COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

2003-2004

<TYPE SERVICE AREA NAME HERE>

2002-2003 SERVICE ASSESSMENT INSTRUMENT
COLLIN COUNTY COMMUNITY COLLEGE

Service Unit Assessed: <mark><Type Service Area Name Here></mark>

Date: 2002-2003

Internal Review Task Force membership: <mark><List all Self-Study Task Force members here></mark>

External Review Task Force membership: <mark><List all External-Review Task Force members here></mark>

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EXECUTIVE SUMMARY

<Type Executive Summary here: To be completed by the **External Review Task Force Chair** after BOTH the self-study and external review have been completed. Should focus on the specific results of survey>.

EVALUATION SECTIONS

A. SERVICE MISSION, GOALS AND OBJECTIVES

1.   State the mission of this service or administrative unit.

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

   CCCCD Core Values: We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

   CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills is statutory charge to provide:
   - Academic courses in the arts and sciences to transfer to senior institutions.
   - Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
   - Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
   - Developmental education and literacy programs designed to improve the basic skills of students.
   - A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
   - Workforce, economic, and community development initiatives designed to meet local and statewide needs.
   - Other purposes as may be directed by the CCCCD Board of Trustees and/or the laws of the State of Texas.
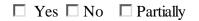
   List and demonstrate ways the mission of this service/ administrative unit supports the overall mission, core values and purpose of the college.

3. **The 2002-2004 strategic goals for CCCCD were:**
   (A) Elevate CCCCD to the echelon of world-class education.
   (B) Develop a model teaching and learning environment.
   (C) Expand, enhance and promote mutually beneficial relationships with business, industry, government and education.
   (D) Improve student achievement.
   (E) Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District.

   List ways this college service/ administrative unit supports the CCCCD institutional goals. There should be evidence that the college service/ administrative unit has derived its goals from its strategic plan and that the goals are appropriate for the student population, the community, and the goals of CCCCD.

4. Examine and discuss the placement of the college service or administrative unit within the overall organizational structure. Insert or append a copy of the organizational chart of this unit.

5. Insert or append a copy of the service or administrative unit's goals and objectives.

6. Are the service/administrative unit's goals measurable?

   ☐ Yes ☐ No ☐ Partially

   If so, describe how are each goal is measured.

7. How often are the goals, mission statement, and objectives of the unit revised? How are revisions decided upon?

Analysis of Program Mission, Goals and Objectives

Analyze and discuss the above responses in relation to the mission, goals, core values and purpose of CCCCD. Examples of topics to cover include, *but are not limited to*, the following:
- Are there ways the goals and objectives can be improved?
- Are the goals, objectives, and mission consistent with resource limits?
- Are the goals, objectives, and mission appropriate for the clients being served?

B. QUALITY ENHANCEMENT

1.   What ongoing methods does your unit use to demonstrate how well it fulfills its stated mission?   For each method, describe how the unit uses the information generated by the method to improve effectiveness and quality of your unit? Provide concrete examples.

Method:
Use of Information:
Example:

Method:
Use of Information:
Example:

<mark>**<Copy format as needed>**</mark>

2.   List any recommendations and suggestions from prior evaluations[1] of this unit and describe how they have been addressed to improve effectiveness and quality?

Recommendation:
Improvements Made:

Recommendation:
Improvements Made:

<mark>**<Copy format as needed>**</mark>

Analysis of Quality Enhancement

Analyze and discuss the quality enhancement process in your unit. Examples of topics to cover include, *but are not limited to*, the following:
- Whether or not the evaluation methods actually measure the effectiveness of the unit.
- Whether or not the assessment results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.
- What improvements could be made to the evaluation methods or the use of evaluation information?

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[1] These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments from surveys, etc.

C. PEER DATA

Identify *at least* two (2) Texas and *at least* one (1) 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 Peer	Location	Contact Information
1			
2			
3			
4			
5			

<Add rows as needed for additional identified peers>.

The following link will be helpful in finding institutions with similar characteristics:
http://nces.ed.gov/ipeds/cool/search.asp

 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 following tables.

<Insert Peer Name Here>	1998-1999	2002-2003
Total Unit Expenditures for Fiscal Year		
Total Part-Time Personnel in Unit		
Total Full-Time Personnel in Unit		
Full-Time Faculty at college		
Total Faculty at college		
Total Duplicated Enrollment for Fiscal Year		

<Insert Peer Name Here>	1998-1999	2002-2003
Total Unit Expenditures for Fiscal Year		
Total Part-Time Personnel in Unit		
Total Full-Time Personnel in Unit		
Full-Time Faculty at college		
Total Faculty at college		
Total Duplicated Enrollment for Fiscal Year		

<Insert Peer Name Here>	1998-1999	2002-2003
Total Unit Expenditures for Fiscal Year		
Total Part-Time Personnel in Unit		
Total Full-Time Personnel in Unit		
Full-Time Faculty at college		
Total Faculty at college		
Total Duplicated Enrollment for Fiscal Year		

<Copy tables for additional identified peers>.

D. PERSONNEL

1.   Utilization

a.   For each of the last five (5) years, how many staff members have been employed in this unit?

Academic Year	Full-Time Positions	Full-Time Employees	Part-Time Positions	Part-Time Employees	Student Assistants/ Work Study
1998					
1999					
2000					
2001					
2002					

Is the number of positions adequate to fulfill the mission and goals of the unit? If there is a high turnover of employees, discuss the reasons for this and what can be done to improve the situation.

b.   Provide the following ratios* for this unit for the last five years:

	1998	**1999**	**2000**	**2001**	**2002**
CCCCD Students (duplicated)	31,164	33,467	36,960	41,214	44,567
Student to Staff					
Full-Time Faculty to Unit Staff					
All Faculty to Unit Staff					

*Use the following formula: $\dfrac{students\ OR\ full-time\ faculty\ OR\ all\ faculty}{(\#\ full-time*1)+(\#\ part-time*.5)}$

c.   Using the same formula, provide the following ratios for your identified peers for 1998-1999 and 2002-2003:

1998-1999	**<Peer 1>**	**<Peer 2>**	**<Peer 3>**
Student to Staff			
Full-Time Faculty to Unit Staff			
All Faculty to Unit Staff			

Add columns as needed to accommodate additional identified peers.

2002-2003	**<Peer 1>**	**<Peer 2>**	**<Peer 3>**
Student to Staff			
Full-Time Faculty to Unit Staff			
All Faculty to Unit Staff			

Add columns as needed to accommodate additional identified peers.

d.   Analyze and discuss the similarities and differences between your unit's and your peers' ratios. Discuss any evident trends.

2.   Staff Summary

Supply the information requested below for all current full- and part-time employees. In addition to Last Name, Title, and Date Employed (in unit), under Qualifications, describe work experience or education that qualifies the employee for that position.

Last Name	Title	Date Employed	Qualifications

*You may add rows to accommodate additional employees.

3.   Staff Development

a.   What professional organizations, seminars, conferences, in-service activities and CCCCD task forces and committees have staff in the unit participated in during the last two (2) years? For each staff member, list the activities and briefly summarize how these have helped the staff achieve the stated goals of this particular unit.

Last Name	Activities	Summary

*You may add rows to accommodate additional employees.

b.   Based on the information in items 2 and 3a, are all staff members given appropriate opportunities to participate in professional development activities?

☐ Yes   ☐ No

c.   What areas of unmet professional development needs are there among staff in this unit? Be explicit.

4.   Staff Evaluations

CCCCD Policy on Faculty/Staff Evaluations:

The primary purpose of the evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each staff member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each staff member and his/her supervisor. Each employee is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college employees. This evaluation process is one of the tools used in the determination of contractual status, including termination, renewal and the awarding of multi-year contracts.

a.   Is the unit following college policy on staff evaluations?

☐ Yes   ☐ No

b.   Describe how these evaluations are being used to improve the unit's effectiveness. Provide examples when possible.

Analysis of Personnel Utilization

Analyze and discuss the effectiveness of personnel use in relation to the mission and goals of the unit. Examples of topics to cover include, *but are not limited to*, the following:
- Meeting the needs of the stated goals and mission of the unit.
- Staff training and development activities in relation to effectiveness of unit.
- If staffing levels vary substantially from those of identified peer units, explain the variance.

E. COST-EFFECTIVENESS

1. Budget/Financial Resources and Support

a. Indicate unit expenditures for each of the last five (5) fiscal years. Unused rows may be deleted to reduce confusion. Additional object codes may be added.

OBJECT CODE*	1998	1999	2000	2001	2002
1000 PERSONNEL					
2300 CONTRACTUAL SERVICES OR PERSONNEL					
2400 RENTALS					
2500 OPERATING SERVICES					
2600 SPECIAL EXPENSES					
3100 GENERAL SUPPLIES					
3200 PRINTED MATERIALS					
3300 SPECIAL SUPPLIES					
3400 MAINTENANCE					
4200 TRAVEL EXPENSES					
4300 TRAVEL RELATED EXPENSES					
5200 DATA PROCESSING EXPENSES					
5300 PRINTING EXPENSE					
5400 UTILITIES					
5500 REPAIRS					
5600 INSURANCE					
5700 OTHER EXPENSES					
6400 MINOR EQUIPMENT					
6500 MINOR FURNITURE					
6600 MINOR MATERIALS					
7400 CAPITALIZED EQUIPMENT					
7500 CAPITALIZED FURNITURE					
7600 CAPITALIZED MATERIALS					
7700 LIBRARY ITEMS					
TOTAL EXPENDITURES:					

*To further break down the object codes please refer to:
http://intranet.ccccd.edu/quickreference/HomeFrame.htm

b. Are there any special funds or grants used in funding this college service/administrative unit?

☐ Yes ☐ No

If YES, describe:

c. Does the unit generate revenue other than state reimbursement and tuition?

☐ Yes ☐ No

If YES, describe:

d. Is the college service/administrative unit budget adequate to meet the unit's needs?

☐ Yes ☐ No

If NO, explain:

e. What is the expenditure per student* for each of the last five (5) fiscal years?

	1998-1999	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**
Per Student Expenditure					
Number of Students	31,164	33,467	36,960	41,214	44,567

*Use the following formula: $\dfrac{\text{Total Expenditures (shown in Part A above)}}{\text{Number of DUPLICATED students in fiscal year}}$

f. Using the same formula, what is the expenditure per student for each of your identified peers for 1998-1999 and 2002-2003?

1998-1999	**<Peer 1>**	**<Peer 2>**	**<Peer 3>**
Per Student Expenditure			

Add columns as needed to accommodate additional identified peers.

2002-2003	**<Peer 1>**	**<Peer 2>**	**<Peer 3>**
Per Student Expenditure			

Add columns as needed to accommodate additional identified peers.

g. Analyze and discuss the similarities and differences in expenditures per student between your unit and your identified peers.

2. Facilities and Equipment

Space Allotted to Service Area

Type of Space	Room Location(s)	Total Square Feet
Office Space		
Community/Student Use		
Storage		

This information is provided on the evaluation diskette – See file "Space Util_All Campuses.xls"

a. Is the present space allocation on each campus for this unit adequate for the following:

Office Space?	☐ Yes	☐ No
Storage of office supplies/equipment?	☐ Yes	☐ No
Space for students or community use?	☐ Yes	☐ No
Other, Describe…	☐ Yes	☐ No

In cases where you indicated NO, please explain below:

b. Is space allocation on each campus adequate in terms of the following:

Convenient access to equipment?	☐ Yes	☐ No
Availability of audio visual aids?	☐ Yes	☐ No
Lighting?	☐ Yes	☐ No
Heating?	☐ Yes	☐ No
Air conditioning?	☐ Yes	☐ No
Ventilation?	☐ Yes	☐ No
Other, Describe	☐ Yes	☐ No

In cases where you indicated NO, please explain below:

c.   Does available equipment meet the unit's needs?

☐ Yes   ☐ No

If NO, please describe major inadequacies below:

d.   What additional support facilities or equipment are needed to support the unit? How would these additions enhance the unit?

Analysis of Cost Effectiveness

Analyze and discuss the cost effectiveness of this unit within the framework of the District's mission, core values, goals, and purpose. Examples of topics to cover include, *but are not limited to*, the following:
- Discuss any important trends in unit expenditures.
- If the expenditures per student vary substantially from those of identified peer units, explain the variance.
- What, if any, is the impact of budget or space issues on student-related outcomes.
- Examine the number of square feet allotted per person in offices or number of students served per square foot.

F. SERVICE / PRODUCT DELIVERY

1. What services or products does this unit deliver?

   a.
   b.
   c.
   d. Insert rows as needed.

2. For each of the services or products listed above, what are the key steps in delivering EACH of your unit's services or products?

   a. <Describe key steps>
   b. <Describe key steps>
   c. <Describe key steps>
   d. <Describe key steps>
   e. <Insert/delete rows as needed>

3. If this unit maintains or accesses student or personnel records, how does it protect the security, confidentiality, and integrity of those records?

4. Who are the clients served by this unit?

   a.
   b.
   c.
   d. Insert rows as needed.

5. What potential clients are not being served? What strategies could be used to serve these potential audiences?

   Potential Client:
   Strategy to Serve: <Discuss strategy here>.

   Potential Client:
   Strategy to Serve: <Discuss strategy here>.

   Potential Client:
   Strategy to Serve: <Discuss strategy here>.

If this is a unit that provides services or products to students, please answer the following question. (If NOT, proceed to question 7).

6.   Are the unit's services / products accessible to all the student populations listed below:

	YES	NO	Needs Improvement
Academically disadvantaged	☐	☐	☐
Economically disadvantaged	☐	☐	☐
Gender bias students	☐	☐	☐
Disabled students	☐	☐	☐
Limited English Proficient	☐	☐	☐
Ethnic minority students	☐	☐	☐
Distance Education students	☐	☐	☐
Displaced homemakers	☐	☐	☐
Single-parents	☐	☐	☐
Non-traditional students	☐	☐	☐
Other, describe below	☐	☐	☐

If "NO" or "Needs Improvement" to any population, describe improvements needed to make the services/products accessible.

7.   Does this unit comply with the following Office of Civil Rights regulations in delivering its services:

	YES	NO
Adequate procedures for addressing client complaints	☐	☐
Facilities / program accessibility for clients with disabilities	☐	☐
Services / products free from discrimination	☐	☐
Employment resources of faculty, staff, and students are free from discrimination	☐	☐

If "NO" to any, describe improvements needed to be in compliance.

Analysis of Service Delivery Methods

Analyze and discuss the delivery methods of the services and products of the unit in relation to its stated goals and mission. Examples of topics to cover include, *but are not limited to*, the following:
- Discuss whether the delivery methods of the college service or administrative unit are appropriate.
- Discuss whether all services are effectively delivered in relation to personnel and cost-effectiveness information.
- Analyze the effectiveness of the key steps in delivering your services or products. Are there improvements that could be made?
- Discuss potential barriers to serving clients and how to overcome them.

G. INTENDED SERVICE OUTCOMES

1.   List any professional associations that represent your service area?

      a.
      b.
      c.
      d. <mark>Insert rows as needed.</mark>

2.   If associations exist, does this unit meet the criteria for exemplary status as established by an association?

      ☐ Yes   ☐ No   ☐ Not Applicable, criteria do not exist

If yes, name the organization(s):

      a.
      b.
      c.
      d. <mark>Insert rows as needed.</mark>

If yes, when was the unit recognized as exemplary?

List the criteria for exemplary status below:

3.   Describe *in detail* how your unit determines that the needs of clients are being met and the level of satisfaction they experience with the services / products provided.

4.   Based on the methods described in item 3 above, for EACH service/product provided (as listed in Section F, number 1) how would you describe the degree to which needs are being met and the level of satisfaction with the services provided?
Use a scale of 1 (not at all) to 5 (completely).

Services	Customers	Needs Met	Level of Satisfaction

You may add rows to accommodate more services.

4.	Identify any barriers that might be adversely affecting the unit's products /services. What changes can be made to overcome these barriers?

Analysis of Intended Service Outcomes

Analyze and discuss this unit's intended outcomes in relation to its stated mission and goals. Examples of topics to cover include, *but are not limited to*, the following:
- Discuss the adequacy of the units' assessment methods.
- Are there gaps in feedback information from clients that need to be rectified?
- Are there any steps that can be taken to meet exemplary status criteria from a professional organization in your area?
- What changes can be made to increase the effective delivery of services/products that do not rely on additional budget or personnel?

After reviewing the findings of the Internal review presented in the sections B through H and conducting their own evaluation, the **External-Review Task Force** offers their assessment of the strengths and weaknesses of the program being evaluated.

    A. **Describe and document the <u>strengths</u> of this unit.**

        a.
        b.
        c.
        d. <mark>Insert rows as needed.</mark>

    B. **Describe and document the <u>weaknesses</u> of this unit.**

        a.
        b.
        c.
        d. <mark>Insert rows as needed.</mark>

RECOMMENDATIONS AND SUGGESTIONS

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

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

A. Recommendations

    a.
    b.
    c.
    d. <mark>Insert rows as needed.</mark>

B. Suggestions

    a.
    b.
    c.
    d. <mark>Insert rows as needed.</mark>

The open meeting provides an opportunity for each program to reach out to all of its constituents in order to gain a wide range of perspectives, ideas, and judgments. Persons who might be invited to attend the meeting include faculty, students, administrators, alumni, employers, community members with an interest in the program, and any other interested party.

Provide a summary of the open meeting discussion below.

<Insert summary here>

Following the open meeting, the **<u>External-Review Task Force</u>** should discuss any feedback given and agree on and make any necessary modifications to the <u>strengths/weaknesses</u>, recommendations/<u>suggestions</u>, and <u>executive summary</u> sections of the final evaluation report.

The Self-Study Task Force is responsible for all other modifications.