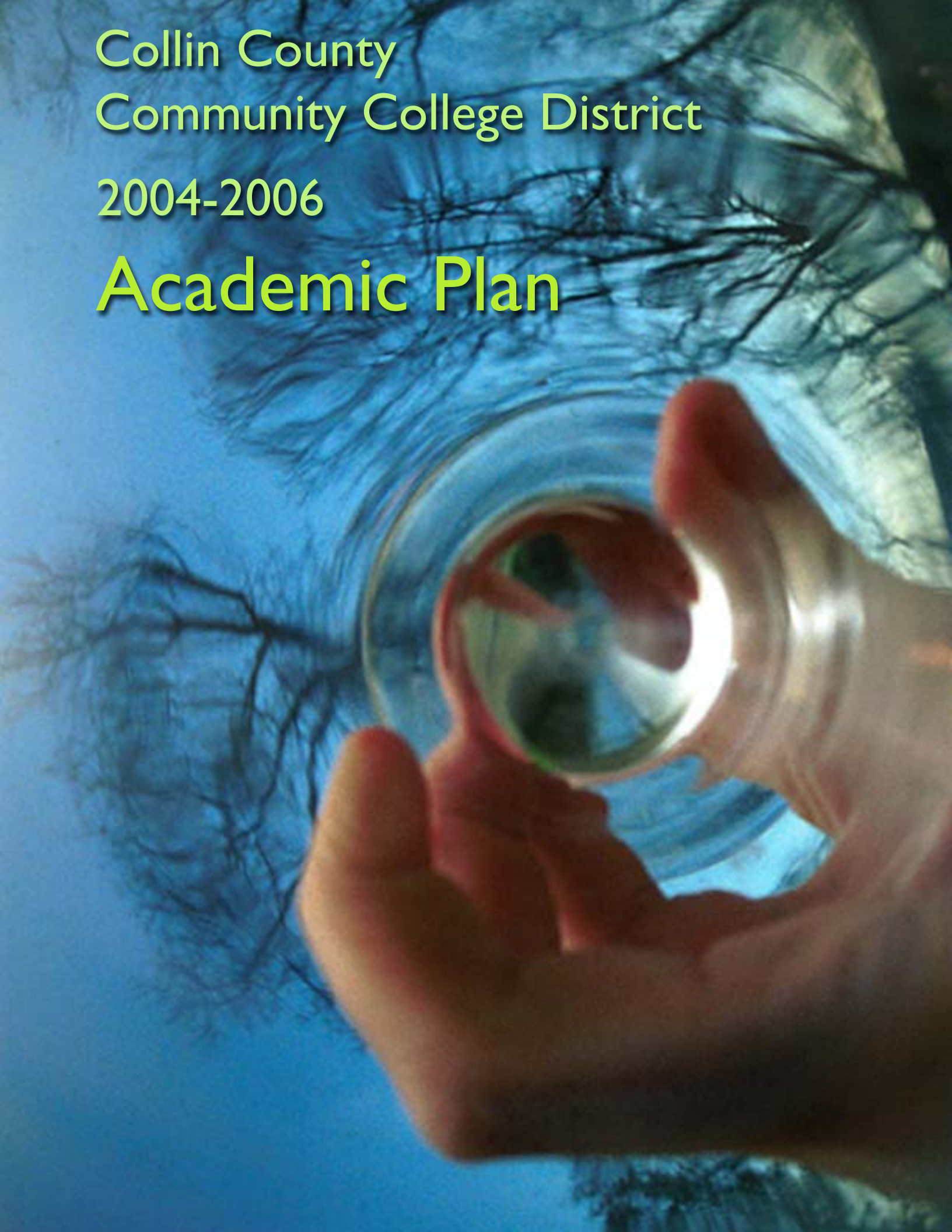
Collin County Community College District

2004-2006

Academic Plan



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Introduction and Academic Principles

A. CCCCD Core Values:

We have a passion for:

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

CCCCD Mission Statement:

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

Academic Mission Statement:

We foster academically challenging, culturally rich, and technologically advanced learning environments to help students reach their academic, professional, and personal aspirations.

B. Curriculum Development

Curriculum is dynamic. It is the core of all activity at Collin County Community College District (CCCCD). CCCCD is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect. We believe our instructional mission is to foster an academically challenging, culturally rich, and technologically advanced learning environment to help students reach their academic, professional, and personal aspirations. Our curriculum is reflective of this mission.

Curriculum development at CCCCD is guided by the following principles:

- **Experiential Learning**
  Students learn more, retain more, and enjoy learning more when they are actively engaged in the learning process. CCCCD offers curriculum designed with an emphasis on experiential learning, or learning by doing. Discipline appropriate offerings such as learning communities, service learning, laboratories, cooperative work experiences and internships, combine theory with "real-world" applications.

- **Core Curriculum**
  The core curriculum cultivates within students, a common core of knowledge in the liberal arts tradition, high-level cognitive skills, and an educational foundation that facilitates and encourages life-long learning.

- **Writing-Across-the-Curriculum**
  Writing-Across-the-Curriculum is an interdisciplinary approach to strengthening written communication skills by promoting the use of writing assignments to analyze, synthesize and evaluate course content in non-English writing courses.

- **Competency-Based Workforce Education**
  CCCCD is committed to competency-based education in all technical programs and courses. In their program and courses, all students are taught and tested for competencies relevant to their success in the workforce. In addition, each program has in place capstone experiences.

- **Non-Proliferation / Duplication of Courses, Programs and Degrees**
  CCCCD believes that there should not be unwarranted proliferation / duplication of program, course offerings and degrees. This permits the district to focus resources to the benefit of the maximum number of students and create steady enrollment in our programs. Learning communities and other joint/cross departmental efforts permit students to gain knowledge and apply it to their specific degree program, without the need to create program specific versions of courses or to create sub-programs for a small sector of our student population.

- **Currency and Relevance**
  In order to maintain currency and relevance in the curriculum, the District provides students with state-of-the-art equipment in its instructional delivery systems. The District is also very committed to distance education and increasing student accessibility to an education through a variety of instructional methods. Advisory committees also play a key role in keeping workforce curriculum dynamic and innovative.

The CCCCD faculty, administration, board of trustees and the Texas Higher Education Coordinating Board each share in the responsibility of curricular development for the district. Responsibility for fostering the identification of possible new academic and technical programs and courses lies primarily with the Vice Presidents, Campus Provosts and Deans.

CCCCD is always sensitive to regional and statewide labor market information, new and emerging technologies, as well as courses/programs offered by neighboring educational institutions and local business. College personnel work closely with universities, area businesses and employment leaders to ensure that the curriculum is current and relevant to the knowledge and skills needed by employees to be successful in the workforce.

Although needs assessment is conducted prior to all new program development, for credit-earning technical programs, a program advisory committee is also utilized for the development and evaluation of program curriculum, long-range planning, and development of on-the-job training and employment opportunities for students. (See Appendix 1 for the process of new program development.)

Proposed changes to the credit-earning curriculum at CCCCD are reviewed by the Curriculum Advisory Board (CAB). The CAB is comprised of faculty representatives from

each division, who are appointed to serve 3-year rotating terms. The CAB is charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs in any division, and making recommendations to the Vice President of Academic Affairs (VPAA). Its deliberations frequently result in a further strengthening of the proposed curricular changes it is reviewing.

Continuing Education curricular development follows a slightly different path. Since Continuing Education is driven by market demand by the community and by business and industry, CE uses a myriad of resources to identify curriculum needs. Included in those sources are:
http://stats.bls.gov/oco/home.htm – US Dept of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook
http://www.certcities.com – Cert Cities
http://nctcog.org – North Central Texas Council of Governments
http://www.aapc.com/ - American Assoc of Professional Coders
http://www.aamt.org/agate/aamt_oms/content/index.asp – American Association of Medical Transcriptionists
http://www.itaa.org/index.cfm – Information Technology Assoc of America
http://www.salary.com/salary/layoutscripts/sall_display.asp – Salary.com
http://www.monster.com/ - Monster.com

Curriculum is designed from basic research based on the skill sets needed for desired occupational outcomes. Teams of staff and faculty who are subject matter experts develop original curriculum that is standardized and deployed in CE classes. This process is reviewed by the Executive Director of Continuing Education and Workforce Development and by the Executive Vice President three times a year to ensure compliance with THECB standards for Continuing Education curriculum.

C. General Education

General Education Purpose Statement: It is the role of general education at Collin County Community College District to cultivate within students

- a common core of knowledge in the liberal arts tradition,
- high-level cognitive skills, and
- an educational foundation that facilitates and encourages life-long learning.

Within the context of the purpose of general education at CCCCD, six principles under gird the development of CCCCD's general education core curriculum.

(1) The general education core must be subject to periodic evaluation to ensure that it remains relevant and that it fulfills its mission and addresses the intellectual competencies and learning objectives it was designed to meet.
(2) The general education core should provide students with as much flexibility as possible in meeting their general education requirements while maintaining rigor and quality within the core.
(3) Not every core course within a given area of study needs to, or can, address every core competency and learning objective. However, when a student completes

CCCCD's general education core, they should have received instruction that addresses every core competency and learning objective specified.

(4) Revision of the general education core must give primacy to the voice of the faculty in determining which courses are most appropriate in the core.
(5) The deans, who are responsible for overseeing and monitoring quality in the core curriculum, must have a voice in revising the core curriculum.
(6) CCCCD must be able to demonstrate that students are obtaining the competencies and achieving the objectives of its general education core.

The most recent review of CCCCD's general education core curriculum was conducted from fall 2001 through spring 2003. It was a comprehensive review conducted by the General Education Outcomes (GEO) Forum, a task force consisting of faculty members from all instructional divisions that offer courses in the core curriculum. The group developed the above purpose statement, reviewed and supplemented core competencies and learning objectives mandated by the Texas Higher Education Coordinating Board, reviewed courses in various disciplines for their consistency with those core competencies and learning objectives, and, based on that review, made recommendations to add and delete courses from the general education core curriculum.

The process of reviewing courses for compliance with core competencies and learning objectives was undertaken in close consultation with faculty and deans in the various disciplines. If the GEO Forum's recommendations are adopted, a few courses will be dropped from the CCCCD's general education core curriculum because they are inconsistent with the purpose, core competencies, and learning objectives that ground the core. Courses will be added to the core, particularly in the areas of computer literacy and natural sciences, significantly increasing students' flexibility in completing core requirements.

The GEO Forum's recommendations will be presented to the Curriculum Advisory Board, the Academic Deans group, and, ultimately, the Leadership Team before final decisions are made regarding CCCCD's core curriculum. The revised general education core curriculum will be implemented in fall 2004.

With recommendations in place for a new general education core curriculum, the GEO Forum has begun to develop recommendations for adopting sound methods for evaluating the learning outcomes of students enrolled in CCCCD's general education core. Fall 2004 is the anticipated implementation date.

II. Academic Programs and Services

A. Academic Degrees

The District offers two degree options in the general academic college transfer area:

- the Associate of Arts
- the Associate of Science

Both degrees include a general education core consisting of 45 credit hours, 3 credits of either Mathematics/Natural Science or a sophomore level literature course and a minimum of 12 credit hours of recommended electives.

B. Workforce Education Degrees, Certificates and Contract Training

The District also offers a technical degree, which may transfer into selected programs at several universities,

- the Associate of Applied Science

This degree is designed to prepare students for specific workforce occupations. However, many AAS degree programs transfer, with no loss of credit hours, into a Bachelor of Applied Arts and Sciences degree at specific universities. AAS degrees include a general education core of **22** credit hours. The total number of hours required for graduation varies by program, with a maximum of **72** credit hours.

The District also offers a variety of certificate programs designed to help students secure employment or gain a promotion by improving their professional workplace skills.

Appendix 2 contains a comprehensive listing of the District's Workforce Education awards.

Contract training may be offered for credit and can include the awarding of any of the Workforce Education degrees/certificates offered by the district. In addition, contract training may instead offer continuing education credits. The training is tailored to the individual employer's needs.

C. Continuing Education, Contract Training and Life-long Learning

With a multitude of specialized training programs and certificates, CE offers over 240 individual courses. Our Continuing Education Division has a training program for every individual and for every level of a business and can deploy customized workforce development solutions directly to the job site. A comprehensive list of these programs may be found in Appendix 3.

Continuing Education / Contract Training:

Fire Science Academy	Designed to give a broad perspective on various facets of providing fire protection. The program is designed for students wishing to enter the fire service as well as for persons already employed as firefighters or in related career fields. Students acquire the technical knowledge needed to combat the fire problems created by modern living. Fire Science courses are scheduled to accommodate traditional firefighter work shifts.
Law Enforcement Academy	Provides quality training programs by and for experienced law enforcement officers. These courses provide basic and advanced training designed to enhance both the technical skills as well as the professionalism of law enforcement officers. The Law Enforcement Academy provides TCLEOSE training credits as well as Continuing Education Units to all students successfully completing program requirements.
Teacher Certification	Provides a flexible training schedule for certification in various secondary content areas.
Business Solutions Customized Training Group	Provides quality workforce training and creative business strategies. One-on-one consulting, skills assessments, innovative training calendars - each with a unique training schedule for each company, convenient delivery directly to corporate sites or via one of our many locations, solutions to compliment existing training programs or complete turnkey programs and flexible options allowing employees to earn academic hours, certifications or continuing education credit.
Small Business Development Center	Provides clients with practical assistance so that their new or existing business will survive, grow and prosper.
Seniors Active in Learning (SAIL)	SAIL is an educational program operated by and for individuals at least 50 years of age, under the sponsorship of Collin County Community College Continuing Education. SAIL is affiliated with Elderhostel Institute Network as an Institute of Learning in Retirement.

D. Academic Support Programs and Services

Academic success in the classroom is often dependent upon the availability of assistance outside of the classroom. CCCCD provides a comprehensive support structure for both students and faculty. From admissions, advising and registration at the point of entry to cooperative work experience, internship, career placement at the conclusion of an academic program, students can match skills, interests and abilities to a wide range of curricular offerings. Well-equipped and well-staffed labs, libraries and testing centers allow faculty to make the best use of classroom instructional time while providing students with resources directly related to their coursework. Programs such as Service Learning, the Honors Institute and the Center for Advanced Study of Math and Natural Sciences insure an academically rigorous and challenging environment at CCCCD. Other programs serve to reach out to specific student populations such as students with disabilities. A comprehensive list of academic support programs and services can be found in Appendix 4.

III. Evaluation Methods and Learning Outcomes

Because CCCCD embraces the concepts of institutional effectiveness and continuous improvement, the institution engages in regular evaluation at every level of the organization: the individual level, the division/ program/department level, and the institutional level. CCCCD's Institutional Effectiveness process is visually summarized in the model presented in Appendix 5.

A. Evaluation Methods

The purpose of this section is to briefly summarize the processes and methods used for evaluation at each level of the organization. Since no method has perfect reliability or validity, a variety of evaluation methods are applied at all three organizational levels to triangulate on areas and individuals that either exemplify best practice or are in need of improvement. Evaluation methods are listed and defined in more detail in Appendix 6.

Individual Levels

At the individual level, CCCCD assesses both employees (faculty and staff) and students. All supervisors evaluate all employees annually in relationship to the employee's position descriptions and personal employment goals. In addition, since faculty members are the most direct link between CCCCD's primary mission and its students, they undergo additional evaluation by students and peers. Every long semester, all students evaluate every course. Feedback from the student evaluations of instruction are used in annual performance evaluations and in Council on Excellence reviews. Faculty members comprise the Council on Excellence which makes recommendations to the administration as to which faculty members' contracts should be renewed based on student evaluations of instruction, class visits by deans, annual appraisal by the dean and self-evaluations.

Students are evaluated in the classroom by faculty members based on their performance relative to other class members and based on their performance relative to criteria identified in course syllabi. Again, Appendix 6 defines a variety of methods used in the classroom to evaluate student performance. Students' classroom performance is ultimately evaluated based on a grading system where 4=A, 3=B, 2=C, 1=D, and 0=F. All grades are recorded and transcripted.

Division/Program/Department Levels

At the level of instructional divisions, programs, and department, performance is, again, evaluated by several methods. Two processes run on an annual cycle. First, prior to the beginning of a fiscal year, each unit develops a set of achievement indicators that support CCCCD's overall strategic goals. After the year concludes, each unit reports on its performance relative to its achievement indicators. All units are evaluated annually based on the goals (achievement indicators) they set for themselves for the year. Second, workforce education programs receive results of an annual survey of employers who have hired their students. Employers provide information about their levels of satisfaction with the students who were trained in CCCCD's workforce education programs. Deans and program chairs monitor the results of the employer satisfaction surveys from year to year to year to determine if curriculum changes are required. Workforce education program

advisory committees consisting of employers and successful practitioner in a given occupation compliment the employer satisfaction surveys. Advisory committees meet at least twice each year to evaluate curriculum relative to the needs of the workplace and to make recommendations to maintain or improve the quality of instruction offered.

A couple of evaluation processes occur in five year cycles. Once every five years, every organizational unit is required to undergo an extensive institutional evaluation of its performance relative to its mission and a variety of criteria primarily based on Southern Association of Colleges and Schools criteria and Texas Higher Education Coordinating Board standards. The process results in identification of a unit's strengths and weaknesses, recommendations for improvement, development of an action plan to address the recommendations, and follow-up to document improvement based on the plan. In addition to the institutional five-year program evaluations, the instructional division as a whole and its various instructional programs undergo review every five years by the Texas Higher Education Coordinating Board.

Finally, a few instructional programs are subjected to review by professional accrediting bodies. The cycles vary depending upon the accrediting body. Currently, CCCCD has three programs with professional accreditation (Nursing, Respiratory Care, and Dental Hygiene).

Institutional Levels

At the institutional level, evaluation again occurs on various cycles. Four evaluation processes occur on an annual basis. First, CCCCD reports to the Legislative Budget Board on its performance relative to ten standard measures that include several academic performance indicators (percentage of course completers, percentage of contact hours taught by full-time vs. part-time faculty members, numbers of degrees and certificates awarded, numbers of students transferring to four-year institutions, percentage of students who successfully comply with the requirements of the Texas Success Initiative, and the number of students who successfully pass licensure exams). Paralleling what happens with instructional divisions, departments, and programs, a second annual evaluation process consists of the Vice President of Academic Affairs and the Executive Vice President evaluating and reporting on the performance of their areas in relationship to their achievement indicators. Third, two surveys are administered to current and former CCCCD students. Each spring CCCCD administers the Noel-Levitz Student Satisfaction Survey to a representative sample of course sections to assess the degree of satisfaction students feel with courses and services at CCCCD. Each year, CCCCD administers the Community College Student Experiences Questionnaire (CCSEQ) to the entire population of degree and certificate recipients from the prior year to assess the quality of experiences completers had as they worked toward graduation. Results of the both the Noel-Levitz and CCSEQ surveys are made available to administrators so problem areas can be identified and improved. Finally, to ensure that all areas of the District, including the academic area, are making appropriate use of financial resources, a financial audit is commissioned and the results are shared with CCCCD's Board of Trustees.

The institution as a whole and instruction in particular are evaluated in depth once every ten years by the Southern Association of Colleges and Schools. As mentioned above, the Texas Higher Education Coordinating Board conducts an evaluation of the institution and

its instructional program once every five years. These are intensive and thorough reviews that result in recommendations for improvement and that require documented follow-up demonstrating improvement.

B. Documentation of Learning Outcomes

Student learning outcomes are documented in numerous ways. At the individual student level, the most obvious and direct documented measure is the grading system which is a cumulative measure of a student's learning through all learning activities offered in a course. Grade distributions document cumulative student learning at the course level or higher. In addition, CCCCD documents student learning indirectly through student transfer rates, persistence rates, course completion rates, licensure pass rates, longitudinal performance of developmental education students, student self-perceptions of learning gains, and employer satisfaction with workforce education preparation. A system is being developed to document student learning outcomes in the general education core curriculum.

IV. Opportunities and Challenges

A. Opportunities and Strengths

Collin County Community College District has a number of strengths that should positively impact the academic programming and services provided by the district. Strengths are primarily internal assets that serve as a foundation for the college's academic vitality and excellence. The strengths have been categorized into three primary areas, physical, fiscal, and human resources.

Facilities

Existing campuses are relatively young having generally been built in the last 18 years. The original building at the Central Park Campus in McKinney is the oldest facility in the District and it was built in 1983. The largest part of the Spring Creek Campus in Plano was built in 1988; however, major additions were made in 1999 and 2003. Three original buildings at the Preston Ridge Campus opened in 1995 and Alumni Hall and University Hall were added within the past six years. As a result, the physical appearance of the District is a strength that is often commented on by academic administrators and faculty from other colleges and universities as well as by people in the community.

In 2001, the voters in Collin County approved a $57 million bond initiative that will allow the district to maintain existing physical facilities and build new facilities to accommodate growth in enrollment. The first project to be completed is the "I" module at the Spring Creek Campus which will open fall 2003. Other projects included in the bond are a 100,000 square foot library and classroom building at the Preston Ridge Campus and a 50,000 square foot classroom and meeting room addition to the Spring Creek Campus. Construction on both projects is scheduled to begin fall 2003.

The physical strengths of the District result in classrooms, labs, libraries, offices, and facilities for support services that are conducive to learning. The college's facilities include well-equipped labs and technical resources that support teaching and learning. A comprehensive replacement plan for computers and capital equipment supporting classroom instruction was developed and is reviewed annually.

Finances

In spite of state budget deficits and cuts to the community colleges' appropriation, the financial resources of the CCCCD are relatively sound. Over 53% of the college budget is devoted to direct instruction or instructional support services. The local tax base is still growing, although at a more modest rate than it has grown in the past several years. New property in Frisco, Allen, McKinney, Prosper and Celina continue to provide an increase in ad valorum tax revenue. The tax rate has remained constant or decreased slightly over the past 11 years in spite of growth in enrollment and building projects.

As a result of the strong financial position of the District, the Board of Trustees have demonstrated a commitment to keeping tuition as affordable to students as possible. While tuition rates are increasing at public universities in the state, tuition at CCCCD is

only $27 per credit hour. This makes the cost of education extremely affordable compared to other higher education options.

The Board is fiscally conservative in the management of the District. They support a diverse academic curriculum in a fiscally responsible manner. This has been accomplished by not duplicating high cost programs within the District. For example, the Central Park Campus houses academic programs in health and human services while the Spring Creek Campus is known for -programs in art, music and theatre and the Preston Ridge Campus is home to high-tech engineering technology and computer labs and the Courtyard is home to the majority of the Continuing Education courses in the district. Each campus offers a comprehensive selection of core courses designed to meet transfer requirements as well as requirements for various AAS and certificate programs.

Finally, the college has been able to attract financial support from grants contracts and through private fundraising efforts. The FY04 budget contains over $6 million in Federal and State grants and contracts which allows the district to develop innovative new programs and initiatives. Last year the college held its largest private fund raising event generating $157,000 in scholarship support for students.

Human Resources

The full-time faculty at CCCCD are credentialed and academically prepared in their respective disciplines. Members of the faculty at CCCCD have been recognized as Piper Professors, Fulbright Scholars and CASE Professor of the Year. They demonstrate leadership in the community as well as in the classroom. Numerous national recognitions and awards for programs such as learning communities and service learning are the direct result of the collaboration and creativity of the faculty.

Full-time and part-time teaching positions attract a large pool of qualified applicants. Given the many corporate headquarters and major businesses located in Collin County, skilled professionals can be found to teach as associate faculty in high need/high demand disciplines.

Given the strength of the college's human resources, academic degree programs throughout the district are varied and responsive to universities and local business and industry needs. Numerous business and industry professionals reside in Collin County and can be tapped for advisory committees.

Several faculty have led efforts to utilize technology in new and innovative ways. Faculty participated in demonstration projects to use wireless technology resulting in completely wireless campuses throughout the district as well as the integrations of wireless technology in numerous classroom activities. Faculty have embraced distance education and all but one course in the Associate of Arts degree can now be taken on-line.

Other Strengths

- Unique partnerships with four-year universities such as concurrent admission programs with UNT, UTD, SMU and TWU that increase transfer opportunities for students.

- Numerous academic support services for students include writing labs, math labs, tutoring and access to extensive instructional technology.

- A comprehensive formal evaluation process for academic programs and services that allows the college to develop quality enhancement plans as necessary to improve academic outcomes.

Additionally, CCCCD is located in a highly educated area of the state where the majority of the residents in the community value education. (Based on 2003 population estimates, 14.9 percent of adult Texans have earned college degrees while 30.8 percent of adult Collin County residents have earned college degrees.) A group of highly committed citizens helped start the college 18 years ago and many of them, as well as many others, are involved in shaping the strategic goals and achievement indicators of the District through the Committee of 100.

The local economy has suffered over the past two years, yet it is still based on a skilled workforce and academically prepared students can still find positions with positive career forecasts. Local independent school districts are academically recognized by the state for the accomplishments of their students and the college attracts highly qualified students. On average, over 25% of the students graduating from high schools in the service area enroll at CCCCD in the fall following graduation. Surveys show that CCCCD is highly recognized as a provider of higher education in the area and has a high approval rating among residents.

B. Challenges and Weaknesses

While CCCCD has many strengths and opportunities, it also has internal weaknesses and external threats that currently impact, or threaten to impact, the academic programs of the District. Some of the weaknesses or threats are out of the control of the District, but should be taken into consideration for planning purposes. Weaknesses and challenges will also be categorized into three primary areas: fiscal concerns, outcomes, and planning.

Finances

Currently, the District is fiscally sound; however several factors threaten the college's financial security in the future. The State's budget appropriation for community colleges is declining and does not support enrollment growth. State funding represented 33% of the college budget in FY 00 while it represents only 28% in the proposed FY 04 budget. Annual enrollment has grown at a rate of approximately 10% or more for the past four years.

College revenues are increasingly dependent on revenue generated from ad valorum taxes. In FY 00 revenue from local taxes represented 46% of the total budget. In the proposed FY 04 budget this percentage increases to 51%. Assessed values in Collin County continue to grow, but not at the same rate they have in the past. Assessed values increased by more than 10% annually since 1995, but the projections for 2003 are for 5.2% growth. Plano is considered to be at, or very near build-out although there is still significant growth in McKinney, Frisco, Allen and northern Collin County.

The Board of Trustees is extremely committed to keeping tuition affordable for students; however, only 19% of the college's revenue is generated from tuition and fees. Significant increases in tuition are not anticipated in the future. Additionally, economic uncertainty among residents of the service area appears to be having an impact on enrollment, philanthropy, and demand for financial aid and scholarships. More students than ever before are qualifying for Federal financial aid. In the 2001-02 academic year CCCCD distributed $5.7 million in Federal financial aid. In the 2002-03 year over $8.7 million has been dispersed. Less than one half of the students requesting scholarship assistance received scholarships for the Fall 2003 semester.

Outcomes

There are increasing demands for accountability from the public and from state and federal agencies. The State of Texas monitors the performance of community colleges throughout the state. Performance is measured by the number of degrees and certificates awarded; retention within the semester, between semesters and from one year to the next; number of students who transfer and how well they perform at the transfer institution. Over 70% of CCCCD students indicate a desire to transfer as their reason for attending. Many students leave or transfer to other institutions before completing degree requirements which negatively impacts graduation rates. An examination of performance measures does not take into consideration the goals of the students. Some students only plan to enroll in one course, one semester or one year at CCCCD and have no intention of earning an Associate's degree.

Data from the Coordinating Board indicate that course retention rates at CCCCD have been below state averages in the past, but this measure is improving and the college currently meets the state-wide average. Using retention data is problematic at CCCCD because students' reasons for enrolling are not taken into consideration. Given the low cost of tuition, some students enroll as full-time students with no intention to complete the courses in order to remain on their parent's health insurance. Community Colleges have an open door admissions policy, which means there are students enrolled who may not have the academic preparation and/or cognitive ability to be successful in college.

Finally, CCCCD receives periodic reports from four-year colleges and universities on the performance of CCCCD students who transfer. These reports compare the CCCCD students with native students at the university and with other transfer students. The data indicate that the performance of CCCCD students at transfer institutions is inconsistent between universities and between majors. Unfortunately, the reports are not received from all transfer institutions and are difficult to interpret. Students are not identifiable, so it is difficult to tell which courses they had at CCCCD and if they took the prerequisites here or not. Many CCCCD students do not indicate their major while at the community college and others change their major when they transfer.

Planning

Strategic planning has taken on an important role at CCCCD over the past four years; however, the development of a three year academic plan, student development plan, budget plan and technology plan are relatively new initiatives. The budget development

process now includes department level budget hearings; however, the interrelationship between planning and budgeting is still not in sync.

The college seems to lack adequate benchmark data for comparison to other similar institutions. Needs assessments is a component of new program development, but in the past, programs with low or declining enrollment have been retained for several years. Only recently have programs been discontinued completely. While environmental scanning is conducted, it is not always done so in a formal, on-going manner and does not always appear to drive academic decision making.

Other potential threats that are out of our control include, but are not limited to:

- The regulatory environment results in unfunded mandates on community colleges.
- There are numerous educational institutions in the Metroplex competing for the same students.
- There is a degree of academic snobbery in the community and some parents and students will not consider a "junior college."

Other internal concerns include, but are not limited to:

- Campus course offerings are not comprehensive in all core subject areas or in developmental education.
- Delivery modalities within the current curriculum could be further diversified to accommodate diverse student learning needs.
- Interest and enrollment in certain programs is declining while demand for core courses is increasing.
- There is a perception that duplication exists between some credit and continuing education courses and programs.
- Academic advising is focused on the process of registration more than on individual academic goals.
- An increase in on-line registration results in a decrease in face-to-face academic advising and performance measures related to retention and completion may be negatively impacted.
- Academic progress procedures do not monitor excessive withdrawals or prevent students from repeatedly enrolling and withdrawing.
- Some full-time faculty do not possess the necessary credentials as defined by the Southern Association of Colleges and Schools (SACS) to teach at the college.
- Associate faculty are occasionally hired without the necessary credentials as defined by SACS resulting in mid-semester replacements after official transcripts are received.

It is important to recognize internal strengths and weaknesses and external threats and opportunities as part of the overall planning process. Some of these factors are within the college's control and can be capitalized upon or accommodated for as necessary. Other matters may require legislative influence and may require much more time to influence or change. Some issues like the economic climate of the region are completely outside of the college's control; however, the college must be in a position to respond appropriately with new programs and/or services.

V. Future Directions

As Collin County Community College District looks to the future of its academic programs, we remain committed to:

- academic excellence,
- educational opportunities that prepare students to meet or exceed their academic and professional aspirations, and
- a college experience that prepares civically, culturally and socially productive citizens.

Our commitment to academic excellence is evidenced by the academic credentials of the faculty, an experientially-based curriculum, writing-across-the-curriculum, the holdings and services of the Learning Resources Centers, world-class facilities, and a technologically advanced learning environment.

We prepare students to surpass their academic and professional aspirations by providing current and relevant curriculum opportunities and by demanding excellence in student outcomes.

We foster civically, culturally, and socially productive citizens by encouraging community engagement, cultural understanding, participation in the arts, and involvement in student activities.

To demonstrate these fundamental elements in the context of the 2003-06 strategic plan, the district will endeavor to achieve the following goals:

ACADEMIC PLAN			
	Year #1 (03-04)	**Year #2 (04-05)**	**Year #3 (05-06)**
Goal #1: Provide educational experiences that enable students to excel academically and to be civically engaged			
A. Faculty will have academic credentials and pedagogical skills that enable students to excel	Review all faculty and associate faculty credential for SACS compliance	All faculty meet or exceed SACS credentials	Increase the percentage of faculty that exceed minimum credentials to teach in their respective field (example: more PhDs)
	Identify ways that the Teaching Learning Center can be enhanced to support pedagogical skills required by faculty (FT and Associate)	Expand capabilities of the Teaching Learning Center	Evaluate and enhance support services for faculty
	Conduct scholarly faculty workshops at the department, division and district level	Conduct scholarly faculty workshops at the department, division and district level	Conduct scholarly faculty workshops at the department, division and district level
	Review and identify new methods and support for existing faculty to earn higher academic degrees (with emphasis on terminal degrees), additional certifications/licensures, etc.	Support new methods for existing faculty to earn higher academic degrees (with emphasis on terminal degrees), additional certifications/licensures, etc.	Support new methods for existing faculty to earn higher academic degrees (with emphasis on terminal degrees), additional certifications/licensures, etc.
	Support discipline-specific professional development activities that ensure the academic integrity and currency of all District programs.	Support discipline-specific professional development activities that ensure the academic integrity and currency of all District programs.	Support discipline-specific professional development activities that ensure the academic integrity and currency of all District programs.
	Initiate a scholarly journal on pedagogical skills		

B. Identify programs to develop, emphasize or de-emphasize	Conduct training in environmental scanning for Deans, Department Chairs and others interested in identifying new programs Develop curriculum and revise existing programs as identified in program evaluation process Develop regional and national relationships for the purpose of developing and sharing curriculum	Utilize Deans' Council to conduct environmental scanning Develop new courses and programs and revise existing programs as identified in program evaluation process Participate in consortia relationships to stay current in nationally standardized curricular areas	Utilize Deans' Council to conduct environmental scanning Develop new courses and programs and revise existing programs as identified in program evaluation process
C. Increase opportunities for students to integrate knowledge from different disciplines	Define mission and objectives of Center for Civic Engagement and Scholarship Have discussions about the role and value of various teaching and learning methodologies (Examples may include expanding Learning Communities, experiential learning, technology, communication and/or writing across the curriculum, etc.)	Implement goals developed for the Center for Civic Engagement and Scholarship and establish a visible location for the program Plan for and implement changes recommended in Year 1	Evaluation effectiveness for the Center for Civic Engagement and Scholarship and identify new options and objectives as needed. Implement changes recommended in Year 1 and 2

D. Increase opportunities that prepare students to be academically and professionally competitive.	Define the Quality Enhancement Plan (QEP) topic and complete research required for SACS Complete GEO Forum revisions to the academic core and document a process for identifying student learning outcomes Review the current International Studies program and suggest revisions, changes, partnerships, etc.	Begin implementation and monitoring of the QEP Implement approved revisions to the general academic core approved by GEO Forum Implement system for documenting student learning outcomes in the general education core Propose and implement revised International Studies program	Continue to implement and monitor the QEP Begin to evaluate the impact of revisions to the general education core. Begin to evaluate data related to student learning outcomes. Evaluate and revise as needed
E. Establish a center of excellence in healthcare by sustaining and creating additional academic and CE programs in related disciplines and program areas	Conduct environmental scanning and needs assessment for 5-6 new programs/certificates Develop appropriate program/ certificates and secure approvals from internal and external bodies Implement appropriate program/certificates	Determine additional programs/certificates needed Develop additional appropriate programs/certificates and secure approvals from internal and external bodies Implement additional programs/ certificates	Review programs/certificate inventory for additions/changes Implement additional programs/certificates
F. Increase faculty, chairs and deans involvement in identifying, applying for, and administering grants to asst with funding for developing curriculum for enhancing existing programs.		Develop grant applications to secure external funding in areas reflecting the District's priorities (e.g. healthcare, international studies, math and sciences, Center for Civic Engagement and Scholarship)	Implement externally funded programs

Goal 2: Integrate the implementation of the academic plan with other planning documents at the college (budget, technology, student development, facilities, etc)			
A. Fully integrate academic planning at CCCCD	Document ways in which the academic plan has been integrated with the other district plans See that academic division plans for 2004-2005 are tied to the three-year overall academic plan	Identify implications the academic plan has for other district plans Monitor progress and evaluation integration Review year two achievement indicators in the three-year academic plan and see that 2005-06 academic division plans are tied to the three-year plan	Continue to document full integration Develop a new three-year academic plan cooperatively with faculty, academic administrators and college leadership

Goal 3. Broaden access to educational opportunities and support services for students.			
A. Meet the Texas Higher Education Coordinating Board objectives to "Close the Gaps" in higher education in Texas	Review strategic enrollment management plan	Define strategies designed to meet the college's admission and graduation goals	Implement strategies
B. Increase proportion of students who successfully progress through developmental education into college level courses and programs	Assess effectiveness of Developmental Education plans Assess effectiveness of placement procedures Develop Texas Success Initiative (TSI) as required by the THECB	Implement Developmental Education plan. Revise placement practices if recommended. Implement Texas Success Initiative plan	Review , measure tracking outcomes, and revise action plan Review, measure tracking outcomes and review TSI

C. Identify, develop, implement and assess courses that can be effectively delivered through alternative methods	VPs/Provosts review new and alternative delivery options with Academic Deans Research existing models for a Weekend College Plan and pilot alternative instructional delivery methods (learning pods, blended learning, etc.)	Recommend additional modalities/programs and implement new delivery options as recommended Expand weekend offerings Implement learning pods, blended learning, and other identified delivery modalities	Evaluate effectiveness of revisions that are made Implement comprehensive Weekend College Expand and review outcomes associated with learning pods and blended learning offerings
D. Develop and initiate specific strategies designed to improve student success in distance education courses	Review student development plan to insure academic support services are in place to support distance ed courses On-line Faculty Standards Task Force develop minimum proficiencies for faculty	Work with Student Development to implement academic support services for distance education Implement appropriate professional development	Evaluate academic support services for distance education Review and determine impact of professional development and minimum proficiencies
E. Identify ways to increase coordination between credit and continuing education and workforce development programs	Target specific continuing education programs and/or courses that can/should be transitioned to credit programs and target specific credit programs and/or courses that can/should be transition to continuing education programs Refine process for delivering off-campus credit courses/programs	Offer pilot sections, evaluate effectiveness and complete needs analysis for state approvals Increase number of credit courses/programs offered off campus	Obtain state approvals and implement. Offer courses per market demand and review for timeliness and/or appropriateness. Assess procedures and enhance off-campus credit courses/programs

F. Evaluate existing high school dual credit and early admissions options throughout the service area	Review dual credit and early admissions programs and revise as needed Sign a dual admissions agreement with Texas A&M University-Commerce and identify future potential university partners for dual admissions agreements	Increase high school dual credit and early admissions options throughout the service area as needed Negotiate and sign university concurrent agreements	Increase high school, dual credit and early admissions options Negotiate additional agreements as deemed appropriate

Goal 4: Increase awareness of academic programs at the college			
A. Involve Public Relations in new program development to insure widespread community awareness	Public Relations develops targeted marketing plans with deans as necessary	Implement program specific marketing plans	Develop marketing strategies as necessary and implement

Goal 5: Maximize the development and use of the college's human, technological and capital resources			
A. Determine capital resource implications of programs recommended for development, emphasis or de-emphasis	Develop strategies to link the academic plan with the budget plan prior to beginning the next budget cycle	Continue to analyze fiscal impact of program changes	Asses and continue to tie the plan to the budget
B. Determine human resource needs across academic divisions	Identify professional development needs for faculty affected by new program development and by decisions to de-emphasize programs Identify faculty hiring needs that will increase the full-time/part-time faculty ratio to 50/50	Provide re-training for faculty/staff in transition Continue to strive for a 50/50 ratio of full-time to part-time faculty and Hire new faculty as needed Assess existing academic administrative model for long-term feasibility and effectiveness	Transition existing personnel to new program areas if appropriate Continue to identify faculty and staff needs Propose changes to the academic organizational structure designed to increase campus based academic leadership

C. Implement measures that will make CCCCD the district of choice for part-time faculty		Develop associate faculty professional development plan Identify strategies to attract and retain associate faculty	Implement associate faculty professional development plan
D. Determine technical resource implications of programs recommended for development, emphasis or de-emphasis	Incorporate technology needs into budget and technology plan	Purchase equipment or relocate equipment as needed	Continue to incorporate academic plan with technology plan
E. Maximize the use of existing facilities and determine facility needs resulting from programmatic changes and hiring decisions	Assess existing teaching and office facilities annually and plan for long-term addition and renovations Evaluate usage of and necessity for Alternative Learning Centers (ALCs) Evaluate facility needs to accommodate new or growing programs (health care, culinary arts, etc.) Develop a comprehensive data system to support facilities utilization reporting that includes all data elements necessary for making decisions about the adequacy of instructional facilities utilization.	Incorporate instructional needs for classrooms, labs and faculty offices into the district-wide facilities master plan Develop and implement comprehensive plan for use of existing ALC facilities Implement reporting systems and use the results to inform facilities planning process and to improve instructional facilities utilization in each division.	Evaluate data and reporting systems and implement improvements as necessary.
F. Structure CCCCD's instructional administration so, as the District grows, it is able to effectively and efficiently coordinate and control instruction and instructional delivery while ensuring educational quality and academic freedom.	Initiate evaluation of CCCCD's existing administrative model and alternative models.	Complete evaluation. Develop and submit recommendations for changes in CCCCD's instructional administrative structure.	Implement approved recommendations.

Appendix 1

Academic Program Development Process

The development of new academic programs requires an 18-month development period. Comprehensive needs assessments are conducted, as well as cost and impact assessments. In addition to following the THECB program development guidelines, proposals for new programs must address the following questions, which are part of the Request for New Program Form used by CAB.

1. What are the academic reasons for this program?
2. How does this program fit into current offerings in your department?
3. Describe the proposed curriculum and the learning outcomes for students who complete this program.
4. Please include a concise and informative catalog description for the program.
5. Evidence of Need:
   - What evidence is there that the CCCCD needs this program? (Needs assessment.)
   - Please provide evidence of the CCCCD-service-area employment needs this program would assist in filling.
   - What are the numbers and characteristics of students to be served by this program?
6. Resources Needed:
   - List faculty members who will be teaching in this program (include credentials for teaching in this area).
   - List any new faculty members and support staff that will need to be hired for this program.
7. What unique resources (in terms of rooms, labs, computer hardware/software, special equipment, and/or other materials) are necessary for this program? If any of these resources are beyond those we already have, please provide a projected cost list for them.
8. Please provide an operating budget for this program.
9. Provide the e-mail addresses of the faculty member proposing this program and the division contact person.
10. Is this an alternative to an existing program? If yes, which one?
11. Number of semester credit hours required to complete program.
12. Term program will be effective.
13. Please attach a course description and syllabus for each existing CCCCD course that is used in this program, with the exception of the core courses. Attach a course description and proposed curse syllabus for new courses not currently in the CCCCD course inventory.

Appendix 2

Workforce Education Awards

	Associate of Applied Science	Specialization	Certificate	Certificate Specialization
Applied Graphic Design Technology	x		x	
Animation				x
Digital Video		x		x
Internet/Web Design				x
Multimedia		x		x
Gaming Graphics & Animation				x
Illustration				x
3-D Entertainment Animation				x
Biotechnology	x		x	
Child Development	x		x	
Child Development Associate			x	
Early Childhood Administrator				x
Early Childhood Special Educator				x
Infant and Toddler Educator				x
School-Age Educator				x
Commercial Music	x			
Audio Engineering Certificate			x	
Computer-Aided Drafting and Design	x		x	
Electronic Design	x			
Auto-CAD Specialization				x
Electronic Design Automation			x	
Enhanced Skills			x	
Computer Information Systems	x			
Microcomputer Applications		x	x	
Computer Networking Technology	x			
Cisco Systems Networking		x		
Computer Networking Technology Software (MCSA) Certificate			x	
Computer Networking Technology Advanced Software (MCSA)				x
Cisco Systems Networking (CCNA)			x	
Advanced Cisco Systems Networking (CCNP)				x
Computer Programming				
Java		x		x
Software Development	x		x	
Visual Basic				x
Database Programming			x	
C++				x
Dental Hygiene	x			

	Associate of Applied Science	Specialization	Certificate	Certificate Specialization
E-Business Media	x		x	
Web Developer		x		x
E-Commerce			x	
Electronic Engineering Technology	x		x	
Electro-Optical		x		x
Electronic Technology	x		x	
Computer Maintenance		x		x
Instrumentation		x		x
Emergency Medical Services Professions	x		x	
Fire Science	x			
Fire Officer Certification		x	x	
Basic Firefighter Certification		x	x	
Hotel/Restaurant Management	x		x	
Culinary Arts		x		x
Dietary Manager				x
Hotel Management				x
Interior and Architectural Design	x		x	
Interpreter Preparation Program/Deaf	x			
Interpreter Trainee			x	
Management Development	x		x	
Criminal Justice		x		x
Human Resources Management				x
Quality Management				x
Project Management			x	
Marketing	x		x	
Marketing/Business Management		x		
Nursing	x			
Office Systems Technology	x		x	
Legal Office Support				x
Medical Office Support				x
Medical Transcription				x
Paralegal/Legal Assistant	x			
Paralegal General			x	
Real Estate	x			
Real Estate General			x	
Real Estate Brokers			x	
Respiratory Care	x			
Semiconductor Manufacturing Technology	x			
Semiconductor Manufacturing Operator			x	
Telecommunications Technology	x		x	

Appendix 3

Continuing Education Certificate Programs

Career Development

- Food Protection Management
- American Payroll Professional
- Medical Coding
- Web Master

Workforce Development

- Leadership
- Sales
- Management Development
- Human Resources
- Management Series
- Small Business Series
- Business Marketing Series
- Supervisory Management Series

Online Certificate Programs

- Office Skills Certificate I
- Office Skills Certificate II
- Web Designer
- Advanced Web Developer
- Project Management Principles
- Customer Service
- Telecommunications -CNT
- Travel Agent Training
- Medical Transcription

Preparation for Certifications in:

- MCSA
- MCSE
- MCDBA
- MCAD
- Oracle
- Project Management Certification Preparation
- MOS
- JAVA
- AAPC Exam Preparation

Appendix 4

Academic Support Programs and Services

Academic Advising	Provides students with the following: assistance for undecided and new students in selecting a field of study, facts about classes and programs, assistance with registration as a CCCCD student and adjustment to college life, information about academic requirements, procedures for dropping a class, appealing grades, registration, preparation for telephone and web-line registration, assistance in establishing a degree plan, and transfer information
Academic Computing Services	Responsible for planning, implementing and maintaining the academic software, hardware and storage devices of the Local Area Network (LAN) and the Wide Area Network (WAN). ACS technicians provide hardware and software installation and hardware repair for all PCs and Macs. Lab managers provide instructional support and maintain the Alternative Learning Centers, the computer classrooms, labs, podiums, printers and lab supplies used in the instructional setting. ACS also supports the library catalog and other systems used in the Learning Resource Centers. The department maintains an inventory of hardware and software components to minimize repair and response time.
ACCESS	ACCESS assists students with disabilities in the following manner; provide classroom accommodations, provide adapted test conditions, provide note taker assistance, provide academic advising and personal guidance, provide sign language interpreters and captionists, provide individual and group tutoring, in addition to online tutoring (2 hours a week), and assist with special needs center equipment – Braille printer, large print readers, scanners, voice-synthesized speech program.
Administrative Programming Services	Provides support for the District's administrative software systems. The department writes custom applications for college departments in Web, PC or VAX format.
Alternative Learning Center	Provides alternative to traditional classroom learning and instruction through the use of technology. Contains labs with word processing, spreadsheet, and presentation software, as well as programs geared to specific classes. ALCs also provide access to the Internet. The Spring Creek Campus ALC is equipped with a low-vision reader, a scanner and a voice-synthesized speech program on IBM-compatible personal computers.
American Sign Language Lab	Designed to simulate, as close as possible, a Deaf Culture environment on a college campus. The lab works with students to develop culturally appropriate behavior and continuous language exposure and development.

Career Assessment	Assessing a student's personality traits, work values and interests which helps determine careers, or career clusters, that are the best match. Armed with this information, students are better able to focus their academic studies. Students can learn more about themselves through the following assessments: Myers-Briggs, COPES and COPS.
Career Services	Offers a variety of services to enhance the career planning and exploration process.
CASMNS (Center for Advanced Study in Mathematics and Natural Sciences)	A preferred curriculum for students preparing to enter professions that require an extensive background in mathematics and natural science.
CCES (Center for Civic Engagement and Scholarship)	Brings together faculty, students and community partners involved in academic initiatives that focus on scholarship, leadership and community involvement. This interest in community service serves as a catalyst to create deeper learning for students, while also instilling democratic values of citizenship and civic engagement.
Child Development Lab Schools	Lab schools provide developmentally appropriate learning experiences for students enrolled in early childhood education courses.
CISCO Academy	CISCO Academy prepares students to pass CISCO certification exams through a training program of intensive, hands-on experience.
Computer Writing Classrooms	Provide access to computers, word processing software, the Internet, and an HTML editor for students enrolled in ENGL 1301 and ENGL 1302. The classrooms use information technology as a tool to facilitate writing instruction by allowing instructors and students to work together to quickly share feedback, revise, and improve student writing. They enhance student learning by encouraging students to react to others' perspectives, proofread, and revise their writing in a safe interactive environment.
Concurrent Enrollment (High School)	Programs in which students are enrolled in college courses while completing high school. Course credit may be awarded as "dual credit" where students earn both high school and college credit for a particular class.
Cooperative Work Experience	An educational program designed to provide actual work experience that relates classroom study to career choice. The integration of academic concepts with planned, supervised work experience assists students in developing greater self-awareness and validating career direction.

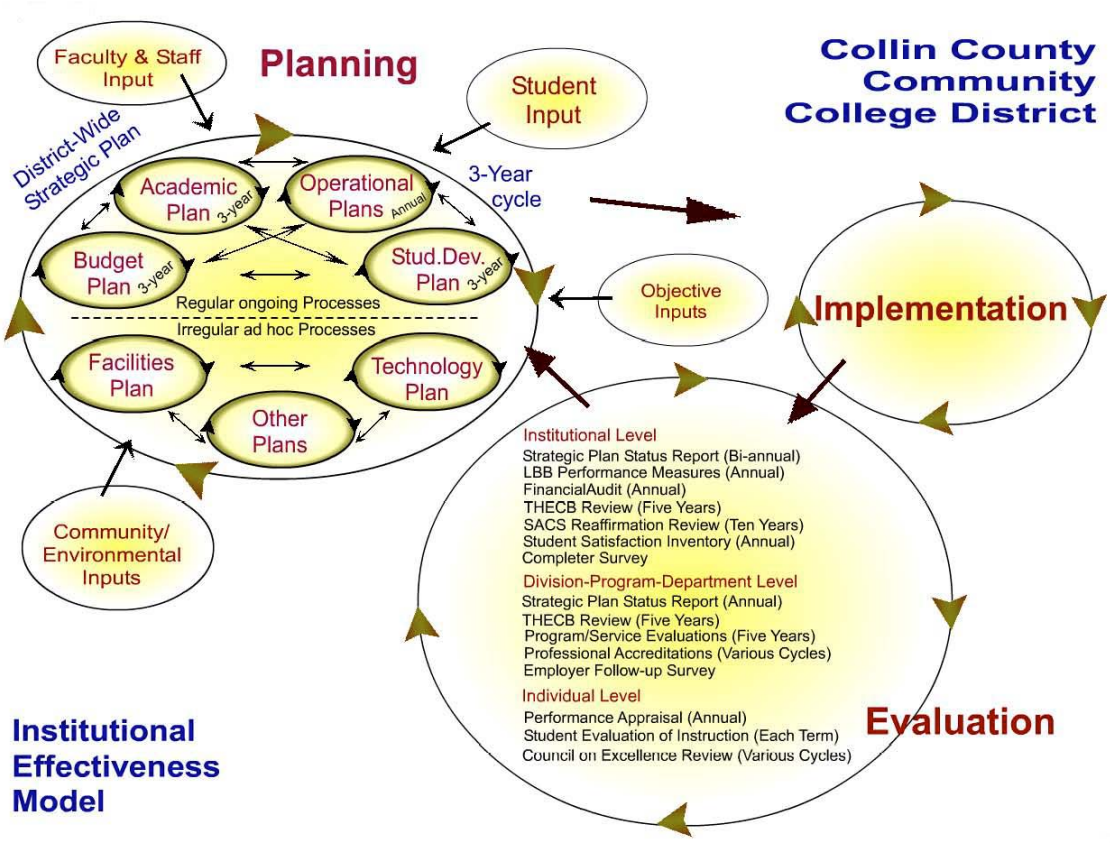
Dual Admission (SMU, UNT, UTD, TWU)	Allows qualified CCCCD students the opportunity to complete freshman and sophomore degree requirements for Southern Methodist University, the University of North Texas or the University of Texas at Dallas while enrolled at CCCCD. Dual admissions will lowers costs, making college more affordable and accessible, as students pay CCCCD's tuition rates for their first two years of study. These agreements extend select SMU, UNT, and UTD student privileges, such as access to the libraries as well as cultural and athletic events, to CCCCD students.
Developmental Education	Courses designed to provide students with the basic skills needed to achieve success at the college level. Courses are offered in math, reading, writing and English as a Second Language. Developmental courses and other support programs are specifically designed to help students gain the skills needed to successfully complete credit courses.
Distance Learning Center	Offers support to students and faculty who are engaged in distance learning. Information from how to register for a course to setting up remote testing and everything in- between is provided by the DLC. The DLC serves as the one-stop help desk for distance learning students. In addition, the DLC coordinates CCCCD's Virtual College of Texas involvement.
Emerging Scholars	Identifies and encourages outstanding students for their commitment to learning, demonstration of a special talent in their discipline and the potential to excel. Emerging Scholars assume service roles, assisting their peers as tutors.
Fitness Centers	Located on three campuses, the Fitness Centers are learning laboratories for students enrolled in numerous physical education core courses and for students pursuing an Associates of Science degree with a concentration in physical education. In addition, they support the lifelong learning mission of the institution by encouraging and providing opportunities for lifetime fitness.
Global Edge Tech Prep	Tech Prep is an instructional program that begins in high school and provides flexible pathways to college and rewarding careers. The program offers students a chance to earn college credits while in high school. These courses can then be used toward either an Associate of Applied Science Degree or Certificate at Collin County Community College.
Honors Institute	Designed to provide a challenging learning experience for students with advanced academic skills. In small classes advanced and highly motivated students engage in discussion, research, and creative projects geared to their special abilities and commitment to learning.

International Students Office	Promotes academic success, personal growth and development of the international population by providing professional services in the areas of admission, immigration advising, academic advising, and assistance in complying with U. S. government regulations, while treating each student with dignity and respect.
International Studies Program	Prepares students to be successful in the increasingly global marketplace. They permit students to live and study abroad while completing degree/program requirements.
Learning Communities	Emphasizes education in a synergetic environment, where learning is reciprocal. The program forms a single course by blending two or more disciplines with a common theme.
Learning Resources Center	Located on the CPC, PRC, and SCC each LRC consists of a library and a Media Technology Services Center. The LRCs provide access to books, periodicals, videos, computers, electronic databases, the World Wide Web, and a knowledgeable staff to assist students.
Math Lab	Assists students enrolled in developmental math, college-level math, and natural science courses that have math-based assignments.
Media Technology Services	Supports the instructional mission of CCCCD by providing and maintaining audio/visual hardware and software throughout the District to enrich classroom learning environments.
NETWORKS	Assists special population students in the technical and nontraditional fields by providing a variety of services to assure their success, including, partial textbook reimbursement, child care assistance, career development and life skills workshops, job shadowing and, mentoring opportunities, company tours, career assessment and counseling.
Online Tutoring	Free online tutoring for currently enrolled students who need assistance in accounting, chemistry, economics, mathematics, statistics and writing. Students can log on and interact with the live tutors, submit writing to the online writing lab, or submit a question to an e-structor and receive a reply within 24 hours.
Passport Program	Program for students requiring additional preparation for college-level mathematics. Allows a student to receive condensed, intensive instruction in the specific segments of math needed to advance to the next level without having to complete the entire math course. The program is designed for high school graduates, current CCCCD students, and adults returning to college and is delivered in a five-week format.

PROMISE Program	Provides resources, outreach and mentoring to assist displaced homemakers/single parents in coping with major life transitions due to separation, divorce, widowhood, spousal disability or single parenthood. Services are aimed at helping the student re-enter the work force and contribute fully to the well being of their family and community.
Seniors Active in Learning (SAIL)	SAIL is an educational program operated by and for individuals at least 50 years of age, under the sponsorship of Collin County Community College Continuing Education. SAIL is affiliated with Elderhostel Institute Network as an Institute of Learning in Retirement.
Service Learning	Combines course goals with community needs and can be accurately defined as "academically-based volunteer work." Service-learning experience strengthens academic, social, and practical skills, enhances civic education, and fosters richer, deeper sense of connection to the community.
Student Leadership Academy	A nine-month course designed to promote leadership practices that foster teamwork and integrity in personal and professional development through scholarship and service.
Teaching/ Learning Center	Serves as a source of support for Collin County Community College District professors who wish to enhance their ability to increase student learning. This is accomplished through workshops on integrating technology into the classroom and classroom management techniques, as well as other resources for course material presentation.
Testing Centers	Are located at CPC, PRC, and SCC for proctoring, credit by exam testing, instructional testing and assessment for course placement. CCCCD is an official testing site for SAT, ACT and CLEP.
THE ARTS Gallery	Serves as a center for aesthetic exploration through the creative processes of fine arts faculty and students, professional artists, and arts organizations. It enhances the understanding of the arts within the college and the community and enriches individual lives.
Transfer Programs	Provides transfer services and resources to students to help ensure easy transfer of course credits from CCCCD to the college or university of their choice. Some of the resources include individual assistance, concurrent admissions agreements, articulation agreements, transfer guides, transfer fairs, and the transfer labs.

Web Services	Oversees the production and integrity of the college website in cooperation with Public Relations. The department works closely with section editors who design and publish information for www.ccccd.edu. Web Services monitors system security and provides faculty and staff with reports regarding website usage. This department works closely with programmers to implement automation tools for faculty, staff and student processes. Assists faculty and administrative staff with web access for the creation of departmental web pages on the college's Intranet; Maintains the District's web servers; Purchases and renews domain names; Provides WebCT access and support for faculty and students.
Writing Centers	Guide students through the various stages of the writing process and facilitate the development of self-editing and self-assessment skills to help them to become independent thinkers and writers.

Appendix 5


Faculty & Staff Input
Planning
Student Input
Collin County Community College District
District-Wide Strategic Plan
Academic Plan 3-year
Operational Plans Annual
3-Year cycle
Budget Plan 3-year
Stud.Dev. Plan 3-year
Objective Inputs
Implementation
Regular ongoing Processes
Irregular ad hoc Processes
Facilities Plan
Technology Plan
Other Plans
Community/ Environmental Inputs
Institutional Level
Strategic Plan Status Report (Bi-annual)
LBB Performance Measures (Annual)
FinancialAudit (Annual)
THECB Review (Five Years)
SACS Reaffirmation Review (Ten Years)
Student Satisfaction Inventory (Annual)
Completer Survey
Division-Program-Department Level
Strategic Plan Status Report (Annual)
THECB Review (Five Years)
Program/Service Evaluations (Five Years)
Professional Accreditations (Various Cycles)
Employer Follow-up Survey
Individual Level
Performance Appraisal (Annual)
Student Evaluation of Instruction (Each Term)
Council on Excellence Review (Various Cycles)
Evaluation
Institutional Effectiveness Model

Appendix 6

Evaluation Methods

Accreditation	A status granted to and institution or an instructional program by a regional accrediting body or a professional accrediting body certifying that the institution or the program has demonstrated its compliance with a set of quality standards after having undergone rigorous internal and external review.
Action Plan	A faculty member and the division dean will agree to an action plan when the faculty member's performance is determined to be "unsatisfactory" on a faculty performance evaluation. The action plan helps faculty members reach a performance level that "meets standards of excellence" in all performance criteria and serves as a standard for assessing future performance.
Benchmarking	The act of identifying a standard for assessing performance by comparison to performance of a similar organization or organizational unit that has been selected based on criteria that identify it as demonstrating "best practices."
Classroom Assessment Techniques (CATs)	Formative assessment tools designed to provide quick, anonymous, and informal student feedback to a faculty member. Represents an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it.
Classroom Visit	A form of observation wherein a supervisor, such as a dean, associate dean, department chair, or fellow faculty member attends an actual classroom session to evaluate an instructor's teaching for purposes of providing feedback to the instructor to facilitate improvement in the quality of instruction.
Competency Attainment	A summative measure of student, instructor, or program success which refers to the degree to which students master all instructional competencies appropriate to a given course or program of study. This can be measured by individual scores on a "Competency Test."

Competency Review	Periodic formal review and validation of the set of competencies taught by in a course or instructional program to assess the degree to which the unit continues to fulfill its mission over time. This is usually performed by faculty members and, when available, an advisory board which includes people who "broadly represent the demographics...of its institution's service area as well as the demographics of the occupational field...and who are knowledgeable about the skills used in the occupation for which they are providing information and guidance." This is a subset of "Curriculum Evaluation."
Competency Test	A summative assessment—usually administered upon completion of a specified unit, course, or program of study—used to assess the degree to which students have mastered the instructional competencies associated with the unit, course, or program of study. A Competency Test may be interdisciplinary.
Computer - Adaptive Testing	Testing administered by a computer using an algorithm that varies the items administered based on respondents' answers to questions during the administration of the test.
Computer - Assisted Instruction	The use of computer software as a tool to teach students specific learning objectives. The software has the ability to assess the level at which the student masters the instructional objectives. By analyzing a student's responses, most software can also determine whether the student should proceed with subsequent material.
Course-Based Test	A test based on the content of a given course and used to determine a student's knowledge of or progress in the course or some portion of the course. A course-based test may be administered for formative or summative purposes.
Course Mastery Test	A summative assessment administered at the conclusion of a course to determine the degree to which a student has achieved mastery of the subject matter. Often referred to as "comprehensive" or "final" exam. This is a subset of "Competency Tests."
Curriculum Evaluation	A formative review of the set of courses, knowledge, and skills taught by an instructional division, a discipline, or specialization within a discipline for the purpose of assessing the degree to which the unit's curriculum fulfills the unit's mission.

Demonstration	May be used as a formative or summative assessment. Allows a student to show that he or she has obtained a skill, level of knowledge, or understanding of course or program content.
Departmental Final Exam	Given at the conclusion of every section of a common course taught within a given discipline. Usually, departmental Final Exams are comprehensive, covering material from throughout the course.
Discussion	Most commonly used as a formative assessment, but may also be used as a summative assessment. A Discussion can be used to evaluate student learning within a course or program of instruction or may be used as part of Curriculum Evaluation.
Exercise	A way to increase students' capacity, facility, or mastery of a particular area of study.
Exit Exam	A summative assessment used to determine a student's level of performance at the completion of a program of study. Used to determine if students acquired the knowledge and skills taught in a particular program. This is a subset of "Competency Tests."
Faculty Performance Evaluation	Primarily a summative evaluation, but may also be used as a formative evaluation. Deans evaluate full-time faculty members annually, according to the criteria established by the institution and the specific instructional division.
Focus Group	Most commonly used in formative assessment, but may also be used in summative assessment. A subset of "Discussion," Focus Groups typically involve 8 to 12 individuals who discuss a particular topic under the direction of a facilitator who follows a pre-determined schedule of questions that focus on specific issues and who promotes interaction and assures that the discussion remains on the topic of interest.
Follow-Up	The process of collecting information about students' behaviors and accomplishments after they progress through and discontinue affiliation with the college or a program of study to assess the degree to which an instructional program has been successful in fulfilling its mission.

Formative Evaluation	Assessment processes conducted during the developmental stages of a project, program, or course or while the project, program, or course is in progress for the purpose of improvement. The information produced by the process is used to alter a program, to revise its materials, to restructure its design, or to reconsider goals or objectives.
Four-Year College Feedback	Data from four-year colleges to a community college about the performance of the latter's students after they transfer. This is a critical source of evaluative information for two-year colleges. Unfortunately, few four-year institutions consistently provide any data much less student-level data that allows two-year institutions to make meaningful assessments of program performance that could result in program improvement.
Goal Attainment	Reviewed annually, goal (or achievement indicator) attainment is a summative assessment of the degree to which an instructional program, division, or the instructional area as a whole fulfill their missions and support the College's mission.
Goal Contract	Agreements among students, faculty members, employers, and other parties which spell out goals that a student will work toward over a specific period of time. As an assessment method, a contract provides the basis for evaluating the student's performance for purposes of summative evaluation.
Grade Distribution	A tool for both formative and summative assessment of student learning. Refers to the number of students who receive a specific letter grade from a given instructor for each course section.
Grades	A summative assessment of student learning. The assessment is made by faculty members and measures student performance within a course and that reflects the individual's mastery of course material. Grades are awarded on a four-point scale where 4=A, 3=B, 2=C, 1=D, and 0=F.
Interview	A meeting in which information is obtained from a person. May be used a tool for either summative or formative evaluation of students, faculty members, administrators, or instructional programs.

Observation	Can be used as a tool for assessing student learning or teaching effectiveness. As a tool for assessing student learning, observation is most effective when students are required to demonstrate mastery of a skill. See "Classroom Visit" for a summary of the use of observation as a tool for assessing teaching effectiveness.
Longitudinal Performance of Developmental Education Students	Primarily for formative evaluation. A student tracking process that monitors students' progress through the developmental education sequence to identify where in the sequence students tend to wash out and to determine the degree to which the developmental education sequence is preparing students for college-level course work.
Peer Review	May be used for both formative and summative evaluation. A method of assessing the performance of students, faculty, administrators, instructional programs, or institutions in which the assessment is conducted by a person or group of people who share common status with the person or group being evaluated based on two notions: 1) no one knows like peers what is required to perform well and 2) the peers themselves learn through the evaluation process. This is the basis for regional accreditation and the Council on Excellence.
Placement Testing	Diagnostic testing that focuses on determining a student's achievement level upon entry into an institution or program of instruction for the purpose of placing the student in a course that will raise the student's capacity to perform to a higher level without placing demands beyond her/his current capacity, thus maximizing the student's likelihood of successfully achieving her/his educational goals. Placement tests administered after remediation are a useful measure of the effectiveness of developmental instruction since they indicate whether or not remediation has successfully prepared students for college-level course work.
Practice Test	Testing within a course that gives students an opportunity to experience the instructor's testing style in a non-threatening environment. Depending on how it is used, a Practice Test may also give the instructor a preliminary sense of how effectively s/he has taught the course material.
Probationary Evaluation	All new full-time faculty members are considered probationary employees for the first 90 days of their employment at CCCCD and are evaluated within that time period. This is a summative evaluation conducted by the dean at least thirty days before the end of the probationary period to determine whether or not the new faculty member's teaching quality warrants their being retained.

Program Evaluation A formal process for determining the effectiveness of instructional units within the college CCCCD's Program Evaluation process requires that all units be evaluated at least once every five years. This evaluation is primarily formative, but may also include some summative components.

Project Used either as a formative or a summative evaluation tool in a course or program of study to assess student learning as well as higher level cognitive skills. Usually requires higher levels of work and thought over a longer period of time than regular homework assignments which are typically completed between consecutive class periods. Also, usually requires students to apply knowledge or skill acquired in a course of program of study to a real problem.

Questionnaire A data collection tool that consists of a set of questions used to elicit responses from people who have information that is of interest to those asking the questions. May be administered to an entire population or a representative sample of a population. May be used as a tool for formative or summative evaluation.

Self Evaluation A summative evaluation tool. In order to be considered for a multi-year contract, each faculty member must complete a self-evaluation form in which the faculty member reflects on and documents their own teaching performance.

Self Study A process, associated with Program Evaluation in which members of the faculty within an instructional program engage in a detailed analysis of information and data related to the program's mission, enrollment, curriculum, and student outcomes to assess the program's effectiveness.

Skills Mastery Test See Competency Test.

Standardized Test A test that has been constructed in accordance with principles of effective test design, for which items have been selected after they've been "tried out" for appropriateness in difficulty and discriminatory bias, and which has documented reliability and validity.

Student Conference	May be used for formative or summative evaluation at the student level. Involves a meeting between usually one student and one faculty member to disc.
Student Portfolio	Used primarily for summative evaluation at the student level. An accumulation of a student's work collected throughout the duration of a course or program with the intent that it will provide a comprehensive measure of both the student's level of content mastery and a sense of how far the student progressed.
Student Survey of Instruction	Used for summative evaluation at the instructor level. A brief questionnaire administered each long semester to assess students' perceptions about their instructors' strengths and weaknesses, the quality of their courses, and related issues.
Student Tracking	The tracking of students' enrollment at the college and the degree to which they accomplish their educational goals within a specified time. Student tracking provides both formative and summative assessment of an instructional program's or institution's success. This is a subset of follow-up. Course Completion Rates, Graduation Rates, Transfer Rates, Job Placement Rates, Sequent Course Performance, Retention Rates, Sequent Course Performance, Longitudinal Performance of Developmental Education Students, Goal Attainment Rates, and Four-Year College Feedback are products of Student Tracking.
Test	May be used for formative or summative evaluation, usually at the student level. An examination or evaluation to determine one's knowledge, skills, intelligence or other qualities. A number of subsets of this category are summarized under various headings within this section.
Testimonial	Typically used for summative evaluation. A written or oral statement describing the benefits or problems a student experienced with a course, instructor, program, or institution.
Written Assignment	May be used for formative or summative evaluation at the student level. Instructors use student writing to determine the level or quality of students' thoughts, ideas, information, and messages.

Learning Outcomes Measures

Measure	Purpose
Completion Rate	Both a summative and formative measure of program or institutional success, Completion Rate is calculated by dividing the number of students in a given entering cohort who complete a degree or certificate within a fixed period time by the total number of students in the cohort. Same as Graduation Rate.
Course Completion Rate	This may be used either as a formative or summative evaluation tool. A measure of success calculated by dividing the number of students (or student contact hours) enrolled in on the census day by the number of students (or student contact hours) enrolled on the last day of class. This measure may be used to assess the success of a course section, a course, an instructor, an instructional program, an instructional division, or an institution. This measure is reported in the Brio Credit Program Snapshot. This measure is a subset of Retention Rate.
Employer Satisfaction	May be used as either a formative or a summative assessment. Measures the degree of satisfaction with workforce training expressed by employers who hire students who have completed workforce education courses or programs. Can be used as an indirect measure of student learning or as a measure of program or institutional success.
Goal Attainment Rate	Both a summative and formative measure of program or institutional success, Goal Attainment Rate is calculated by dividing the number of students in a given entering cohort who attain a previously specified educational goal within a fixed period time by the total number of students in the cohort. Similar to Completion Rate.
Grade Distribution	A tool for both formative and summative assessment of student learning. Refers to the number of students who receive a specific letter grade from a given instructor for each course section. The Grade Distribution often has questionable reliability as an indicator of
Grades	A summative assessment of student learning. The assessment is made by faculty members and measures student performance within a course and that reflects the individual's mastery of course material. Grades are awarded on a four-point scale where 4=A, 3=B, 2=C, 1=D, and 0=F.
Graduation Rate	See Completion Rate.

Job Placement Rate	A measure of the success of workforce education programs in preparing students for the job market. The Job Placement Rate is the proportion of workforce education program completers in a given exit cohort who are placed in a job within a fixed period of time. This rate is calculated based on data provide the Texas Workforce Commission when the TWC matches social security numbers of students against Texas' Unemployment Insurance Wage Record Database.
Longitudinal Performance of Developmental Education Students	Primarily for formative evaluation. A student tracking process that monitors students' progress through the developmental education sequence to identify where in the sequence students tend to wash out and to determine the degree to which the developmental education sequence is preparing students for college-level course work.
Retention Rate	May be used as either a formative or summative evaluation tool. This is a broad term that refers to measurements of successful student persistence in terms of completing courses, attaining educational goals, or earning degrees or certificates. The rates are typically calculated by dividing the number of students within a cohort who meet a specific criterion by the total number of students within the cohort. See Completion Rate, Course Completion Rate, Goal Completion Rate, and Graduation Rate.
Sequent Course Performance	Primarily a tool for both formative evaluation at the course or program level. Uses student tracking to follow student performance through a series of courses arranged in a sequence. Consists of determining a student's performance in one or more courses taken after a preliminary course or set of courses has been completed. It measures the effect of the student's performance in a preliminary course on the student's subsequent performance and can be used to assess the effectiveness of courses in preparing students for courses that depend on knowledge or skills acquired in pre-requisite courses. Used to determine longitudinal performance of developmental education students.
Student Success Rate	May be used for formative or summative evaluation. Student Success Rate has at least three distinct meanings and one must be certain when speaking of "Student Success" that all parties are making reference to the same definition.. (1) Refers to the proportion of students in a course who attain a grade of A thorough C; (2) refers to proportion of students who attain their specific educational goals at a given institution (see goal attainment rate); (3) refers to the proportion of students to attain a longer-term goal than can be attained at a given institution (e.g., employment or transfer to a university) (see job placement rate and transfer rate).

Student Satisfaction May be used for formative or summative evaluation at the program or institutional level. Data are collected by means of a Questionnaire to assess the degree of satisfaction students feel with regards to their experiences with instruction and support services.

Transfer Rate May be used for either formative or summative evaluation at the program or institutional level. Calculated by dividing the number of students in an entering cohort who successfully transfer to another post-secondary institution within a specified period of time by the total number of students in the cohort.

Withdrawal Rate May be used either as a formative or summative evaluation tool. Withdrawal rate, the inverse of the Course Completion Rate, is calculated by dividing the number of students who withdrew after census day by the number of students enrolled on the last day of class. This measure may be used to assess the success of a course section, a course, an instructor, an instructional program, an instructional division, or an institution. This measure is reported in the Brio Credit Program Snapshot. The Brio Credit Program Snapshot also breaks out the numbers of withdrawn students by the reasons they gave for having withdrawn, a potentially useful took for identifying problem area in courses with high withdrawal rates.

Information was obtained from the CCCCD Catalog, Faculty Resource Guide, Faculty and Staff Handbook, and the Assessment Methods Guide provided from the IRO office.