ *Understanding other people and the ability to get along with different kinds of people* ▪ *Developing the ability to get along with others in different kinds of situations*
2.10 Increase in student perceptions of faculty acceptance of student differences	Noel-Levitz®	*Faculty takes into consideration student differences as they teach a course.*
2.11 Increase student attendance at and participation in interdisciplinary community-building events and presentations	CCSEQ	*Art, Music, Theater Activities*
	Noel-Levitz®	*Campus Climate Dimension* ▪ *Most students feel a sense of belonging here.* ▪ *Faculty care about me as an individual* ▪ *The college shows concern for students as individuals.* ▪ *People on this campus respect and are supportive of each other.* ▪ *The campus staff are caring and helpful.* ▪ *It is an enjoyable experience to be a student on this campus.* ▪ *The campus is safe and secure for all students.* ▪ *Students are made to feel welcome on this campus.* ▪ *I generally know what's happening on campus.* ▪ *This institution has a good reputation within the community.* ▪ *This school does whatever it can to help me reach my educational goals.*

		▪ *Administrators are approachable to students.* ▪ *New student orientation services help students adjust to college.* ▪ *I seldom get the "run-around" when seeking information on this campus.* ▪ *Channels for expressing student complaints are readily available.*
2.12 Increase in overall positive perception of CCCCD	CCSEQ	*College Environment*
2.13 Increase in student perceptions of connection with CCCCD	Noel-Levitz®	*Student Centeredness Dimension* ▪ *Most students feel a sense of belonging here.* ▪ *The college shows concern for students as individuals.* ▪ *The campus staff are caring and helpful.* ▪ *It is an enjoyable experience to be a student on this campus.* ▪ *Students are made to feel welcome on this campus.* ▪ *Administrators are approachable to students.*
2.14 Increase in positive perception of effective and efficient internal communication	Noel-Levitz®	▪ *Policies and procedures regarding registration and course selection are clear and well-publicized.* ▪ *I generally know what's happening on campus.* ▪ *Faculty provide timely feedback about student progress in a course.* ▪ *Administrators are approachable to students.*

APPENDIX H
QEP BUDGET REQUEST FORM

Performance Indicator #: _____   Amount Requested: $ _____

Please describe how the funds are to be used: _____

_____

_____

_____

Deliverables (Please be specific and include dates of delivery): _____

_____

_____

_____

If the involvement of other College departments is needed, such as IR, IT, or Public Relations, please provide signatures denoting support of deliverables and the accuracy of the funding amount.

_____
Department

_____
Signature

Approval by Team Chairs:

_____   _____
Performance Indicator Team Chair Signature/Date   Objective Team Chair Signature/Date

Approval by QEP Coordinator:

_____
Signature

_____ Approval for $ _____

_____ Not Approved.

_____   _____
QEP Co-Director Signature   Date

APPENDIX I
QEP Indicator Status Report Form
2004-2005

QEP INDICATOR STATUS REPORT FORM	
Performance Indicator #: _____	
Leadership Team Representative:	
Objective Team Chair:	
Indicator Team Chair:	

Due Date	Status of Performance Indicator
December 31	
May 30	
Year-end Annual Report

August 31 | |

APPENDIX J
QEP Objective Status Report Form
2004-2005

QEP OBJECTIVE STATUS REPORT FORM		
Goal:		
Objective:		
Objective Team Chair:		
Participating Individuals:		
Performance Indicator	**Evidence of Accomplishment**	**Observed Outcomes**