



Texas Higher Education COORDINATING BOARD

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COMMUNITY AND TECHNICAL COLLEGES DIVISION

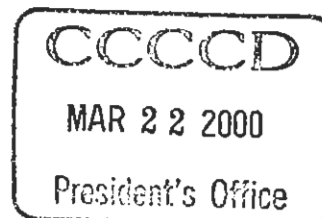
GLEND A O. BARRON
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Director of Instructional
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March 17, 2000

President Cary A. Israel
Collin County Community College District
4800 Preston Park Blvd.
Plano, TX 75093



Dear President Israel:

Thank you for the hospitality you and your staff extended to the members of the Community and Technical Colleges (CTC) On-Site Review Team on February 2-4, 2000. The visit was conducted in order to comply with Texas State statutes and the Texas Higher Education Coordinating Board *Guidelines for Instructional Programs in Workforce Education*.

The report produced by the CTC On-Site Review Team is enclosed. Please review the report carefully and inform us of any factual inaccuracies you may find. We will expect a response to the team recommendations by June 16, 2000, and suggest that you use a format similar to the example shown in Table III.

We appreciate your cooperation in this very important process.

Sincerely,

Glenda O. Barron

GOB:IB:elr

Enclosure

**REPORT OF THE
COMMUNITY AND TECHNICAL COLLEGES ON-SITE REVIEW
COLLIN COUNTY COMMUNITY COLLEGE
FEBRUARY 2-4, 2000**

Introduction

This report presents findings and recommendations of the Community and Technical Colleges Division (CTC) On-Site Review of Collin County Community College on February 2-4, 2000. A team of Texas Higher Education Coordinating Board (THECB) staff members and community and technical college peers (see Table I) reviewed and assessed the college's strengths and weaknesses. Collin County Community College was evaluated overall in the areas of Mission, Strategic Planning and Institutional Resources, Effective Use of Perkins Resources, Access/Effectiveness of Student Services, Achievement, and Quality of Academic Areas. The team also evaluated each technical program individually and assigned a status recommendation (see Table II).

Background

Under the authority of Section 61.051(e) of the *Texas Education Code*, Senate Bill 642 (as signed into law in June 1993), and Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the THECB implemented a state-level evaluation system:

- to assure continuous improvement of the community and technical colleges of Texas,
- to ensure accountability for public expenditures, and
- to promote the quality and responsiveness of Texas' community and technical colleges.

The criteria on which the CTC On-Site Review process is based derive from:

- Master Plan Goals,
- Perkins Performance Measures,
- Office for Civil Rights (OCR) regulations,
- Guidelines for Instructional Programs in Workforce Education (GIPWE),
- Educational Opportunity Plan (EOP), and
- Texas Academic Skills Program (TASP).

The Annual Data Profile facilitated the process of assessing institutional effectiveness by providing certified data that the college had previously submitted to the THECB.

General Observations

In 1985, Collin County voters created the Collin County Community College District (CCCCD). The college offered its first classes at area high schools. The Central Park Campus was opened in January 1986, followed by the Spring Creek Campus in 1988, the Courtyard Center for Professional and Economic Development in 1993, and the Preston Ridge Campus in 1995. In addition, CCCCDD operates "CCCCD@Allen" in partnership with the Allen Independent School District, as well as the College Center at Rockwall in cooperation with the Rockwall Independent School District.

Collin County, north of Dallas, is one of the fastest developing areas in the United States. Between 1990 and 1997, Collin County grew by 133,000 people, with 20 percent of the growth occurring in 1997. The population of the county was 416,620 in 1999. While McKinney is the county seat, Plano is the most populous city, with more than 198,000 residents. The economy of Collin County is strongly supported by manufacturing and telecommunications industries, agribusinesses, and medical services.

Collin County supports the community college district through ad valorem taxes. The district's service area established by the Texas Legislature includes Collin and Rockwall counties; the section of Denton County that includes The Colony; the municipality of Frisco; and the Celina and Prosper Independent School Districts.

CCCCD enrolled 12,876 credit students in fall 1999. The annual continuing education enrollment for 1999 was over 16,000 students. The college's student body is 56 percent female and 44 percent male with an average age of 27. Approximately 73 percent of the students are in-district and 36 percent attend full-time. Approximately 12 percent of students enrolled at the college have a bachelor's or higher degree.

Mission and Strategic Planning

The current mission statement for CCCCCD and its philosophy, purpose, and goals do not address all required components of the statutory mission for community colleges as established by the Texas Legislature and noted in the Texas Education Code Section 130.003(e). The team recommends that CCCCCD review and amend its mission and supporting statements to include the eight specific purposes listed in the Texas Education Code. In addition, the college should ensure that the revised mission statement be published consistently in the catalog, student handbook, and other publications.

Recommendation 1: CCCCCD should develop and adopt a new mission/purpose statement for the district that includes the required statutory mission components and ensure that the revised mission statement is published consistently in all college publications.

The college's current strategic plan expires this year and is inadequate. The plan has goals, but it is missing clear strategies and performance expectations. The new president has begun the process of developing a new strategic plan that will include input from college faculty, staff, administrators, students, the community, and business and industry leaders. His *Taskforce on the Future* has been convened to devise the process for achieving goals, collect and synthesize information, and develop the initial draft of the strategic plan. The team encourages this group to identify critical success factors and appropriate measures for these goals. In addition, time and resource allocation should be tied to the plan.

The new president is moving in the right direction to ensure that all staff are aware of the accomplishments and positive outcomes of the college. He has already set a good direction and identified the deficiencies of the current plan. He informed the team that he hopes to have quarterly assessments of progress toward the goals. The new strategic plan will be presented to the Board of Trustees in August for adoption. CCCCCD should consider including methods of

achieving the stated goals and intermediate measures of the progress toward achievement of the goals. It should also consider assignment of responsibility for the individual objectives and develop appropriate mechanisms to regularly inform the college and the community of the progress made toward the goals.

Recommendation 2: CCCCDC should develop and adopt a new strategic plan that includes strategies and performance expectations for all segments of the college.

The team noted that the President's Advisory Council consists of the campus provosts, vice presidents, registrar, faculty senate president, and others. This group meets once a month to advise the president and can be useful in guaranteeing the full involvement and participation of all segments of the college in the development of the new strategic plan. The institutional research area of the college provides and disseminates data to this group for planning purposes. The team found these data are not well-integrated into the planning process, and recommends that performance data be well-integrated into the planning effort.

Recommendation 3: CCCCDC should ensure that the data provided by the institutional research area are integrated into the planning process.

CCCCDC's program evaluation/instructional effectiveness process is operational, but it has no connection to student outcomes. Because the purpose of evaluation is ultimately for the improvement of programs, the college needs to give serious thought to the usefulness of its existing process for it to be meaningful.

SACS Accreditation Status

CCCCDC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The last SACS accreditation visit was April 18-21, 1994. At that time, SACS reaffirmed the accreditation of the college. Since then, the college has submitted all required follow-up materials, including the five-year report. The college will be scheduled for the next reaffirmation visit in 2004 and will begin its preparations and self-study in the next two years.

Financial Resources

CCCCDC has substantial financial resources. The district's tax rate is \$.09855 per \$100 valuation, the 13th smallest of the 50 Texas community college districts. The district's net valuation is almost \$27.2 billion, the 6th largest in the state. District funds are derived from the following sources: 34 percent from state funds, 38 percent from local taxes, 16 percent from charges to students, just over 3 percent from federal funds, almost 7 percent from auxiliary enterprise funds, and just over 2 percent from other sources, for district revenue of \$56,689,387 in 1999.

The team reviewed the annual audit which was filed November 1998. This audit had no indication of problems and no audit exceptions were noted. It was an unqualified report. The five-year report to SACS included the financial audit reports.

Physical Resources

CCCCD's physical plant is in excellent condition. All buildings are new and spacious with adequate room for growth and increased student enrollment. The laboratories and classrooms have state-of-the-art equipment throughout the district. The team was especially impressed with the labs for the computer and health-related programs. The Fire Rescue facilities were described as "a dream" by team members. Several labs, including those for welding and art kilns, are outside of the classroom buildings. This is an excellent strategy to prevent overheating the buildings. The condition of the facilities, campus landscaping, and appearance are excellent. The district is to be commended for its physical resources and equipment. However, the team observed that the college has developed and grown over the years without a systematic plan. Many excellent activities and programs are in place, but they do not appear to be the result of intentional planning and development efforts.

The team did not find a campus master plan for facilities and recommends that one be developed to help the district plan for future growth and for maintenance of the current facilities. The college should mind the maintenance and upkeep of its outstanding facilities. Adequate resources and a plan for the timely maintenance of all buildings are encouraged. This will also provide for systematic growth and ensure that resources are available and allocable for the planned growth.

Recommendation 4: CCCCCD should develop a campus master plan for the district.

Perkins Administration and Compliance

CCCCD budget and accounting system is capable of controlling budgets and expenditures of the Perkins grants. The provisions and assurances of the Coordinating Board Perkins Grants (Section 7) require a written contract for subgrants and subcontracts. The team recommends that the pilot projects under the State Leadership grants and the Tech-Prep consortium subgrants to ISDs be supported with written contracts.

Recommendation 5: CCCCCD should develop and implement the use of contracts for each subgrant for both the leadership grants and future Tech-Prep subgrants.

OCR Compliance

CCCCD is commended for its excellent compliance with requirements for accessibility for students with disabilities. The publications that the team reviewed, except for the "Fact Book," included the required statements. The next update to the "Fact Book" should include the appropriate statements.

The team did note that the last ADA transition report was done in 1992 and suggests that the district update the report.

Academic and Technical Programs and Services

The team was impressed with the quality of the academic faculty and programs at CCCC. Currently, there are three Piper Professor award recipients. The quality of instruction is high. Faculty are concerned with the transferability of courses and they are aware of how their students perform. Students were excited and enthusiastic about the college and the quality of education they are receiving. The graduation and transfer rate of students in academic programs is high.

District data indicated that not all faculty members have appropriate credentials. The team noted that this was a concern expressed in the 1994 SACS report, which the college was to have addressed. After detailed review of the records, the team determined that faculty credentials were in fact appropriate for the courses taught, but have not been reported properly. The errors in the reporting of faculty credentials should be corrected on future CBM008 reports.

Recommendation 6: CCCC should review its reporting processes to determine effectiveness and accuracy of data in its student and personnel databases and develop a process for checking the validity and reliability of data submitted to the Coordinating Board, especially on the CBM008.

CCCC has a Coordinating Board-approved core curriculum and has incorporated the core into the A.A. and A.S. degree program requirements.

CCCC library facilities are excellent. The team was impressed with the availability of equipment, on-line databases, and connections to public libraries. The library maintains extensive hours of operation and is meeting the needs of students and the community. Community users have full access to library materials as well as circulation privileges. Upon faculty requests, the librarians provide "tours" of the library and orientations to students. However, there is not a classroom available in the library for orientations or library skills training. The team noted that computer labs, foreign language labs, and other activities seem to detract from the purpose of the library. The team suggests that CCCC review the number of activities housed in the library, review the space allocation, and consider providing dedicated classroom space for library orientations and skills training.

CCCC is commended for the articulation agreements and transfer guides for university baccalaureate program that have been developed for students. The transfer lab is impressive and should help students make informed decisions concerning transfer issues. The catalog clearly states the state's transfer dispute resolution policy and these policies are made available in the student handbook. The transfer credit guarantee and procedures for transferring credit to another college are noted in the catalog but they are not well indexed. The team suggests that these be listed under "Transfer" in addition to the listing under "Articulation." Also, it may be beneficial to include a listing for "Core Curriculum" in the index.

The team was concerned that district personnel did not have a clear understanding of the district's transfer goal. The goal is clearly stated in the strategic plan, but staff members appeared not to be aware of it. Since transfer is a major emphasis of the college, it seems appropriate that administrators and faculty would be aware of the stated goal. The team did not find any analyses or documentation of the transfer success of students. The only available

information on transfer students is that which comes from the receiving universities. Currently, a staff position in the institutional research office is vacant and it is assumed that this position will conduct these studies once it is filled. The team encourages the college to hire someone for this position and to ensure that transfer success studies are a priority.

Recommendation 7: CCCCD should develop and disseminate to academic departments and faculty a transfer success analysis annually. This report should be used in the review of academic curricula.

CCCCD has a good developmental education program for students with identified needs for basic skills in reading, writing, mathematics, and English as a Second Language. The district offers students both course-based and non-course-based opportunities and has an adequate system in place to track compliance with the 27 semester credit hour limit on funding developmental education. The coordinator of the developmental education program stated that the district establishes a cohort of students enrolled in developmental education each semester and tracks these students through their developmental education program and then through the first college course in the appropriate skill area. The results of these studies are used to determine what changes to the developmental education program may be needed. However, the team was not provided copies of the data collected or of any analyses of the data. The team suggests that careful analysis of data on the developmental education program be a priority and that the results of the analysis be shared with the developmental education faculty as well as the academic discipline faculty.

CCCCD is commended on its practice of having a crossover of content area faculty and developmental education faculty. Content faculty members teach four content courses and one developmental education course; developmental education faculty teach four developmental education courses and one content course.

In addition to the developmental education program, students are offered a variety of workshops and seminars to assist them with study skills. These activities are available to the public as well, and the schedule for these activities is widely distributed.

The ESL program assesses the needs of students and offers credit ESL education. The data collected by the developmental education program indicated that the retention and success of ESL students are comparable to, if not better than, other developmental students.

The distance learning component at CCCCD is minimal, and the team noted that the college is just beginning to develop it. Three classrooms, one on each campus, are equipped as interactive video classrooms. At this time, distance learning is limited to teaching a class from one site and students attending from another site. There are no courses offered to high schools. CCCCD offers 27 Internet courses and one Virtual College of Texas course. The team noted that all distance learning students are required to come on-campus regularly as part of the course requirements. Most of the students are regular on-campus students who just want to complete a course on their own time frame. The team believes it is inconsistent with the philosophy of distance learning to require students to come on-campus and encourages the college to reconsider this practice. CCCCD is considering the expansion of distance education to include corporate-level instruction. This concept "Green Network" has potential and the

college is encouraged to continue this expansion. The new president is working on more flexibility of all courses. He considers distance education to be a tool to provide more flexible delivery of instruction.

Recommendation 8: CCCCCD should review its current practices and goals for distance education and determine an effective approach. The staff should think creatively to enhance the use of this technology and incorporate it into community outreach, corporate training, and high schools.

The team commends CCCCCD for the quality and availability of computer labs. Students have access to computers in classrooms, laboratories, and library. There is ample access to the Internet as well as to numerous software applications, such as word-processing and spreadsheets. In addition, it is noteworthy, that all computers on campus are able to access the resources of the library. The student's housing complex is also wired for Internet access and access to the library resources.

CCCCCD is also commended for the numerous partnerships with local community organizations and city government. A few examples of partnering for the good of the community include the fire station, natatorium, cycling arena, and public library. CCCCCD is truly a college of the community. All entities seem to work together for the benefit of the community.

The team was also impressed with the district's joint ventures, linkages, and collaboration with other educational institutions. The learning communities program is a unique way to offer flexible and interdisciplinary instruction. It is part of the college's approach to provide flexible delivery of instruction through the use of honors instruction, technology, distance education, and other innovations which are appropriate. The team encourages the college in the pursuit of such innovations. Collaboration with Grayson College, public and private universities, the local cities, and the county is excellent and to be commended.

CCCCCD provides numerous opportunities for faculty development: sabbaticals, release time, stipends, and travel. Most faculty development is faculty-initiated and faculty members like this. They prefer to have this individualized approach rather than a college-wide or top-down approach. The team expressed some concern that there is no systematic method for identifying faculty needs. Faculty self-identify and request funding, which is more than adequate. There does not appear to be a perspective of the district's needs. The Council on Excellence provides oversight of all staff development and approves funding for faculty travel. In addition, each dean has a budget for conferences and meetings. Also, the college has a tuition reimbursement policy. There are numerous opportunities for staff development, but no "college-wide" approach. The district offers classes to assist faculty with instructional design. Stipends are available for faculty to develop online courses.

CCCCD's technical program faculty is one of the district's most valuable resources. The faculty is well-qualified, enthusiastic, energetic, and well-connected to business and industry. However, the team noted that in some technical program areas there appears to be a shortage of full-time faculty and suggests that the district review this situation.

The technical programs at CCCCDC are very strong. The Fire Protection and Paralegal programs are exemplary programs. Most programs have good capstones and licensure pass rates. The faculty is knowledgeable of students performance on licensure exams. The district is to be commended for the performance of students who were tested in Fire Science and Dental Hygiene.

Most advisory committees have good diversity and represent the community and business and industry. However, it was noted that many committees are chaired by college faculty or administrators. Coordinating Board guidelines clearly require that the advisory committee is to be led by business/industry members and recommends that the college address this situation.

Recommendation 9: CCCCDC should ensure that business/industry representatives chair the advisory committees for technical programs.

The team noted that the Police Academy is not included in the Coordinating Board's program inventory. Also, this program is not currently listed in the continuing education catalog and should be appropriately acknowledged as a program of study at the college.

Recommendation 10: CCCCDC should submit the Police Academy program to the Coordinating Board for inclusion in the district's program inventory.

The team was concerned that many of the faculty interviewed were not aware of the Coordinating Board *Guidelines for Instructional Program in Workforce Education* (GIPWE), and some faculty were not familiar with the institutional effectiveness site visit instruments. The team recommends that CCCCDC ensure that all technical faculty are aware of and understand the guidelines for technical programs outlined in the GIPWE.

Recommendation 11: CCCCDC should ensure that all technical faculty are aware of and understand the Coordinating Board guidelines for technical programs outlined in the GIPWE.

CCCCDC operates a Tech-Prep Consortium known as the Global Edge Tech-Prep Consortium. However, faculty members have a very limited knowledge of Tech-Prep in general and were unable to identify any students who were Tech-Prep students with articulated credit. The faculty expressed concerns to the team that they were not involved in Tech-Prep and would like to be included. The team suggests that the college work with the consortium to provide needed information to the technical faculty and increase the level of involvement of the college with the public schools in the consortium.

Recognizing the need for life-long learning, CCCCDC demonstrates its commitment to provide non-credit learning opportunities in many ways. It offers a wide variety of workforce related courses and programs throughout the county with excellent facilities and equipment. The district has assembled a very good professional continuing education staff for coordination and support of the non-credit enterprise. This group enlists highly qualified faculty who participate in determining need, developing syllabi, conducting evaluations, as well as providing instruction.

The team noted that the Real Estate and Law Enforcement continuing education programs are not under the oversight of the continuing education department. The SACS requirement that continuing education be under the oversight and evaluation of one administrator does not appear to be followed. CCCCD should review its practice in this area. CCCCD also provides excellent contract training to local industries.

Student Services

CCCCD provides comprehensive and effective student services. The team rated the student support services area as exemplary. Documented evidence of ongoing collaboration with national organizations is demonstrated by the incorporation of guidelines from six national organizations. CCCCD has developed and implemented a model career services and cooperative work experience program. Two of the programs offered have won extensive awards for excellence. PROMISE and NETWORKS provide specialized support services and advocacy to students in transition, Special Populations, and students training in high-tech careers.

The student services area has an excellent process for surveying students and responding to identified needs. The team commends the district for the good working relationship between all areas of student support services.

Status of the College in the Community

CCCCD provides a number of programs and services to local citizens. The district sponsors a service-learning program in which students learn skills and receive credit for volunteer work in the community. The community is invited to attend many events sponsored by CCCCD including award-winning theater productions, guest speakers, art exhibits, concerts, and athletic events. In addition, college publications on Tech-Prep, Perkins programs, Paralegal program, and contract training were identified by the team as good examples of community outreach.

Program-Specific Findings

The program-specific findings are based on the measures and standards that all community and technical colleges in Texas are required to meet. A rating of each measure indicates whether the college meets the standard. Each umbrella program and each award (A.A.S. degree or certificate) received one of the following status recommendations.

EP -- Exemplary Program. Program meets all and exceeds most standards and is considered a model program.

CO -- Continue the Program. Program meets all standards.

CI -- Continue the Program with Improvement. Some standards are not met. Progress toward standards must be made to bring the program into compliance.

CR -- Continue the Program with Revision. Plans for formal program revision must be filed with the Texas Higher Education Coordinating Board within three months of the

date of this report. This status is recommended for programs that fail to meet the standard on item // B (core curriculum) on the Program Quality Instrument and/or for awards and umbrella programs that should be revised for reasons indicated on the instrument.

SR -- Sunset Review. Program fails to meet several key measures of effectiveness. This status will result in a follow-up review in two years. The college must file an action plan with the Texas Higher Education Coordinating Board within three months of the date of this report.

DE -- Deactivation. Program does not meet most standards and must suspend enrollment while concerns are addressed. The college must submit deactivation forms to the Texas Higher Education Coordinating Board within three months of the date of this report.

CL -- Closure. Program must be removed from inventory within three months of the date of this report. Students currently enrolled may be taught out. The college must submit closure forms to the Texas Higher Education Coordinating Board within three months of the date of this report.

Of the 31 umbrella programs reviewed at Collin County Community College, three are recommended the status "EP," nine are recommended the status "CO," 16 are recommended the status "CI," one is recommended the status "CR," one is recommended the status "SR," and one is recommended the status "CL." Table II describes the recommended status of each award and umbrella program.

Follow-Up Procedures **(Due June 16, 2000)**

The response to this report should be *brief and specific* and should follow the format outlined in the attached sample response (see Table III).

1. Submit the college's plan for addressing the recommendations noted in the General Observations section.
2. Submit brief plans for the program(s) identified as "CR" and "SR."
3. Submit appropriate forms for the program identified as "CL."
4. No response is required for the programs identified as "EP," "CO," and "CI."

TABLE I

COMMUNITY AND TECHNICAL COLLEGES ON-SITE REVIEW
COLLIN COUNTY COMMUNITY COLLEGE
FEBRUARY 2-4, 2000

The On-Site Review team consisted of the following:

Coordinating Board staff:

Dr. Glenda Barron
Assistant Commissioner

Dr. Molly Boyd

Mr. Bob Clarke
Single Audit Report Reviewer

Mr. Bill Dickson
Fiscal Officer

Dr. Irma Berry
Assistant Director

Peer-Review Committee:

Mr. Russell Brown
Dean of Business and Technology
Navarro College
Area: Business

Dr. Freddie Wade
Workforce Development Division-Tech-Prep
and Cooperative Education
Houston Community College System
Area: Technology

Mr. Lee Sloan
Dean of Occupational and Technical Education
Del Mar College
Area: Public Service

Ms. Helen Reid
Dean of Health Occupations
Trinity Valley Community College
Area: Allied Health

Dr. Gaynelle Hayes
Vice President and Dean of Instruction
Galveston College
Area: Access/Student Services

Dr. Jerry Hopkins
Campus Director
Panola College-Shelby College Center
Area: Business

Ms. Marla Cottenor
Dean, Technical Division
South Plains College
Area: Technology

Dr. Richard Minter
Dean, Program Development
Tyler Junior College
Area: Allied Health

Dr. Vicki Geisel
Counselor/Director Support Services
Tyler Junior College
Area: Access/Student Services

Dr. Aubrey Sharpe
Dean, Continuing Studies
Tyler Junior College
Area: Achievement