

**Institutional Plan for Distance Education
and Off-Campus Instruction**

**Collin County Community College District
4800 Preston Park Blvd.
Plano, Texas**

Institutional Plan for Distance Education and Off-Campus Instruction

Section I – Instructional Issues (Institutional Plan 2002.1)

Compliance

- 1. The institution documents compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*.**

Collin County Community College District (CCCCD) affirms compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*. Courses for distance learning are reviewed rigorously by the academic departments. All instructional development staff have been trained to follow these procedures in their course development practices. Additionally the Faculty Online Group which reviews all new DL courses actively follows these principles in their review work.

- 2 The distance education program is consistent with the institution's educational mission.**

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.

The college's distance education program is consistent with the institution's educational mission to offer higher education opportunities to students who may not be able to attend on-site classes because of family, time, physical or geographical limitations. By offering distance learning opportunities the College is able to serve underserved populations desiring to learn new skills.

- 3 The institution has an assessment process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance education. What are the factors that cause your institution to engage in distant certificate or program delivery (examples of relevant factors include partnership opportunities, market analysis, state incentives, faculty readiness)? Describe the assessment process.**

CCCCD has one certificate and no complete distance learning degree program. (Appendix A).

This is a pilot program for CCCCCD. The decision was made to offer the courses leading to the certificate as a trial for future off-site credit programs. This certificate is currently approved by the CCCCCD internal processes and the THECB. This certificate is an ongoing offering at the college. The off-site approval process was initiated by a written request from the company followed by a mutually signed contract for delivery of the course and discussions among the deans offering the course, the Vice President of Instruction, and the President at that time. All parties agreed to the trial. This process worked well for the trial and it was determined the approval process would be used in the future for off-campus face-to-face delivery.

When CCCCCD does begin offering certificates/degrees via on-line format, the determining factors and internal and state approval processes currently used for on campus courses and programs will be used to accommodate distance education certificates and programs.

- 4. The institution evaluates the overall effectiveness of its distance education program by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts. Please summarize the process and any remedial actions taken.**

CCCCD uses a three-year planning cycle for formulating institutional strategic goals and an annual cycle for formulating institutional and departmental operational goals (or achievement indicators as CCCCCD refers to them). Using the most recently completed fiscal year as an example (see Appendix B for CCCCCD's 2001-2003 strategic Goals and the operational plan, including outcomes) distance education permeates the District's strategic and operational plans. Sections in the appendix that relate specifically to distance education are highlighted in yellow. The rightmost column of the table in the appendix summarizes the outcomes of CCCCCD's efforts in relationship to its goals and objectives. This information informs subsequent planning cycles so that subsequent goals and objectives can be modified as necessary based on the results of the outcomes in any given year.

- 5. The institution has an officer responsible for distance learning in a position that is appropriate for the institution and the size of the distance education program.**

CCCCD currently offers 170 courses and two certificates, but no degree via distance education or off-campus instruction.

The Vice-President of Academic Affairs is responsible for oversight of the College's distance learning initiatives. Through this office, various levels of supervision and oversight are administered. The District's Director of Transfer Programs oversees all credit programs, including distance education, for compliance with THECB course and program guidelines. Each academic dean is responsible for ensuring the quality of course offerings in their academic division. The College also has a Distance Education Coordinator who serves as a contact person for student questions about the College's distance learning program and student technical questions. The Teaching Learning Center provides instruction and support for faculty using computer-based approaches to distance education or for course development help. (Organizational Chart, Appendix C).

6. The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education.

Requirements for admissions, student progress and graduation requirements for distance education mirror the institutions requirements for classroom-based instruction. All students are held to the same standards and requirements, regardless of the mode of instruction they receive. www.ccccd.edu/catalog.html

7. Policies relevant to transcriptions, grading and, transfer credentials are in place.

Policies relevant to transcriptions, grading and, transfer credentials for distance education are in place. These are the same policies that exist for classroom based instruction. www.ccccd.edu/catalog.html

8. The institution has a process in place to address the needs of distance learners who fall under the American With Disabilities Act.

Any student with a disability, including distance education students, is referred to the College's ACCESS office for screening, intake and eligibility determination. Students with disabilities are provided academic accommodations based on their documented disabilities. www.ccccd.edu/catalog.html

9. SACS and other professional credentialing agencies have been notified, as appropriate.

SACS and other professional credentialing agencies have been notified, as appropriate.

SACS mandates four thresholds at which post-secondary institutions must notify the agency in relationship to distance education. SACS expects to be notified (1) when an institution begins offering one or more instructional programs through a new delivery modality or at a new site, (2) when 25% of a program's curriculum is offered through an alternative delivery modality or at a new site, (3) when 50% of a program's curriculum is offered through an alternative delivery modality or at a new site, and (4) when 100% of a program's curriculum is offered through an alternative delivery modality or at a new site. The latter threshold is likely to result in the initiation of a SACS substantive change review process.

In fall 1999, CCCCD reached the 50 percent threshold in that over 50% of the associate of arts and the associates of science curricula were available over the Internet for the first time. Consequently, CCCCD sent a letter, dated October 10, 1999, to the Executive Director of SACS informing the agency that the threshold had been attained. The 100% threshold has not been attained.

Only CCCCD's allied health and public service programs have professional accreditation. None of those programs offer any distance education instruction. However, all three accrediting bodies mandate that they be notified should an institution make any major changes in their programs. The initiation of instruction through distance education would be considered a major change and should the decision be made to offer instruction in any of those programs, the accrediting agencies would be appropriately notified.

10. The institution has sufficient financial resources to initiate and sustain quality distance learning courses and programs, and the support services that accompany them, and a process by which funding is distributed to support distance education. Please describe how the capital and operating budgets for distance education and support services are set and sufficient funds distributed.

Each spring, CCCCD undergoes a rigorous budget defense hearing for each department in the college. Each year, the college administration has requested additional distance learning courses to be developed at CCCCD and has provided adequate funds to pay for the additional class sections and any support services for distance education, as needed.

CCCCD pays faculty the equivalent of one 3-hour course stipend for the development of these courses and these dollars are also included in the departmental budget.

Faculty development is a major part of faculty readiness and support for distance learning courses. CCCCCD provides intense faculty development through the Teaching Learning Center. With locations now at two of the three campuses and scheduled faculty appointments at the third campus, the TLC provides complete training for faculty desiring to teach and instructional support while they teach distance learning courses.

Section 2 - Educational Programs

- 1. The institution has procedures in place for planning, development, approval, and review of quality distance education programs; and for meeting external accrediting bodies standards.**

Planning:

The College plans for distance education programs as described in section I.4. At this time, CCCCCD has no complete distance education programs. The approval procedure is the same as for internal course approval which is described here.

Development and Approval:

The College follows the same procedures for the design, development, and approval of distance education courses/programs as it does for courses/programs offered on site. Courses and programs, which are new offerings at the institution, are reviewed by the Curriculum Advisory Board (CAB). The College has had no courses offered in the distance format that have not been taught first in an on-site format by the instructor who subsequently offers the course via distance. The courses, thus, are approved by the CAB and also undergo another approval process to be taught in the distance education format. In this process, the faculty member initiating the process, in consultation with their discipline peers and chairs, presents a proposal for a new course to the Faculty Online Group (FOG). The proposal is reviewed and approved by the discipline faculty peers, the FOG, the dean, and vice president before it can be offered to students.

Evaluation:

Each year, the Dean conducts a class visit, which include on-line courses, for faculty members. This is conducted as a part of the overall evaluation of the faculty member's teaching performance. Suggestions and recommendations are used by the Dean as a basis of informing the faculty member for needed improvements.

Distance education courses are a part of the discipline course offerings, and, as such, are evaluated with the discipline. All CCCCD programs and departments undergo rigorous assessment at least once every five years. During the course of these evaluations, the unit being evaluated is required to engage in an extensive self-evaluation of its mission, and planning and the degree to which they are accomplished, service/product delivery, intended outcomes, quality enhancement, peer comparisons, personnel, and cost effectiveness. Once the self-evaluation is completed, an external review team (external to the unit being evaluated) evaluates the information gathered during the self-evaluation, requests any additional necessary information, makes a judgment about the unit's strengths and weaknesses, and makes recommendations based on the weaknesses. After the external review team conducts an open hearing on its findings, the unit develops a quality enhancement plan to address the identified weaknesses. Administrators who supervise the unit have an opportunity to react to the entire process and after six to nine months the unit must submit a report summarizing the outcomes of its quality improvement efforts. Thus, distance education courses are evaluated with the discipline in this process.

During FY 2003, CCCCD's Distance Learning Office underwent its five-year evaluation. CCCCD's Distance Education Office has limited responsibility for distance education curriculum. Essentially, the distance Education Office merely handles the logistics associated with delivery of distance learning to CCCCD students. Deans and faculty members have responsibility for the quality of instruction and the selection of delivery modalities. With this understanding, the results of the evaluation (recommendations, quality enhancement plan, and administrator's comments) of the Distance Learning Office are detailed in Appendix D. Insufficient time has elapsed since the completion of the evaluation process for the report to have been submitted on the outcomes of the unit's quality improvement efforts.

External Accreditation:

The College has no distance courses/programs requiring approval by external accrediting bodies other than Southern Association of Colleges and Schools and Texas Higher Education Coordinating Board at this time, as described in #9 above. The process for maintaining SACS and THECB standards are the same as for on-site courses since the distance

education courses are reviewed within the appropriate discipline as described in section 2.1

2. The institution has plans/procedures for assessing student learning outcomes, student retention, and student satisfaction in its distance education programs and courses; and for using the results of the assessment to improve courses and programs.

CCCCD assesses multiple aspects of student success in distance education courses.

Course retention rates have been reviewed in an ongoing manner in distance learning courses and the data regularly compared to those in traditional courses. (See Appendix E.)

In general, as is true at most institutions, CCCCCD's course retention rates in distance learning courses are lower than in traditional courses (Appendix E). This disparity between course retention rates in distance vs. traditional courses was the primary motivation that led to a workshop that was conducted in January 2003 for distance learning faculty that focused student retention strategies in distance education courses. The workshop was entitled "Solve the Mystery: How to Retain Students Online" and was conducted by Dr. Sue Espinosa, Associate Professor of Education Technology in the Department of Secondary and Higher Education and Program Coordinator for Educational Technology at Texas A&M University at Commerce.

Course retention rates will continue to be monitored each year and additional workshops provided to help faculty improve course completion rates in distance education as the data warrants. In addition, course completion rate data are used by deans when they conduct their annual performance evaluations with faculty. Faculty are expected to use this data to improve instruction in all courses.

Learning outcomes are currently regularly monitored in terms of grade distributions (for example see Appendix B, for data from spring 2003). As noted in the preceding paragraph, CCCCCD distance courses tend to have higher withdrawal rates than do traditional courses, but based on grade distribution it appears that the students who complete distance courses tend to perform at a slightly higher level as reflected in the higher percentage of high grades awarded. CCCCCD's distance faculty also teach traditional courses and the same grading standards are being applied to distance vs. traditional courses.

CCCCD is in the process of developing recommendations for measuring student learning outcomes in the general education core curriculum. The GEOForum (General Education Outcomes) has been working for over two years to make recommendations to revise the general education core curriculum and to develop a process for measuring learning outcomes. That process has resulted in recommendations that will be implemented in fall 2004.

CCCCD administers the Noel-Levitz Student Satisfaction Inventory to a random selection of course sections every spring. By design, distance learning sections are included in the sample, so the information is available to compare student satisfaction in traditional vs. distance courses. That comparison has not been made in the past, but an analysis will be conducted using data from the last two years and will be shared with administrators before the end of spring 2004. In addition, this analysis will be provided on an annual basis as the survey continues to be administered each spring.

CCCCD maintains the same expectations of students and faculty in distance courses as they do in traditional courses. Thus, the only difference in procedures for assessing learning outcomes is the means used to collect assessment data. In traditional courses, for example, student satisfaction surveys are distributed and collected by faculty members. In distance courses, the questionnaires are mailed directly to the students and a postage paid return envelope is included. All instructions are otherwise identical.

Student evaluations of instruction are also administered in each course as is described more fully in Section 3.3.

3. Procedures are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.

The majority of distance learning classes offered are developed by CCCCCD faculty. Some academic departments may offer programs developed, in part, to accompany specific course textbooks. In these cases, the course materials are evaluated by the appropriate faculty member(s), proposed and reviewed for use by the same process as other distance courses, with final approvals for adoption from the FOG, Dean and VPAA.

Dallas County Community College District telecourses are used at CCCCCD by rental agreement with DCCCCD. Prior to use and annually, the

faculty of the department evaluate and approve both the format and course content for courses to be offered by CCCCD.

Courses used through the Virtual College of Texas (VCT) are accepted for use based on the assurance from VCT that the 'producing' institution meets the same SACS and THECB academic requirements for quality as the 'hosting' institution that offers the course. (See Appendix F) For Spring 2004 we have 28 students enrolled in VCT courses at other institutions. Summer courses had 25 students enrolled and Fall 2003 had 51 students enrolled.

Section 3 - Faculty

1. The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format.

The qualifications for distance education faculty are the same as for faculty teaching the same courses in a traditional on campus format. The same CCCCD faculty teach distance education classes and on-site courses. Faculty must have taught the course at least one semester on campus before they are allowed to teach using any of the distance learning modalities. Faculty must demonstrate they are adequately prepared to teach on line or via video before they are allowed to actually conduct their class as described above in Section 3.1.

2. The institution provides orientation and training for faculty involved in distance education programs.

Faculty orientation and preparation is available through several College departments. For faculty interested in video-based instruction, the Distance Learning Center provides one-on-one instruction on preparing instruction for video, use of graphics and organizing and presenting the video lecture. Workshops are also offered during Faculty Development Weeks, scheduled prior to each semester, or departmental workshops geared toward a specific subject matter.

Faculty interested in course development for computer-based instruction receive professional training through the College's Teaching Learning Centers. Here the faculty member receives one-on-one training or small group workshops on developing a course using the WebCT course management system. Faculty are instructed on how to develop a Web page for their course syllabi before undertaking course development.

The TLC also provides self-instructional modules on the College's Web site for faculty who prefer learning this way. Also, faculty training for on line course development is available in CD or video (VHS) format. Workshops on these topics are also offered during formal Faculty Development Weeks as well as regularly during the semester.

3. Procedures are in place for appropriate evaluation of faculty involved in the distance education program (such as procedures that evaluate faculty-student interaction.)

Evaluation of faculty teaching distance education includes three components; 1) FOG approval, as described in Section 3.1, 2) student evaluation, and 3) dean's class visit, as described in Section 2.1.

The College asks students to evaluate each class in which they enroll each semester. This includes all distance education courses. The Institutional Research Office conducts end of course evaluations for the purpose of receiving student feedback statistics that are summarized and explained to the instructors. The IRO also analyzes distance learning students on overall student progress and retention measures.

CCCCD has a student evaluation form for distance learning courses that is accessed by students via the World-Wide Web (see Appendix G).

The college is in the process of designing new instruments for all instructional evaluation. The new instrument for lecture courses has been developed and was pilot tested fall 2003. The new instrument for distance learning is still under development, but it is expected to be ready for implementation by the end of FY2004. The current instrument will be used until revision.

The new student evaluation process is being designed as a summative evaluation. Consequently, the Student Evaluation Task Force that is spearheading the effort to revise the process is also preparing to provide faculty members in all delivery modalities with recommendations and resources for undertaking their own formative evaluations.

4. The role of faculty in development and evaluation of courses and their role in affirming adherence to the Principles of Good Practice is given.

Faculty teaching distance learning courses are responsible for course content and affirming the use of Principles of Good Practice.

The Faculty Online Group (FOG), consisting of experienced distance learning professors appointed by the VPAA, reviews all courses submitted for approval and ensures that the Principles were adhered to in its development.

For courses to be taught online, an approval process is in place. The process is faculty-developed and requires faculty members to describe the proposed on-line course, its components, and the methods used in the class. Faculty must demonstrate their computer skills and WebCT skills before teaching. Both of these components are reviewed and approved by departmental peers and approved by the Faculty Online Group (FOG), before review and approval by the dean and vice president. (Course approval form, Appendix H.)

5. A policy exists that address faculty teaching load for those involved in distance education.

The teaching load for distance learning instructors is included as a part of their regular load as any on-site course. The College currently restricts the faculty member to no more than 40% of his/her regular load taught via Distance Education. On-line classes enrollment is normally capped at 25 students due to the level of involvement the faculty member has with each student.

6. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.

Faculty teaching for other institutions who offer their distance learning courses at CCCCD must possess the same qualifications as faculty who teach for CCCCD.

The only credit courses taught by non-CCCCD faculty are offered through the Virtual College of Texas. VCT assumes the responsibility of verifying the compliance with the SACS and THECB criteria by participating institutions.

7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance education.

All faculty must follow the institution's copyright guidelines which are based on national standards of copyright recognition. Policies for the distribution of revenue for courses sold outside the institution are currently being developed. Current CCCCD policy allows for the institution to own all on-line courses in their entirety if college funds or supplies were used

for development. Faculty members are provided with a stipend for on line course development equal to a 3-hour course. Information on the College's policy is included in the Faculty Resource Guide:

<http://iws2.ccccd.edu/tlc/Info/FacultyResourceGuide0304.pdf>

If accepted, the College policy provides that CCCCD retains ownership of the course. (Appendix I.)

Section 4 - Student Support Services

1. The institution provides distance learners access to appropriate student services such as admissions, registration, academic advising, remedial services, placement service, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line.

The College provides on-line access to many student services. On-line services are available for admissions, registration, academic advising, remedial services, testing and assessment, financial aid applications and processing, scholarship applications, and counseling information and referrals. Students can access Help Desk/Hotline for technical help. Books can be purchased on-line from the College Bookstore. Students can request records such as transcripts, enrollment verifications, and access to grades on-line. Transfer information and concurrent admissions applications may also be accessed on-line. Career services and cooperative work experience information and links as well as student employment job listings are all available on-line to distance learning students. One career services on-line seminar has been developed, with others in development. For Spring 2004, online students will be able to complete academic advising and new student orientation.

We do not have on-line placement service or orientation, but both are anticipated for 2004.

A student may access these services by going to the College's web site, www.ccccd.edu and selecting Student Services in the drop down dialogue box. At the Student services website, <http://www.ccccd.edu/student-services/students.html> the distance learning student can access information and receive help on the student services on-line access. Registration can be completed on-line at <http://www.ccccd.edu/register.html>. Help desk/hotline help can be accessed by calling 972-881-5828 or Hdeluna@cccd.edu or Bwilson@cccd.edu

- 2. Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered.**

The LRC web site (www.ccccd.edu/cs/lrc/lrc.html) prominently features an area set aside for distance learning services. Services include: online registration to acquire a library account, Ask-a-Librarian email reference service, on-line interlibrary loan request form, course reserves on the web, on-line catalog of library holdings, comprehensive databases covering academic disciplines, full text journal articles, and the electronic book collection.

- 3. The institution described its efforts and success with mechanisms designed for student involvement in non-content-oriented learning communities (like cafes)**

The College does not offer non-content oriented learning communities.

Section 5 - Distance Education Facilities and Support Services

- 1. The institution has available the facilities and equipment necessary to deliver its distance learning courses.**

The institution has adequate facilities and equipment necessary to deliver its distance learning courses. The institution has the necessary servers and computer infrastructure to allow for trouble-free service to students. The institution also maintains a two-way distance learning studio to transmit classes to multiple campus sites within the College district.

The College maintains a continuous upgrade plan to allow for the latest technology enhancements to be purchased if they help improve service to our students. (See CCCCD Technology plan, http://www.ccccd.edu/it/techplan/2001_2004.pdf)

- 1. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. that are associated with distance learning activities.**

The College does not currently offer on line courses that require laboratories, workshops or seminars for course completion.

Overall Evaluation

Recommend: _____ Approval of Plan in its current form
_____ Approval with minor changes/additions
as noted above
_____ Plan requires substantial changes and
a second review.

Evaluator:

Appendices

Appendix A

Management Development Certificate

Appendix B

2002-2003 Strategic Goals, Operational Plan, Outcomes

Appendix C

Media Services Organizational Chart

Appendix D

Distance Learning Evaluation: **Quality Enhancement Plan** and,
Recommendations and Suggestions

Appendix E

Course Retention Rates

Appendix F

VCT Contract

Telecourse Contract

Appendix G

Student Evaluation Form of Distance Education

Appendix H

Course Approval Form

Appendix I

Copyright Guidelines

Appendix A

Management Development Certificate, 18 credit hours, offered at Kone Company in McKinney, Texas.

Strategic Goals and 2002-2003 Achievement Indicators

Collin County Community College District

Year-End Status Report

Goal 1. Elevate CCCCD to the echelon of world-class education.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.1. Finalize refinement of governance and organizational structures.	Israel, Leadership Team, Faculty Senate, All College Council	Target: 08/31/03	1.1.1. Review of existing governance and organizational structures completed.	1.1.1.1. Due to budget decisions being made by the state, CCCCD's governance and organizational structures continue to be critically reviewed and analyzed to ensure administrative efficiency and organizational effectiveness. Some organizational changes have occurred: LRCs report to provosts and Safety and Security personnel hired. Additional reviews of staffing structures are currently taking place as a result of new changes in insurance funding rules from the State. The goal of these reviews will be to ensure cost-effective assignment of staff in positions impacted by the changes in funding. 1.1.2.1. CCCCD's legal counsel is working with the appropriate college administrators to conduct a complete review of local District and board policies, in conjunction with the TASB Policy Review Service. The target date for completion of the updated local board policies is 8/31/2003, with development and publication of administrative procedures and guidelines to follow during Fall 2003. 1.1.1.3. Refined organization structure in the ET Division to eliminate multiple coordinator positions. 1.1.1.4. Integrated Early Childhood Education with the Center for Teaching and Learning and Professional Development. 1.1.1.5. Organizational restructuring in Academic Affairs Division has been recommended to the President and Leadership Team.

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.1. Finalize refinement of governance and organizational structures. (continued)	Israel, Leadership Team, Faculty Senate, All College Council (continued)	Target: 08/31/03 (continued)	<p>1.1.2. Policy/practices changed to ensure cost effectiveness, accountability, and responsiveness.</p> <p>1.1.3. Modifications to organizational structure approved and implemented.</p>	<p>1.1.2.1. Professional Leave Summary Form developed to indicate the benefit of District-paid professional development to the individual and CCCCD.</p> <p>1.1.2.2. Revamped class schedule. Monday, Wednesday, Friday credit classes offered at all three campuses in response to student needs and to improve facilities utilization.</p> <p>1.1.2.3. Board of Trustees approved safety and security policy allowing the District to hire its own security force.</p> <p>1.1.2.4. To mitigate rising printing and postage costs for class schedules, implemented searchable electronic schedule and catalog and reduced printed quantities.</p> <p>1.1.2.5. Implemented check and credit card payment via Web. Students need not come to campus to pay, lines reduced at Bursar's Office, CCCCD cash flow increased, and 2% credit card fee eliminated.</p> <p>1.1.2.6. Continuing to refine online employment application process and enhance reports to track the application flow and effectiveness of our recruitment efforts.</p> <p>1.1.2.7. E-Print adopted to reduce printing and paper costs.</p> <p>1.1.2.8. An expanded pilot test of WEB-based staff and administrative Performance Evaluation began with training on 7/14/2003. This web-based system provides on-line historical tracking and record keeping, and enhances employees' and supervisors' ability to record and access performance notes throughout the year.</p> <p>1.1.2.9 A review of compensation and payroll practices for the allied health and law enforcement programs has begun. The goal of the review is to streamline and improve systems while maintaining appropriate accountability measures.</p> <p>1.1.3.1. Hired Dean of Evenings and Weekends</p> <p>1.1.3.2. Eliminated Dean of LRC position. Provosts responsible for LRCs on their respective campuses.</p> <p>1.1.3.3. Rotated provosts to ensure District-wide focus.</p> <p>1.1.3.4. Created Associate Dean positions in ET and SSH&PS to enhance responsiveness and stabilize release time.</p>

Goal 1. Elevate CCCCCD to the echelon of world-class education. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.2. Promote CCCCCD by developing marketing and fund raising strategies designed to address each of the District's strategic goals.	Jenkins, Roman, Public Relations, Hoyt, Swanson, Faculty, Instructional Administration, Leadership Team, ACC	Target: 09/30/02	1.2.1. Decrease in the number of class schedules printed each term as more students use the Web/Multiview for information.	1.2.1.1. Decreased schedule mailing by more than 140,000 for summer 2003 mailing resulting in net savings of nearly \$30,000 over amount budgeted for summer. Budget for printing schedules for FY04 is \$58,728 less than originally budgeted in FY2003. There has been no negative impact on enrollment as a result of decreasing printed schedules. 1.2.2.1. Not yet accomplished.
		Target: 11/30/02	1.2.2. New promotional materials developed describing the comprehensive education programs offered through the Center for Teaching, Learning, and Professional Development. 1.2.3. CCCCCD Foundation view piece produced and disseminated.	1.2.3.1. Foundation Viewpiece produced and distributed at An Evening of Monopoly® in February.
		Target: 12/15/02	1.2.4. New CE training opportunities showcased through open enrollment seminars.	1.2.4.1. Three quarterly "Executive Briefings" completed: one in November 2002 on Customer Service Excellence, one in March 2003 on Strategic Business Initiatives, and one in June 2003 on The Challenge of Leadership. The efforts have resulted in positive relations with business leaders and in training contracts.
		Target: 05/31/03	1.2.5. New general District advertising campaign concept developed for fall 2003 implementation.	1.2.5.1. Ad campaign with a tag line of "Smart Move" was developed. The first ads in the series began running in July in theaters and newspapers.
		Target: 08/31/03	1.2.6. Educational programs developed and collateral materials designed to promote planned giving. 1.2.7. Multiview process for maintaining and updating online schedules and catalog refined and distributed.	1.2.6.1. Collateral materials designed and completed for major gifts and planned giving. 1.2.7.1. Summer credit and CE timelines developed detailing specific responsibilities.

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.3. Develop new programs and curriculum and offer programs throughout the District's service area.	Jenkins, Kappus, Academic Deans, Hardy, Sheppard, Langford, Greenwell, Merritt, Kihl	Target: 02/28/03	1.3.1. Increase in high-end technical course and program offerings.	<p>1.3.1.1. The CE Division offered 48 new high-end technical classes including Microsoft .net classes, Java and Oracle certification classes.</p> <p>1.3.1.2. The ET Division received THECB approval for Electro-Optical Engineering A.A.S. and certificate programs, Engineering transfer A.S. program, and revised Computer networking A.A.S. and certificates programs.</p> <p>1.3.1.3. The B&CS Division made several revisions and additions to its curriculum. (a) New Field of Study (FOS) programs that facilitate transfer to all Texas 4-year public universities beginning in Computer Science (CS). Second track is being planned so students can complete A.S. or A.A.S. degrees or FOS in C++ or Java. (b) Several program changes were made to E-Business Media for fall 2003. (c) The CIS program underwent extensive revision. Several programming courses are now in the Computer Science program, and several Internet courses have been added. (d) Office Systems Tech. is implementing a "flexible entry/early exit" delivery format in all courses for fall 2003. (e) Hotel/Restaurant Mgt./Culinary Arts modified its curriculum to better address industry and student needs. IFWA1209 was redesigned and moved to BIOL1322 to facilitate transfer and expand enrollment opportunities. HAMG1211 was redesigned and changed to HAMG1311 to facilitate transfer and expand coverage of safety issues. Changes will be implemented fall 2003. (f) A new Marketing/Business specialization was added to the Management/Marketing program to emphasize both management and marketing courses. Project Management courses can now be freely substituted in the degree plan. B&CS revised Management and Marketing certificates to offer students more choices to create unique specializations. (g) The advanced certificate in the Paralegal program was eliminated. On advice of the Advisory Board, a new course will be offered fall 2003 to prepare students for the Certified Legal Assistant exam.</p>

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.3. Develop new programs and curriculum and offer programs throughout the District's service area. (continued)	Jenkins, Kappus, Academic Deans, Hardy, Sheppard, Langford, Greenwell, Merritt, Kihl (continued)	Target: 02/28/03 (continued)	1.3.1. Increase in high-end technical course and program offerings. (continued)	1.3.1.4. FA Division: New specializations in gaming, graphics and animation specialization. New FOS in Music. Curriculum revised in AGDT and Commercial Music. 1.3.1.5. SSH&PS Division: New FOS programs in Nursing and Criminal Justice. 1.3.1.6. C&H Division: Revised curriculum in American Sign Language program. 1.3.2.1. Phase I of the Convergence Lab is complete. ET faculty and SBDC also completed a business plan. Successfully leased Convergence Lab and provided facility and support for one business client. The following courses have been developed or modified to take advantage of the Convergence Lab's facilities: four new electro-optics courses, at least four new engineering A.S. courses, at least 3 engineering technology A.S. courses, and four computer networking courses have been revised.
		Target: 05/31/03	1.3.2. Phase I of a model convergence lab operational and at least four related courses developed or modified.	
		Target: 08/31/03	1.3.3. Increase in Continuing Education revenues and contact hours. 1.3.4. Needs assessment conducted for new credit and Continuing Education programs and certificates. 1.3.5. Network Security Program plus at least two additional new degrees or certificates developed.	1.3.3.1. Net revenues decreased .3% for the first three quarters of FY2003 (\$1,747,441) compared to FY2002 (\$1,753,210). Contact hours rose 3% for the first four quarters of FY2003 through 7/31 (426,607) over FY2002 through 7/31 (413,780). BSG Private Industry revenues increased 28.6% from \$229,938 as of 6/30 FY2002 to \$295,709 as of 6/30 FY2003. Enrollment decreases have been occurring in technology-based courses and in ESL. 1.3.4.1. An environmental scan and on-site visits to community colleges in Washington, Illinois and California were used to assess CE needs. Findings suggest that CCCCD's CE program (a) is strong compared to those in WA and IL, (b) is ahead of CA in contract training and business/industry partnerships, and (c) should avoid adoption of incentive-based compensation for account executives. 1.3.5.1. 110 new instructor-led classes and 3 new certificate programs were added in CE. 1.3.5.2. The first network security CE course began in March 2003. Overall interest and enrollment in the new courses are strong.

Goal 1. Elevate CCCCDC to the echelon of world-class education. (continued — sixth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.3. Develop new programs and curriculum and offer programs (continued)	Jenkins, Kappus, Academic Deans, Hardy, Sheppard, Langford, Greenwell, Merritt, Kihl (continued)	Target: 08/31/03 (continued)	1.3.6. Increase in number of online course offerings.	<p>1.3.6.1. CE enrollment and revenues increased for online courses that included 61 new classes and one new certificate program. 15% increase in enrollment over same period in 2002 (570 enrollment through 7/31/2002 versus 694 enrollment through 7/31/2003. Revenue increased 23% over the same period last year \$38,114 through 7/31/2002 and projected \$47,000 through 7/31/2003. Student interest in and demand for on-line instruction is increasing. Nine new credit online credit courses were created. Additional courses are under development. DE Division added online writing and added online math sections.</p> <p>1.3.6.2. A total of 47 new credit sections were offered online during FY2003. Examples of the new offerings follow.</p> <p>1.3.6.3. FA Division added online ARTS1304. Since the on-site course fills quickly, the Web course accommodated 100% more students in fall 2002 and 35% more in spring 2003.</p> <p>1.3.6.4. C&H Division: ENGL2328, ENGL2342, COMM1307 were offered online for the first time. ENGL1301 is being offered online after discontinuation for lack of an instructor. An online section was added for HUMA1301. Online PHIL2306 will be added in fall 2003. All online sections filled during the first week of registration. Student feedback suggests they like the online courses.</p> <p>1.3.6.5. B&CS Division developed and offered online POFI2301, POFT2203, and POFT2301. Except for POFT2301, enrollment in the online courses nearly equaled, in one case exceeded, that in the on-site courses.</p>

Goal 1. Elevate CCCCDC to the echelon of world-class education. (continued — seventh page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
1.4. Develop a comprehensive academic plan for CCCCDC including all delivery modalities.	Kappus, Jenkins, Academic Deans, Martin, Faculty	Target: 09/30/02	1.4.1. Planning team organized.	1.4.1.1. Academic Plan Steering Committee formed (comprised of Kappus, Jenkins, Rodgers, Newman, Parcels, and Martin). Committee has begun meeting. Timeline developed and initial SWOT analysis is under way.
		Target: 08/31/03	1.4.2. Plan approved and ready for implementation in 2003-2004.	1.4.2.1. Not yet completed. Plan under review by deans. Implementation will begin by 10/15/2003.
1.5. Formulate a plan to conduct the SACS internal review process and begin implementation of plan.	Rodgers, Internal Review Leadership Team (IRLT)	Target: 04/30/03	1.5.1. Development of plan completed.	1.5.1.1. The IRLT was appointed and has been meeting since 03/31/2003 to develop a plans and monitor progress. Plans and time lines for the Compliance Certification and Quality Enhancement Plan have been drafted.
		Target: 05/31/03	1.5.2. Approval of plan by Internal Review Steering Committee.	1.5.2.1. Plans and time lines have been reviewed and approved by the IRLT.
		Target: 08/31/03	1.5.3. Implementation of internal review plan initiated.	1.5.3.1. The second draft of the Compliance Certification has been completed. Development of white papers for use in selecting a QEP topic is underway.
1.6. Improve system for student evaluation of instruction.	Kappus, Jenkins, Martin, Miles, Geller, Student Evaluation Task Force (SETF), Hardy	Target: 11/30/02	1.6.1. Initial design completed for improved system to administer student evaluation of instruction in credit courses, analyze data, and disseminate results.	1.6.1.1. Instructional administration and leaders of Faculty Senate agreed to three parameters for a future student evaluation system.. The new instrument(s) will (1) focus on summative evaluation, (2) facilitate benchmarking between CCCCDC and other institutions, and (3) will accommodate the full range of instructional delivery modalities offered by CCCCDC. 1.6.1.2. SETF was organized, given its charge, and has been meeting since 01/03. Geller and Miles are co-chairs. 1.6.1.3. SETF has identified a set of constructs that they expect a new evaluation instrument to measure and is working on definitions of those constructs.
		Target: 05/31/03	1.6.2. Improved student evaluation of instruction process for credit courses approved and ready for implementation in 2003-2004.	1.6.2.1. The SETF submitted recommendations for new student evaluation instruments and process on 05/23/2003. Academic deans approved recommendations. Initial implementation and pilot testing will be conducted fall 2003. 1.6.2.2. An interim online student evaluation of instruction was piloted successfully in 12/2002. Future student evaluation of distance education courses included in SETF recommendations.
		Target: 08/31/03	1.6.3. New online student evaluation of instruction process developed and pilot-tested for CE technology-based courses.	1.6.3.1. Postponed due to changes in funding priorities. CE will continue to use the paper-pencil system that has been in place.

Goal 2. Develop a model teaching and learning environment.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.1. Experiment with such emerging and evolving instructional delivery methods as wireless technology, interactive self-paced instruction, and distance learning.	Kappus, Academic Deans, Cannon, Wagner, Mullin	Target: 08/31/03	2.1.1. At least ten new pilot courses using evolving and emerging instructional delivery methods planned and implemented.	<p>2.1.1.1. Nine new online course offerings were created. Several more are under development. A new broadcast course and a new videoconference course were created, and 12 existing online courses were enhanced.</p> <p>2.1.1.2. M&NS Division uses wireless data collection in science labs. Virtual lab in online BIOL2404 is first attempt at online science lab. Students can now collect data in the field.</p> <p>2.1.1.3. PE Division revised and updated online PHED1338, added television and videoconference course delivery, and linked the latter two courses to the Web-based materials. Preliminary evidence suggests that “chatting” increases student performance, retention and ability to relate to the instructor and other students.</p> <p>2.1.1.4. DE Division: An interactive self-paced version of MATH0310 has been developed and is being offered. There has had sufficient enrollment to justify offering the course. Student feedback has been positive.</p> <p>2.1.1.5. C&H Division: ENGL1301 and ENGL1302 have been developed as videoconference courses using District 10 broadcast facilities. The courses are taught at Rockwall HS and broadcast to Blue Ridge HS. Prior to videoconferencing, Blue Ridge students had to drive to Farmersville. Enrollment was sufficient to justify offering the courses. Based on this successful pilot test, possibilities are being explored to extend these videoconference courses to other small high schools. SPCH1311 is being offered as a VTEL (video teleconference) course with broadcasts originating at SCC and broadcasting to CPC and PRC. Videoconferencing has augmented enrollment in the course and expanded course offerings at the smaller campuses where there has been insufficient enrollment to justify this course in the past.</p>

Goal 2. Develop a model teaching and learning environment. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.1. Experiment with such emerging and evolving instructional delivery methods as wireless technology, interactive self-paced instruction, and distance learning. (continued)	Kappus, Academic Deans, Cannon, Wagner, Mullin (continued)	Target: 08/31/03 (continued)	2.1.1. At least ten new pilot courses using evolving and emerging instructional delivery methods planned and implemented. (continued)	2.1.1.6. ET offered 5 CIW continuing education online courses to high school faculty. Work began to deliver Cisco update training through Centra online synchronous tool. Estimated completion 8/31/03. 2.1.1.7. CTLPD: 6 new online courses were offered in Early Childhood Education. One additional course has been developed and is scheduled for Fall 2003. Courses for Child Development Associate certificate (CDEC 1317 and CDEC2322) were broadcast to 6 different sites using Region X's videoconferencing facilities. Online courses are the first sections to fill each semester.
	Jenkins, Hardy, Kihl, Wormald	Target: 04/30/03	2.1.2. New online training and mentoring component developed for the Teacher Certification Program (TCP).	2.1.2.1. In response to student needs, nearly one-fifth of the TCP pre-service training is delivered via online instruction. Teacher feedback from the experience indicates a need for further development of the online training component. 2.1.2.2. A tele-mentoring Web site was developed and posted to CCCCD's Web site (http://iws.ccccd.edu/telementoring) for intern teachers to access mentoring support. The discussion board was used effectively to mentor and communicate with new teachers during 2002-2003. 2.1.2.3. CCCCD hosted a videoconference for its TCP interns and their mentors. The videoconference linked six different school locations in Texas and featured education professionals who enhanced the mentoring of new teachers. Participant responses to the experience were positive and indicated a desire for future offerings.

Goal 2. Develop a model teaching and learning environment. (continued —third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.1. Experiment with such emerging and evolving instructional delivery methods as wireless technology, interactive self-paced instruction, and distance learning. (continued)	Jenkins, Hardy, Kihl, Wormald (continued)	Target: 08/31/03	2.1.3. Pilot test of wireless business training conducted at on and off site locations.	2.1.3.1. The CE Division successfully offered ITSE1093 (“MOC 2514 Developing Mobile Web Applications Using Microsoft Mobile Internet Toolkit”) as part of a grant in partnership with the Harvey Hotel and Red Moon Broadband during the first quarter of FY2003. It was offered twice to a total of 23 students. Classes were held in a totally wireless environment using laptops. Students were able to simulate the development of a wireless application during the 24 contact hour course. The course will be offered to the general public during fall 2003. The laptops are being used for multiple instructional opportunities, as occasion requires including MS Office applications and Visual Basic training for two companies in the current Skills Development Fund Grant.
2.2. Increase recognition of CCCCD’s associate faculty members (AFM) and further expand their engagement in CCCCD committees, task forces, and other educational endeavors.	Kappus, Jenkins, Academic Deans, Provosts	Target: 05/15/03	2.2.1. Increase in number of AFM participating in Associate Faculty Committee and other CCCCD activities.	2.2.1.1. AFM are now represented on the Deans’ Council where they are positioned to voice their unique needs and concerns to the instructional leadership. 2.2.1.2. AFM invited to more division and committee meetings. Feedback from AFM suggests they feel their perspectives are valued in the meetings. However, they also indicate that participation and rewards are mixed. Since there are no financial rewards for participation, affective rewards become very important. Differences in division size and instructional leadership appear to affect the degree to which AFM engage and perceive affective rewards.

Goal 2. Develop a model teaching and learning environment. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.2. Increase recognition of CCCCD's associate faculty members (AFM) and further expand their engagement in CCCCD committees, task forces, and other educational endeavors. (continued)	Kappus, Jenkins, Academic Deans, Provosts (continued)	Target: 05/15/03 (continued)	2.2.2. Increase in number of AFM involved in discipline meetings.	<p>2.2.2.1. SSH&PS Division: History program's "Buffet of Teaching" was initiated to offer faculty members new opportunities for professional development every semester. AFM have attended the "Buffet of Teaching," have made presentations, and several have indicated that they intend to use information learned in their classrooms.</p> <p>2.2.2.2. FA Division: All disciplines include AFM in discipline meetings. AFM in Music and Art are involved in decision making and professional development. AFM participate fully in music recitals and faculty art exhibits.</p> <p>2.2.2.3. DE Division: A significant number of AFM actively participated in division and discipline meetings. AFM who cannot attend receive copies of minutes and are invited to participate in special sessions. All but one ESL AFM attended a special session on a Saturday. AFM are also invited to present study skills seminars and many do. AFM have expressed appreciation for being included.</p> <p>2.2.2.4. B&CS Division: AFM participation in discipline meetings increased roughly 20% from prior years. AFM active in the business community now contribute to the professional development of full-time faculty members.</p> <p>2.2.2.5. PE Division: Invited all AFM to PHED meetings. Implemented mentor program between full-time faculty and AFM. AFM have indicated they feel more connected to full-time faculty members and contribute more to discussions related to curriculum, budget, facilities, and equipment.</p> <p>2.2.2.6. ET Division: Demand for AFM down to 10 due to economic slowdown. Half attended discipline meeting.</p> <p>2.2.2.7. CTLPD: AFM are actively involved in division meetings, curriculum development, and organizing/providing professional development.</p>

Goal 2. Develop a model teaching and learning environment. (continued —fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.3. Increase internal and external professional development opportunities for faculty and staff to improve job knowledge and skills.	McRae, Jenkins, Kappus, Russell, Wagner, Meinhardt, Mullin, Council on Excellence, All College Council	Target: 12/15/02	2.3.1. Survey developed and administered to evaluate professional development course offerings. 2.3.2. Survey results used to expand or develop new professional development opportunities.	2.3.1.1. All Professional Development offerings are evaluated on a course-by-course basis. 2.3.2.1. Results are used for improvement of Professional Development programs. For example, Survey results are used to plan T/LC activities and All-College Day and Faculty Development Week.
		Target: 05/15/03	2.3.3. Faculty development needs assessment conducted and summary report produced. 2.3.4. Faculty Development consolidated into the Teaching/Learning Center (T/LC).	2.3.3.1. Needs assessment was completed. A report on the needs assessment was completed on 06/16/2003. The results of the needs assessment are being used to plan faculty development opportunities and activities. 2.3.4.1. Completed. All faculty development has been consolidated into the T/LC. This centralization facilitates improved coordination of faculty professional development activities. Faculty attendance at workshops has increased. The number of faculty members creating personal Web sites and using Front Page for lesson development has increased.
		Target: 08/31/03	2.3.5. Increase in number of faculty using the Teaching/Learning Center. 2.3.6. Participation in grant funded project to provide pedagogical professional development programs for associate faculty. 2.3.7. Leadership/Management certificate program developed for CCCCD supervisors.	2.3.5.1. Faculty usage of T/LC increased 42% from the same period last year meaning more faculty members are being trained in the use of instructional technologies. Faculty members who have been trained are incorporating new technologies and instructional methods in their courses. 2.3.6.1. A Carl Perkins grant was awarded to CCCCD to provide professional development to associate faculty. 2.3.6.2. Curriculum for four online training modules was written and incorporated into a web-based training program. 2.3.6.3. The Academy for Associate Faculty was pilot tested in Spring 2003 with 11 faculty members. The program consisted of an orientation, online training modules, and support from full-time faculty members. Participant surveys indicated a need for continuation with modifications. Training modified and will be available for large-scale offering in 08/2003. 2.3.7.1. Not yet completed. Professional Development staff members are currently exploring the costs and benefits of offering an Internal Leadership Academy. 2.3.7.2. Continuing Education has developed the “leadership series” and is awaiting approval to deploy.

Goal 2. Develop a model teaching and learning environment. (continued — sixth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.4. Expand the range of learning formats available to accommodate a broader range of learning styles and needs.	Kappus, Jenkins, Academic Deans, Wagner, Hardy, Cannon, Mullin, Mike Smith, Merritt	Target: 08/31/03	<p>2.4.1. Review completed on available learning formats and summary report produced.</p> <p>2.4.2. Increase in number of learning formats available within at least 20 courses.</p>	<p>2.4.1.1. Comparison of online courses at other institutions vs. CCCCD completed. Request for proposals disseminated to faculty soliciting their proposals to create needed courses.</p> <p>2.4.1.2. M&NS Division increased its offerings of online, express, and weekend courses. All online sections filled during the first week of registration, all weekend classes filled, and average class size for express courses was over 20. Feedback from weekend students indicated they appreciated having access to that alternative. Retention rates in express courses were higher than in traditional courses.</p> <p>2.4.1.3. RFP released for Synchronous Learning Tools or Interactive Learning Tools. Currently evaluating vendors.</p> <p>2.4.2.1. 47 new credit online courses were added during FY2003. Another 20 courses are under development during summer 2003. Twelve online credit courses have been enhanced to include online discussion groups.</p> <p>2.4.2.2. T/LC has added 17 new telecourses. Over 21 Web-based courses added functionality such as chat, discussion, or email.</p> <p>2.4.2.3. DE Division added sections of computer-based developmental mathematics at PRC and CYC. Enrollment in all sections exceeded minimum the enrollment requirement.</p> <p>2.4.2.4. B&CS Division expanded classroom usage of group work, team building, student presentations, guest speakers, online information, real-time applications, and field trips to accommodate different learning styles. Student response has been generally favorable, but some students who are more comfortable with traditional classroom learning have expressed reservations.</p> <p>2.4.2.5. PE Division redesigned PHED1338 for Web and television delivery. Student participation in chat component is now required in Web class. Courses filled during first week of registration. Preliminary evidence suggests that “chatting” is increasing student performance, retention and ability to relate to the instructor and other students.</p> <p>2.2.4.6. An online “Introduction to Education” course was approved for fall 2003. Early registration shows there is demand for the course.</p>

Goal 2. Develop a model teaching and learning environment. (continued — seventh page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
2.4. Expand the range of learning formats available to accommodate a broader range of learning styles and needs. (continued)	Kappus, Jenkins, Academic Deans, Wagner, Hardy, Cannon, Mullin, Mike Smith, Merritt (continued)	Target: 08/31/03 (continued)	2.4.3. Study completed of alternative delivery strategies for Continuing Education ESL students and report produced.	2.4.3.1. Study completed for credit instruction. Report in progress. 2.4.3.2. Study completed on alternative delivery strategies for noncredit ESL students and report produced. Currently exploring online delivery of ESL curriculum through EnglishSuccess.com, a subsidiary of Pearson Education. Using “off peak” days and times at CYC to expand ESL scheduled course offerings to maximize efficient use of the facility. Upgraded ESL Placement Testing instrument to ensure appropriate placement of all ESL students. Course offerings for advanced students were increased to address growing workforce and professional development needs for international students and workers in the community.
2.5. Begin phase I expansion and renovation projects.	Israel, Hall, Jackson, C. White, Hoyt, Jenkins	Target: 08/31/03	2.5.1. Architect and delivery method selected. 2.5.2. Design phase completed.	2.5.1.1. Construction-Manager-at-Risk selected as approved process. 2.5.1.2. Corgan Architects selected for SCC addition and renovation. 2.5.1.3. Hillier selected as architect for new PRC building and renovation of Founders Hall. 2.5.1.4. Hillier selected to prepare District Master Plan. 2.5.1.5. Beck Company hired as Manager at Risk for SCC Module I. 2.5.2.1. SCC Module I design phase completed. Construction is essentially completed and CCCCD has taken possession of the facility. Module I will open for classes in fall 2003.

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
3.1. Increase philanthropy to CCCCD.	Roman, Foundation	Target: 08/31/03	<p>3.1.1. The CCCCD Foundation in partnership with the District will generate \$250,000 from all philanthropic activity including special events.</p> <p>3.1.2. Deferred giving program introduced and promoted to assure future Foundation revenues from gifts via wills, trusts, and estate plans.</p> <p>3.1.3. Donation of \$500,000 in deferred gifts to the CCCCD Foundation documented as members of the Legacy Guild are identified.</p> <p>3.1.4. Community awareness increased and solicitations expanded for the annual scholarship program resulting in at least five new scholarships.</p>	<p>3.1.1.1. To date, the CCCCD Foundation has received \$290,000 in contributions to provide funding for student scholarships and other academic opportunities. \$50,000 of this is for training volunteer firefighters within Collin County. At least another \$115,000 will fund 2003-2004 student scholarships.</p> <p>3.1.2.1. Introduced deferred giving program by providing training through the National Committee on Planned Giving for six Foundation Directors. Also provided information to several Directors through a seminar from the Community Board Institute. Promoted planned gifts in the Winter issue of the Foundation newsletter, Partners In Excellence.</p> <p>3.1.3.1. Current Legacy Guild members identified in June 2003 with deferred gifts totaling over \$500,000 in current value verified.</p> <p>3.1.4.1. There has been an increase in the number of articles highlighting scholarship recipients that have been printed in local papers and community magazines. Also, President Israel, college administrators and Foundation representatives are including student financial needs in many of their presentations to community groups. Three new annual scholarships are in the process of being funded. Five new scholarships were funded.</p>

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
3.2. Expand opportunities for CCCCD students to complete baccalaureate and advanced degrees through partnerships with universities.	Kappus, Jenkins, Academic Deans, Cannon, N. Johnson	Target: 08/31/03	<p>3.2.1. Two programs developed with UNT in addition to the three already under development.</p> <p>3.2.2. Schedule developed showing when courses will be offered for the B.A.A.S. so students can be certain they can complete the entire degree on one CCCCD site.</p> <p>3.2.3. At least three universities offer courses at CPC, PRC, or SCC enabling students to work on baccalaureate or master's degrees.</p> <p>3.2.4. Agreement finalized with UNT to offer freshman and sophomore level engineering and engineering technology courses applicable to UNT's baccalaureate engineering degrees.</p>	<p>3.2.1.1. A joint program with Culinary Arts is being explored. The current budget situation is putting a hold on the development of additional programs.</p> <p>3.2.1.2. Discussions are underway with UNT's Health Sciences School in Fort Worth and Texas Tech at Midland College to develop a Physicians Assistant baccalaureate program. Planning is underway to develop a baccalaureate nursing program in conjunction with UT-Arlington and TWU.</p> <p>3.2.2.1. The schedule was created and courses have been offered in accordance with it. A total of 35 students registered for these courses at PRC in spring 2003.</p> <p>3.2.3.1. UNT and Texas A&M-Commerce now offer courses at CCCCD campuses. TAMU-Commerce offered two master's level courses during FY2003 at CCCCD@Allen. SHED521 ("Models of Teaching Secondary School") was offered fall 2002 and SHED559 ("Cultural Diversity in Today's Society") was offered spring 2003. Enrollment supports continuation of the courses. Initial discussions with UT-Arlington have been positive.</p> <p>3.2.3.2. Task force formed to find ways to increase participation in dual admissions programs. Group meets regularly. Co-chaired by Rich and Swanson.</p> <p>3.2.4.1. ET Division has modified curriculum to meet the needs of UNT students. Discussions with UNT are on-going but have not been completed due in part to the creation of a new college of engineering at UNT and the hiring of a new dean.</p> <p>3.2.4.2. ET Division is working on articulation in engineering with UNT and SMU.</p>

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
3.3. Improve functioning and contributions of workforce education advisory committees.	Kappus, Jenkins, Provosts, Academic Deans, Workforce Education Faculty	Target: 11/30/02	<p>3.3.1. External chairs selected for all advisory committees.</p> <p>3.3.2. New publication produced which describes the role of advisory committees and advisory committee members.</p> <p>3.3.3. New advisory committee publication distributed to current and future advisory committee members.</p>	<p>3.3.1.1. Completed in all divisions. The fact that advisory committee members are driving the meetings rather than faculty members has forced chairs to be more prepared and committee members to be more involved. This has also given advisory committees more autonomy in setting agendas and making recommendations.</p> <p>3.3.1.2. Tamira Griffin, Director of Human Resources at Plano ISD, serves as Chair of Teacher Certifications governing/advisory committee. Katherine Lunde, Educational Consultant, is the Chair of the Early Childhood Education advisory committee. Glen Wintrich from EDS chairs the ET/Telecom advisory committee. The ET Division consolidated several advisory committees. The reorganized and reconstituted advisory committees are more active and are in the process of forming subcommittees to address specific issues.</p> <p>3.3.2.1. New publication on advisory committee guidelines sent to divisions for distribution to advisory committees.</p> <p>3.3.3.1. Completed in all Academic Affairs divisions. While advisory committee members seem to appreciate having some clear guidelines for their roles, the distribution of the publication is a recent event and it is too early to determine whether or not it will have a discernable impact on the functioning and contribution of workforce education advisory committees.</p>
		Target: 08/31/03	3.3.4. An activity will have been conducted to recognize advisory committee members who have been engaged in District activities.	3.3.4.1. Successful pilot test completed of advisory committee certificates of appreciation in B&CS Division during fall 2002. Similar certificates will be presented to all advisory committee members during spring 2003. Similar certificates presented to all Academic Affairs advisory committee members during spring 2003.

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
3.3. Improve functioning and contributions of workforce education advisory committees. (continued)	Kappus, Jenkins, Provosts, Academic Deans, Workforce Education Faculty (continued)	Target: 08/31/03 (continued)	3.3.5. All advisory committees will have met at least twice during the year.	<p>3.3.5.1. FA Division: Commercial music has revamped its advisory committee. Two meetings held in 05/2003. AGDT advisory committee has met twice. Under the leadership of graphic designer Tom Lout, the AGDT Advisory Board has (a) created a vision for the discipline, (b) suggested additional curriculum options, (c) increased visibility in the arts and business community, and (d) proposed higher artistic standards for students.</p> <p>3.3.5.2. B&CS Division: The following Advisory Committees have met: OST, Paralegal, Management and Marketing, Computer Programming, E-Business Media, and Hotel /Restaurant Management. Advisory committees reviewed curriculum and made recommendations for 2003-2004 that are being submitted to CAB and THECB for approval. Turnaround time for curriculum revisions reduced.</p> <p>3.3.5.3. SSH&PS Division: Nursing, Respiratory Care, and Emergency Medical Services advisory committees met during FY2003.</p> <p>3.3.5.4. M&NS Division: Biotechnology advisory committee met during FY2003.</p> <p>3.3.5.5. TC Division: Both TC and Child Development programs have had 2 advisory committee meetings. These advisory committees have met at least twice each year all along, so there is no discernable impact of this achievement indicator on the committees.</p> <p>3.3.5.6. ET Divisions programs have had at least one advisory committee meeting and second is scheduled. A discernable effect of more frequent advisory committee meetings is that committee members are more engaged with the dean and faculty outside the actual committee meetings. For example, a Cisco representative has worked with an advisory committee to help acquire donations to support a service learning project. The dean feels that more substantial benefits of increased engagement of advisory committee members will become more apparent in the long term.</p>

Goal 4. Improve student achievement.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.1. Improve student retention and educational outcomes.	Kappus, Jenkins, Martin, Swanson, Deans, Faculty	Target: 08/31/03	4.1.1. A District average of 80% retention (course completion) achieved.	<p>4.1.1.1. The course completion rates, based on the measure as defined by the THECB and the Texas LBB, for the last six long semesters were: 78.7 (spring 2000), 77.9% (fall 2000), 79.0% (spring 2001), 79.2% (fall 2001), 80.4% (spring 2002), 79.6% (fall 2002) and 80.5% (spring 2003). CCCC'D's overall rate has been rising slowly but steadily. For fall 2002, the rate rounds to 80% and exceeded 80% during the last two spring semesters.</p> <p>4.1.1.2. On 1/30/2003, CCCC'D brought Vincent Tinto, a nationally recognized scholar on student retention, to spend a day speaking to and meeting with administrators, faculty, and staff about retention issues.</p> <p>4.1.1.3. Retention initiatives have been undertaken in all Academic Affairs instructional divisions. Three examples follow. SSH&PS: All programs prepared statements on "Student Centered Learning" and shared them with the Division. All faculty prepared statements on retention efforts in their classes that were shared with the Division. Faculty members were sent a series of professional articles related to student learning and student success to read and discuss. It is too early to assess any impact on retention rates, but feedback suggests that faculty members are more aware of retention efforts and student-centered learning. B&CS: Prepared a comprehensive report on retention efforts currently being employed. Faculty participated in a number of retention workshops. Faculty awareness of retention issues has increased and all B&SC disciplines now address retention in their strategic plans. PE: Implemented retention ideas in physical education classes with full-time and part-time faculty. Chat capability added to distance courses and adoption of departmental attendance policy was adopted were designed to promote student engagement and retention. Preliminary evidence suggests that retention has increased.</p>

Goal 4. Improve student achievement. (continued —second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.1. Improve student retention and educational outcomes. (continued)	Kappus, Jenkins, Martin, Swanson, Deans, Faculty (continued)	Target: 08/31/03 (continued)	<p>4.1.2. Data provided to instructional administration and faculty showing statewide course completion rate averages by discipline.</p> <p>4.1.3. Plan developed to establish baseline performance measures for general education outcomes.</p>	<p>4.1.2.1. Statewide comparisons with CCCCD of course completion rates by CIP Code were posted on the IRO intranet site in 12/2002. Two reports are available under “Statewide Course Completion Rates” at http://intranet.ccccd.edu/iro/information/reports/index.html. A December email announcement was sent District-wide to inform potential users of the availability of the data. The data have been used in several program evaluations since then.</p> <p>4.1.2.2. The course completion data on the IRO intranet site will be updated by 07/31/2003 to provide CIP Code comparisons between CCCCD and statewide course completion rates for fall 2000, fall 2001, and fall 2002.</p> <p>4.1.3.1. Not yet completed. GEO Forum completed recommendations on 05/13/2003 for revising the core curriculum. Those recommendations were submitted to the academic deans. GEO Forum began work in spring 2003 on phase 2 of its charge: development of recommendations for assessment of general education learning outcomes. Target date for completing recommendations for phase 2 is 12/12/2003 so recommendations can be reviewed during spring 2004 and implementation can begin in fall 2004.</p>

Goal 4. Improve student achievement. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.2. Design and implement strategies to improve the successful transition of students from high school to CCCCD.	McRae, Swanson, Kessel, N. Johnson, Okaro, Huppe, Collins	Target: 08/31/03	<p>4.2.1. Participation in new student orientation programs increased by 30% from fall 2001 to spring 2002/summer 2002.</p> <p>4.2.2. Mentoring program (MEET) expanded beyond the pilot program to include a minimum of 50 participants.</p> <p>4.2.3. Increase in number of faculty members participating in new student orientations.</p> <p>4.2.4. Increase in number of faculty members serving as new student mentors.</p> <p>4.2.5. All coordinators in the Office of Recruitment and Programs for New Students trained in academic advising.</p> <p>4.2.6. All coordinators in the Office of Recruitment and Programs for New Students demonstrate increased effectiveness in working with new students.</p>	<p>4.2.1.1. From summer 2001 to summer 2002, participation increased by 30%. Spring participation increased by 56% from 2002 to 2003. Due to the already large enrollments in summer 2003, a 30 to 40% increase is anticipated over 2002.</p> <p>4.2.2.1. Although participation numbers have not reached the benchmark goal of 50 students and staff/faculty mentors per semester, the program continues to grow. New recruitment strategies are currently being developed to advance the program in the fall of 2003.</p> <p>4.2.3.1. Faculty participation increased 100% from spring 2002 to spring 2003. Orientation evaluations indicate that students like the faculty input.</p> <p>4.2.4.1. Number of faculty members serving as mentors remained constant at 23 from fall 2002 through spring 2003, with 23 faculty volunteers. It is too early to determine what impact the orientation is having.</p> <p>4.2.5.1. Completed. All coordinators in Recruitment and Programs for New Students have been trained in the academic advising arena. This training is supported throughout the year as each staff member schedules weekly time to assist students through advising. During busy times, more hours are dedicated to serving students in this capacity. In addition, one staff member received extensive training in international advising and the newly imposed statutes.</p> <p>4.2.6.1. More CCCCD students are being served in a more efficient manner. Cross training with academic advising is helping to increase staff effectiveness as demonstrated by their ability to better respond to student questions as they work in the high schools. During the summer of 2003, staff members were also cross-trained in areas of Financial Aid and Student Life.</p>

Goal 4. Improve student achievement. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.3. Expand early warning program to improve identification of at-risk students and improve interventions to increase the likelihood of their educational success.	Money, N. Johnson, Newsome, Love, Lenhart, Lassiter	Target: 08/31/03	<p>4.3.1. Early warning system expanded to identify at-risk students among those who have not yet accumulated 18 quality hours.</p> <p>4.3.2. Pilot test of Learning and Study Strategy Inventory (LASSI) and Productivity Environmental Preference Survey (PEPS) assessments administered to sample of at-risk students.</p> <p>4.3.3. LASSI/PEPS data used in advising and supporting at-risk students from pilot test group.</p> <p>4.3.4. Baseline data collected to monitor longitudinal performance of pilot group compared to non-pilot at-risk students.</p> <p>4.3.5. Pilot test completed for the assignment of new and undecided students to academic advisors for “intensive academic advising.”</p>	<p>4.3.1.1. In progress. Academic Progress Appeals Committee (APAC) has submitted a proposal to the VP for Student Development to reduce the 18-hour cut-off for academic warning, as stated in the CCCCD Catalog, to 12 hours. Presentation and recommendation made at 07/21/03 Leadership Team Meeting.</p> <p>4.3.2.1. A total of 294 LASSI and 307 PEPS assessments were administered in 15 study skills (ACPE 0200) classes.</p> <p>4.3.3.1. Students received assessment interpretations of the data presented and discussed individual preferred styles for learning and performance. Too early to assess effects.</p> <p>4.3.4.1. Not yet completed. In progress. Too early to assess effects.</p> <p>4.3.5.1. Advisor assignment pilot was completed. A total of 1,500 students were assigned. There was a response rate of 4%. Given such a low response rate, this type of pilot will not be repeated/continued. Information was gathered that will be useful for future advisor assignments.</p>

Goal 4. Improve student achievement. (continued — fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.4. Complete review of core curriculum, develop plan to measure learning outcomes in A.A. and A.S. core, and expand core offerings throughout the District.	Kappus, GEO Forum, Academic Deans	Target: 09/30/02	4.4.1. Competencies and learning objectives reviewed to ensure consistency with THECB requirements. 4.4.2. CCCCD competencies and learning objectives finalized for core curriculum. 4.4.3. Matrices completed documenting which core courses address specific competencies and learning objectives.	4.4.1.1. Completed. GEO Forum worked with deans and faculty to review all current core courses to ensure that students who complete CCCCD's core curriculum address all THECB "basic intellectual competencies in the core curriculum" and "core area exemplary learning objectives." 4.4.2.1. Completed. Since the THECB prescribes no learning objectives related to computer literacy or PE, the GEO Forum will recommend the adoption of core area exemplary learning objectives developed by CCCCD faculty members in these disciplines. In addition, the GEO Forum will recommend the adoption of new core area exemplary learning objectives in the Communication, Composition, Speech, and Modern Language area (related to cultural diversity), and the Natural Sciences area (related to laboratory science). This remains an ongoing discussion among faculty members in the SSH&PS Division. 4.4.3.1. Completed for current core courses. Completed for current core courses, "alternative core" courses, and additional courses that GEO Forum recommends for inclusion in the core. Recommendations now under review by deans.
		Target: 12/15/02	4.4.4. Recommendations for changes in A.A. and A.S. core curriculum submitted to appropriate constituencies.	4.4.4.1. Completed. GEO Forum's recommendations for a comprehensive revision of A.A., A.S., and A.A.S. core curricula completed 05/13/2003. Recommendations were submitted to academic deans and are currently under review.
		Target: 03/31/03	4.4.5. Draft plan developed for measuring learning outcomes in A.A. and A.S. core curriculum submitted for review to appropriate constituencies.	4.4.5.1. Not yet completed. GEO Forum began work in spring 2003 on phase 2 of its charge: development of recommendations for assessment of general education learning outcomes. Current target date for completing recommendations for phase 2 is 12/12/2003 so recommendations can be reviewed during spring 2004 and implementation can begin in fall 2004. 4.4.5.2. SSH&PD Division: Beginning in spring 2003 faculty members are asked to submit statements of learning outcomes and assessment of learning before each classroom evaluation by the Dean. This has strengthened the deans' classroom visits by facilitating faculty members' development and assessment of learning outcomes for students.

Goal 4. Improve student achievement. (continued — sixth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
4.4. Complete review of core curriculum, develop plan to measure learning outcomes in A.A. and A.S. core, and expand core offerings throughout the District. (continued)	Kappus, GEO Forum, Academic Deans (continued)	Target: 08/31/03 (continued)	4.4.6. Final plan for measuring learning outcomes in A.A. and A.S. core curriculum approved and ready for implementation during 2003-2004.	4.4.6.1. Not yet completed. Timeline was extended due to complexity of task: GEO Forum plans to submit final report in 01/2004.
	Kappus, Provosts, Academic Deans	Target: 08/31/03	4.4.7. Plan developed to expand core curriculum offerings throughout the District to increase opportunities for students to complete degrees.	4.4.7.1. All Academic Affairs instructional divisions have worked with the provosts to expand core course delivery to all campuses. Fine Arts core offerings at SCC, CPC and PRC expanded. FA courses are enrolling 20 to 25 students every term at CPC, PRC, and Allen. Planned Fine Arts facility at PRC will allow for further expansion of core course offerings. 4.4.7.2. PE has begun expanding its core PHED course offerings throughout the district through the use of Vtel, Cable broadcast and online courses. New distance courses are filling without adverse affects on enrollment ion onsite courses.

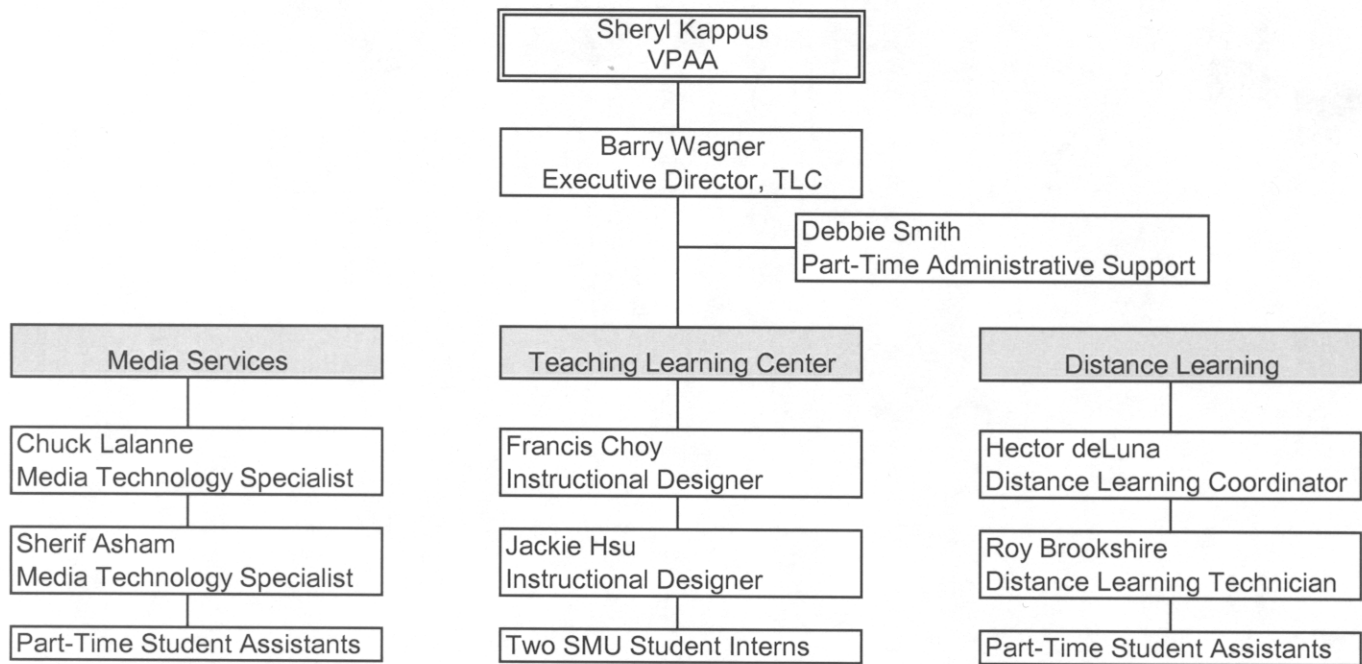
Goal 5. Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
5.1. Ensure that CCCCD stays abreast of information technology (IT) trends in higher education.	Hall, Hoyt, Ammons, Farr, Abbott-White, Boring, Webb-Losh, Russell, Kappus	Target: 09/30/02	5.1.1. The Administrative Technology Advisory Committee (ATAC) and the Academic Technology Roundtable (ATR) will have conducted environmental scans to identify and evaluate important IT trends.	5.1.1.1. ATAC met 12/4/2002 to review environmental scanning efforts of the team members. A virtual tour of several college portals was conducted and the feasibility and benefits of portals was discussed. Additionally, an ATAC Environmental Scanning Form was developed so members can summarize and track ideas or IT innovations for discussion at future meetings. ATAC continues to meet quarterly and engage in environmental scans to identify and evaluate IT trends. 5.1.1.2. Members of ATR have conducted environmental scans and will present their findings at the April ATR meeting. Based on preliminary findings, an RFP was disseminated to faculty members to solicit proposals for development of specific new online courses
		Target: 01/31/03	5.1.2. ATAC and ATR will have met with Leadership Team to present recommendations for adoption or pilot testing of new information technologies.	5.1.2.1. Not yet completed. To date, neither ATAC nor ATR have identified any technologies to present to the Leadership Team for adoption or pilot testing. The final ATAC meeting for FY2003 is scheduled for 08/06/2003.
		Target: 08/31/03	5.1.3. Transition plan developed to migrate CCCCD to client-server-based administrative software system. 5.1.4. Technology infrastructure plan developed to support distance education component of CCCCD's new academic plan. 5.1.5. Pilot tests conducted of wireless technology for instructional and administrative applications. 5.1.6. Based on pilot test results, recommendations made regarding use of wireless technology for instructional and administrative applications.	5.1.3.1. In January 2003, a deep reserve was requested of and approved by the Board of Trustees to migrate CCCCD to client-server-based administrative software system. In spring 2003, administration met with SCT and Oracle to discuss transition options. 5.1.4.1. Not yet accomplished. Since CCCCD's academic plan is still under development, there has been no communication of the distance education components of CCCCD's new academic plan to the IT Division. 5.1.5.1. Pilot tests using wireless technology have occurred in science labs, CE courses, and Student Development during fall 2002 and spring 2003. Numerous lab classes and industry classes have been conducted in the Convergence Lab using wireless technologies. 5.1.6.1. Wireless access is now available at CCCCD's four main sites. Final report is being edited for submission to the Leadership Team.

Goal 5. Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 7/31/2003
5.2. Develop online admissions process for credit students.	M. McRae, Meinhardt, Woolverton, P. Browning, Anderson	Target: 08/31/03	5.2.1. An integrated Web-based admissions process in place for credit students that replaces some, if not all, of the email-based admissions process.	5.2.1.1. Not completed. Migration to the Banner administrative software system should accomplish this achievement indicator. Planning for migration is beginning (see 5.1.3.1.), but no timetable has yet been developed. Consequently, this achievement indicator will not be accomplished during FY2003.
5.3. Develop a “cyber-advisor” component on the District Web site for distance education students.	N. Johnson, Hoffman, Anglin, Associate Dean of Students	Target: 05/31/03	5.3.1. Research conducted among community college and university Web sites to identify exemplary online advising services. 5.3.2. Targeted academic advising services provided for online students.	5.3.1.1. Research has been completed. An academic advisor is participating in CENTRA (software) training; will conduct online live chat with students and set up special topics sessions conducted by faculty. 5.3.2.1. Web page completed. Advisory committee formed and first meeting set for September 2003. Committee will provide input for content and updates for online advising.

Appendix C



E. QUALITY ENHANCEMENT

1. What ongoing methods does your unit use to demonstrate how well it fulfills its stated Mission?
 - Student Evaluations
 - Instructor Evaluations
 - Course Evaluations
 - Suggestion Box to help facilitate self-evaluation
 - Continually focused on improving personal correspondence between instructor, student and help desk
2. How does the unit use the information generated by the methods identified in item 1 to improve effectiveness and quality of your unit?
 - To verify effectiveness of courses
 - If effective, to facilitate expansion or deletion of these courses
 - This research generates options for administrators
 - Spotlights problems and solutions
 - Presents information to interested parties
 - Curriculum based – providing information and options for faculty in making final decisions
3. How have recommendations and suggestions from prior evaluations of this unit been addressed to improve effectiveness and quality? (These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments from surveys, etc).
 - Doubled pure on-line courses
 - Continue to work with faculty and distance-learning workshops to improve faculty skills
 - Continue to work toward goals

Analysis of Quality Enhancement

Analyze whether the evaluation methods actually measure the effectiveness of the unit and

Whether the assessment results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.

The evaluation methods used by this unit (i.e. Student and Instructor surveys), along with anecdotal information, at regular intervals, does improve the effectiveness and quality of this unit. The increase in this unit's total student enrollment, courses offered by this unit, and variety of course types are a strong indicator of its effectiveness in reaching its outcomes. Total classes for 1999- 53 classes, 881 students

Total classes for 2003- 239 classes, 5627 students

F. PEER DATA

Identify five (5) Texas and two (2) Out-of-State community colleges with units similar to the unit being evaluated. These community colleges will be used to gather peer data to aid in the analysis of the following sections.

	Community College	Location	Phone Number of Unit
1	Amarillo College	Amarillo, TX 79178	as of 2/27/2003 no reply
2	Blinn College	Bryan, TX 77805-6030	as of 2/27/2003 no reply
3	San Jacinto College District	4111 Fairmont Pkwy, Pasadena, TX 77504	(281) 998-6110
4	Trinity Valley College	100 Cardinal Dr. Athens TX 75751	(903) 675-6259
5	Tyler Junior College	Tyler, TX 75711	as of 2/27/2003 no reply
6	Okla. City Community College	7777 S. May Ave. Okla. City, OK 73159	(405) 682-1611
7	Florida Community College, Jacksonville FL	(904) 997-2718	as of 2/27/2003 no reply

The following two links will be helpful in finding institutions with similar characteristics:

<http://nces.ed.gov/ipeds/cool/search.asp>

<http://www.usnews.com/usnews/edu/community/commsrch.htm>

For each peer unit listed above, the Self-Study Task Force will need to contact the appropriate Person and gather information to fill in the tables on the following pages*

J. RECOMMENDATIONS and SUGGESTIONS

Based on the strengths and weaknesses presented in the previous section and their own evaluation Results, the External Review Task Force offers their recommendations and suggestions as to how to address the weaknesses of the program being evaluated.

Note: the recommendations must be based on the weaknesses described in the previous section. There should be at least one recommendation for each weakness.

1. Recommendations

The External Review Task Force offers these recommendations:

- 1) allocated working budget to allow for self-promotion of the unit and its products and services and clarification of Distance Learning capabilities – promotion recommended via brochure, signage, orientation pamphlet and e-echoed on district Web site and through press releases from Public Relations. This would serve two purposes:
 - a. create awareness for prospective distance learning students and
 - b. related to this, where this unit has no staff and is not directly represented on other campuses, the External Task Force recommends an additional thorough FAQ document that library staff can give to students who have questions library staff cannot answer, with phone and e-mail information directing students to the Spring Creek Campus Distance Learning-specific staff..
- 2) larger working and storage space needed for required student work storage and administration of the unit's varied duties.
 - a. An alternative recommendation would require that individual faculty members store the work of their own Distance Learning students and classes for the required period of time.
 - b. If, due to some effectiveness or evaluation construct, Distance Learning is required to store these materials for a given period of time, more space is absolutely necessary.
- 3) rework of student assistant or part-time staffing and responsibilities with an emphasis on:
 - a. phone and Help Desk coverage for nights and weekends to include the following:
 1. expertise and familiarity with Distance Learning technologies and products
 2. customer service and conflict management skills
 3. Help Desk coverage at all hours the college library is open
 4. delegation of achievable tasks for student assistants of non-peak Help Desk usage
 - b. If this is not already done, the External Review Task Force recommends that the hiring of student assistants be based on specific competencies related to the unit's responsibilities, rather than hiring assistants from a general, nonspecific applicant pool. As student assistants with this unit are a direct liason between the unit and a large student population, they become the "voice" of this unit and this unit's service. A high level of competency and customer service quality should be expected and given.
- 4) rewording of content and information relating to the Distance Learning Help Desk in each Schedule of Courses to eliminate student misunderstanding. Currently, the information on this unit in the Schedule of Courses suggests that the unit serves as a universal Help Desk for all

registration-related problems. In peak registration periods, this unit receives a tremendous number of misdirected phone calls ("I have a block on my registration ..." "Do you have my transcripts yet?") as well as an increase in calls relating to their own duties. A simple rewording of information in the Schedule of Courses and a re-titling of the Help Desk in that publication may eliminate or lessen the problem.

- 5) return of collection capability for online (Web) student work, for those faculty who need a secure place for students to turn in hard-copy work outside of college administrative hours -- work not suitable (or in some cases not possible) for Internet turn-in. This turn-in capability exists for telecourse and television course students currently, but was removed for online students approximately within the past 18 months, creating unnecessary problems for faculty and students (phone call, DeLuna, 07/02/03)

Lehner

2. Suggestions

The External Review Task Force suggests that the Distance Learning unit actively work with the Online Faculty committee and the telecourse/televised class faculty to create a substantive, pervasive FAQ document for students to have in hand (or e-echoed online) prior to registration. This document would specify how each type of course works, the technological demands – computer capability and user understanding, cable channel access, etc. – each requires for successful course fulfillment.

Additionally, this committee suggests that a basic internet and computer competency test be required for all online students prior to their registering for online courses. As with basic English mastery in the traditional classroom, some level of computer mastery is necessary for the successful online student – and while the Distance Learning Help Desk should be responsible for advanced or specific advice related to individual courses ("You may not be seeing this page accurately because you're on a very old version of Netscape"), to function effectively this desk should NOT be responsible for teaching someone what the Internet is, what an URL is, or how to cut-and-paste a document. The Distance Learning unit and the Online Faculty committee, working in tandem with the college Web programmer, should be able to construct such a competency pretest that would instruct and clarify and thus lessen student difficulty, frustration and dissatisfaction with this part of the Distance Learning service.

Retention Rates

Term	Distance Education	Face-to-Face
Fall 1998	66%	78%
Spring 1999	N/A	78%
Fall 1999	72%	78%
Spring 2000	67%	78%
Fall 2000	67%	78%
Spring 2001	70%	79%
Fall 2001	70%	80%
Spring 2002	70%	80%
Fall 2002	70%	80%
Spring 2003	72%	80%
Fall 2003	72%	80%
Spring 2004	N/A	N/A

Virtual College of Texas Memorandum of Understanding

Member colleges of the Texas Association of Community Colleges may participate in the VCT by following the terms of the TACC-developed Host/Provider Model, which allows students at local (host) colleges to take courses from remote (provider) colleges.

All participating members agree to the following:

- Host colleges will accept provider colleges' academic calendar and course management, including methodology, content, grading and course evaluation, except that the provider college will accept the host college's withdrawal dates.
- Host colleges will pay an instructional fee, typically an amount that would not exceed the current reimbursable contact hour rate, provided the student is enrolled on the host college's day of record.
- Host colleges receive the tuition, fees and contact hour reimbursement, and provide support services, including counseling and advisement, financial aid, technical support, test administration, and other resources as necessary.
- Host colleges award course credit.
- Provider colleges will use qualified faculty to teach and/or supervise courses, and ensure and maintain instructor credentials as required by SACS and any other entity having required guidelines.
- Provider college instructors will provide VCT students with a course syllabus during or before the first class specifying all course requirements.
- Provider college instructors will provide support for VCT students comparable to the support available to the provider college's own distance learning students in the same classes.

All participating colleges will operate in accordance with the Virtual College of Texas Operations Manual. Colleges may modify provisions provided each college involved agrees and provided all accreditation, state, and other requirements are followed.

Collin County Comm. College
Institution

Adrian Braxton
Chief Executive Officer
12/04/00
Date



HECTOR DELUNA
COLLIN CNTY COMM COLL DIST
DISTANCE EDUCATION CENTER
2800 EAST SPRING CREEK PKWY
PLANO, TX 75074 USA

Contract No.:
0006209-002

Contract Dates

Issue: 9/5/02
Beginning: 8/20/02
Ending: 8/19/03

Academic Term(s)

Fall ☒ Spring ☒
Winter ☐ Summer ☒

The following is a Statement of Terms agreed upon by Dallas County Community College District (DCCCD), a Texas political subdivision of higher education with main district offices located at 701 Elm, Dallas Texas 75202, and COLLIN COUNTY COMMUNITY COLLEGE DISTRICT+.

The Terms specify the length of use, use rights and the fees for such use of courseware products.

Course/Program(s)	Lease Fee	Per Student Enroll Fee	Other Fee
ACCTING IN ACTION/FINANCIAL	1,000.00	\$22.00	0.00

Contract rights as outlined in DCCCD License Agreement.

Lease Rights

Code	Description
A	Broadcast Rights
B	Non-Broadcast Rights
F	Audio Visual Rights

Users

Client No.	Client Name	Course Title
00138	Collin County Community College District	ACCTING IN ACTION/FINANCIAL

Special Instructions

License covers courseware use fall 2001, spring 2002, and summer 2002 terms. - [ars8671]



DALLAS
TeleLearning

The LeCroy Center for Educational Telecommunications ★ Dallas County Community College District

Dallas County Community College District

By: Pamela K. Quinn
Pamela K. Quinn
President/Assistant Chancellor
R. Jan LeCroy Center for Educational Telecommunications

Date: 10/29/02

Licensee
By: Joseph D. Lee
Title: V.P. Administration

Date: 10/23/02

COLLIN COUNTY COMMUNITY COLLEGE
Evaluation of Instruction - Distance Education Course

Instructor's Name _____ Course/Section _____

Semester/Year _____

Type of Course (check one): ☐ Telecourse ☐ Internet ☐ Live Interactive

Major: _____

Is this your first distance education course? (circle one) Yes No

If no, what other courses have you taken? _____

How many semester hours are you taking presently? _____

How many hours do you work per week? _____

What are your educational goals? _____

If you are taking an internet-based course, do you use the WebCT format or an individual instructor's site? (circle one) WebCT Individual Instructor's Site Both

Do you feel this course equals the academic challenge and rigor of a course in a traditional classroom or lab setting? (circle one) Yes No If "No", why? _____

Part One: Directions: Please respond to each of the following questions in the provided space.

THE DISTANCE LEARNING INSTRUCTOR:

1. Presents the objectives and requirements of the course clearly in the orientation materials.

- | | | |
|-------------------|----------------------|-------------------|
| A. Strongly Agree | C. Disagree | E. Not Applicable |
| B. Agree | D. Strongly Disagree | Answer: _____ |

2. Presents and maintains a fair and consistent grading method that is outlined in the syllabus.

- | | | |
|-------------------|----------------------|---------------|
| A. Strongly Agree | C. Disagree | |
| B. Agree | D. Strongly Disagree | Answer: _____ |

3. Is available during posted office hours.

- | | | |
|-------------------|----------------------|---------------|
| A. Strongly Agree | C. Disagree | |
| B. Agree | D. Strongly Disagree | Answer: _____ |

4. Responds in a timely manner (to email, grading, etc.).

- | | | |
|-------------------|----------------------|---------------|
| A. Strongly Agree | C. Disagree | |
| B. Agree | D. Strongly Disagree | Answer: _____ |

MATERIALS:

5. The textbook contributes to my understanding of the subject.

- | | | |
|-------------------|----------------------|---------------|
| A. Strongly Agree | C. Disagree | |
| B. Agree | D. Strongly Disagree | Answer: _____ |
| C. Disagree | | |

6. The supplemental material (web resources, CDs, study guides, other printed materials, labs, etc.) contributes to my understanding of the subject.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

Answer: _____

7. If a telecourse or cable course, the video program contributes to my understanding of the subject.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

C. Disagree

E. Not Applicable

Answer: _____

E-MAIL/ELECTRONIC BULLETIN BOARDS/CHAT ROOMS:

8. I was able to send and receive e-mail effectively.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

C. Disagree

E. Not Applicable

Answer: _____

9. The electronic bulletin boards or chat rooms were accessible to me at all times.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

C. Disagree

E. Not Applicable

Answer: _____

SUPPORT SERVICES:

10. The Testing Center staff assists me in a cordial and timely manner.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

C. Disagree

E. Not Applicable

Answer: _____

11. The Distance Education staff assists me in a cordial and timely manner.

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

C. Disagree

E. Not Applicable

Answer: _____

PART TWO:

1. What elements of this distance education course do you think were particularly good? _____

2. Will you be registering for additional distance education courses in the future? (circle one) YES NO

3. What other courses would you like to see taught via distance education? _____

4. What computer did you use to complete your coursework?

A. Home Computer

C. CCCCCD Computer

B. Work Computer

D. Not Applicable

Answer: _____

Please provide the instructor some specific changes (if any) you think should be made to improve the following:

- 3

CCCCD ONLINE COURSE INFORMATION FORM

(APPENDIX H)

This form complies with the Texas Higher Education Coordinating Board (THEC) Rules for Program Development (Chapter 5, Subchapter H, 5.156.A.2.D) and the "Principles of Good Practice" from the University of Texas TeleCampus Faculty Service site. The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically were developed by the Western Interstate Commission for Higher Education and adopted by the Texas Higher Education Coordinating Board. These Principles provide an outline for consideration when developing, teaching or evaluating the quality of electronic instruction. It provides a realistic review for the prerequisites, development, and implementation of distance education courses, and serves as an agreement between CCCC and the course author.

I: Course Information

Please be sure the information provided is accurate and complete. (This information will be used by the VPAA and other administrative bodies for review purposes.)

A. Name of course:

B. Course and prefix number:

C. Name of instructing faculty:

D. Name, title, phone and email of key contact person: (Please provide the web address where the course can be reviewed. Also, please provide any log-in and password information needed.)

E. Credit hours:

F. Prerequisite(s) and/or required academic level of students:

G. Has this course been offered online previously?

H. Course description (from catalog):

II: Technical Requirements and Copyright Restrictions:

A. Provide the name of the platform on which the course has been developed (for example, Individual Faculty site, Blackboard, WebCT, Publisher's sites, etc.):

B. Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions and hardware platforms? Please provide details.

C. Have you confirmed that the course materials that were not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?

Yes _____ In Process _____ No _____

If not, have you acquired permission to use or link to the materials?

Yes _____ In Process _____ No _____

III: Curriculum and Instruction:

A. The course includes the following

Introduction	Yes _____	No _____
Instructor biographical information.	Yes _____	No _____
Syllabus, details of course content or course menu	Yes _____	No _____
Information about course and course calendar	Yes _____	No _____
Information about course policies and procedure	Yes _____	No _____
Learning objectives	Yes _____	No _____
Glossary	Yes _____	No _____
Reading list, bibliography and/or external references	Yes _____	No _____
Course dates and deadlines	Yes _____	No _____

B. Does the program or course provide for appropriate interaction between faculty and students and among students? Interaction with and among students is achieved through (check all that apply):

Asynchronous discussion: _____
Synchronous chat: _____
Team projects: _____
Individual email: _____
Group email: _____
Audioconference: _____
In-person contact/orientation _____

C. Which of the following items apply to the course?

Specific instructions on assignments	Yes _____	No _____
Email address for instructor(s)	Yes _____	No _____
Graphical and multimedia elements	Yes _____	No _____
Technical drawings, tables, etc	Yes _____	No _____
PDF and other downloadable files	Yes _____	No _____
Links to other web sites	Yes _____	No _____
Interactive exercises	Yes _____	No _____
Evaluation instruments	Yes _____	No _____
Link to online conferencing	Yes _____	No _____
Technical support information or link	Yes _____	No _____
Technical requirements for the course	Yes _____	No _____

Other: _____

D. Is feedback for students on assignments and questions provided in a timely manner? Are guidelines for feedback defined or outlined in the syllabus or course menu? Does this apply to this course?

Have you defined timely manner? _____
Have you provided guidelines for feedback? _____

E. Do qualified faculty provide appropriate oversight of the program or course that is offered electronically?

1. Is the faculty member(s) employed by CCCCD?

Yes _____ No _____

2. When teaching the course, will the faculty member(s) be available to support and communicate with the students and oversee student progress and evaluation?

Yes _____ No _____

3. Is this course self-paced or is the student's progress defined by the instructor? For example, are there deadlines for discussion participation, quizzes, tests, or assignments?

Self-paced _____

Modified self-paced _____

Progress defined by the instructor _____

Deadlines for discussion participation, quizzes, tests, or assignments _____

4. Will this course be a part of, or in addition to, the faculty's normal teaching load?

Part of faculty member's normal teaching load _____

In addition to the faculty member's normal teaching load _____

5. Is the textbook integrated with the course?

Yes _____ No _____

F. Are programs or courses offered electronically also offered on the campus of the institution where the programs or courses originate?

1. Is this course taught on campus?

Yes _____ No _____

2. Will the academic standards for the program or course offered electronically be the same as those for programs or courses delivered by other means at the institution where the program or course originates?

Comparable assignments?

Yes _____ No _____

Comparable reading/writing/guided practice?

Yes _____ No _____

Comparable learning objectives?

Yes _____ No _____

G. Is it anticipated that student learning in the online course will be comparable to student learning in courses offered at the campus where the program or course originates?

Yes _____ No _____

Does not apply _____

IV: Faculty Commitment / Approval

This signature page must be completed and returned with the self-study. It should be completed and signed by the instructing faculty and the appropriate Dean and Vice President for Academic Affairs

Faculty Commitment: (to be completed by instructing Faculty)

The answers to the questions in the self-study above are accurate and truthful. All efforts have been made to insure that copyright permissions have been obtained. I understand that by hosting this course through CCCC CD servers, my students and I will have access to all CCCC CD online services.

_____ signature

_____ date

Faculty Online Group: chair

_____ signature

_____ date

Division Dean:

_____ signature

_____ date

Vice-President of Academic Affairs:

_____ signature

_____ date

Faculty Online Group

Process for the approval of new online classes:

1) Mission statement: the purpose of the group is to meet and exchange ideas on the administration of online classes and to evaluate and make suggestions regarding the mechanics and navigation of new online classes. We do not judge content, aesthetics, or course efficacy. Online instructors have the same intellectual freedom that they enjoy in their onsite classes.

2) Work schedule: The Faculty Online Group will provide peer reviews for instructors with new online courses during regular long semesters. (If administration wants a new course prepared during the summer, we recommend that the Dean and the department review the course and sign the paper work.)

3) Paper work: After filling out the CCCCD Online Course Information Form which is available from the dean or the chair of the Faculty Online Group -- Mary Anne Andrade, mandrade@ccccd.edu — a faculty member with a new online course should send the Information Form to the chair of the Faculty Online Group and contact Heather Webb-Losh, to obtain review space on the server. Heather will then e-mail the chair of the Faculty Online Group with the password and user name for the review space.

4) Notification of the Group: The chair will e-mail the Faculty Online Group with the password and user name.

5) Peer Reviewing: At least five experienced instructors from the Group will peer review the course and reply to the faculty member with suggestions and comments. If the faculty member receives fewer than five peer reviews, he or she should contact the chair.

If fewer than five instructors from the Group volunteer their services, the chair will recruit from among those instructors in the Group who attend the meetings.

6) College service: The reviewers are performing an important college service to include in their applications for multi-year contracts.

7) Responding to peer reviews: The faculty member will have two weeks to make changes to the course or to justify to the Group why certain changes are inappropriate.

8) Signature of the chair: The same five peer reviewers will examine the course again and report their satisfaction or dissatisfaction to the chair of Group. If the peer reviewers are satisfied with the course, the chair will sign the CCCCD Online Course Information Form and will forward this document to the appropriate Dean.

Information Technology

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Information Technology FAQs



▶ Academic Computing Services & Networking

Appropriate Use Policy

Help Desk

Network Accounts

Remote Access

▶ Administrative Programming

▶ Operating Systems

Ethics Policy: Accessing & Using
Mainframe Computing Resources

SIS, FRS, HRS

▶ Telecommunications

Long Distance Code

Telephone Number Changes

Voice Mail

▶ Web Services

FAQ's

Intranet Web Space

Nettracker Reports

Domain Names

Respondus

▶ CCCCD Intranet Site

Appropriate Use of Technological and Information Resources

Collin County Community College District Board

Approved 6/27/00

Definition

Technological and information resources are defined to include data, records, software, facilities, equipment, storage media, networks and network services, remote access and electronic voice, video, and multimedia communications.

Policy

CCCCD technological and information resources are provided to allow faculty, staff, and students to pursue the central educational mission of CCCCD and are to be used to the extent that they promote that mission -- either directly in teaching and research or indirectly in supporting the offices that maintain CCCCD operations. Incidental personal use that does not otherwise violate this policy or have an adverse effect on college resources is permitted. Technological and information resources are to be accessed and utilized in an ethical manner consistent with the institution's core values, which include a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. All users of technological and information resources are to adhere to legal and professional standards, and to support the

mission, and to act in the best interests of CCCCDCD.

All users of technological and information resources are responsible for the protection of CCCCDCD assets and for the accuracy, integrity, and confidentiality of the information to which they have access. Resources are not to be abused or employed in such a way as to interfere with, or cause harm or damage to, another person, institution, or company within or outside CCCCDCD. While CCCCDCD encourages the exploration of educational and scholarly interests through the use of its technological resources, respect for the rights and privacy of others must be observed. Those who are authorized to access confidential files must respect the privacy rights of others and use data only for legitimate academic or administrative purposes.

All users of CCCCDCD technology resources are to comply with the following policies, procedures, and security controls.

Access

Many of the technological and information resources of CCCCDCD may be accessed by all employees and students of CCCCDCD and by the public as well.

However, access to some resources is restricted. The appropriate administrators determine and authorize the appropriate degree of access.

Users are to take precautions to prevent the unauthorized use of their access codes. In choosing access codes, users are to avoid the use of common words, proper names, readily associated nicknames or initials, and any other letter and/or number sequences that might easily be guessed. Users will be held accountable for all

actions performed under their access codes, including those performed by other individuals as a result of user negligence in protecting the codes. Users are responsible for changing access codes on a regular basis. If access codes become compromised, users are to change them immediately.

Users are not to attempt to access, search, or copy technological and information resources without the proper authorization. No one is to use another individual's account without permission, and active sessions are not to be left unattended. The provision of false or misleading information in order to gain access to technological and information resources is prohibited. Users are not to test or attempt to compromise internal controls, even for purposes of systems improvement. Such actions require the advance, written approval of the authorized administrator, or must be included among the security evaluation responsibilities of one's position. Violations are to be reported to the Chief Information Systems Officer in the Office of Information Technology.

Protecting Confidentiality

No user is to disclose confidential information unless disclosure is a normal requirement of that user's position and has been so authorized. All users with access to confidential data are to safeguard the accuracy, integrity, and confidentiality of that data by taking precautions and performing office procedures necessary to ensure that no unauthorized disclosure of confidential data occurs. Such precautions and procedures include the secure storage of data backups and the protection of sensitive data with access codes. (For information regarding the confidentiality of student educational records, please refer to the Student Handbook or contact the Registrar.)

Privacy

For purposes of this policy, privacy is defined as the right of an individual or an organization to create, maintain, send, and receive electronic data, software, and communications files that are safe from examination and disclosure by others. CCCCD recognizes that individuals have a substantial interest in and reasonable expectation of privacy. Accordingly, CCCCD respects the privacy rights of all users of CCCCD technology resources.

CCCCD will not monitor users' private electronic data, software, and communications files as a routine matter. Users should note that some electronic files are copied to backups and stored for indefinite periods in centralized locations. In such instances, user deletion of an electronic file, such as an e-mail message, may not delete a previously archived copy of that file.

It is a violation of CCCCD policy for any member of the CCCCD community to engage in electronic "snooping," or to use technological resources for the purpose of satisfying idle curiosity about the affairs of others, with no substantial business purpose for obtaining access to such files.

CCCCD reserves the right to access and to disclose the contents of an individual's electronic data, software, and communications files, but will do so, after obtaining the proper approvals, only when a legitimate need exists and the urgency of the need is sufficiently strong to offset CCCCD's commitment to honor the individual's privacy. Such grounds might include, but are not limited to: (1) maintaining system integrity (e.g., tracking viruses); (2) protecting system security; (3) investigating indications of impropriety; (4) protecting the CCCCD's property rights; and (5) meeting legal obligations (e.g., subpoenas and

open records requests).

Copyright Issues

Copyright is a form of protection the law provides to the authors of "original works of authorship" for their intellectual works that are "fixed in any tangible medium of expression," both published and unpublished (Title 17, United States Code). It is illegal to violate any of the rights provided by the law to the owner of a copyright. CCCCD respects the ownership of intellectual material governed by copyright laws. All users of CCCCD technology resources are to comply with the copyright laws and the provisions of the licensing agreements that apply to software; printed and electronic materials, including documentation, graphics, photographs, multimedia, including musical works, video productions, sound recordings, and dramatic works; and all other technological resources licensed and/or purchased by CCCCD or accessible over network resources provided by CCCCD. Individual author, publisher, patent holder, and manufacturer agreements are to be reviewed for specific stipulations.

In compliance with the requirements of the Digital Millennium Copyright Act of 1998 (DMCA), any user of CCCCD technology resources who violates the digital copyright laws for the first time will be reminded of the laws and the software or licensing violations will be removed. A second violation will result in removing the software or licensing violations, retraining of the user in copyright procedures and taking appropriate disciplinary action. A third violation will require CCCCD to remove the user's network and Internet access and take further disciplinary action which may include termination of CCCCD employment or student status.

All technological resources developed by

CCCCD employees, students, and contractors for use by CCCCCD or as part of their normal employment activities are considered "works for hire." As such, CCCCCD is considered the "author" and owner of these resources. (For information regarding Intellectual Property Rights, refer to the Faculty and Staff Handbook.)

Integrity and Protection of Technological and Information Resources

Viruses

It is the responsibility of the user to ensure that any imported or exported executable code or data are free of any destructive code, such as a virus. To this end every precaution is to be taken by the user, and the Office of Information Technology is to be consulted for related information and software.

Backups

It is the responsibility of the appropriate administrator or network administrator to ensure that appropriate procedures and resources are in place to backup data on a regular basis. Backups are to be stored in a location that is physically secure to protect the confidentiality of the data. It is the responsibility of the individual user to perform any actions necessary to comply with these procedures.

Physical Security

All users are responsible for the physical security of their technological and information resources. Administrators are to help ensure physical security by instituting procedures for the use of locked doors and/or for the use of the security devices made available by CCCCCD for the protection of equipment. To avoid loss by fire or

theft, backups of important data are not to be stored in the same location as the originals.

Adequate power regulators and surge suppressers are to be used.

CCCCD Property

Technological and information resources that are the property of CCCCCD are not to be copied, altered, manipulated, transferred, retained, or removed from campus without written authorization from the appropriate administrator. The location of each physical resource is to be entered in the CCCCCD Capital Equipment Inventory System and updated as necessary.

Personal Use of College Technological Resources

Authorization for the personal use of CCCCCD technological resources by employees is to be determined on an individual basis by, and at the discretion of, the appropriate administrator. The use of CCCCCD technological resources, including the network, for a revenue generating activity that benefits an individual employee is strictly prohibited. Personal telephones and data connections in student housing are considered to be part of the private residence. Student use of these and other CCCCCD technological resources that intrudes on general CCCCCD use or that utilizes significant resources is prohibited.

Misuse of Technological and Information Resources

The use of CCCCCD technological and information resources, and the resources themselves, are not to be abused in any way. Users are not to attempt to alter the restrictions associated with their accounts or to attempt to breach internal or

external security systems. Moreover, users are not to impersonate other individuals or to misrepresent themselves in any way when using CCCC technology resources.

Users of network resources are prohibited from engaging in any activity that is proscribed by federal and/or state law. In addition, the network is not to be used for criminal purposes or, for example, to post another individual's credit card numbers or personal access codes. External networks (e.g., NEXUS, the Internet, and bulletin boards) are also to be used in an ethical, responsible, and courteous manner, and all users are to adhere to the policies of these services.

CCCC technology and information resources are not to be used in a manner that is invasive or that diminishes their efficiency. One example of such usage involves the broadcast function. Although current technology enables users to broadcast messages to all members of the CCCC community simultaneously, the use of this technology is restricted to official CCCC activities. Any non-work related broadcasts of general interest to the college community (such as birth and wedding announcements) are to be posted to the CCCC General Information GroupWise folder. Notices involving monetary transactions or those that are inappropriate or illegal are not to be posted using college technological or information resources as defined in this policy.

Inappropriate Material

Users are to exercise caution and good judgment in accessing material using CCCC network resources. Material which includes language and actions that would constitute a hate crime (including language that is racist or anti-Semitic, etc.) or fighting language, or visual material that creates a hostile working environment should be

accessed only for legitimate academic and administrative purposes, and in an environment and manner that will not negatively affect third parties, including printing such information on public printers or forwarding it to others without their consent.

Communications from users of CCCC CD technology resources are to reflect civility and our core values, which include a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. Therefore, the use of CCCC CD technological resources for creating, viewing or sending nuisance, harassing, or pornographic materials or messages is prohibited. The determination of what is pornographic or what constitutes a hate crime, fighting words or visual material that creates a hostile working environment is within the sole discretion of CCCC CD for application of the college's disciplinary policy.

Reporting Violations

Violations of this policy are to be reported to the appropriate supervisor, director, dean or other responsible person. Depending on the nature of the violation, the appropriate administrator may include the responsible Vice President or Provost, the Chief Information Systems Officer, the Human Resources Director or the Internal Auditor.

Alleged violations will be investigated and, if substantiated, addressed in accordance with appropriate college performance documentation processes.

CCCCD will consider the intent, effect, and seriousness of the incident in levying sanctions for violations of this policy. Any person who

engages in any kind of computer or systems misuse as described in this policy may be subject to disciplinary action, including the loss of computer privileges, suspension, and/or termination from CCCCDC, and appropriate criminal prosecution, if warranted, under the applicable state and/or federal laws. Whenever CCCCDC deems it appropriate, restitution may be sought for any financial losses sustained by CCCCDC or by others as a direct result of the misuse.

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Page Updated: August 2003 by Web Services,
webservices@ccccd.edu