

## SERVICE UNIT PROGRAM REVIEW FOR FOUR DEPARTMENTS IN CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT (CEWD)

1. Continuing Education (CE)
2. Center for Workforce and Economic Development (CWED)
3. Small Business Development Center (SBDC)
4. Collin County Law Enforcement Academy (CCLEA)

### INTRODUCTION

The Continuing Education and Workforce Development (CEWD) division consists of four distinct departments: Continuing Education (CE), the Center for Workforce & Economic Development (CWED), the Collin Small Business Development Center (Collin SBDC) and the Collin County Law Enforcement Academy (CCLEA). The departments serve different and similar segments of the Collin County community. In the Service Unit Program Review, similar and overlapping information is combined and covered in Program Status question one. Information and data is separated by department for question two through Program Planning. For the Continuing Education and the Center for Workforce and Economic Development sections the Texas Higher Education Coordinating Board's *Guidelines for Instructional Programs in Workforce Education* (GIPWE) requirements were listed separately and previous to the responses to those requirements. The Small Business Development Center adheres to federal guidelines that are administered through the United States Small Business Administration as well as by the contractual requirements of the host organization, the North Texas Small Business Development Center. GIPWE does not apply to the Small Business Development Center. The Collin County Law Enforcement Academy is governed by both GIPWE and the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) and responses are addressed accordingly.

### PROGRAM STATUS

1. Describe how the program supports:

- a. The college mission and core values.

The Continuing Education and Workforce Development (CEWD) division supports the Collin College mission through providing student and community-centered continuing education, outreach, and service training that develops skills, strengthens character, and challenges the intellect of the adult students served. This is accomplished by providing continuing education and training courses and programs for professional, occupational and cultural enhancement, as well as workforce, economic, and community development initiatives designed to meet local and statewide needs.

Continuing Education (CE) service programs are specifically addressed in the nine elements required by the Education Code in the State of Texas. They are highlighted in the College's mission and purpose statement, approved by the Board of Trustees, and is included in the Collin College schedule catalog as follows:

Through its campuses, centers and programs Collin College fulfills its statutory charge to provide:

- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.

- Workforce, economic, and community development initiatives designed to meet local and statewide needs.

Continuing Education accomplishes this purpose by developing new course offerings using the New Course Proposal form and by providing services that meet the needs of local business and industry, education and government entities, and members of the local community. The Continuing Education outreach and service programs also conform to state requirements outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM), as well as internal procedures included in the College Curriculum Development Manual.

Environmental scanning is conducted periodically to determine the need for new programs and courses. Environmental scanning includes review of local workforce needs, various labor-related websites, and the student evaluation of instruction. College workforce development staff (CWED) and administrators meet frequently with area business and industry leaders, economic development officers and chamber of commerce executives.

In order to meet workforce, economic and community development needs, continuing education courses, as published in the CE Career Skill Training schedule, are offered at a variety of locations throughout the service area: on-campus, on-line and at business and industry locations.

The Collin SBDC promotes business success by providing management education. The SBDC assists businesses in creating jobs and economic growth by utilizing the elements of quality advising and training, community involvement and the leveraging of resources.

The Collin SBDC supports all Collin College mission and core values by providing community centered services that create economic development through challenging learning opportunities and innovative business advising. The Center's passion for small business success brings Collin and Rockwall County community members to Collin College.

In addition to outreach efforts that benefit current and future students, Collin College CEWD also encourages participation from other populations of the community. The Seniors Active in Learning (SAIL) program is modeled after Elderhostel International and provides learning opportunities for adults 55 years of age and older.

b. The college strategic plan. (from year end 2012 status report)

The CEWD division supports the Collin College strategic plan by:

- increasing the community's recognition of the educational opportunities, quality, and the value the college provides by increasing the number of area businesses trained.
- creating linkages and new opportunities to help students navigate 21<sup>st</sup> century education transitions by developing and marketing courses to meet industry standards and emerging fields that reaches an expanded student market.

## CONTINUING EDUCATION (CE)

### 2. How does the program conform to THECB requirements?

#### a. List any program requirements from THECB.

- i. It is the responsibility of each institution to ensure that the qualifications of faculty teaching in state-funded workforce education programs and courses (credit and continuing education) are in compliance with the current requirements of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), regardless of the teaching circumstances (i.e., full time, part time, off-campus, out-of district, distance learning, and third-party contractual). Degrees and graduate credit hours held by faculty members, whether full time or part time must have been earned at an institution accredited by an accreditor recognized by the Coordinating Board or its foreign equivalent. It is the responsibility of the institution to verify equivalency of degrees or credit hours granted by foreign institutions. Documentation of equivalency must be kept on file as long as the faculty member is employed by the institution. Faculty must be recruited and appointed by the institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and complete justification for any exceptions to the requirements of SACS.
- ii. Workforce education administrators should possess credentials, experience, and demonstrated competency appropriate to their areas of responsibility.
- iii. All WECM, Special Topics, and Local Need courses currently approved for workforce continuing education contact hour reporting, regardless of length, shall be reported on the CBM-OOC (Quarterly Class Report). Student-level data for workforce continuing education courses shall be reported on the revised CBM-00A (Students in Non-Semester Length Courses Report).
- iv. A coherent sequence of continuing education courses which total 360 or more contact hours must be submitted as a workforce education certificate program. All Continuing Education certificate programs must be listed on the college's approved inventory of programs and must be transcribed.
- v. In addition to Coordinating Board recognized awards, colleges may offer institutional awards of fewer than 15 SCH or 360 continuing education contact hours reflecting a course or series of courses which:
  1. represents achievement of an identifiable skill proficiency, or
  2. meets a student's self-defined educational objective.

Institutional awards shall be based on existing WECM courses or courses that are part of the institution's approved Local Need course inventory.

Institutional awards are not part of the Coordinating Board Program Inventory.

- vi. A Marketable Skills Achievement Award is a sequence of credit courses totaling 9-14 SCH or workforce continuing education courses of 144-359 contact hours. These awards meet the minimum standard for program length specified by the Texas Workforce Commission for the federal Workforce Investment Act (WIA) program.
- vii. To be approved for state funding, workforce continuing education courses must be consistent with the roles and missions of the college and must be designed to respond effectively to identified workforce needs by providing:
  - 1. preparatory education in occupations addressed in credit workforce education programs;
  - 2. preparatory education in other occupations requiring other than a baccalaureate or advanced degree for which there is a documented need within the Texas economy; or
  - 3. education to enhance or extend the skills of employees already working in a particular field.
- viii. Workforce continuing education courses with basic skills content must be designed for specific occupations and specific occupational target populations and must include appropriate occupational objectives. Courses that are primarily intended to develop basic skills, such as Adult Basic Education, GED preparation, and TSI preparation, are not eligible for state funding under this category.
- ix. Workforce continuing education courses submitted for Local Need approval should not duplicate existing WECM courses or other approved workforce continuing education courses within the institution.
- x. A coherent sequence of continuing education courses which total 360 or more contact hours must be approved as a postsecondary workforce education program. No single workforce continuing education lecture or laboratory course may require more than 176 contact hours.
- xi. Tuition and fees for workforce continuing education courses offered for continuing education units (CEU) must be established by the institution's governing board and be uniformly and consistently assessed. The institution's board may delegate interim authority for establishment of tuition and fees. However, the institution's board must at least annually ratify or approve any changes in tuition and fees.
  - 1. Based on the \$25 per semester minimum tuition stated in Section 54.051 of the Texas Education Code (<http://www.statutes.legis.state.tx.us>), it is recommended that minimum tuition be \$0.50 per contact hour for students in workforce continuing education courses.
  - 2. In general, colleges must charge for courses that award CEU in order to generate state formula funding. However, governing boards may choose to charge zero tuition in one of two special circumstances as follows:



- a. If all or a significant portion of the institution's costs for facilities, instructor salaries, equipment, and/or other expenses are covered by business, industry, or other local public or private clients, individual students may be exempt from tuition. These in-kind contributions must satisfy a definition of sufficiency as determined by the local governing board; or
  - b. If the workforce continuing education course is taught in federal prisons and facilities, equipment, supplies, and/or other expenses are borne by the federal government.
- xii. The CEU serves as a unit of measure to recognize an individual's participation in non-credit activities that meet appropriate criteria; The CEU may serve as the accounting unit of an institution's total non-credit courses, programs, and activities; and, The CEU criteria provide a systematic planning model for program development and delivery which helps to ensure quality workforce continuing education programming.
- xiii. The institution has an identifiable office or division with designated professional staff to plan and administer workforce continuing education programs. Through this office, the institution ensures that both administrative and program criteria are followed for learning experiences offering CEU.
- xiv. The institution provides a supportive and positive learning experience through appropriate educational facilities, learning materials, equipment, and support services consistent with the goals and planned learning outcomes of each learning experience.
- xv. CEU Program Criteria
  - 1. Needs Identification. The program or activity is planned in response to the educational needs that have been identified for a target audience;
  - 2. Learning Outcomes. Each program or activity has clear and consistent written statements of intended learning outcomes (e.g., behavioral or performance objectives). These outcomes represent what learners are expected to accomplish as a result of the learning activity. They represent the knowledge, skills, or attitudes required to move a target audience to another level of competencies. Program content, instructional methods and types of learner assessment are dictated by the learning outcomes;
  - 3. Instruction. Qualified instructional personnel are directly involved in planning and conducting each learning experience. These personnel have competence in the subject matter, a clear understanding of intended learning outcomes, knowledge and skill in selection and use of appropriate instructional strategies, and ability to effectively communicate educational content to the target audience;
  - 4. Content and Methodology. The selection and use of content and instructional methodologies is consistent with the learning

outcomes. Methods are selected which appeal to the diverse learning styles of each audience. Learners are actively involved, have an opportunity to process in some way what they have learned, and receive feedback;

5. Assessment of Learning Outcomes. Program planning includes ways in which participants will demonstrate the achievement of the learning outcomes. Demonstrations may be done in different ways including questions and answers, discussions, simulations, written or oral exercises, reports, projects, or plans. Demonstrations are observable and measurable. They create active learning, help to promote and reinforce learning, and are used throughout the program; and
  6. Program Evaluation. Each program is evaluated for its quality and effectiveness. Program evaluations are the institution's main source of feedback. Evaluation may measure reactions of participants, the amount of learning, changes in behavior, or provide information about the planning, development, administration, instruction, and support services for a program.
- xvi. All CE courses must have a Rubric Number and CIP to match with a course from the WECM, and use the course description, minimum outcomes, and contact hour range specified in the WECM course listing.
  - xvii. The published WECM rubric and number must be used in official college publications.
  - xviii. The educational institution must assign consistent and appropriate ratios of contact hours or CEU for each course in the program according to the ratios and parameters established by THECB guidelines. The institution must use a ratio of 1 CEU to 10 contact hours.
  - xix. If a course content does not exist in a current WECM course, a Special Topics course is provided, and the institution must submit a Special Topics Course Form which includes a proposed CIP code, rubric, number, subtitle, effective date, actual number of contact hours taught, type of course (CEU), level, course description, and minimum outcomes. A CEU Special Topics course cannot have fewer than seven or more than 112 contact hours.
  - xx. To create a course with fewer than 7 contact hours, a college must submit a Local Need application with justification that includes the description and length required of the specific course. The course must be required by a local, state, or national licensing, certifying, regulatory, or accrediting agency. A CEU Local Need lecture-lab course cannot have more than 176 contact hours, and may have a contact hour range differential of up to 24 hours.
  - xxi. Institutions seeking to award for “mirror” courses taught in CEU format are responsible for meeting the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools, including requirements for faculty qualifications.

- xxii. The WECM contains vendor-authorized courses written specifically to accommodate instructional requirements of commercial vendors.
  - xxiii. When applicable, the name of a Texas licensing or certifying agency, board, or association is included beneath the SCH and CEU end-of-course outcomes for each applicable course
- b. Describe how they are met.
- i. SACS requires the institution employ competent faculty members qualified to accomplish the mission and goals of the institution, and to consider competence, effectiveness, and capacity. All CE instructors are screened to ensure minimum credentials are met for the specific field of instruction according to the Guidelines for Instructional Programs and Workforce Development, are interviewed and are subject to Collin College HR hiring processes. Appropriate documentation is maintained by HR and the hiring Program Director and/or Program Director Assistant. In many cases the credentials of CE faculty exceed the minimum required credentialing.
  - ii. All workforce education administrators' position descriptions were written to include requisite essential functions encompassing appropriate competencies for effectively overseeing and guiding the department. Individuals are screened, hired, and evaluated on an ongoing basis to ensure work is being performed in a professional manner and in support of the core values of the district.
  - iii. CBM reports are filed by the IRO department of Collin College.
  - iv. The only program that is greater than 360 contact hours within Continuing Education for the reporting period is the Law Enforcement Academy Basic Peace Officer program which is approved by the Coordinating Board and is covered in the appropriate section of this document.
  - v. Collin College CE offers 41 different in-house certificate series to students who have completed the required and in some cases additional elective courses.
  - vi. No series of courses within CE meet the definition of "Marketable Skills Awards." The in-house certificate series are primarily used as a marketing tool to encourage students to complete a series of coherent short courses to equip the student in their professional development and growth.
  - vii. All CE courses are researched by the Program Director to ensure a need for such a workforce skill exists and that minimal educational requirements for that skill are being met by the proposed course. Courses are further evaluated and/or approved by the Associate VP of CEWD, VP Provost, Senior VP, President and College Board.
  - viii. All workforce CE basic skills content courses are researched by the Program Director with the purpose of fulfilling objectives needed for a specific occupation and specific occupation target. Occupational objectives of all courses meet or exceed the objectives listed in the WECM for the particular course. Research is done through a plethora of tools including environmental scanning using online job and skill search tools such as Indeed.com, Monster Jobs, Career Builder and local classified ads

for jobs. In addition tools are used that have been provided by the U.S. Department of Labor, the Bureau of Labor Statistics, Occupational Information Network, Interlink, North Central Texas Council of Governments, and the Texas Workforce Commission. CE does not offer any developmental education courses.

- ix. CE does not currently offer any Local Needs courses.
- x. No such series of courses exceeds 360 hours within Continuing Education with the exception of the Law Enforcement Basic Peace Officer Program. No single lecture or lab course exceeds 176 contact hours.
- xi. Tuition and fees for CE courses are proposed by the Program Director, assessed by the Associate VP of CEWD, reviewed by the VP Provost, Senior VP, President and approved by the College Board. Tuition and fees are derived from several sources of information including what current pricing is for similar types of courses, environmental price scanning of other public and private providers of training, and by evaluating the cost of offering the courses being proposed.
  - 1. CE offers no courses which fall below the minimum recommended tuition of \$0.50 per contact hour, with the exception of free Information Sessions, free Resume and Interview Skills, and some in-service law enforcement courses.
  - 2. Neither the Information Sessions nor the Resume and Interview Skills award CEUs.
  - 3. Collin utilizes TPEG funds to assist CE students who demonstrate financial need. Students who wish to enroll in Collin's CE courses must demonstrate financial need by submitting an online FAFSA application and follow the financial aid process established. Prospective students receive clear instructions on the process to be followed and advised to communicate and follow up with Collin's financial aid office to ensure they meet our requirements. Collin's financial aid office ensures that THECB guidelines are followed for disbursement of TPEG funds.
  - 4. Collin CE has established a clear policy for refunds to students withdrawing from or dropping CE courses. Any exceptions to the refund policies must be approved by the Program Director – Continuing Education Operations and are well documented in an "Exception to Refund" form the student completes with reasons for dropping the course(s). Records of refunds are maintained.
- xii. CEUs are awarded at a rate of 1/10 the contact hours for any given CE course.
- xiii. The current designated CE office is led by an Associate Vice President of Continuing Education and Workforce Development and consists of: 5 Program Directors, 1 Advisor, 4 Program Director Assistants, 1 part-time Program Assistant, 4 part-time site-coordinators, and numerous part-time instructors.

xiv. The institution provides Collin College CE students with a supportive and positive learning experience and support services consistent with the goals and planned learning outcomes of each learning experience through a recently renovated 80,000 square foot facility equipped with state of the art computer labs, expertly designed classrooms, a fully furnished hospital lab, and through providing a dedicated CE advisor. All classes offered have requisite materials and equipment needed in order to teach to the planned outcomes. Over 500 courses are offered and supported through each schedule of classes. Courses span the gamut of workplace English to project management, 3D printing, and computer programming training and are offered throughout the district.

xv. CE course development follows specific protocol:

Beginner to advanced level courses are offered for students on a learning continuum that enable students to a) acquire new workplace skills; b) learn new skills to respond to changing requirements in their jobs; c) extend their skills through advanced courses; d) prepare them for entering college or graduate school through exam preparation courses; e) acquire new language skills that are important in the 21st century global workplace.

1. The Program Directors plan and propose courses in response to the educational needs that have been identified for a target audience.
2. All course objectives meet or exceed the minimum objectives listed with the corresponding WECM course and are listed in the course description and on course syllabi which are available online at the CE Syllabus Depot, <http://iws.collin.edu/cesyllabus>.
3. Qualified instructors are hired to present information to students in a logical method to help each student achieve all objectives for the course.
4. Courses are taught by qualified instructors with use of proper technical equipment and use of textbooks, research materials, lab supplies, and any other material or equipment necessary to ensure objectives are achieved.
5. Assessment of learning outcomes varies by course, but may include one or more of the following: exams, quizzes, reports, presentations, projects, attendance, class participation, and/or other assignments.
6. Each student in each course is given the opportunity to evaluate the course, instructor, registration process, bookstore, and CE staff.
7. The vast majority of CE courses offered at Collin are designed to enable students to develop specific career and job skills. In addition to specific skills development, students receive opportunities to gain hands on experience through externship placements, industry exam preparation courses, resume writing and interview skills classes and career success classes. These additional opportunities enable students to hone and master the required practical workplace skills. Student and employer feedback

indicate that Collin students are well prepared for the responsibilities of their chosen new career path.

- xvi. All CE courses have a Rubric Number and CIP to match with a course from the WECM, use the course description, minimum outcomes, and contact hour range specified in the WECM course listing. CE courses are not proposed or approved without first meeting these minimum criteria.
- xvii. The published WECM rubric and number have been used in official college publications.

CE uses the mandatory ratio of 1 CEU to 10 contact hours. Collin CE maintains permanent records of student participation in courses through class attendance rosters. Clear policies and guidelines have been established and are implemented for creating and storing student records. The Admissions and Records office is charged with the research into a student's record for creating official transcripts that show the CEUs earned following THECB guidelines set forth in the GIPWE manual. In addition, CE program staff provides institutional certificates of completion for Certificate series of courses.

- xviii. If course content does not exist in a current WECM course, the institution submits a Special Topics Course Form which includes a proposed CIP code, rubric, number, subtitle, effective date, actual number of contact hours taught, type of course (CEU), level, course description, and minimum outcomes. No CE Special Topics courses have fewer than seven or more than 112 contact hours.
- xix. Any "mirror" courses, referred to as "concurrent" courses by Collin College, are taught first as credit courses by qualified credit faculty following all SACS rules and regulations. CE students enroll in the course as CE students and abide by all SACS and College rules and requirements while in attendance.
- xx. When the need exists to offer a vendor-authorized course, CE Program Directors propose the course using a WECM course number and rubric which specifically accommodates instructional requirements of the commercial vendor.
- xxi. When researching new courses, Program Directors search for industry, state, and/or national certification exams that correlate with the course objectives. If such certification exists, every attempt is made to market that certification in correlation with the proposed course.

3. How does the program conform to federal requirements?

- a. List any federal requirements for the program.
  - i. HIPAA
  - ii. ADA
  - iii. FERPA

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

- iv. EEO
  - v. Federal Minimum Wage Act
  - vi. OSHA
  - b. Describe how they are met. CE follows all federal, state, local, and college requirements and is supported in carrying out those laws and regulations with assistance from Human Resources and the Student Services offices.
4. List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

Title	Type	Last Updated
CE Website	On-line	On-going
Career Skills Training	Printed catalog of courses	Oct. 2012 for Spring '13
Email marketing (Constant Contact)	On-line	On-going Dec. 2012
Social media (Facebook)	On-line	On-going
Topical brochures	Print (1, 2, 4 color)	On-going Montessori Brochure 2012 Childcare Dir. Brochure 09-24-12
Topical flyers	Print	On-going Logistics flyer 06-05-12 Vet Tech flyer 11-02-12 Medication Aide flyer 11-02-12 Solar Training flyer 11-02-12
CE banners	Print	Ethical Hacker 2011 Microsoft IT Academy Program 2011 Careers in Healthcare: CMA 2012
News releases	Print and/or on-line	Veterinary Asst. and Medical Asst. 07-27-12 Aviation 8-17-12 Healthcare new courses 08-17-12 CE new workforce training courses 08-21-12 CE new Lunchtime Business Series courses 08-24-12

5. List all university/business and industry partnerships and describe them.

University/Business & Industry	Partnership Type	Special Requirements
Condensed Curriculum International	Curriculum vendor	
Allied Eye Associates	Curriculum vendor	
Boston Reed Company	Curriculum vendor	



Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Career Trucking School	Curriculum vendor	
Dental Careers Foundation	Curriculum vendor	
Herrington Publishing	Curriculum vendor	
Best @ Selling	Curriculum vendor	
Humanistic Consulting	Curriculum vendor	
Management You, Inc	Curriculum vendor	
Ontility, LLC	Curriculum vendor	
Superior Medical Training	Curriculum vendor	
Vision Health Services	Curriculum vendor	
WITS	Curriculum vendor	
CVS Pharmacies	Clinical Externship locations	
Target Pharmacies	Clinical Externship locations	
Bent Tree Family Physicians	Clinical Externship location	
Walgreens Pharmacies	Clinical Externship locations	
Texoma Regional Blood Center	Clinical Externship location	
Parkland Hospital	Clinical Externship location	
RGG Solutions	Computer program consultant	Schedware
Frisco ISD	Course site	
Allen ISD	Course site	
IBM	Academic partnership	
VM	Academic partnership	
Citrix	Academic partnership	
Comp TIA	Academic partnership	
Microsoft	Academic partnership	
Oracle	Academic partnership	
EC Council	Academic partnership	
Ed2Go	Curriculum vendor	
ProTrain	Curriculum vendor	
Gatlin	Curriculum vendor	
360 Training	Curriculum vendor	
ASPT	Testing center	
AAPC	Testing center	
TravelCampus	Curriculum vendor	

6. Complete and attach Facilities and Resources template (see attachments).

#### PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.
  - a. Implemented regular overview and in-depth look at course offerings, average section size and enrollment numbers to make data driven decisions for future course offerings.
  - b. Online Instructor Evaluations did not provide better data regarding student satisfaction. Re-implemented paper Instructor Evaluations to provide higher response rate.

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

2. Describe any continuous improvement activity if different from assessment. (Final FY2012 Continuous Improvement Plan attached)
  - a. Researching implementation of Lumens Registration System specifically designed for Continuing Education for the purposes and benefits of:
    - i. Administrative and Student Reporting
    - ii. System follows LERN Best Practices
    - iii. Increasing Self or Online Registration
    - iv. Increasing registrations by use of iPhone/iPad Mobile App
    - v. The integration of State Reporting
    - vi. Allowance of multiple registrations for area companies paying for students to take a class.
    - vii. Unlimited Tech Support and Free Training.
  - b. Initiated closer relationship with CYC Bookstore Buyer and Bookstore Manager to improve process and service to the student. The Bookstore Buyer and Manager regularly attend Program Director meetings.
  - c. Created Landing Pages on CEWD website for additional information on course content and links to Registration.
  - d. Created the Continuing Education Advisor position to increase enrollments and educate students on the course they take.
  - e. Diffused targeted Continuing Education courses to campuses other than CYC.
  - f. Utilized Continuing Education e-Newsletter to highlight Continuing Education programs, courses and events.
  - g. Created additional certificate series where the workforce demand is high.
  - h. Created externship opportunities in Healthcare.
3. List program employees (full time and part time), their role, credentials, and professional development activity since last program review.

**CEWD**

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Stephen Hardy	AVP	M.B.A.  B.A. Business Administration	Annual Texas Workforce Conferences 2010, 2011, 2012  EMSI Analyst  Active in committees of the following chambers of commerce: Allen, Plano and Frisco

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Lisa Evans-Reagan	Marketing Coordinator	B.F.A. Radio/Television/Film	<p>Event Marketing with Constant Contact</p> <p>ARGOS</p> <p>EMSI Career Coach</p> <p>EMSI Analyst</p> <p>LERN – State of Marketing in Continuing Education</p> <p>Blackboard</p> <p>Adobe Photoshop CS5</p> <p>Adobe Illustrator CS5</p> <p>Microsoft Excel 2010</p> <p>Microsoft Word 2010</p>
-------------------	-----------------------	------------------------------	--

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

CONTINUING EDUCATION

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
John Byers	Program Director	M.S. Electrical Engineering  M.S. Management Science  B.S., Electrical Engineering	TACE conference 2012
Kimberly Head	Program Director	B.A. Biology  B.S. Health and Wellness  Doctor of Chiropractic	TACE Conference 2012  Myofascial Release with Review of Musculoskeletal  CEE: Teaching Medical Terminology in Fun and Exciting Ways  Cengage: Increasing Motivation to Learn  Cengage: M <sup>4</sup> : Making Mathematics Meaningful for Millennials  CEC: Learner-Centered Teaching  SBC: Fostering Greater Student Involvement  Total Practice Integration  Chiropractic Society of Texas Re-Licensing Seminar  Pregnancy and Pediatrics Seminars (ICPA)
Carol Luckock	Program Director	A.A. Dental Assisting  Certified Zig Ziglar Trainer	Excel classes  Project Management Certificate

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

		Realtor ®, ABR, GRI, SRES, TAHS	
Jim Merritt	Program Director	M.A. Professional Development  B.S. Secondary Education, Composite Social Sciences  Texas Teacher Certification  Certified Zig Ziglar Trainer	CE MS Excel I course
Jyo Pai	Program Director Operations	B.S. Math and Physics  Certificate - Business Administration  Certificate - Information Processing  Distinguished Toastmaster (DTM)	Qualities of a Leader  CSOTTE Conference (2005)  First Time Manager/Supervisor Workshop  TEXES (Teacher Cert) Test Approval training  Resolving Conflict  Essentials of Interviewing  Customer Service Excellence  Motivating Others  CE MS Excel course  Leadership Plano-Class 30  "AuguSoft - Improve your Continuing Ed Program's Customer Service" – webinar  Collin College QEP Committee
Jennifer Askew	Program Director Assistant - CE	Professional Directions	Making Effective Decisions

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

		Administrative Support Level I  Professional Directions Administrative Support Level II  Web Master Certification – CE  Notary Public	Healing Customer Relationships  Non-Verbal Communication  Resolving Conflict  IM Essentials  Developing Your Leadership Skills  Effective Listening Skills  All College Council
Alice Hoock	Program Director Assistant	A.A., Accounting	
Phyllis Martin	Program Director Assistant	JTPA Certification	
Jean Martin	SAIL Secretary	M.A. Geography  B.S. Education  TX Teaching Certification	CE Windows 7
Betty Wilson	Program Assistant	2 years College	
Sue Bailey	Site Coordinator	High School Diploma	Customer Service Skills  Resolving Conflict  CougarMart training  Business office/Budget system training  Argos and Schedware training
Stephanie O'Donnell	Site Coordinator	High School Diploma	
Lori (Shelly) Ostlund	Site Coordinator	High School Diploma	
Tarita Graham	Site Coordinator	Associates Degree	Argos and Schedware training

#### PROGRAM PLANNING

Summarize expectations and plans for the next five years.

Over the next five years Continuing Education will focus on one primary continuous improvement plan which will be to grow contact hours. Since the central funding source for community college CE programs is through base-year contact hours, it is imperative for CE to increase the state-funded contact hours by offering additional courses and programming, combining courses into certificate series, identifying and reaching new unserved and underserved markets, expanding online course offerings, and in other ways that have yet to be developed and planned.



## CENTER FOR WORKFORCE AND ECONOMIC DEVELOPMENT (CWED)

### 2. How does the program conform to THECB requirements?

- a. List any program requirements from THECB.
  - i. Segments from THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE) pertaining specifically to the design, development, operation and evaluation of contract and grant funded, non-credit workforce training provided by the CWED are as follows:
    1. A workforce education program is developed by an institution working in close cooperation with business and industry to satisfy a need for timely and effective workforce education.
    2. State Regulations for Funding of Workforce Continuing Education Courses Information regarding approval and funding of workforce continuing education courses taught by Texas public colleges can be found in the following: Section 54.051 of the Texas Education Code; Coordinating Board Rules, Chapter 9, Subchapters A, E, F and G
    3. To be approved for state funding, workforce continuing education courses must be consistent with the roles and missions of the college and must be designed to respond effectively to identified workforce needs by providing:
      - a. Preparatory education in other occupations requiring other than a baccalaureate or advanced degree for which there is a documented need within the Texas economy; or
      - b. Education to enhance or extend the skills of employees already working in a particular field.
    4. Workforce continuing education courses with basic skills content must be designed for specific occupations and specific occupational target populations and must include appropriate occupational objectives.
    5. Tuition and fees for workforce continuing education courses offered for continuing education units (CEU) must be established by the institution's governing board and be uniformly and consistently assessed. The institution's board may delegate interim authority for establishment of tuition and fees. However, the institution's board must at least annually ratify or approve any changes in tuition and fees.
    6. Based on the \$25 per semester minimum tuition stated in Section 54.051 of the Texas Education Code, it is recommended that minimum tuition be \$0.50 per contact hour for students in workforce continuing education courses.
      - a. In general, colleges must charge for courses that award CEU in order to generate state formula funding. However,

governing boards may choose to charge zero tuition in one of two special circumstances as follows:

- i. If all or a significant portion of the institution's costs for facilities, instructor salaries, equipment, and/or other expenses are covered by business, industry, or other local public or private clients, individual students may be exempt from tuition. These in-kind contributions must satisfy a definition of sufficiency as determined by the local governing board
7. An approved workforce continuing education course may be delivered through contract instruction consistent with Coordinating Board Rules and Regulations.
8. An approved workforce continuing education course may be offered out-of district/service area, subject to approval by the appropriate Higher Education Regional Council(s).
9. Purposes for award of Continuing Education Units (CEU)
  - a. The CEU serves as a unit of measure to recognize an individual's participation in non-credit activities that meet appropriate criteria and may serve as the accounting unit of an institution's total non-credit courses, programs, and activities; and provide a systematic planning model for program development and delivery which helps to ensure quality workforce continuing education programming.

#### 10.CEU Administrative Criteria

- a. Organization. The institution has an identifiable office or division with designated professional staff to plan and administer workforce continuing education programs. Through this office, the institution ensures that both administrative and program criteria are followed for learning experiences offering CEU;
- b. Learning Environment and Support. The institution provides a supportive and positive learning experience through appropriate educational facilities, learning materials, equipment, and support services consistent with the goals and planned learning outcomes of each learning experience; and
- c. Record Keeping. In all cases, no more than the approved number of contact hours or no more than the actual number of contact hours taught per course (whichever is less) may be reported and claimed for state funding.

#### 11.CEU Program Criteria

- a. Needs Identification. The program or activity is planned in response to the educational needs that have been identified for a target audience;

- b. Learning Outcomes. Each program or activity has clear and consistent written statements of intended learning outcomes (e.g., behavioral or performance objectives). These outcomes represent what learners are expected to accomplish as a result of the learning activity. They represent the knowledge, skills, or attitudes required to move a target audience to another level of competencies. Program content, instructional methods and types of learner assessment are dictated by the learning outcomes
- c. Instruction. Qualified instructional personnel are directly involved in planning and conducting each learning experience. These personnel have competence in the subject matter, a clear understanding of intended learning outcomes, knowledge and skill in selection and use of appropriate instructional strategies, and ability to effectively communicate educational content to the target audience;
- d. Content and Methodology. The selection and use of content and instructional methodologies is consistent with the learning outcomes. Methods are selected which appeal to the diverse learning styles of each audience. Learners are actively involved, have an opportunity to process in some way what they have learned, and receive feedback;
- e. Assessment of Learning Outcomes. Program planning includes ways in which participants will demonstrate the achievement of the learning outcomes. Demonstrations may be done in different ways -- questions and answers, discussions, simulations, written or oral exercises, reports, projects, or plans. Demonstrations are observable and measurable. They create active learning, help to promote and reinforce learning, and are used throughout the program; and
- f. Program Evaluation. Each program is evaluated for its quality and effectiveness. Program evaluations are the institution's main source of feedback. Evaluation may measure reactions of participants, the amount of learning, changes in behavior, or provide information about the planning, development, administration, instruction, and support services for a program.

- b. Describe how Texas Higher Education Coordinating Board requirements are met.
- i. CWED abides by the current 2010 Texas Higher Education Coordinating Board's official policy manual, Guidelines for Instructional Programs in Workforce Education (GIPWE) as they pertain to contract and grant-funded, non-credit workforce training. As stated within the document, "The (GIPWE) manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs.
1. All contract and grant funded training is developed specifically to the needs and requirements of local business and industry partners and delivered in customized format directly to the workforce.
  2. Courses meeting the Coordinating Board requirements for funding are processed according to WECM registration and reporting policies as followed by the college.
  3. The Collin College Philosophy and Purpose Statement include four points, which directly relate to CWED. They are:  
Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:
    - 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 development services 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.
  4. All contract and workforce training courses are highly customized to the needs of the client and are designed to relate to the industry as needed. Examples of such training include Blueprint Reading for machinists, ESL for the Hospital Services Unit and Failure Mode and Analysis (FMEA) specific to the ISO certification being sought.
  5. Tuition fees for contract and grant funded training are set in accordance with market price as influenced by other regional college contract training fees, competitive for-profit contract training entities and cost to deliver at the level of skill needed. The tuition and fees are reviewed by the AVP CEWD, VPP, Senior VP, President and then approved by the Board of Trustees.
  6. Third party contract training and individual grant funded training resulting in awarded CEUs exceed the minimum Texas Education Code tuition fee standard of \$.50 per contact hour. Courses offered with a flat fee/course fee and paid for by business through a CWED

contract, or by a granting agency through voucher reimbursement will show zero tuition on individual participant registrations.

7. Customized contract training is solicited and delivered to area companies through CWED using the approved Contract Training Agreement. Workforce training courses meeting Coordinating Board requirements for funding use WECM rubrics and CWED maintains the same standard practices for registration and reporting as is used by Continuing Education.
8. Grant and contract training is not solicited outside of the college's service area; however, in some instances training is sought directly by companies outside the College's service area. Best practices necessitate CWED notify the closest community college and the regional workforce board of intention to deliver.
9. Grant participants are registered for each class they attend and are eligible to request official transcripts showing their awarded CEUs. Contract training practices allow the individual employee to opt out of the registration process when the company is paying for training. Those submitting personal information are registered and also eligible to request their CE transcript. The CWED ACT! Database keeps records of all training, listed by company, and assists in offering the next level of training to company employees that are tracking to industry certifications.
10. The CWED office is led by a Director with a staff consisting of one Program Director Assistant, one Solutions Provider, one Marketing Analyst/ Sales Assistant and one Assistant Director. This team is responsible and accountable for all workforce related grants and all contract training sold on behalf of the college.
  - a. The team provides full service; from proposal and contract development to registration, instructional design and training delivery, to evaluation and end reporting. The office previously employed a second Solutions Provider until January 2012 but the position was eliminated due to reduced contract training sales due in part to a down economy.
    - i. Over the last three years CWED has provided 33,123 hours of combined grant and contract training to 8,375 students (duplicated headcount). Combined revenue for the same period totals \$1,888,625.
  - b. One of the successful factors in delivering contract training to companies is making the training convenient to the employee.
    - i. On-site training is preferred with most companies. In FY 2012 over 77% of classes offered were held at company locations. Classes requiring special set ups, equipment, and or software are typically

held on campus; CHEC and CYC being the primary locations due to convenient travel distance for employees and available space on campus.

- ii. Industry recognized training customized specifically to the immediate needs of the company is also important in partnering with business and industry. CWED has actively sought and garnered educational partnerships with national and internationally recognized curricula providers such as: Achieve Global, American Management Association, Vision Point, Franklin Covey, Development Dimensions International, and The Manufacturing Skills Standards Council. CWED created a new curriculum for Smart Grid Certification through a grant opportunity with The State Energy Conservation Office. The grant will be made available for statewide adoption. These partnerships allow the college to not only purchase curriculum at discounted rates, but offer the same high level training designed for workforce and pass the savings on to the employer. All training, whether purchased or developed internally, is built to the competencies and skills requested and desired by the employer and many times developed to prepare the participant with the knowledge needed to acquire the industry- recognized certification via exam. CWED also utilizes many technical training partnerships developed in CE such as the Microsoft IT Academy, Oracle University, CompTIA Authorized Partner Program, CEH ECCouncil, IBM Educational Partners, Project Management Institute, and the Society for Human Resource Management. Typical workforce grants mandate curricula be inclusive of transferrable skills with measureable outcomes and ideally within the technical arena. Soft skills and language training is limited on state grants at this time.
- iii. CWED uses Media and ATNS services for equipment support both on and off campus. CWED successfully added instruction capacity with the grant funded purchase of twenty Dell laptops, a high-end desk model 3D printer and a Fanuc LR Mate portable Robot. Such equipment allows for new open enrollment classes and, in the case of the laptops, a new mobile computer lab. CWED also relies heavily on the support services provided by the college Bookstore, Accounts Payable, Billing/Accounts Receivable,

Purchasing, HR, Payroll and the Grant Accounts office. As of September 2012 CWED implemented a small change and replaced the multiple documents submitted to Billing/Accounts Payable for each Third party billing with a one page report pulled from the ACT database. This small improvement has lessened the amount of CWED paperwork per contract (typically 2-5 pages including a recreated data spreadsheet) to one electronic report submitted via internal email. This change eliminated at least two hours of photocopying and document creation per month to less than 10 minutes per week. Plans to test if the same report can be used as the final invoice document are being considered. If approved Billing will no longer have to create a new invoice document on FileMaker Pro for each contract; therefore, lessening the opportunity for data-entry errors and minimizing the time to push out invoices and collect payment.

- c. All funded courses entered in Banner for contract and grant training are created in accordance with WECM rubrics and are reported along with Continuing Education contact hours. Grant reporting supports this requirement through the Learning Outcome Tracking System, LOTS, downloads performed monthly for all awarded Texas Skills Development Grants. Extended personal information is required for all participants in workforce related grants. CWED utilizes an internally developed data system, SchedWare, to track participant data, company contacts, courses, hours and instructional information. ACT! keeps detailed interaction and instructional contract information for each company. Individual company contact information, meetings, phone calls, proposals, training and billing are all tracked on ACT and used for reporting and measuring activity.

11. CEU program criteria follow similarly to general Continuing Education with some exceptions.

- a. CWED training programs are created in response to the identified needs of the company partner/client. The Solutions Provider works closely with the company and brings in Subject Matter Experts to define and customize the training proposal. Needs Analysis tools for leadership management and team building are also made available to the company to help initiate the process of creating a scope of training. Grant training programs begin with



meetings to discuss processes and responsibilities. Once the company is committed to a grant relationship CWED begins the process of pulling information to build the training proposal. Extensive pre-work to identify all training, skill levels, expected outcomes, contact hours, and number of eligible participants is required for each proposal.

- b. CWED captures the learning outcomes on the standard syllabus form. All awarded grantees sign a Memorandum of Understanding prior to deployment. The MOU includes all approved courses with descriptions and stated outcomes.
- c. CWED invites candidates to apply for part-time training positions. Specific criteria including but not limited to training certifications, industry certifications, experience teaching adult learners, current expert level of understanding in the field they are training, and related industry experience are all taken into consideration.
- d. Active, hands-on learning is almost always recommended over straight lecture in CWED, both due to the learner's expectations and the many types of customized courses offered. Examples of training held recently include: Delegating Effectively, which used extensive group discussions and scenarios; Presentation Techniques required each participant to be video-taped and then reviewed, taught, and re-taped to reveal improvements; Forklift training involved demonstrating actual lifting machinery and ride tests to ensure safety was taught; and the CompTIA A+ Certification class had Group 1 students purposely breaking apart computers in a challenge for Group 2 to find and repair the break.
- e. Training is assessed during class through typical Q&A, but can include other assessments depending on the course. Java Programming and several Microsoft Office applications include self-assessment to gauge skill level. ESL assessment is always instructor led and contains listening, reading, grammar, and conversation components. Some longer range courses test after each chapter and help the participant know when to advance to the next level. Distance learning has built-in assessments that rate the level of learning acquired by the participant and some courses include computer-based testing such as the Certified Logistics Associate/Certified Logistics Technician CLA/CLT exams. These provide immediate scores and feedback on strengths and weaknesses.
- f. CWED provides hardcopy evaluations to each participant to gauge training impact. Those are then shared with the

CWED team and copies are sent to the instructor. Plans to create an electronic version are still in the early stages. Grant classes may also gather evaluations from the partnering companies and the instructors. Typically any issues that arise are communicated well before the evaluations; however, if any do become apparent with the evaluations, swift action is taken to re-establish customer satisfaction with the partnering company and or participant. Positive evaluations are also used to recognize and congratulate extraordinary instructional staff, trigger a follow up meeting to discuss additional training, and write status/end grant reports. A new updated form was created in August 2012 by the CWED team.

3. How does the program conform to federal requirements?

a. List any federal requirements for the program.

- i. CWED submits proposals for direct federal grants offered through the Department of Labor and Department of Education when the Request for Proposal is in accordance with Continuing Education and Workforce Development's mission to provide workforce training, upgrade employee skills or build capacity for the department and the college.
- ii. Federal requirements for such grants are outlined in the Federal Register. ([www.gpoaccess.gov/fr/index.html](http://www.gpoaccess.gov/fr/index.html))
- iii. Additional guidelines for deployment are outlined in the Office of Management and Budget (OMB) Circulars specific to Educational and Non-Profit Institutions with relocations to the Code of Federal Regulations (CFR) as noted: 2 CFR Part 215, 2 CFR Part 220, 29 CFR Part 95 and 97 and OMB Circular A-133. ([www.whitehouse.gov/omb/circulars\\_index-education/](http://www.whitehouse.gov/omb/circulars_index-education/))

b. Describe how they are met.

- i. CWED has not been awarded a direct federal grant.

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

4. List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

Title	Type	Last Updated
CWED Website	On-line	On-going
Event Management System (Eventbrite)	On-line	On-going
Email Marketing (Constant Contact)	On-line	On-going
The Buzz post card mailers	Printed postcards	September 2012
News Releases	Print and/or on-line	CWED Smart Grid grant training 08-05-12 TWC training check signing 08-08-12
Welcome Letters	Print	As needed
Postcards	Print	As needed

5. List all university/business and industry partnerships and describe them.

University/Business & Industry	Partnership Type	Special Requirements
University of Texas at Arlington	Training Vendor	Vendor Agreement and Fee Schedule
Texas Institute (University of Texas at Dallas)	Sub-contractor for curriculum development	SECO Grant Funded Activity - Completed
America's Infomart, Inc.	Customer	CWED Contract
AT&T	Customer	CWED Contract
Atmos Energy Training & Service Lab	Customer	CWED Contract
Baylor Medical Center at Frisco	Customer	CWED Contract
Baylor Medical Center at McKinney	Customer	CWED Contract
Brooks Instrument	Customer	CWED Contract
Catalyst Corporate Fed Credit Union	Customer	CWED Contract
CIGNA Group Insurance	Customer	CWED Contract
City of Allen	Customer	CWED Contract
City of Frisco	Customer	CWED Contract
City of McKinney	Customer	CWED Contract

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

City of Plano	Customer	CWED Contract
City of Wylie	Customer	CWED Contract
Collin County	Customer	CWED Contract
Covenant Church	Customer	CWED Contract
Cristina's	Customer	CWED Contract
Dallas HR Management Assoc., Inc.	Customer	CWED Contract
Dell Services	Customer	CWED Contract
Dr Pepper Snapple Group	Customer	CWED Contract
Edgemere	Customer	CWED Contract
Embassy Suites Hotels	Customer	CWED Contract
Emerson Process Management	Customer	CWED Contract
Ericsson Inc.	Customer	CWED Contract
Esi-Estech	Customer	CWED Contract
FC Dallas	Customer	CWED Contract
Fiserv	Customer	CWED Contract
Forex Capital Markets	Customer	CWED Contract
Freddie Mac	Customer	CWED Contract
Frisco Fire Department	Customer	CWED Contract
Frisco Public Library	Customer	CWED Contract
Give Something Back Foundation	Customer	CWED Contract
Granite Properties	Customer	CWED Contract
Hall Financial Group	Customer	CWED Contract
Heartland Payment Systems, Inc.	Customer	CWED Contract
Huawei Technologies (USA)	Customer	CWED Contract
IEX Workforce Management Group	Customer	CWED Contract
Isabel's Community Outreach (ICO)/Woodcreek Church	Customer	CWED Contract
KONE Inc.	Customer	CWED Contract
Lake Pointe Medical Center	Customer	CWED Contract
Lala Us	Customer	CWED Contract
Legacy Texas Bank	Customer	CWED Contract
LifePath Systems	Customer	CWED Contract

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Luminator Mark IV IDS	Customer	CWED Contract
McKinney Chamber of Commerce	Customer	CWED Contract
Medical Center of McKinney	Customer	CWED Contract
Pogue Construction	Customer	CWED Contract
ReachLocal	Customer	CWED Contract
Sanden International (USA), Inc.	Customer	CWED Contract
Sanden Vendo America Inc.	Customer	CWED Contract
Sanyo Energy (USA) Corporation	Customer	CWED Contract
Simpson Strong-Tie	Customer	CWED Contract
Smith Public Library	Customer	CWED Contract
Special Products & Manufacturing, Inc.	Customer	CWED Contract
St. Jude Medical Neuromodulation	Customer	CWED Contract
STMicroelectronics, Inc.	Customer	CWED Contract
The Apparel Group, Ltd.	Customer	CWED Contract
Therapy 2000	Customer	CWED Contract
TIGI Linea	Customer	CWED Contract
Transamerica Life Insurance Company	Customer	CWED Contract
TriQuint Semiconductor	Customer	CWED Contract
United American Insurance Co.	Customer	CWED Contract
Vanguard Resources	Customer	CWED Contract
Watson & Chalin Manufacturing, Inc.	Customer	CWED Contract
Achieveglobal	Training Vendor	Purchase Order
American Red Cross	Training Vendor	Purchase Order
APICS	Training Vendor	Purchase Order
ASQ Dallas	Training Vendor	Purchase Order
Ayres Financial Group	Training Vendor	Purchase Order
Career Connection	Training Vendor	Purchase Order
Cohen & Associates	Training Vendor	Purchase Order
Corporate Comm. Consultants	Training Vendor	Purchase Order
Cross Culture Communications	Training Vendor	Purchase Order

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Development Dimensions International, Inc. (DDI)	Training Vendor	Purchase Order
EBRC	Training Vendor	Purchase Order
Franklin Covey	Training Vendor	Purchase Order
Global Corporate College	Training Vendor	Purchase Order
Industrial Truck Safety	Training Vendor	Purchase Order
Labyrinth Learning	Training Vendor	Purchase Order
Management You	Training Vendor	Purchase Order
Mechsigma Consulting Inc.	Training Vendor	Purchase Order
Pabian Partners, Inc.	Training Vendor	Purchase Order
RD Training	Training Vendor	Purchase Order
Small Byte Workshops	Training Vendor	Purchase Order
Southwest Training Institute	Training Vendor	Purchase Order
The Quality Group, Inc.	Training Vendor	Purchase Order
Visionpoint	Training Vendor	Purchase Order

#### PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.

The Business Solutions Group (BSG) Service Report in 2004 used the Balanced Scorecard method to review how they were matching to the mission and goals of that time and reviewed four key areas. Those four were the Customer, Innovation and Learning, Internal Business, and Financial Perspectives. Since then BSG went through several changes precipitated by a resignation and later by a retirement of the grant and contract training directors. The current director's area of responsibility grew from grant development and deployment to include the former BSG in June of 2009 and combined workforce-specific grant efforts with contract training to rebrand what is now known as The Center for Workforce and Economic Development (CWED). This change helped the staff launch into a continuous self-evaluation process designed to tweak, change, update and improve: internal financial and training delivery processes, course curricula, targeted marketing efforts (including web presence and professional marketing pieces), and strengthen relation-building activities multiple times throughout the year. Since 2009 each of these areas are critically reviewed keeping in mind the priority is to contract with more business partners and increase training activity; all measureable by revenue and headcount. CWED holds monthly status and forecast meetings and each August a full review of the immediate previous fiscal year is done. Analysis of who CWED trained, who was a returning customer, what new partners were contracted and what the

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

training trends were all shared and are used to refocus on both CWED goals and the college's strategic plan for the incoming fiscal year.

2. Describe any continuous improvement activity if different from assessment.

CWED charted all office processes and strategized to create a more linear process in creating contracts for clients and allowing the process to flow through to billing with less lag time.

A retreat was held to focus on business sales strategies and to discuss how to improve turnover rate from prospect to contract.

Multiple updates and re-programming have been made to both database systems used by CWED to better capture historical activity, limit entry error for billing, registration and reporting, and help guide future client calls.

3. List program employees (full time and part time), their role, credentials, and professional development activity since last program review.

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Natalie Greenwell	Director	B.A. Fine Arts	TACE and NCCET conferences
Andrea Selmon	Assistant Director	Master of Public Administration  B.A. Political Science  B.A. Sociology	N/A. Started in November 2012
Marie Piet	Solutions Provider	M.S. Human Relations and Business  B.S. Elementary Education  TX Teacher Certification  IL Teacher Certification  Zig Ziglar Curricula Facilitator Certification	Achieve Global Professional Selling Skills  DDI EdNet Summer Conference 2012  Academy of Collegiate Excellence Fellow (2008)  Improving Communication Workshop
Marcae Lee	Program Director Assistant	9 hours college credit  Microsoft Certifications in Word, Excel, Access, and PowerPoint	CE Microsoft Publisher  Leadership Certificate series  Adobe Acrobat  Business Writing



			Customer Service
--	--	--	------------------

#### PROGRAM PLANNING

Summarize expectations and plans for the next five years.

Immediate Plan: The Director plans to continue the in depth review of the organization's processes and add grant activities to the CWED internal operations manual. Billing and facilitating improved reporting mechanisms through ACT and SchedWare are in need of attention.

Next Year: A focus on accommodating TWC requirements to meet with company training needs for more successful grant awards and deployments is a goal that will require more interaction with multiple stakeholders. Working with the new Assistant Director, the Director plans to leverage grant funded staff resources to allow the Assistant Director opportunity to propose and deploy multiple grants per year, increasing award levels, headcount, and business partnerships.

Plan for Years 2-4: On the horizon is a plan to create grant partnerships with a local EDC and key logistics and supply chain businesses. If successful, Energy companies will be the next target group. To boost contract training sales CWED will study the potential of utilizing subject matter experts as an extended contracted sales team.

Year 5: Longer range plans include the proposal to create a part-time sales group that will energize sales with new prospects.

## SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

### PROGRAM STATUS

1. See CEWD Service Unit Program document.
2. See CEWD Service Unit Program document.
  - g. See CEWD Service Unit Program document.
  - h. Describe how they are met.Not applicable for the Collin SBDC.
3. How does the program conform to federal requirements
  - a. List any federal requirements for the program.

Since the 1940s, legislation has been introduced in the United States Congress to establish University-based business extension services. As the SBDC pilot programs grew over the years, the Small Business Development Center Act of 1977 was enacted:

“To make grants to support the development and operation of small business development centers in order to provide small business with management development, technical information, product planning and development, and domestic and international market development, and for other purposes.”

By 1979, eleven operating pilot SBDC centers counseled more than 7,000 businesses and trained 16,000 clients, utilizing 700 training programs. Although the Dallas-Fort Worth area was not one of the first to pilot this program, Congress appropriated more funds for the SBDC system and in 1985 the North Texas Small Business Development Center Network came into existence. In 1989, the Collin SBDC opened in Plano.

Since 1989, the Collin SBDC has been under federal guidelines located within the Office of Management and Budget Circulars A-21 Revised and A-110 REVISED, which establish the guidelines for determining applicable costs for the SBDC grant and participating colleges like Collin College.

Additionally, by the sub-recipient agreement between the Dallas County Community College District and Collin College, which is ultimately governed by the U.S. Small Business Administration, the Collin SBDC provides a variety of technical assistance to new and established entrepreneurs in order to create jobs, economic impact and increased sales for the local business community. This is accomplished through assistance with business plans, financial packages, procurement, marketing initiatives, business trend analysis, and market research.

- b. Describe how they are met.

The Collin SBDC employs an annual Center Action Plan to ensure that Center processes and procedures meet all North Texas Small Business Development Center Network and U.S. Small Business Administration guidelines. Internally, progress is monitored weekly; the NTSBDC monitors the Center's progress monthly and the SBA monitors the Center on an annual basis.

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Progress is measured by three main criteria:

1. Business Starts: 11 business starts per full-time employee
2. Long Term Clients: 37 long term clients per full-time employee
3. Capital Infusion Goal: Hybrid between a full-time employee calculation and one based on Collin and Rockwall Counties' population

4. List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

Title	Type	Last Updated
Collin SBDC Tri-Fold Brochure	Printed tri-fold	September 2012
Collin SBDC Website	On-line	On-going
Social Media (Facebook, Twitter, LinkedIn, Google Plus)	On-line	On-going
Email Marketing (Constant Contact)	On-line	On-going
Event Management System (Eventbrite)	On-line	On-going

5. List all university/business and industry partnerships and describe them.

University/Business & Industry	Partnership Type	Special Requirements
Dallas County Community College District	SBDC Grant Administrator	Sub-recipient agreement
U.S. Small Business Administration	Grantor	OMB Circulars A21 and A110 Revised
Plano Chamber of Commerce	Collaborate on educational and other business type events	None
Frisco Chamber of Commerce	Collaborate on educational and other business type events	None

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

Allen Chamber of Commerce	Collaborate on educational and other business type events	None
McKinney Chamber of Commerce	Collaborate on educational and other business type events	None

6. Complete and attach Facilities and Resources template.  
(Provided at end of this section)

#### INSTITUTIONAL RESEARCH DATA

*Unduplicated, actual, annual enrollment data*

Not applicable for the Collin SBDC.

#### PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.

The Collin SBDC performs annual assessments in four ways:

1. Self-assessment through client feedback
2. Program assessment by the regional office of the North Texas Small Business Development Center Network
3. Program assessment by the district office of the U.S. Small Business Administration
4. Financial assessment by the North Texas Small Business Development Center Network

The staff reviews each assessment and associated tactics to remove deficiencies and incorporates improvements into the next year's Center Action Plan. Additionally, in 2011, the Collin SBDC was also assessed by members of the Washington D.C. office of the U.S. Small Business Administration and the program was accredited by the Association of Small Business Development Centers. In these assessments, Collin SBDC accounting practices and employee orientation procedures were praised.

2. Describe any continuous improvement activity if different from assessment.

The main focus of our continuous improvement has been to increase the number of long-term clients. We have been able to accomplish this through the following methods:

- Conduct an extensive market analysis for the center to ensure specific types of clients are targeted.
- Develop and refine a client assessment process that ensures that the center is focused on the targeted market.
- Funnel clients not in the targeted market to other training and/or different resources.

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

3. List program employees (full time and part time), their role, credentials, and professional development activity since last program review.

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Marta Gomez Frey	Director	<p>B.A. History</p> <p>9 years of experience as owner of a family-owned business</p> <p>12 years of experience in entrepreneurial education and consulting</p>	<p>Power of Event Marketing</p> <p>Steps to Business Success Webinar</p> <p>5 Steps to Social Media Success Webinar</p> <p>Social Media Marketing Made Simple</p> <p>Supercharge Your Facebook Page</p> <p>Captivate 5 Essential Training</p> <p>WordPress Essential Training</p> <p>Google Analytics Essential Training</p> <p>Improving SEO Using Accessibility Techniques</p> <p>Search Engine Optimization Getting Started</p> <p>Analyzing Your Web Site to Improve SEO</p> <p>Catapult Online Success by Optimizing Website, SEO &amp; Social Media</p> <p>BoeFly Online Marketplace</p> <p>Update on Financial Requirements for SBA Grants</p> <p>Grow Your Business Online</p> <p>Reignite Small Business Innovation</p> <p>Leveraging Innovative Online</p>

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

			<p>Training</p> <p>Financing Export Sales</p> <p>Access to Capital Generating Cash in a Cash Strapped Business</p>
Kelly DeWitt	Assistant Director	B.B.A. Marketing	<p>Team Building: Inspiring a Shared Vision</p> <p>Retail Management</p> <p>SBA Disaster Assistance</p> <p>Growth Wheel Webinar</p> <p>Developing a Business Plan</p> <p>Determining Your Business Legal Structure</p> <p>How to Start A Business</p> <p>Protecting Your Business with Patents, Copyrights and Trademarks</p> <p>Creating a Profit and Loss Statement</p> <p>Valuing a Business</p> <p>IRS Small Business Tax Workshop</p> <p>Funding for Your Small Business</p> <p>Get Down to Business 2012 Google Training Day: Make the Web Work for You</p> <p>The Value of Mail and New Marketing Strategies for Small Business</p> <p>Success Strategy for the First Year in Business - It's Not Just About the Numbers Know Your Market</p>

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

			<p>SBDCNET: Your Free Business Research and Productivity Partner</p> <p>Restaurant Management Discussion Forum</p>
Sarah Skinner	Business Advisor	<p>M.S. Organization Behavior and Executive Coaching</p> <p>B.A. Business Administration, Marketing</p>	<p>Stagen Integral Leadership Program Workshops</p> <p>Stagen Integral Leadership Teleclasses</p> <p>Stagen Integral Leadership Executive Coaching</p> <p>Profit Mastery</p> <p>Search Engine Marketing</p> <p>How to Fund Your Small Business</p> <p>How to Start a Small Business</p> <p>Valuation of a Closely Held Business</p> <p>Secrets of Amazing Trainers</p> <p>Balanced Score Card</p>
Gloria Daniel	Administrative Assistant	High School Diploma	<p>Wordpress 3 Essential Training</p> <p>Social Media Marketing With Twitter and Facebook</p> <p>Creating an HTML Email Newsletter</p> <p>45 Tips in 45 Minutes from Red Cape Webinar</p> <p>Social Media Made Simple</p> <p>Supercharge Your Facebook</p> <p>Creating an HTML Email Newsletter!</p>

			Invaluable: Unlocking Your Abilities.
--	--	--	---------------------------------------

## PROGRAM PLANNING

Summarize expectations and plans for the next five years.

The Collin SBDC has developed the following three strategic plans:

1. Performance Improvement Strategy:
  - a. Improve the efficiency and effectiveness of operations by developing specific processes relating to long-term clients, business starts, and capital infusion.
  - b. Review the center's performance scorecard and make continuous improvement to processes that ensure clients' needs are being incorporated and met.
2. Market and Client Segmentation Strategy:
  - a. Full development and deployment of market and client segmentation strategies from a client-centric approach. This is accomplished through client needs analysis to target high impact clients.
  - b. Promote suite of services (for example: Reference USA, Hoovers, IBISWorld, Biz Miner databases), which improve client outcomes. Effective use of these services increases client engagement thereby creating lifetime value for the client.
3. Employee Engagement Strategy:
  - a. Create platforms to foster employee engagement and satisfaction through customized professional development opportunities to strengthen business skills.
  - b. Addition of effective resources and tools for increased job performance and service to each client.
  - c. Implementation of bi-weekly, private feedback mechanisms to improve organizational engagement.



Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

## FACILITIES AND RESOURCES

### FACILITIES

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any N" answer in columns 5 or 6.
Office Suite 114		Office and meeting spaces	N/A	Y	Y	

### EQUIPMENT AND SUPPLIES

*List all equipment valued at \$5,000 or more each*

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Not applicable			

### FINANCIAL RESOURCES

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Federal Grant Funds	Y	Y		
State Grant Funds	Y	Y		
Matching Grant Funds	Y	Y		
Program Income Funds	Y	Y		

## COLLIN COUNTY LAW ENFORCEMENT ACADEMY (CCLEA)

### PROGRAM STATUS

1. Describe how the program supports:

- a. The college mission and core values.
- b. The college strategic plan.

(See CEWD response in addition to below added information)

The Academy supports the college mission and core values by striving to prepare students mentally, morally and physically to advance into a field-training program, assume the responsibilities and execute the duties of a peace officer in society. The Academy provides training and testing that ensures each student graduates with the demonstrated character, knowledge, problem-solving abilities, human relations, communication and physical skills necessary to meet the professional standards required of a peace officer.

The Academy prepares students to surpass their academic and professional aspirations by providing current and relevant curriculum opportunities and by not only expecting excellence in student learning, but also supporting it through internal and external professional development opportunities for faculty and staff alike.

The Collin County Law Enforcement Academy of Collin College (Academy) provides continuing education training to Texas peace officers and correctional officers. The Academy provides training mandated by the Texas Commission on Law Enforcement Standards and Education (TCLEOSE,) as well as other training programs based on regional and individual officer needs.

Working with area law enforcement agencies, the Academy supports the college mission and core values by providing continuing education programs that meets TCLEOSE in-service training requirements and serve the professional growth and educational needs of the individuals.

2. How does the program conform to THECB requirements?

The Texas Higher Education Coordinating Board (THECB), Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by public two-year colleges. The WECM identifies course curriculum and requirements for those courses specifically established by the Texas Commission on Law Enforcement Officer Standards and Education, (the Commission), Basic Peace Officer Course (BPOC). The requirements of the BPOC are specifically identified by THECB, CIP 43.0107:

- BASIC PEACE OFFICER I
- BASIC PEACE OFFICER II
- BASIC PEACE OFFICER III
- BASIC PEACE OFFICER IV
- BASIC PEACE OFFICER V

- [www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/default.htm](http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/default.htm)

## TCLEOSE REQUIREMENTS

The Texas Commission on Law Enforcement Officer Standards and Education (Commission) is a state agency empowered by legislation to create rules for the administration of Chapter 1701, Occupations Code, and related statutes. These rules regulate the training and licensing of Texas Peace Officers, County Correctional Officers and Telecommunicators.

A law enforcement academy is defined by the Texas Commission on Law Enforcement Officer Standards and Education as: "A school operated by a governmental entity that has been licensed by the commission, which may provide basic licensing courses and continuing education."

The Law Enforcement Academy of Collin College (CCLEA) first became a licensed academy in 1990. In 2009 the Commission enacted a rule (215.1) which requires all licensed academies to re-apply for a license every five (5) years. The CCLEA renewed its license in 2011, which remains in effect until March 31, 2016. Commission rule 215.3 establishes the requirements for an academy license and the CCLEA remains in compliance with all rules established by the Commission.

The BPOC and in-service courses/program are accredited by:

- Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
- Texas Higher Education Coordinating Board (THECB).
- The Texas Veterans Commission.

### Course Syllabi with SCANS (See attachment)

In 1991, the U.S. Department of Labor published its first report called "What Work Requires of Schools," revealing what students and workers needed to know and be able to do in order to succeed in the workplace. The Commission's report identified five competencies along with a three-part foundation of skills and personal qualities needed to enjoy a productive life.

SCANS skills training provides a foundation for the individuals to succeed in a broad range of occupational areas, including law enforcement. The Academy in-service training programs focus on SCANS, which are essential for workplace success in the field of law enforcement. A student in a SCANS classroom is an active learner, a problem solver, a critical thinker and a team member. A high performance workplace such as law enforcement requires certain competencies: the abilities to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

SCANS are made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES/effective workers can productively use:

- Resources: allocating time, money, materials, space, and staff;

- Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION/competence requires:

- Basic Skills: reading, writing, arithmetic and mathematics, speaking, and listening;
- Thinking Skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- Personal Qualities: individual responsibility, self-esteem, sociability, self-management, and integrity.

#### **Average 5 completers per year**

The CCLEA has far exceeded the completers' requirement. This data is maintained by the Institutional Research Office.

#### **Average Completers per year**

Basic Peace Officer Course	FY 08	FY 09	FY10	FY 11	FY 12
Enrollment	49	80	101	62	68
Part-time BPOC	7	20	22	18	16
Full-time BPOC	42	58	79	44	52
Self-Sponsored	18	57	75	42	53
Sponsored (Employed)	31	21	26	20	15
Completers	42	56	79	47	62

#### **Evidence of demand for program graduates**

The program is approved by the Texas Commission on Law Enforcement Officer Standards and Education, and is attended by individuals who have been employed by area law enforcement agencies and individuals seeking employment or volunteer opportunities. Successful completion is a condition to continued employment for those individuals already hired by sponsoring agencies. Data from Texas Workforce Commission and from other sources indicate a continuing need to train students for jobs that will continue to be available for the next several years.

#### **Average number of months to employment**

A survey of recent completers indicated they became licensed within 11 months after completion, some reported they became employed while enrolled in the program.

**Licensure pass rate if applicable.**

TCLEOSE Peace Officer Exam	FY 08	FY 09	FY10	FY 11	FY 12
1 <sup>st</sup> Attempt	100	94.44*	100	100	100
2 <sup>nd</sup> Attempt		100			
3 <sup>rd</sup> Attempt					

- *\*Pass rated is calculated on the first attempt of the TCLEOSE exam. All completers have successfully passed the exam by the second attempt.*

**In-Service Training**

In-service training is provided only for licensed peace officers who are required to complete 40 contact hours of training every two years.

In-Service Training	FY08	FY09	FY10	FY11	FY12
Headcount	1,725	3,173	1,747	1,854	2,320
Number of Classes	85	157	99	100	158
Contact Hours	37,635	68,440	40,024	24,015	40,922

**Program requirements from THECB**

The Coordinating Board adopts policies, enacts regulations, and establishes rules for public two-year colleges for the coordination of career technical/workforce continuing education courses eligible for state appropriations. The BPOC program complies with Chapter 9, subchapter f of THECB rules and Title 19, Texas Administrative Code. Whereas: Any career technical/workforce continuing education course listed in the Workforce Education Course Manual (WECM) may be offered by any public two-year college without prior approval by the THECB.

Courses in the current WECM are valid until revised or deleted by subsequent updates of the WECM. All career technical/workforce continuing education courses shall meet the guidelines outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Board and the Workforce Education Course Manual.

The Basic Peace Officer Course is accredited by:

- Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
- Texas Higher Education Coordinating Board (THECB).
- The Texas Veterans Commission.

**3. How does the program conform to federal requirements?**

There are no specific federal requirements for this program. This is a state regulated program. The two oversight organizations are the Texas Commission on Law Enforcement Officer Standards and Education and the Texas Higher Education Coordinating Board.

4. Program literature.

Title	Type	Last Updated
Law Enforcement Academy Website	On-line	On-going/ Updated every four months
Email Marketing	On-line	On-going
LEA brochures	Print	On-going
Topical flyers	Print	On-going Computer Forensics 05-31-12
TCLEOSE Instructor Guide and student learning objectives	Print booklet	On-going
Course Syllabi	Syllabi/PDF	09/2012
Texas Criminal and Traffic Law Manual	Print booklet	2011/12 edition
Student Manuals	Print booklet/PDF	7/2012

5. Transferability analysis for instructional programs.

Program	Modifications	Exceptions	University(ies) Accepting as Transfer
B.A.A.S. Degree Program Criminal Justice Option for Law Enforcement Personnel	12 credits for Basic Law Enforcement Certification*	Must have successfully completed BPOC	Midwestern State University

\*Students can receive 12 credits from Midwestern State University. Collin College is working on awarding the same number of hours, this has not yet been finalized.

6. University/business and industry partnerships and describe them.

University/Business & Industry	Partnership Type	Special Requirements
Collin County Sheriff's Office (CCSO)	Academy Partnership/Training Provider/Advisory Board Membership(s)	None
City of Frisco	Academy Advisory Board Membership	None
City of McKinney	Academy Advisory Board Membership	None
City of Wylie	Academy Advisory Board Membership	None
City of Plano	Academy Advisory	None

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

	Committee Membership	
City of Parker	Academy Advisory Committee Membership	None
City of The Colony	Academy Advisory Committee Membership	None
Midwestern State University	Articulation	Enrollment
Texas A&M Commerce	Articulation	Enrollment

7. Complete Facilities and Resources template.

**FACILITIES AND RESOURCES**

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	for any No answer in columns 5 or 6.
A-114-C/ Office- CCP/Training Officer	240	Office	NA	Y	Y	
A-222/ Office-CCP/ Training Officer	80	Office	NA	N	N	In order to conduct meetings with students and other appropriate business activity the office needs to be larger.
A-224/CCP	432	Classroom	Seats 24	Y	Y	
A-214/CCP	1404	Classroom	Seats 36	N	N	The classroom needs to be appropriately designed to accommodate large groups and scenario training programs.
A-214A	400	Storage	NA	Y	Y	
B207	1200	Classroom	Defensive Tactics Training Room Seats 20 for lecture activities	N	N	The classroom needs to be appropriately designed to accommodate defensive tactics training programs and storage.
B-207B-Front	216	Storage	Records Storage	Y	Y	
B-207B-Rear	208	Storage	Equipment Storage	Y	Y	
E-223	785	Classroom	Theater Seating	Y	N	The classroom needs to be appropriately designed

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

			Seats 36			to accommodate large groups and scenario training programs.
C-115	1280	Computer Classroom	Seats 30 for on-line testing	Y	N	The academy needs a permanently assigned computer classroom that will provide for current needs and the addition of new programs.
D-106	8000	Conference Center	Can accommodate 200 for lecture	Y	Y	
BLD-2206	5400	Gun Range	Indoor gun range provides storage, classroom, control room, office and cleaning areas	Y	N	The academy needs a facility that will provide for current needs and future growth. Specifically, providing for the ability to conduct high-risk scenario firearms programs, and specialized firearms programs.
BLD-2208	1160	Office suite	Main academy office. Provides One officer, library, work areas and records storage.	N	N	The law enforcement program needs a facility that promotes a quality image, provides for the unique training needs of law enforcement, and provides for growth.

**EQUIPMENT AND SUPPLIES**

*List all equipment valued at \$5,000 or more each*

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
\$462,011.00	Y	N	Additional budgetary resources will be necessary for expected growth of program and equipment upgrades. This will need to be determined in more detail once a final decision has been made about the future location and



Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

			facilities for the academy.
Patrol Cars (2)	Y	N	Vehicles will be phased out and replaced with newer units.

8. Summarize recommendations from and for program advisory committees, list meetings and attach minutes.

Advisory Committee Meeting Date	Attach Minutes
November 19, 2008	Highlighted a previous study of the number of officers and agencies attending training at CCLEA and the Boards resolution of a continued need and support for the academy.
November 2, 2010	TCLEOSE annual Academy evaluation discussion of 2009 meeting, discussion of new facility and academy needs discussion and approval of adding advisory committee members to board.
November 10, 2011	TCLEOSE annual Academy evaluation, discussion of new facility and academy needs discussion of college credit for BPOC.

### Institutional Research Data

*Unduplicated, actual, annual enrollment data*

- Number enrolled per year for past five years
  - (See page 44)
- Number graduated/completed per year for past five years
  - (See page 44)
- Number employed per year for past five years
  - Data available for years 2009, 2010 and 2011 indicates in 2009 89% were employed, in 2010 91% were employed and in 2011 83% were employed.
- Student/faculty ratio per year for past five years
  - (1 primary instructor each lecture/2-3-4 instructors for skills training)
- Full-time/part-time faculty ratio per year for past five years
  - (3 full time/20 part time)
- Student satisfaction results per year for past five years
  - (Excellent/TCLEOSE Pass rate/Agency relations)
- Effectiveness Indicators
  - Student Satisfaction
    - (student critiques are done weekly)
  - Employer Satisfaction
    - (Advisory Board/Committee level of confidence, feedback)
  - Ratio of course enrollment to course completion for program
    - (See page 44)

- Cost/Enrollment per student for Basic Peace Officer Class and for In-service training
  - \$193.47
- Cost/Completer per student for Basic Peace Officer Class and for In-service training
  - \$193.96

#### PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.
2. Describe any continuous improvement activity if different from assessment.

The College and Academy has conducted an intense survey of local law enforcement agencies to gain a better understanding for the training and facility needs for the law enforcement academy. This information identifies the need for additional facilities for current activities and the future of the program. The college has developed a plan which would provide for the current and future needs of the Academy.

Within the BPOC program additional topics have been requested as part of the needed curriculum for agency students attending the BPOC, additionally curriculum updates and additions have been mandated by the Commission.

Students provide weekly assessments of the course activities and conduct on-line assignments and testing. This provides a useful tool in evaluating student progress, their understanding of the course material and their ability to articulate themselves, meeting the Scans Competencies.

On an ongoing basis feedback is provided from local law enforcement agency's training liaison officers, field training officers and by some chiefs of police. The feedback is used to help adapt training curriculum to ensure that what is taught in the academy is information that not only meets TCLEOSE requirements but reinforces what will be required of the officers once they begin their jobs with police departments or with other law enforcement agencies.

Additionally the law enforcement academy's advisory board provides feedback both on an informal and formal basis for program improvement. The advisory board provides input to the curriculum as well as to the student guidelines.

The law enforcement academy consistently researches changes in law that affect what needs to be changed in the curriculum to ensure that the cadets/students are receiving the most up to date curriculum.

3. List program employees (full time and part time, their role, credential, and professional development activity since last program review.

The Academy uses part-time instructors who are active professionals (including police officers, firefighters, correctional officers and paramedics). Our professional faculty is

Collin County Community College District  
Continuing Education and Workforce Development Division Service Unit Program Review 2013

comprised of experts who speak at and participate in local, state, and national law enforcement conferences.

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Ron Spears	Director	Master Peace Officer Certification  Instructor Certification  B.S., Management/Criminal Justice	Required to attend 40 hours of in-service training every 24 months. Attends TCLEOSE Commission meetings.
Gina Hight	Coordinator/Instructor	Advanced Peace Officer Certification  Instructor Certification  A.S. Business	Required to attend 40 hours of in-service training every 24 months. Attends TCLEOSE Training Conference Annually.
Jackie Carter	Coordinator/Instructor	Master Peace Officer Certification  Instructor Certification  Firearms Instructor Certification	Required to attend 40 hours of in-service training every 24 month
Charlette Brown	Division Secretary	NA	FERPA, Sexual Harassment, OIT, I-9
Terry Blevins	L.E. Assistant	B.A.A.S. Applied Technology and Performance Improvement  Notary Public	FERPA, Sexual Harassment, OIT, I-9

Academy part-time instructors (see attachment)

## PROGRAM PLANNING

1. Summarize expectations and plans for the next five years.

The Academy provides a vital service to area law enforcement agencies needing the basic peace officer certification program. Working with TCLEOSE and area law enforcement agencies, the Academy continuously strives to meet the training needs of agencies and individuals by providing a quality, affordable peace officer training program.

The need for the program is expected to continue and grow over the next five years, with the continued growth of Collin County. Additionally, College plans include a commitment to meeting the needs of area law enforcement agencies and officers by investing in facilities that will enhance the training capabilities of the Academy.

The need and desire to provide college credit for successful completion of the BPOC is currently being studied by the College, a proposal to implement college credit is anticipated by the end of 2013.

The College has completed a facility needs study for the current and future needs of the program, which provides for a three phase plan for the immediate and future needs of the Academy. The initial first phase of the plan is expected to begin in 2013.

2. Provide the next Continuous Improvement Plan.

- Update BPOC curriculum to meet new TCLEOSE requirements.
- Maintain a high first attempt TCLEOSE licensing exam pass rate.
- Address student learning and skills training programs which meet agency needs.

# Continuing Education Attachments

# Continuous Improvement Plan (CIP)

**Date:** 1/16/2013

**Administrative or Educational Support Unit:** Continuing Education

**Contact Name:** Steve Hardy

**Primary functions:** : Continuing Education offers a schedule of classes three times a year to provide high quality workforce training classes to increase knowledge and skills of adults seeking to improve financial and employment opportunities. Key areas are – Healthcare, Business Management, Computers, and Foreign Languages. CEWD offers over 300 unique courses and 1,200 sections of classes three times a year.

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/Intended Outcome Statements (Institutional Outcomes)	Measure(s)	Standard (Criteria for determining success)	Actual Outcome Results/ Findings	Improvement Action(s)
Increase student Continuing Education repeat rate to 2.0 classes per student per FY.	Average student enrollment per quarter and fiscal year.	LERN – a Learning Resource Network publishes standards and guidelines for measuring Continuing Education Programs and state a repeat rate of 2 classes per student should be a standard.	<p>Numbers were calculated for FY11 and FY12. Data is sorted by CWID and average is taken.</p> <p>FY2011, all terms, repeat rate was 1.79.</p> <p>FY2012, all terms, repeat rate was 1.90.</p> <p>With the slight increase in average enrollments per student, overall contact hours were up 5%.</p>	<p>To achieve this goal, Collin CE will:</p> <ul style="list-style-type: none"> <li>• Utilize CE eNewsletter to highlight class offerings and follow-up classes</li> <li>• Create a blog with subscription feature to provide computer education students with timely information for potential class offerings.</li> <li>• Establish linkages with Student Development to draw in targeted students for career paths that may only require non-credit certifications.</li> <li>• Schedule visits to Advising and ARO at other campus to</li> </ul>

				<p>increase their knowledge of CE offerings</p> <ul style="list-style-type: none"><li>• Email students to inform them of follow-up classes</li><li>• Instructors encourage students to take follow-up or related classes</li></ul>
--	--	--	--	--

### Continuous Improvement Plan (CIP)

**Date:** 1/16/2012

**Administrative or Educational Support Unit:** Continuing Education

**Contact Name:** Steve Hardy

**Primary functions:** : Continuing Education offers a schedule of classes three times a year to provide high quality workforce training classes to increase knowledge and skills of adults seeking to improve financial and employment opportunities. Key areas are – Healthcare, Business Management, Computers, and Foreign Languages. CEWD offers over 300 unique courses and 1,200 sections of classes three times a year.

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/Intended Outcome Statements (Institutional Outcomes)	Measure(s)	Standard (Criteria for determining success)	Actual Outcome Results/ Findings	Improvement Action(s)
Increase average Continuing Education class size	Average class size is calculated from daily registration reports produced in Argos	Increase average CE class size by 10%.	Using Section Report, under Section Enrollments CE Summary in Argos, reports were run for 201071 through 201274  All divisions except COMP, ENRC, HLTH and WKFC are deleted from Excel file. (Distance Learning “DL” and	To achieve this goal, Collin CE will: <ul style="list-style-type: none"> <li>Analyze enrollment patterns to combine sections of classes to increase average size.</li> <li>Utilize CE eNewsletter to highlight class offerings and follow-up classes</li> <li>Create a blog with subscription feature to provide computer education students with timely information for potential class offerings.</li> <li>Establish linkages with Student Development to draw in targeted students for career paths that may only require non-credit certifications.</li> </ul>



			<p>“Protrain” classes, “INFO” and “OH” Sessions were also deleted.</p> <p>Average section size of 8.48 was calculated for all of FY11.</p> <p>Average section size of 8.44 was calculated for all of FY12.</p> <p>Though average section size goal was not achieved contact hours increased overall by 5%. More importantly state funded contact hours increased by 10%.</p>	<ul style="list-style-type: none"><li>• Schedule visits to Advising and ARO at other campus to increase their knowledge of CE offerings</li><li>• Schedule Information sessions in Computer and Healthcare areas to provide information to encourage students to register.</li></ul>
--	--	--	--	--

Collin County Community College Continuing Education  
New Course Proposal Form

Add: Is this an in-demand occupation?

1. Course Title	
2. Description	
3. Proposed category	
4. Contact hours	
5. Suggested price	
6. Proposed WECM #	
7. CIP code	
8. CB reimbursement rate	
9. Contact hour range	
10. Cost center	
11. State funded?	
12. Target audience	
13. Will program offer CEUs Attendance CEUs or Competency CEUs	
14. Is curriculum developed already?	
15. Proposed book	
16. Time frame for course – Spring, Summer or Fall	
17. Proposed locations for offering – CYC, CPC, SCC, AHS, PRC, Plano High Schools	
18. Qualifications of instructor	
19. Salary of instructor	
20. Minimum/maximum students	
21. Is course offered locally by others?	
22. Learning outcomes	
23. Does course meet MCE's	
24. Where idea originated	
25. Course prerequisites	
26. Will program require special equipment	
27. Suggested follow-up courses	
28. Is course part of certificate/certification program? If so, which one?	
29. If course is to be offered in partnership, name of partner and proposed revenue split	
<b>For computer courses</b>	
30. Software required	
31. License fee	
32. Minimum hardware configuration	
33. Suggested room	
Program Director	
Approved by:	
Approval Date:	
Notes	



Please take a few minutes to provide us your evaluation of the course you have just completed and an evaluation of the instructor assigned to teach this course. **Your feedback is very important.**  
**Evaluations allow us to make required changes to ensure we offer the best learning opportunities for our students.**

CRN: \_\_\_\_\_ Term: \_\_\_\_\_

Course Dates: \_\_\_\_\_ Course Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Please Circle Using the Rating:    1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree

### **Continuing Education Course and Instructor Evaluation**

1. The course description accurately reflected the content of the course: 1      2      3      4      5

Comments: \_\_\_\_\_

2. The required textbook was an effective resource in the learning process: 1      2      3      4      5

Comments: \_\_\_\_\_

3. The instructor presentations positively impacted on my understanding of the material:

1      2      3      4      5

Comments: \_\_\_\_\_

4. This course was worth the fee paid: 1      2      3      4      5

Comments: \_\_\_\_\_

5. Please circle one:      a) I registered online / by telephone / in person  
    b) I purchased textbooks from the college bookstore/from another source

Please comment about the Registration and/or Bookstore experience:

Comments: \_\_\_\_\_

6. I would be interested in taking additional courses through Continuing Education at Collin College:

1      2      3      4      5

Comments/Suggestions for new courses: \_\_\_\_\_

7. Please send me your E-Newsletters (published several times a year) with additional course information.

My email address is: \_\_\_\_\_

8. Any other comments: \_\_\_\_\_



## Continuing Education Headcount History by Fiscal Year

Continuing Education Headcount History		Unduplicated Headcount	Duplicated Headcount	Total Contact Hours	State Funded Contact Hours
Data Source		System Headcount	System Headcount	System Contact Hours*	CBM-00C State Report
Quarter 1	2012	5,117	7,800	234,792	226,703
Quarter 2	2013				
Quarter 3	2013				
Quarter 4	2013				
Total FY		5,117	7,800	234,792	226,703
Quarter 1	2011	4,575	6,621	190,417	180,375
Quarter 2	2012	4,427	6,032	157,943	149,880
Quarter 3	2012	4,121	5,780	129,693	124,339
Quarter 4	2012	3,747	5,186	135,344	131,161
Total FY		16,870	23,619	613,397	585,755
Quarter 1	2010	4,695	6,897	191,075	174,611
Quarter 2	2011	4,277	5,801	148,460	129,742
Quarter 3	2011	3,998	5,541	108,311	99,184
Quarter 4	2011	3,963	5,729	136,184	127,316
Total FY		16,933	23,968	584,030	530,853
Quarter 1	2009	5,065	7,509	209,545	187,854
Quarter 2	2010	4,621	6,218	147,400	128,068
Quarter 3	2010	4,151	5,790	150,314	139,694
Quarter 4	2010	3,366	4,799	133,599	122,987
Total FY		17,203	24,316	640,858	578,603
Quarter 1	2008	4,497	6,557	191,474	176,556
Quarter 2	2009	3,699	4,719	181,283	163,036
Quarter 3	2009	4,424	5,995	118,754	107,629
Quarter 4	2009	4,514	5,981	147,035	138,033
Total FY		17,134	23,252	638,546	585,254
Quarter 1	2007	5,240	7,319	200,002	188,325
Quarter 2	2008	4,522	5,959	150,485	133,412
Quarter 3	2008	4,273	5,774	128,162	117,427
Quarter 4	2008	4,159	5,470	112,359	103,662
Total FY		18,194	24,522	591,008	542,826
Quarter 1	2006	5,553	7,402	191,999	179,030
Quarter 2	2007	5,233	6,776	174,287	156,727
Quarter 3	2007	4,217	5,788	96,329	86,093
Quarter 4	2007	4,305	5,522	128,473	117,948
Total FY		19,308	25,488	591,088	539,798
Quarter 1	2005	4,983	6,876	161,856	150,450
Quarter 2	2006	4,186	5,660	151,407	139,545
Quarter 3	2006	3,926	5,358	114,668	102,357
Quarter 4	2006	3,806	4,487	144,276	133,380
Total FY		16,901	22,381	572,207	525,732
*includes non-funded courses and non-reportable students					
Quarter 1	2004	4,801	6,584	183,403	172,298
Quarter 2	2005	4,163	5,755	166,544	157,879
Quarter 3	2005	3,951	6,578	92,886	79,798
Quarter 4	2005	5,958	4,307	138,526	129,981
Total FY		18,873	23,224	581,359	539,956
Quarter 1	2003	6,063	8,861	210,664	193,684
Quarter 2	2004	4,500	5,734	128,725	120,004
Quarter 3	2004	4,185	6,012	124,394	110,869
Quarter 4	2004	4,335	5,910	127,423	116,036
Total FY		19,083	26,517	591,206	540,593

The unduplicated/duplicated headcount numbers and contact hours prior to 04/15/03 came from Student Activity reports

Quarter 1	2002	5,114	7,371	195,619	179,998
Quarter 2	2003	4,281	5,799	146,270	137,078
Quarter 3	2003	4,059	5,659	99,941	89,338
Quarter 4	2003	4,437	6,201	134,543	122,165
Total FY		17,891	25,030	576,373	528,579
Quarter 1	2001	5,034	7,170	181,630	170,399
Quarter 2	2002	4,878	6,220	134,089	120,626
Quarter 3	2002	3,921	5,089	116,699	109,078
Quarter 4	2002	4,204	5,882	131,522	112,756
Total FY		18,037	24,361	563,940	512,859
Quarter 1	2000	4,861	6,494	171,498	162,881
Quarter 2	2001	4,587	6,068	139,446	132,223
Quarter 3	2001	4,753	6,421	107,253	101,647
Quarter 4	2001	4,511	6,055	125,622	111,420
Total FY		18,712	25,038	543,819	508,171
Quarter 1	1999	5,388	7,460	185,620	173,684
Quarter 2	2000	4,429	5,731	129,809	113,052
Quarter 3	2000	3,222	4,302	81,028	78,713
Quarter 4	2000	4,061	5,296	133,410	127,959
Total FY		17,100	22,789	529,867	493,408
Quarter 1	1998	4,481	5,938	141,973	134,637
Quarter 2	1999	4,298	5,438	135,929	128,065
Quarter 3	1999	3,245	4,079	67,445	63,036
Quarter 4	1999	4,101	4,854	107,604	103,242
Total FY		16,125	20,309	452,951	428,980
Quarter 1	1997	4,513	5,963	131,409	121,935
Quarter 2	1998	3,581	4,468	104,474	92,453
Quarter 3	1998	3,210	4,102	76,666	85,540
Quarter 4	1998	3,700	4,731	98,009	102,319
Total FY		15,004	19,264	410,558	402,247
Quarter 1	1996	3,897	5,345	113,208	102,708
Quarter 2	1997	3,330	4,181	93,636	86,180
Quarter 3	1997	2,764	3,471	67,286	65,300
Quarter 4	1997	3,180	4,071	88,631	89,151
Total FY		13,171	17,068	362,761	343,339
***4th quarter implemented in CCCC internal system 95-96 fiscal year.					
Quarter 1	1995	3,973	5,728	139,341	102,695
Quarter 2	1996	3,355	4,439	100,629	74,743
Quarter 3	1996	1,919	2,393	40,919	61,934
Quarter 4	1996	2,520	3,228	64,364	78,545
Total FY		11,767	15,788	345,253	317,917
Quarter 1	1994	3,809	5,300	119,904	92,827
Quarter 2	1995	4,313	6,471	144,128	79,581
Quarter 3	1995	2,398	3,199	62,539	52,113
Quarter 4	1995	***	***	***	76,896
Total FY		10,520	14,970	326,571	301,417
Quarter 1	1993	2,842	3,796	80,496	57,672
Quarter 2	1994	4,155	6,290	132,081	42,198
Quarter 3	1994	2,216	3,076	70,945	64,345
Quarter 4	1994	***	***	***	73,759
Total FY		9,213	13,162	283,522	237,974
Quarter 1	1992	2,669	3,656	73,308	43,574
Quarter 2	1993	3,239	4,650	95,157	42,969
Quarter 3	1993	1,282	1,927	51,880	28,659
Quarter 4	1993	***	***	***	39,334
Total FY		7,190	10,233	220,345	154,536
Quarter 1	1991	1,992	2,567	45,233	25,793
Quarter 2	1992	3,097	4,111	75,938	6,003
Quarter 3	1992	1,096	1,680	39,521	47,247
Quarter 4	1992	***	***	***	35,189
Total FY		6,185	8,358	160,692	114,232

QUARTERS: 1=SEP 1-NOV 30 2=DEC 1-FEB 28/29 3=MAR 1-MAY 31 4=JUN 1-AUG 31



**Contact Hour Comparison  
Continuing Education  
By Fiscal Year**

<b>YEAR</b>	<b>CONTACT HOURS</b>	<b>CHANGE</b>	<b>% CHANGE</b>
2011-2012	585,915	55,062	10.4%
2010-2011	530,853	(47,750)	-8.3%
2009-2010	578,603	(6,651)	-1.1%
2008-2009	585,254	42,428	7.8%
2007-2008	542,826	3,028	0.6%
2006-2007	539,798	14,066	2.7%
2005-2006	525,732	(14,224)	-2.6%
2004-2005	539,956	(637)	-0.1%
2003-2004	540,593	12,014	2.3%
2002-2003	528,579	15,720	3.1%
2001-2002	512,859	4,688	0.9%
2000-2001	508,171	14,763	3.0%
1999-2000	493,408	64,428	15.0%
1998-99	428,980	26,733	6.6%
1997-98	402,247	58,908	17.2%
1996-97	343,339	25,422	8.0%
1995-96	317,917	16,500	5.5%
1994-95	301,417	63,443	26.7%
1993-94	237,974	83,438	54.0%
1992-93	154,536	40,304	35.3%
1991-92	114,232	35,466	45.0%
1990-91	78,766	27,025	52.2%
1989-90	51,741	29,757	135.4%
1988-89	21,984		

Source - CBM-00C State Report

Texas Higher Education Coordinating Board - Accountability System Continuing Education							
Institution	Annual Unduplicated Enrollment - Continuing	Annual Unduplicated Enrollment - Continuing	% Change Headcount	Contact Hours - Continuing Education	Contact Hours - Continuing Education	Change Contact Hours	% Change Contact Hours
	(FY 2011)	(FY 2012)		(FY 2011)	(FY 2012)		
Alamo Community College District	9,278	8,080	-12.91%	727,140	665,309	-61,831	-8.50%
Alvin Community College	1,208	1,135	-6.04%	102,013	99,035	-2,978	-2.92%
Amarillo College	17,231	16,849	-2.22%	520,365	519,104	-1,261	-0.24%
Angelina College	2,566	2,291	-10.72%	220,326	209,253	-11,073	-5.03%
Austin Community College	4,758	5,482	15.22%	418,012	462,015	44,003	10.53%
Blinn College	2,378	2,097	-11.82%	175,219	161,112	-14,107	-8.05%
Brazosport College	780	667	-14.49%	55,131	46,753	-8,378	-15.20%
Central Texas College	6,028	6,446	6.93%	414,306	432,336	18,030	4.35%
Cisco College	83	229	175.90%	6,258	16,144	9,886	157.97%
Clarendon College	431	515	19.49%	16,865	14,309	-2,556	-15.16%
Coastal Bend College	2,759	3,259	18.12%	231,094	310,051	78,957	34.17%
College of the Mainland Community College District	2,999	2,418	-19.37%	206,087	167,643	-38,444	-18.65%
Collin County Community College District	9,835	10,093	2.62%	530,841	585,755	54,914	10.34%
Dallas County Community College District	41,338	36,756	-11.08%	3,207,052	3,148,309	-58,743	-1.83%
Del Mar College	3,924	4,478	14.12%	297,486	315,966	18,480	6.21%
El Paso Community College District	4,897	4,817	-1.63%	609,700	524,247	-85,453	-14.02%
Frank Phillips College	4,439	5,058	13.94%	90,665	92,262	1,597	1.76%
Galveston College	230	127	-44.78%	25,320	10,512	-14,808	-58.48%
Grayson College	2,388	2,267	-5.07%	84,972	97,312	12,340	14.52%
Howard County Junior College District	5,419	3,929	-27.50%	890,385	619,864	-270,521	-30.38%
Hill College	489	592	21.06%	53,224	67,671	14,447	27.14%
Houston Community College	16,360	16,079	-1.72%	1,928,319	1,813,598	-114,721	-5.95%
Kilgore College	7,461	7,533	0.97%	693,808	560,519	-133,289	-19.21%

Texas Higher Education Coordinating Board - Accountability System Continuing Education							
Institution	Annual Unduplicated Enrollment - Continuing	Annual Unduplicated Enrollment - Continuing	% Change Headcount	Contact Hours - Continuing Education	Contact Hours - Continuing Education	Change Contact Hours	% Change Contact Hours
	(FY 2011)	(FY 2012)		(FY 2011)	(FY 2012)		
Laredo Community College	3,437	3,011	-12.39%	104,100	66,691	-37,409	-35.94%
Lee College	1,322	988	-25.26%	129,153	85,475	-43,678	-33.82%
Lone Star College System District	6,317	5,608	-11.22%	575,997	525,947	-50,050	-8.69%
McLennan Community College	3,504	3,738	6.68%	190,576	222,819	32,243	16.92%
Midland College	4,151	3,839	-7.52%	198,625	210,957	12,332	6.21%
Navarro College	2,804	2,483	-11.45%	171,669	231,328	59,659	34.75%
North Central Texas College	1,171	1,015	-13.32%	93,778	86,417	-7,361	-7.85%
Northeast Texas Community College	830	847	2.05%	32,394	33,912	1,518	4.69%
Odessa College	5,123	4,874	-4.86%	318,115	321,143	3,028	0.95%
Panola College	554	477	-13.90%	42,183	33,512	-8,671	-20.56%
Paris Junior College	1,359	1,655	21.78%	64,539	98,066	33,527	51.95%
Ranger College	138	143	3.62%	8,510	9,221	711	8.35%
San Jacinto Community College	5,126	4,419	-13.79%	360,035	435,094	75,059	20.85%
South Plains College	3,338	2,359	-29.33%	294,810	206,229	-88,581	-30.05%
South Texas College	2,613	2,912	11.44%	190,822	223,765	32,943	17.26%
Southwest Texas Junior College	1,113	872	-21.65%	149,761	120,058	-29,703	-19.83%
Tarrant County College District	12,955	11,904	-8.11%	829,133	866,970	37,837	4.56%
Temple College	2,489	2,479	-0.40%	111,275	132,057	20,782	18.68%
Texarkana College	3,752	3,228	-13.97%	373,729	352,188	-21,541	-5.76%
Texas Southmost College	932	674	-27.68%	127,584	90,202	-37,382	-29.30%
Trinity Valley Community College	1,059	993	-6.23%	187,468	264,238	76,770	40.95%
Tyler Junior College	6,528	5,756	-11.83%	286,848	262,104	-24,744	-8.63%
Vernon College	3,842	2,558	-33.42%	475,246	184,825	-290,421	-61.11%



Texas Higher Education Coordinating Board - Accountability System Continuing Education							
Institution	Annual Unduplicated Enrollment - Continuing	Annual Unduplicated Enrollment - Continuing	% Change Headcount	Contact Hours - Continuing Education	Contact Hours - Continuing Education	Change Contact Hours	% Change Contact Hours
	(FY 2011)	(FY 2012)		(FY 2011)	(FY 2012)		
Victoria College	4,030	2,613	-35.16%	208,859	130,783	-78,076	-37.38%
Weatherford College	1,521	1,559	2.50%	159,020	171,609	12,589	7.92%
Western Texas College	4,634	4,261	-8.05%	173,709	155,128	-18,581	-10.70%
Wharton County Junior College	1,083	753	-30.47%	52,740	35,939	-16,801	-31.86%
GROUP - Very Large Colleges	118,140	110,401	-6.55%	9,377,051	9,251,009	-126,042	-1.34%
GROUP - Large Colleges	43,796	41,670	-4.85%	2,220,718	2,053,744	-166,974	-7.52%
GROUP - Medium Colleges	55,214	51,480	-6.76%	4,062,220	4,037,458	-24,762	-0.61%
GROUP - Small Colleges	20,519	17,915	-12.69%	1,755,277	1,153,545	-601,732	-34.28%
Statewide Totals	237,669	221,466	-6.82%	17,415,266	16,495,756	-919,510	-5.28%

Room/Office Location and Designation	Size	Type	Special Characteristics	Meets Current Needs: Yes or No	Will meet needs for next five years: Yes or No	Describe additional needs for any No answer in columns 5 or 6.
113	12	Conference Room		Yes	Yes	
115	6	Conference room		Yes	Yes	
118	24	Classroom		Yes	Yes	
120	24	Classroom		Yes	Yes	
122	64	Classroom		Yes	Yes	
124	16	Classroom		Yes	Yes	
202	16	Computer Lab		Yes	Yes	
204	12	Computer lab		Yes	Yes	
206	12	Computer Lab		Yes	Yes	
208	12	Computer Lab		Yes	Yes	
209	24	Classroom		Yes	Yes	
212	24	Classroom		Yes	Yes	
214	40	Classroom		Yes	Yes	
215	24	Classroom		Yes	Yes	
218	18	Computer Lab		Yes	Yes	
222	18	Computer Lab		Yes	Yes	
223	17	Classroom		Yes	Yes	
224	17	Computer Lab		Yes	Yes	
226	18	Computer Lab		Yes	Yes	
228	31	Classroom		Yes	Yes	
229	33	classroom		Yes	Yes	
302	16	Computer Lab		Yes	Yes	
304	24	Classroom		Yes	Yes	
306	31	Classroom		Yes	Yes	
311	12	Hospital Lab		Yes	No	Will need additional lab due to growth
316	24	Classroom		Yes	Yes	
318	36	Classroom		Yes	Yes	

Room/Office Location and Designation	Size	Type	Special Characteristics	Meets Current Needs: Yes or No	Will meet needs for next five years: Yes or No	Describe additional needs for any No answer in columns 5 or 6.
320	24	Classroom		Yes	Yes	
322	18	Computer Lab		Yes	Yes	
324	25	classroom		Yes	Yes	
326	25	classroom		Yes	Yes	
328	18	Computer Lab		Yes	Yes	
329	33	classroom		Yes	Yes	
330	18	Computer Lab		Yes	Yes	
333	40	Photography Lab - no computers		Yes	Yes	
336	14	Art Room		Yes	Yes	
337	14	Art Room		Yes	Yes	
402	32	Classroom		Yes	Yes	
404	28	Classroom		Yes	Yes	
406	24	Classroom-Podium		Yes	Yes	
411		classroom		Yes	Yes	
413	12	Conference Room		Yes	Yes	
420A	8	Conference Room for CWED		Yes	Yes	
422	24	Classroom		Yes	Yes	
424	18	classroom		Yes	Yes	
426	18	classroom		Yes	Yes	
428	18	classroom		Yes	Yes	
430	12	Art		Yes	Yes	

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
STATEMENT OF REVENUES AND EXPENDITURES  
FOR FISCAL YEARS 2008-2012

16 of 109

	11-12 ACTUAL	% Change	10-11 ACTUAL	% Change	09-10 ACTUAL	% Change	08-09 ACTUAL	% Change	07-08 ACTUAL	% Change	06-07 ACTUAL	% Change	05-06 ACTUAL	% Change
<b>REVENUES:</b>														
Continuing Ed Fees-1st Quarter	1,078,818	-3.70%	1,120,302	2.74%	1,090,383	0.05%	1,089,861	-2.68%	1,119,891	-0.99%	1,131,096	7.47%	1,052,454	5.03%
Refunds **									(138,011)	9.50%	(126,035)	-5.85%	(133,860)	-2.01%
Transfer to Inst. Sch	(64,729)	-3.70%	(67,218)	2.69%	(65,459)	0.10%	(65,392)	11.00%	(58,913)	-2.31%	(60,304)	9.41%	(55,116)	6.14%
1st Quarter Total	1,014,089	-3.70%	1,053,084	2.75%	1,024,924	0.04%	1,024,469	11.00%	922,967	-2.31%	944,757	9.41%	863,479	6.14%
Continuing Ed Fees-2nd Quarter	983,308	5.75%	929,802	27.02%	732,021	-5.56%	775,150	-9.94%	860,687	-10.92%	966,249	13.48%	851,463	12.62%
Refunds **									(103,185)	17.81%	(87,587)	24.03%	(70,615)	-19.46%
Transfer to Inst. Sch	(58,998)	5.75%	(55,788)	27.02%	(43,921)	-5.56%	(46,509)	2.33%	(45,450)	-13.79%	(52,720)	12.53%	(46,851)	16.83%
2nd Quarter Total	924,310	5.75%	874,014	27.02%	688,100	-5.56%	728,641	2.33%	712,052	-13.79%	825,942	12.53%	733,997	16.83%
Continuing Ed Fees-3rd Quarter	816,773	15.22%	708,860	5.34%	672,945	18.01%	570,229	-13.32%	657,878	-2.32%	673,475	2.15%	659,310	13.22%
Refunds **									(70,030)	-16.40%	(83,772)	46.77%	(57,076)	12.51%
Transfer to Inst. Sch	(49,006)	15.22%	(42,532)	5.34%	(40,377)	18.01%	(34,214)	-3.00%	(35,271)	-0.31%	(35,382)	-2.08%	(36,134)	13.29%
3rd Quarter Total	767,767	15.22%	666,328	5.34%	632,568	18.01%	536,015	-3.00%	552,577	-0.31%	554,321	-2.08%	566,099	13.29%
Continuing Ed Fees-4th Quarter	842,779	1.81%	827,809	8.66%	761,829	-0.81%	768,029	3.30%	743,505	-7.18%	801,035	4.91%	763,578	-4.17%
Refunds **									(92,475)	-10.07%	(102,832)	21.35%	(84,742)	-17.65%
Transfer to Inst. Sch	(50,567)	1.81%	(49,668)	8.66%	(45,710)	-0.81%	(46,082)	17.97%	(39,062)	-6.76%	(41,892)	2.85%	(40,730)	-2.17%
4th Quarter Total	792,212	1.81%	778,141	8.66%	716,119	-0.81%	721,947	17.97%	611,968	-6.76%	656,311	2.85%	638,105	-2.17%
<b>TOTAL TUITION &amp; FEES</b>	<b>3,498,378</b>	<b>3.76%</b>	<b>3,371,567</b>	<b>10.12%</b>	<b>3,061,711</b>	<b>1.68%</b>	<b>3,011,072</b>	<b>7.56%</b>	<b>2,799,564</b>	<b>-6.10%</b>	<b>2,981,331</b>	<b>6.41%</b>	<b>2,801,681</b>	<b>8.02%</b>
<b>STATE FUNDING*</b>	<b>1,101,537</b>	<b>-22.26%</b>	<b>1,416,905</b>	<b>0.00%</b>	<b>1,416,905</b>	<b>1.35%</b>	<b>1,398,098</b>	<b>0.00%</b>	<b>1,398,098</b>	<b>-2.27%</b>	<b>1,430,532</b>	<b>0.00%</b>	<b>1,430,532</b>	<b>24.64%</b>
Miscellaneous	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	-100.00%	426	-74.76%	1,688	174.03%
<b>TOTAL MISCELLANEOUS</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>426</b>		<b>1,688</b>	
<b>TOTAL CONTINUING EDUCATION REVENUE</b>	<b>4,599,915</b>	<b>-3.94%</b>	<b>4,788,472</b>	<b>6.92%</b>	<b>4,478,616</b>	<b>1.58%</b>	<b>4,409,170</b>	<b>5.04%</b>	<b>4,197,662</b>	<b>-4.86%</b>	<b>4,412,289</b>	<b>4.21%</b>	<b>4,233,901</b>	<b>13.14%</b>
<b>EXPENDITURES:</b>														
Continuing Ed Administration	108,357	-17.23%	130,913	-12.81%	150,144	-29.51%	212,994	79.93%	118,374	-38.49%	192,460	-0.56%	193,538	13.04%
Continuing Ed Instruction ***	2,987,949	-2.04%	3,050,213	13.43%	2,689,152	1.52%	2,648,837	8.26%	2,446,781	2.78%	2,380,619	4.63%	2,275,188	4.51%
Continuing Ed Registration	163,738	11.22%	147,222	-3.99%	153,348	1.33%	151,342	1.53%	149,064	11.51%	133,680	2.11%	130,923	18.77%
Continuing Ed Credit Card Discount Fee	55,433	-10.20%	61,727	0.76%	61,264	5.57%	58,032	11.27%	52,155	10.35%	47,265	12.54%	41,997	6.72%
<b>TOTAL DIRECT EXPENDITURES</b>	<b>3,315,477</b>	<b>-2.20%</b>	<b>3,390,075</b>	<b>11.01%</b>	<b>3,053,908</b>	<b>-0.56%</b>	<b>3,071,205</b>	<b>11.02%</b>	<b>2,766,374</b>	<b>0.45%</b>	<b>2,754,024</b>	<b>4.25%</b>	<b>2,641,646</b>	<b>5.76%</b>
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b>1,284,438</b>	<b>-8.15%</b>	<b>1,398,397</b>	<b>-1.85%</b>	<b>1,424,708</b>	<b>6.48%</b>	<b>1,337,965</b>	<b>-6.52%</b>	<b>1,431,288</b>	<b>-13.69%</b>	<b>1,658,265</b>	<b>4.15%</b>	<b>1,592,255</b>	<b>27.97%</b>
<b>COLLEGE OVERHEAD**** (1)</b>	<b>(907,467)</b>	<b>3.04%</b>	<b>(880,668)</b>	<b>-0.87%</b>	<b>(888,382)</b>	<b>-0.68%</b>	<b>(894,451)</b>	<b>8.83%</b>	<b>(821,851)</b>	<b>5.38%</b>	<b>(779,874)</b>	<b>1.87%</b>	<b>(765,529)</b>	<b>2.60%</b>
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b>376,971</b>	<b>-27.19%</b>	<b>517,729</b>	<b>-3.47%</b>	<b>536,326</b>	<b>20.93%</b>	<b>443,514</b>	<b>-27.23%</b>	<b>609,437</b>	<b>-30.62%</b>	<b>878,391</b>	<b>6.25%</b>	<b>826,726</b>	<b>65.96%</b>

\* Base Year Contact Hours

\*\*Tuition recorded net of refunds in Banner

\*\*\* Excluded gifts in the amount of \$1,432,000 FY08-09

\*\*\*\* College Overhead includes:

Medicare Tax 1.45% , Retirement Benefits

General & Administrative Charges (G&A) provided to the program including:

accounting services, human resources, payroll, presidents office, registration, computer services

expense @ 8/31/12 for cost centers - 387105, 387205, 387305, 388105, 388205, 388305, 220251

Room/Office Location and Designation	Size	Type	Special Characteristics	Meets Current Needs: Yes or No	Will meet needs for next five years: Yes or No	Describe additional needs for any No answer in columns 5 or 6.
113	12	Conference Room		Yes	Yes	
115	6	Conference room		Yes	Yes	
118	24	Classroom		Yes	Yes	
120	24	Classroom		Yes	Yes	
122	64	Classroom		Yes	Yes	
124	16	Classroom		Yes	Yes	
202	16	Computer Lab		Yes	Yes	
204	12	Computer lab		Yes	Yes	
206	12	Computer Lab		Yes	Yes	
208	12	Computer Lab		Yes	Yes	
209	24	Classroom		Yes	Yes	
212	24	Classroom		Yes	Yes	
214	40	Classroom		Yes	Yes	
215	24	Classroom		Yes	Yes	
218	18	Computer Lab		Yes	Yes	
222	18	Computer Lab		Yes	Yes	
223	17	Classroom		Yes	Yes	
224	17	Computer Lab		Yes	Yes	
226	18	Computer Lab		Yes	Yes	
228	31	Classroom		Yes	Yes	
229	33	classroom		Yes	Yes	
302	16	Computer Lab		Yes	Yes	
304	24	Classroom		Yes	Yes	
306	31	Classroom		Yes	Yes	
311	12	Hospital Lab		Yes	Yes	
316	24	Classroom		Yes	Yes	
318	36	Classroom		Yes	Yes	
320	24	Classroom		Yes	Yes	
322	18	Computer Lab		Yes	Yes	

## CE Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics	Meets Current Needs: Yes or No	Will meet needs for next five years: Yes or No	Describe additional needs for any No answer in columns 5 or 6.
324	25	classroom		Yes	Yes	
326	25	classroom		Yes	Yes	
328	18	Computer Lab		Yes	Yes	
329	33	classroom		Yes	Yes	
330	18	Computer Lab		Yes	Yes	
333	40	Photography Lab - no computers		Yes	Yes	
336	14	Art Room		Yes	Yes	
337	14	Art Room		Yes	Yes	
402	32	Classroom		Yes	Yes	
404	28	Classroom		Yes	Yes	
406	24	Classroom-Podium		Yes	Yes	
411		classroom		Yes	Yes	
413	12	Conference Room		Yes	Yes	
420A	8	Conference Room for CWED		Yes	Yes	
422	24	Classroom		Yes	Yes	
424	18	classroom		Yes	Yes	
426	18	classroom		Yes	Yes	
428	18	classroom		Yes	Yes	
430	12	Art		Yes	Yes	

Center for  
Workforce and Economic Development  
Attachments

## 2011-2012

### Service Unit Continuous Improvement Plan (CIP)

**Date:** January 2012

**Administrative or Educational Support Unit Name:** Center for Workforce & Economic Development

**Primary contact name:** Natalie Greenwell

**Mission:** Provide top notch workforce skills training through Contract and Grant funded opportunities to our Collin County area businesses.

**Goals:** Increase contracts, headcount, and revenue.

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/ Intended Outcome Statement(s) (Institutional Outcomes)	Measure(s)	Standard(s) (Criteria for determining success)	Actual Outcome Results/Findings	Improvement Action(s)
Increase number of area businesses trained by 50% over previous Fiscal Year. End total needs to equal 39 or more companies.	ACT software CWED Sales by Company	50% more companies served than in FY11	<p>Attained 92% of goal to contract with 36 companies.</p> <p>CWED added 158 new individual contacts and 39 new companies to database for target period. Did not convert new contacts to contracted sales.</p> <p>Increased sales to \$224,275 in contract training were attained in FY2012 which was a significant increase in sales of \$153,720 in</p>	<ul style="list-style-type: none"> <li>• CWED will add twenty new contacts each month to contract training database</li> <li>• Solution Provider and staff will convert 3% of new contacts to contracted sales opportunities</li> <li>• CWED will train and encourage willing instructors to sell training to area businesses</li> <li>• Marketing Analyst will create a Collin</li> </ul>



			<p>FY2011. This was a 46% increase in sales.</p> <p>New processes resulted from revisiting data entry and the need to revamp processes to better capture sales details, including enrolled vs. attended headcount, and expedited billing.</p>	<p>College CWED YouTube channel and upload mini training sessions recorded by CWED instructors</p>



## CONTRACT TRAINING AGREEMENT

*This Agreement is entered into by and between the **Collin County Community College District** (District), and **Company Name** (Agency), to conduct training and provide services as described in this Agreement.*

### I. DISTRICT AGREES TO PROVIDE:

1. Qualified trainers to be supervised and paid by the District.
2. Appropriate curriculum or statement of work as mutually agreed upon by the District and Agency.
3. A course delivery schedule as mutually agreed upon and documented by the District and Agency, which is responsive to Agency employees, District trainers, and facility availability.
4. Trainers and course evaluation.
5. Necessary trainee materials, assessment tools, books, handouts, and equipment as needed to conduct training.

### II. AGENCY AGREES TO:

1. Reimburse the District for assessment, training, services, and materials as identified in Attachment "A" which is part of this Agreement.
2. Pay District upon receipt of invoice for all services rendered.

### III. HOLD HARMLESS AGREEMENT

District and Agency agree to hold each other, their agents, officers, and employees harmless from any and all damages to property and persons resulting from each other's actions, errors or negligence in connection with the activities described in this agreement.

### IV. GENERAL CONTRACT TERMS AND CONDITIONS

1. Training will generally be conducted as specified in Attachment "A."
2. To register for training through the District, students will be required to give their name, social security number and birth date. These records are protected by the Family Education Rights and Privacy Act (FERPA). A copy of the Act is attached to the contract.

3. Courses will be billed to the Agency in full for cancellations made five business days or less prior to course start date. Courses cancelled six to ten business days prior to start of course will result in billing for half the contracted fee. In the event of cancellation at any time, Agency agrees to pay for assessment tools, non-returnable textbooks, and supplies. Participation substitutions can be made up to and including the first day of each course section. There are no refunds issued if a participant drops after the first day of class.
4. The Agency agrees that, for a six-month period following termination of this Agreement, it will not enter into any future agreement for the provision of training by any person providing training services under this Agreement unless that future agreement is either with the District or is made following the express written consent of the District.
5. It is expressly understood and agreed that no personal liability whatsoever attaches to any member of the Board of the District, or any of the officers or employees thereof by virtue of this Agreement.
6. Time is of the essence in this Agreement. No alteration or variation of the terms of this contract shall be valid unless made in writing and signed by the parties hereto.
7. Without the written consent of the District, this Agreement is not assignable by the Agency in whole or in part. The copyright to all District materials either produced as a result of this Agreement or pre-existing shall belong to the District, or are otherwise limited as by copyright law. Agency may not use, copy, or modify materials without the expressed written consent of the District.
8. The parties to this Agreement understand that the Agency's non-solicitation policy prohibits promotion for solicitation of products or services by District personnel or assignees.
9. The parties to this Agreement warrant that items that are used or distributed during the training are original works and that no portion of these items violates copyright protection or similar right of any third party.

## **V. CONFIDENTIALITY**

District agrees to hold in strict confidence and not to use or disclose any confidential information for or to any person, firm, corporation, association, or entity either before, during, or after the term of this Agreement, except as authorized by the Agency or as is necessary for the performance of duties under this Agreement but only after having received written consent from the Agency, which will be limited to the specific confidential information described in the consent.

## **VI. COMPLIANCE WITH LAWS AND REGULATIONS**

Agency agrees that it will not discriminate in the selection of any student to receive instruction pursuant to this Agreement because of race, creed, color, national origin, sex, sexual orientation, age, or disability. In the event of Agency's noncompliance with this section, this Agreement may be canceled, terminated, or suspended, in whole or part, by the District.

## **VII. RELATIONSHIP OF THE PARTIES**

It is understood that this is an agreement by and between Agency as Contractor and District and is not intended to, and shall not be construed to create the relationship, of agent, employee, partnership, joint venture or association or any other relationship whatsoever.

**VIII. GOVERNING LAW**

This Agreement will be governed by and construed in accordance with the laws of the State of Texas, without regard to the principles of conflicts of laws of the State of Texas. Venue for any lawsuit regarding enforcement or interpretation of this Agreement will be in Collin County, Texas.

**COMPANY NAME**

**CENTER FOR WORKFORCE & ECONOMIC  
DEVELOPMENT**

Collin County Community College District  
Courtyard Center  
4800 Preston Park Boulevard, Box 9  
Plano, TX 75093

By: \_\_\_\_\_  
Agency Representative

By: \_\_\_\_\_  
Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



***Contract Training Agreement  
Attachment A***

**Agency:**      **Company Name**  
Company Address

**Contact:**      Company contact  
Title

**Phone:**  
**Email:**

**Date:**

**Training:**      **Course Title**      **Instructional hours**  
Course Number      Course Date      Course Time

**Students may not enroll after 3<sup>rd</sup> class date (XX/XX/XX). This is a State requirement.**

**Location:**      Course location

**Instructor:**      Instructor Name

**Fees:**      Instructional Fees per course  
Minimum XX participants per course; maximum XX participants per course

**Books:**      Textbook title – cost plus tax per text  
Publisher:  
ISBN:

*Books may be returned for a refund under the following conditions: (1) The book is returned by the day after the first scheduled class; (2) New books that are written in will not be accepted for a refund; and (3) Books in shrink wrap (plastic or vinyl packaging) must be returned unopened, in the original package.*

**Terms:**      Payable upon receipt of invoice

**Invoice will be sent to:**

Company contact or other designated person  
Title  
Company Name  
Company Address  
Phone; email address

**FERPA**  
**(Family Education Rights and Privacy Act)**

The privacy of students' education records, including those contained in CCCCD's automated Banner system, is protected by the Family Educational Rights and Privacy Act 1974, also referred to as FERPA, The Privacy Act, or the Buckley Amendment.

Only directory information, as specified in CCCCD's catalog and Student Records Policy, may be released without the student's prior written permission. Moreover, students have the right to restrict the release of directory information, in which case all information is protected.

Approved Banner system users have been determined to have "legitimate educational interest", as defined by FERPA and CCCCD's Students Record Policy, and are permitted access to students' education records.

**PERSONALLY IDENTIFIABLE INFORMATION, INCLUDING EASILY TRACEABLE INFORMATION, SHOULD NOT BE RELEASED TO THIRD PARTIES WITHOUT THE STUDENT'S PRIOR WRITTEN PERMISSION.**

Statistical information is exempted from the Privacy Act. For example, publication of college withdrawal rates would not violate student's privacy rights; however, publishing which students withdraw would violate the law, unless their prior written permission was on file. Likewise, reporting percentages of enrollment by ethnic origin is permissible, while releasing an individual student's ethnicity would require prior written permission.

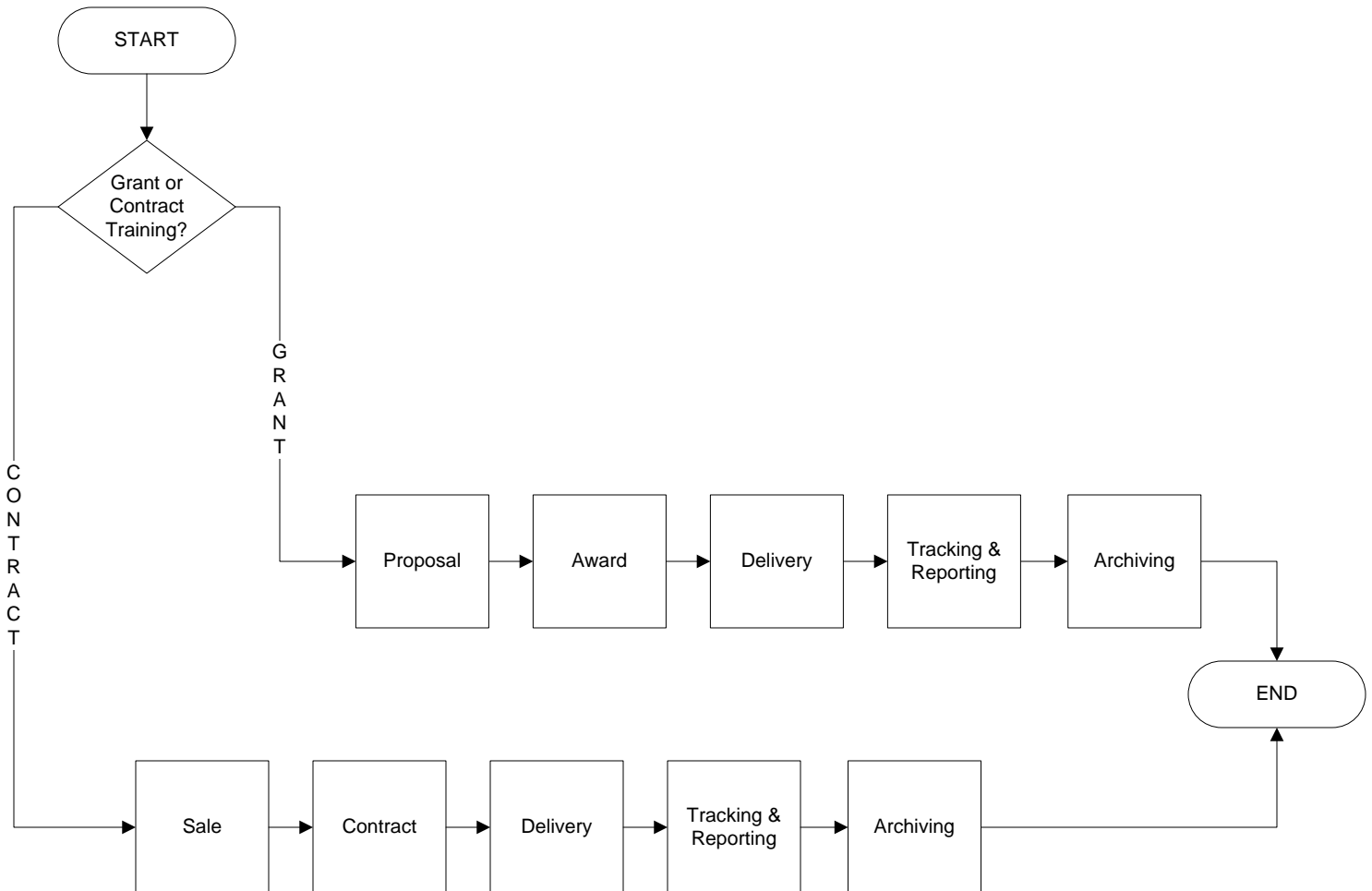
The Registrar's Office has responsibility for ensuring compliance with FERPA.

Companies Served Outside Collin County
--

FY10 - FY12	
Company/Location	Total
Dallas HR Management Association, Inc./Addison	\$2,000.00
Edgemere/Dallas	\$3,200.00
Freddie Mac/Carrollton	\$8,000.00
The Apparel Group, Ltd./Lewisville	\$6,300.00
Therapy 2000/Dallas	\$1,170.00
TIGI Linea/Lewisville	\$5,595.00
Grand Total	\$26,265.00

Level I

7/20/2012



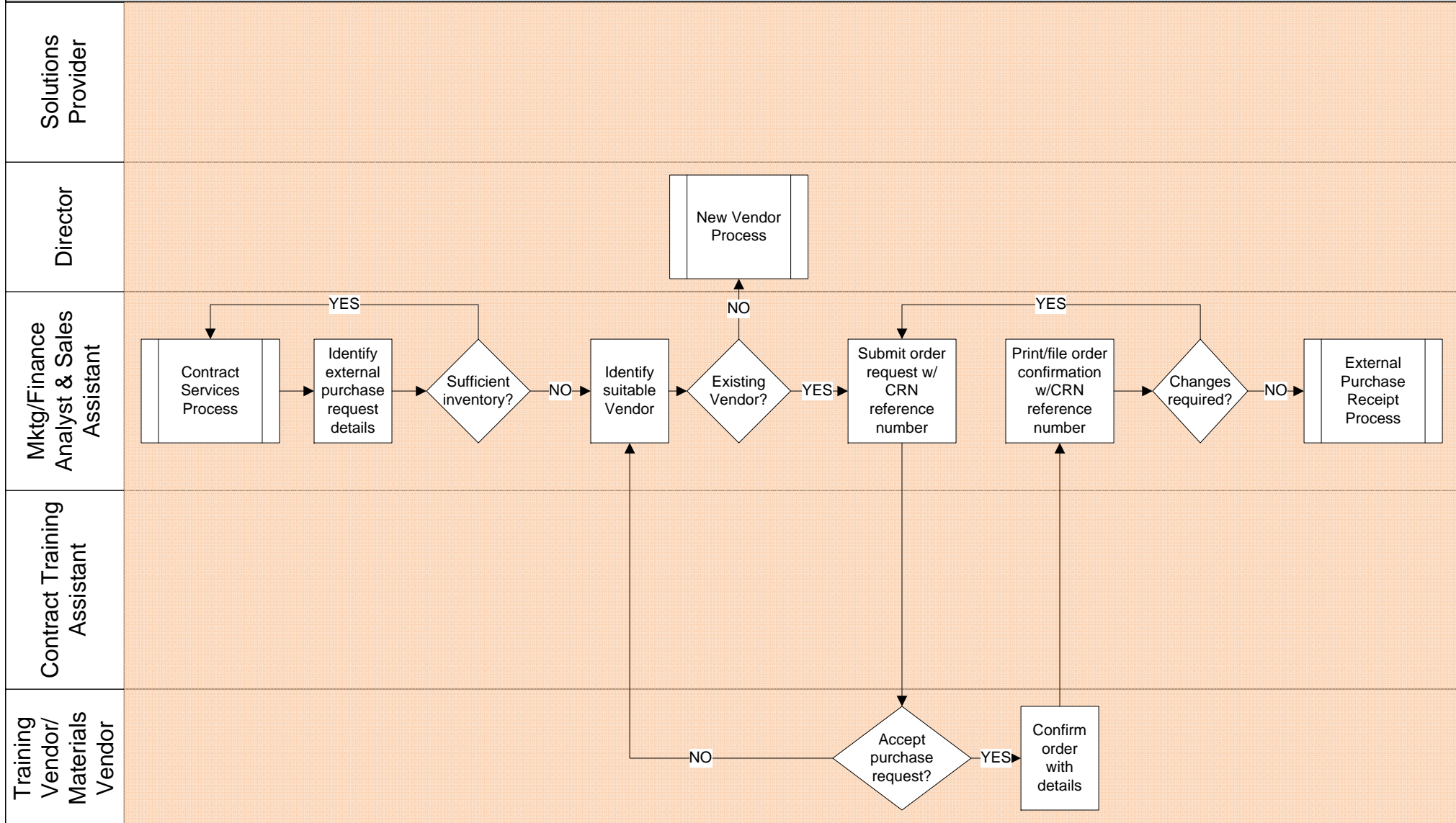


# CWED Processes

Level II: Contract Services

## Phase I: External Purchase

2 Week Rolling Outlook Monday



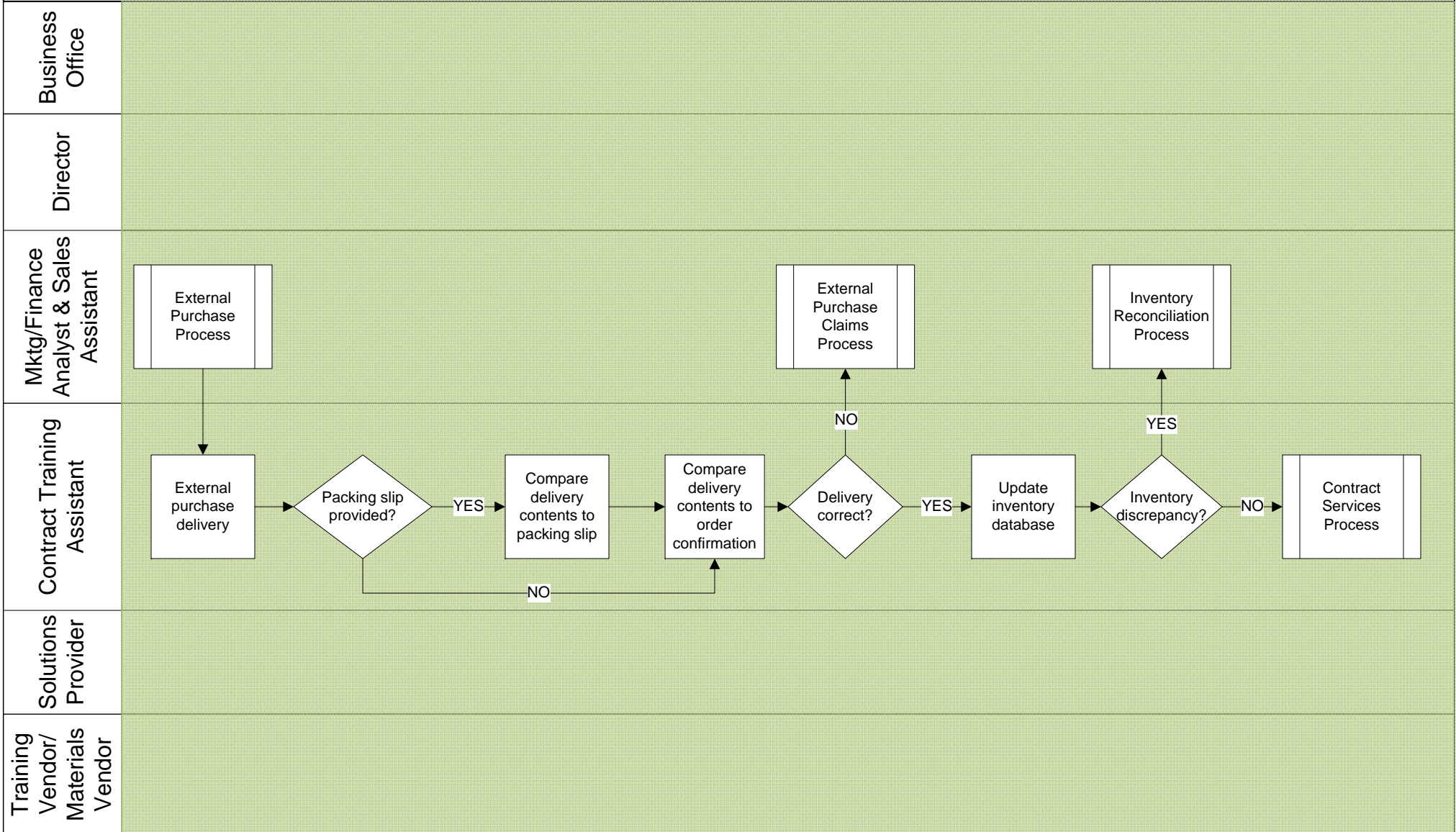
# CWED Processes

30 of 109

Level II: Contract Services

## Phase II: External Purchase Receipt

Daily Outlook



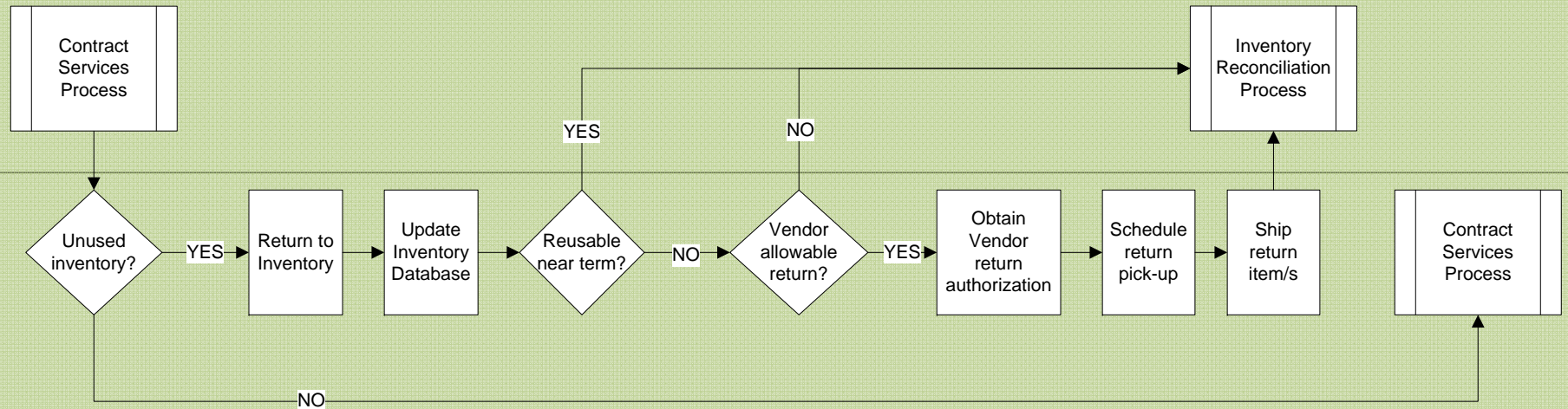
# CWED Processes

31 of 109

Level II: Contract Services

## Phase III: External Purchase Return

Daily Outlook



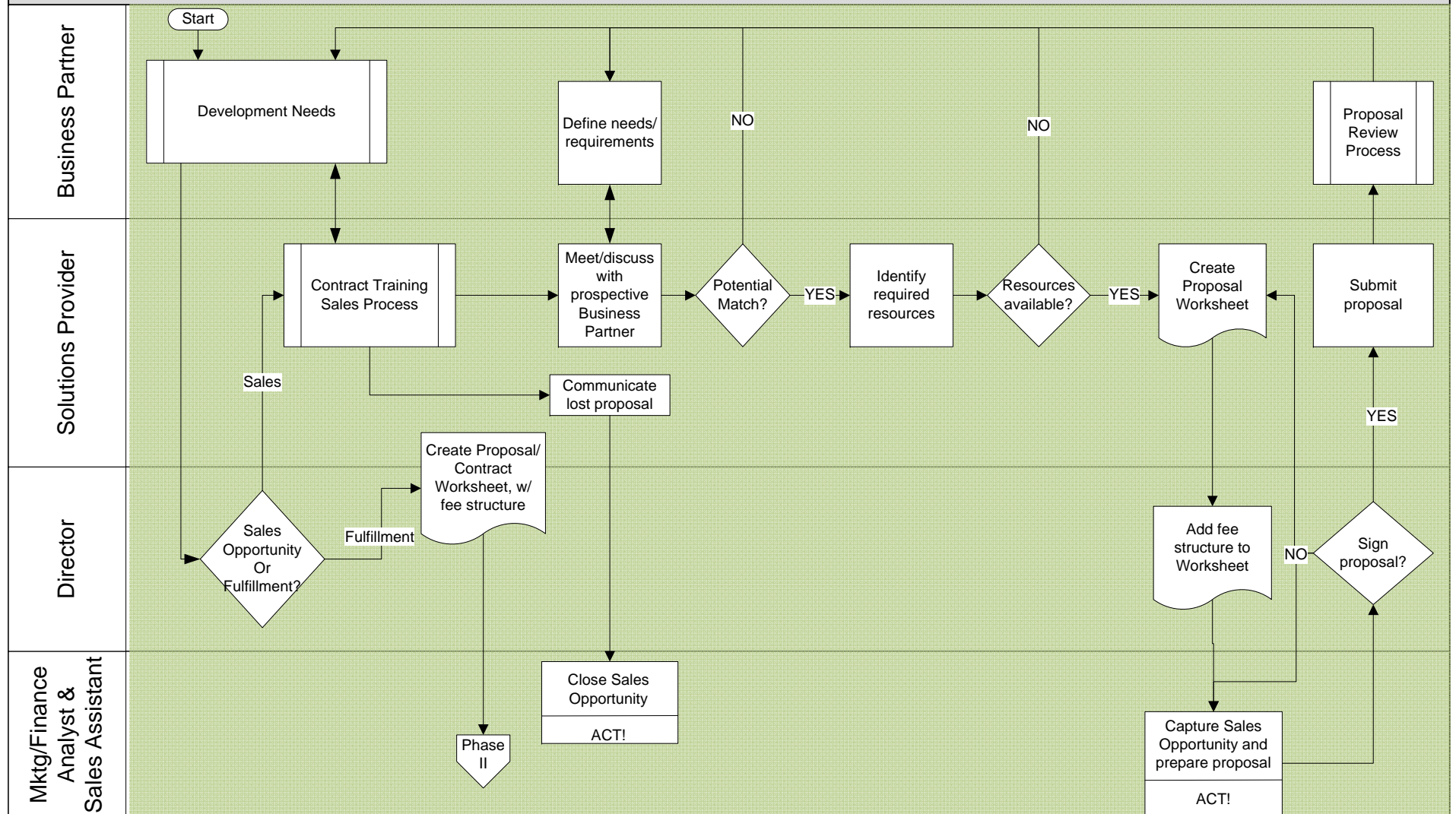


# CWED Processes

Level II: Contract Services

## Phase I: Service Proposal

Daily Outlook





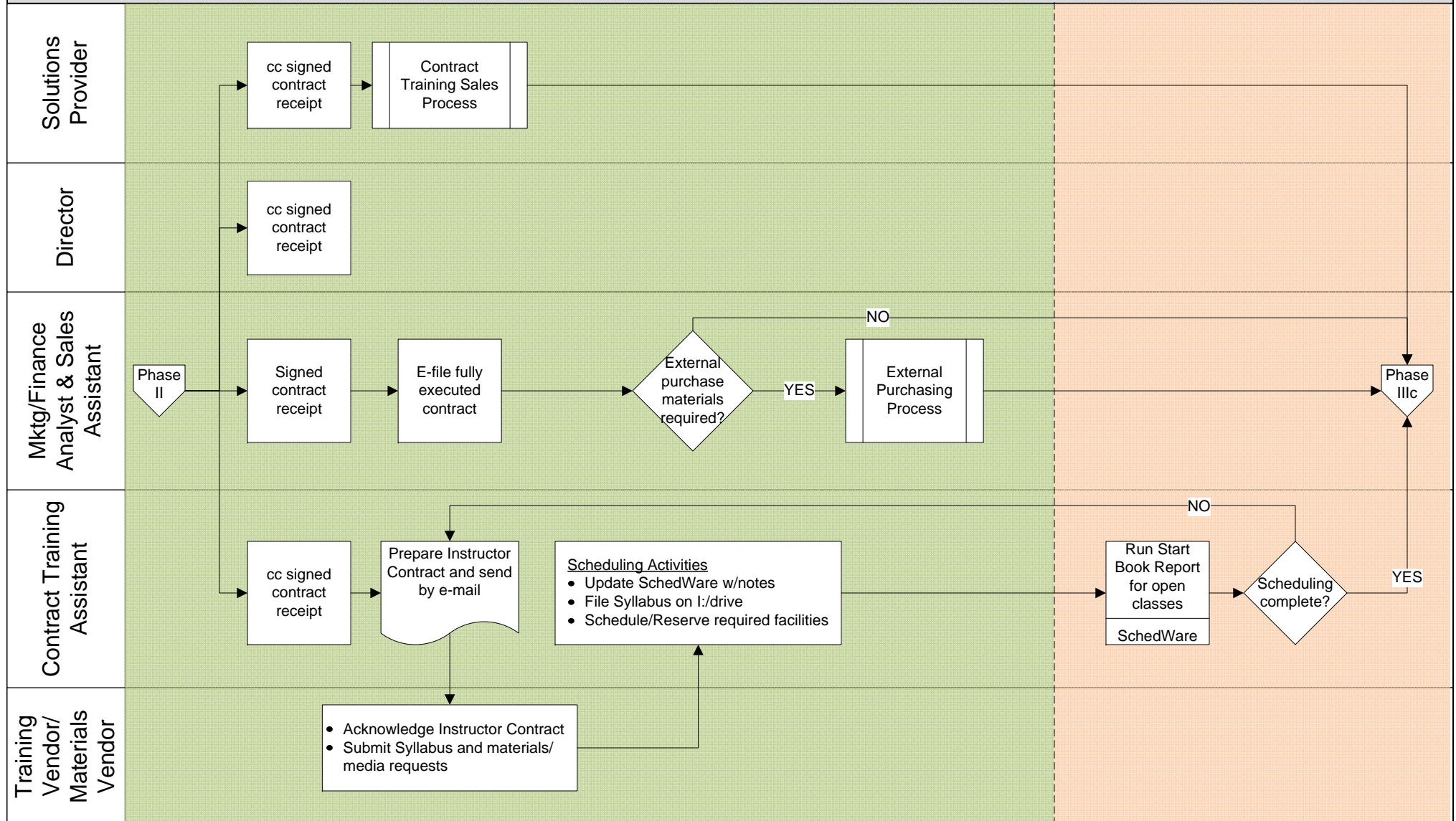
# CWED Processes

## Level II: Contract Services

### Phase III: Service Delivery

#### Daily Outlook

#### 2 Week Rolling Outlook Monday





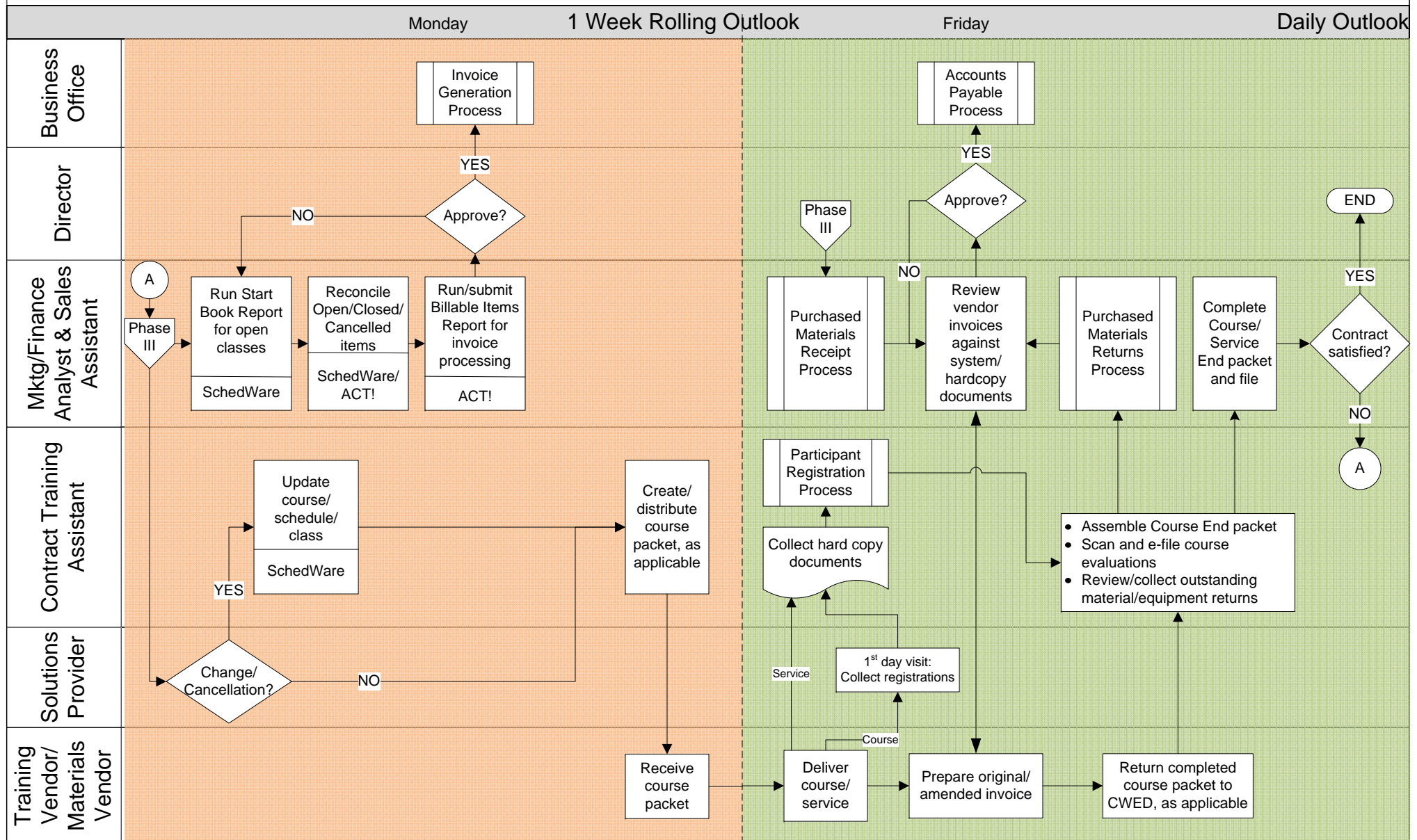
# CWED Processes

35 of 109

Level II: Contract Services

10/9/2012

## Phase III: Service Delivery, continued





# CWED Processes

Level II: Contract Services

## Phase IV: End of Month (EoM) Tracking and Reporting

10<sup>th</sup> ~ 12th

13<sup>th</sup> ~ 15th

Current Month Reporting

6<sup>th</sup> wkday

Prev Month Reporting

10<sup>th</sup> wkday

Director

END

Develop  
Monthly Activity/  
Results Report  
to Leadership

YES

NO

Approve?

Mktg/Finance  
Analyst & Sales  
Assistant

START

Receive in-  
house  
Payroll  
Preview  
Report

Receive in-  
house  
Payroll  
Amended  
Report

Run Start  
Book Report  
for current  
month  
schedules  
SchedWare

Reconcile  
current  
month  
entries  
SchedWare/  
ACT!

Communica  
te final  
changes by  
deadline  
with cc to  
Director

Invy  
Recon.  
Process

Run  
report for  
prev  
month  
schedule  
Sched  
Ware

Reconcile  
previous  
month  
entries  
SchedWar  
e/ACT!

Close-out  
previous  
month  
vendor  
invoices  
and  
customer  
billing

Run m-  
end  
reports;  
prepare  
Executive  
Summary  
ACT!/  
Banner F

Contract Training  
Assistant

Receive in-  
house  
Payroll  
Preview  
Report

Run Start  
Book Report  
for current  
month  
schedules  
SchedWare

Corrections  
required?  
YES  
Make  
corrections  
SchedWare

NO  
Receive in-  
house  
Payroll  
Amended  
Report

Validate/  
update  
schedule  
discrepancies  
SchedWare

Solutions  
Provider

Validate/  
update  
discrepancies



# CWED Processes

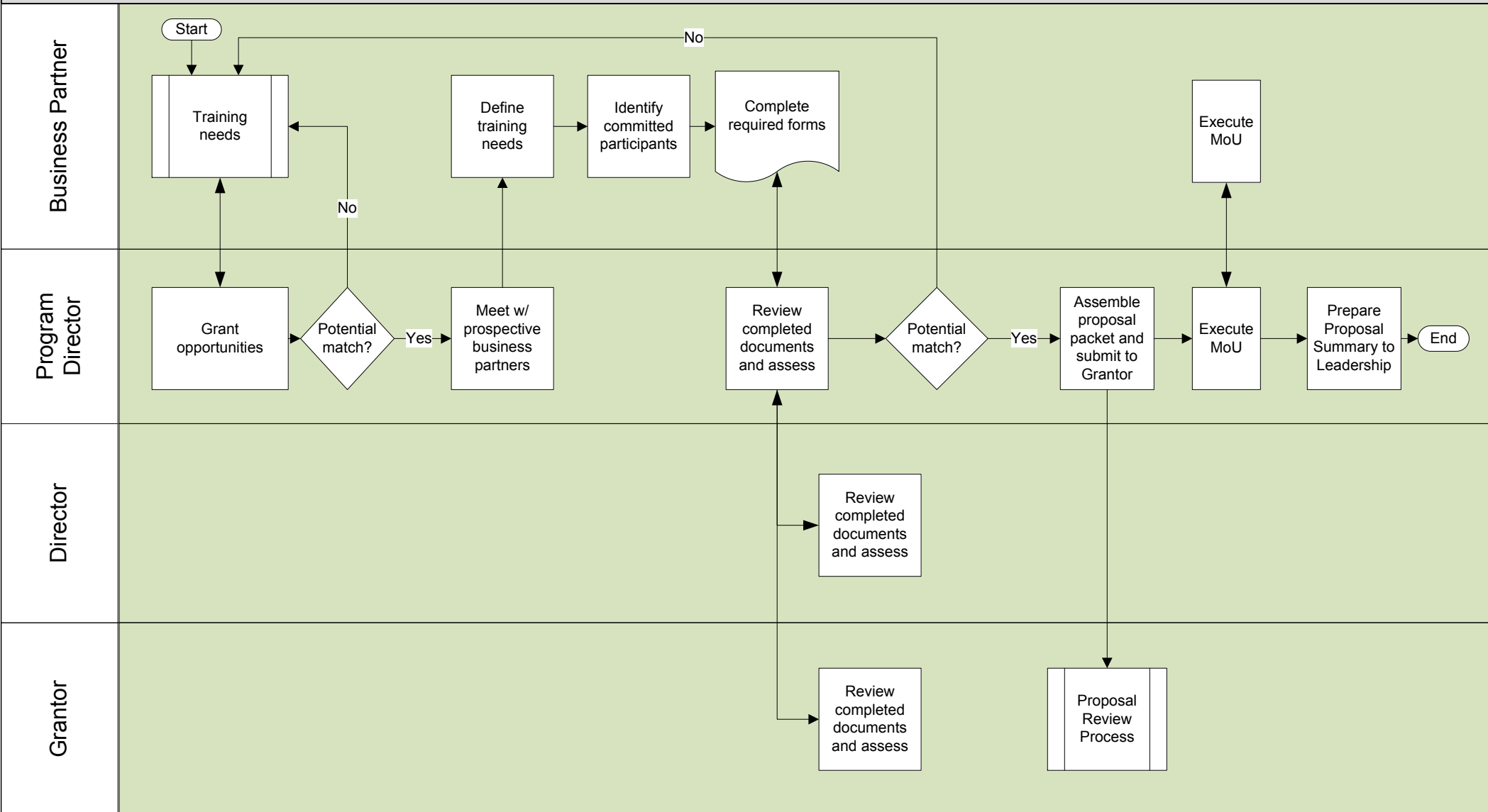
37 of 109

Level II: Grant Training

10/30/2012

## Phase I: Service Proposal

### Daily Outlook



# CWED Processes

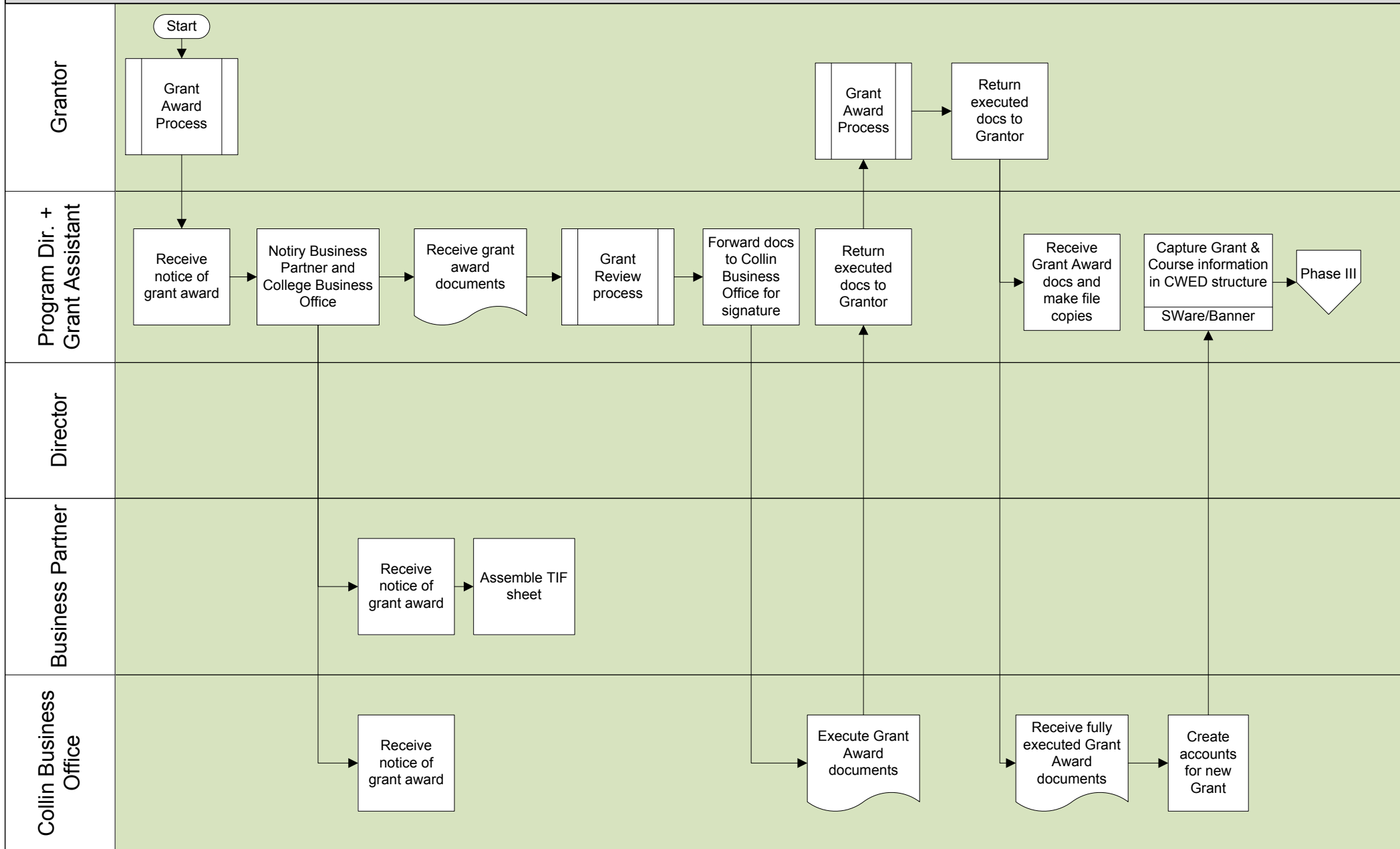
38 of 109

Level II: Grant Training

10/30/2012

## Phase II: Award

### Daily Outlook



# CWED Processes

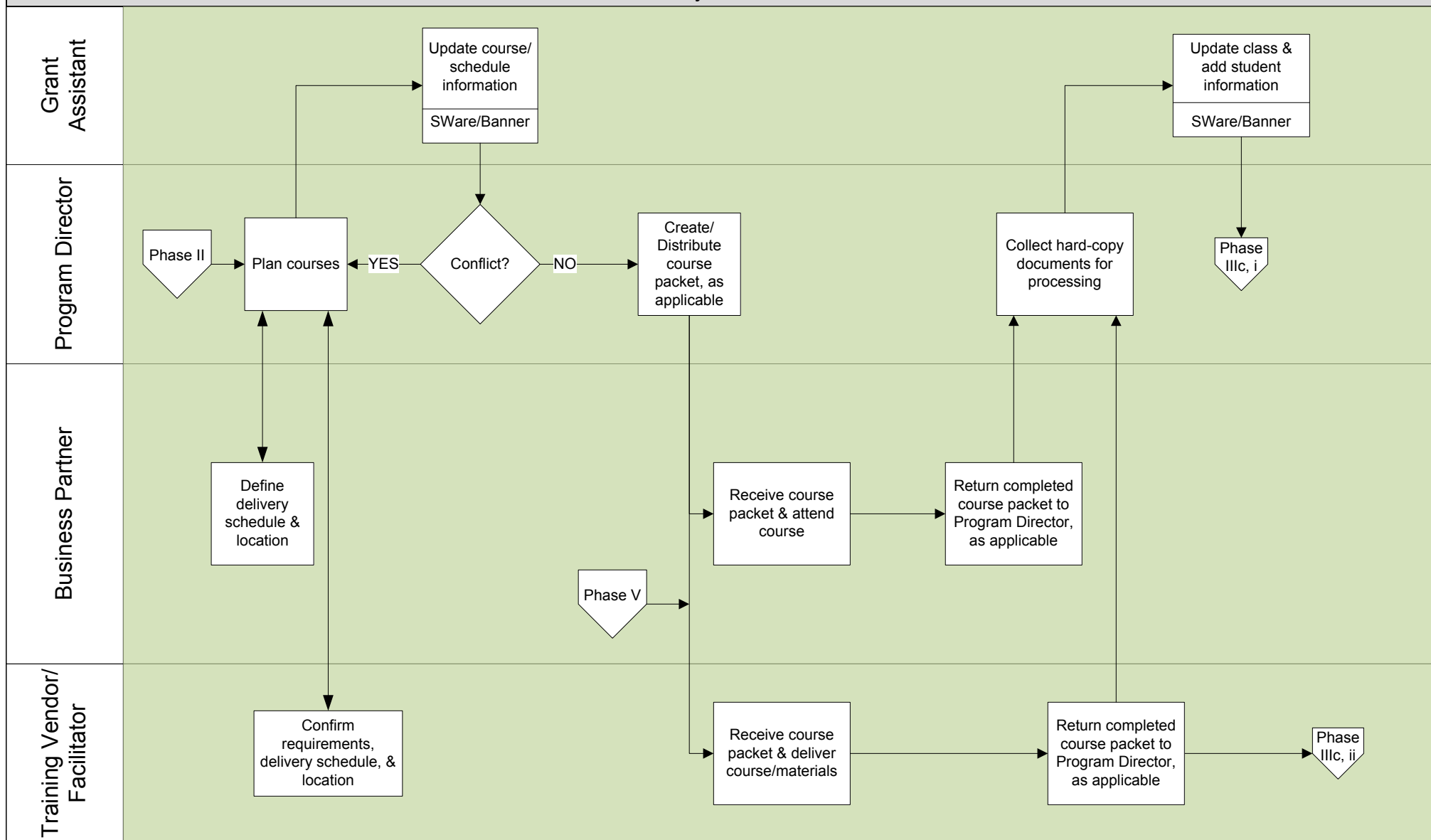
39 of 109

Level II: Contract Services

10/30/2012

## Phase III: Service Delivery

### Daily Outlook



# CWED Processes

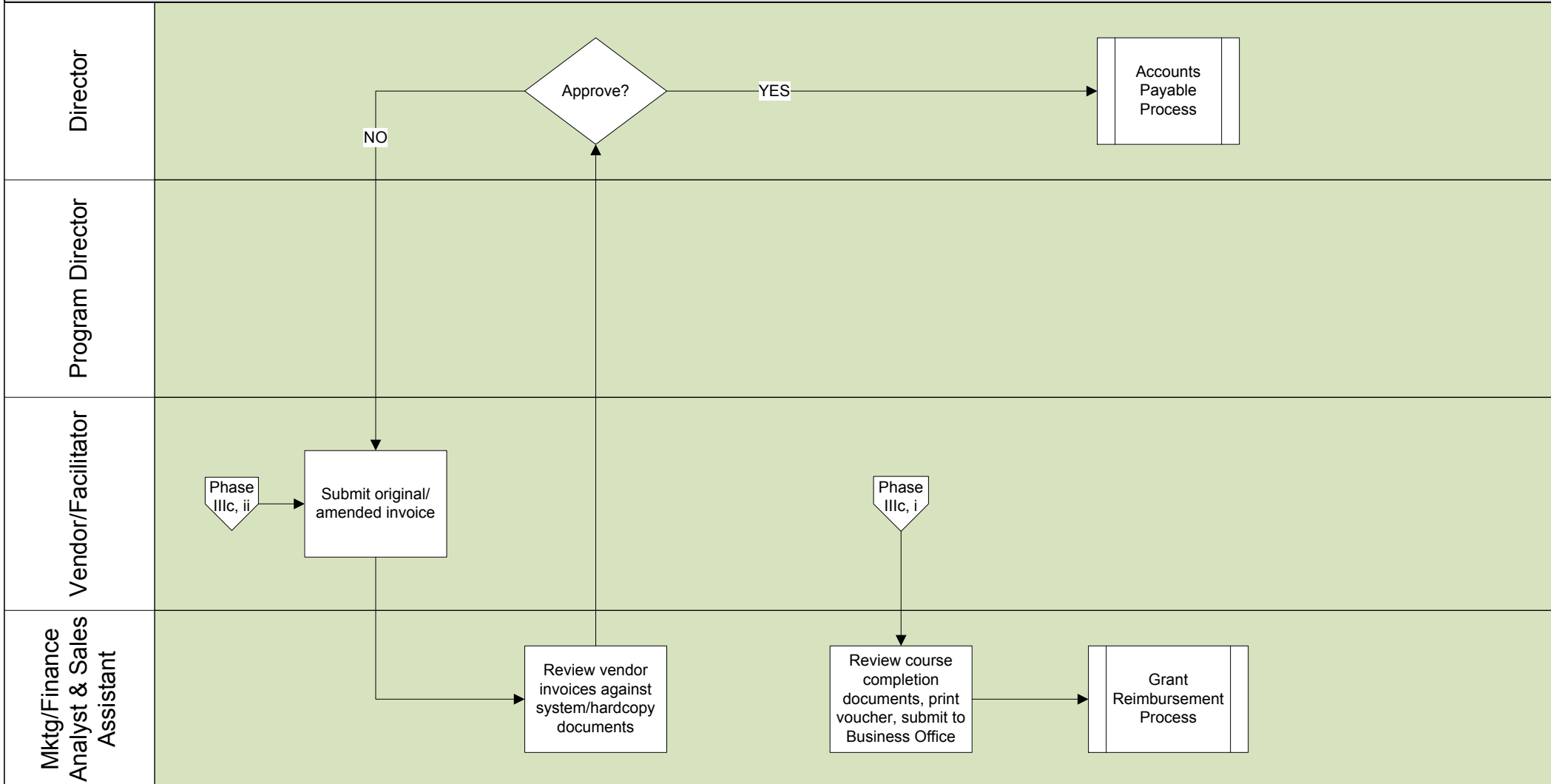
40 of 109

Level II: Contract Services

10/30/2012

## Phase III: Service Delivery, continued

### Daily Outlook



# CWED Processes

41 of 109

Level II: Contract Services

10/30/2012

## Phase IV: End of Month (EoM) Tracking and Reporting

10<sup>th</sup> ~ 12<sup>th</sup>

13<sup>th</sup> ~ 15<sup>th</sup>

Previous Month Reporting

20<sup>th</sup>

Grantor

Receive Financial,  
LTOS, and Narrative  
reports by deadline

END

Director

No

Review Finance,  
LOTS, and  
Narrative reports

Approve?

Yes

Submit approved  
Financial, LOTS, and  
Narrative reports by  
Grantor deadline

Program  
Director

Update course/  
class/student  
information  
TIF/LOTS

Reconcile  
TIF/LOTS

Prepare/  
modify  
narrative  
report

Compile  
financial, TIF/  
LOTS, and  
Narrative  
Report

Grant  
Assistant

Receive/  
review in-  
house Payroll  
Confirmation  
report

Corrections  
required?

YES

Submit corrections by  
established deadline

No

Phase V

Mktg/Finance  
Analyst & Sales  
Assistant

START

Receive Financial  
Reconciliation  
from Business  
Office

Review course/  
equipment  
expenditures and  
open Vendor invoices

# CWED Processes

42 of 109

Level II: Contract Services

10/30/2012

## Phase IV: End of Month (EoM) Tracking and Reporting

10<sup>th</sup> ~ 12th

13<sup>th</sup> ~ 15th

Current Month Reporting

6<sup>th</sup> wkday

Prev Month Reporting

10<sup>th</sup> wkday

Business  
Office

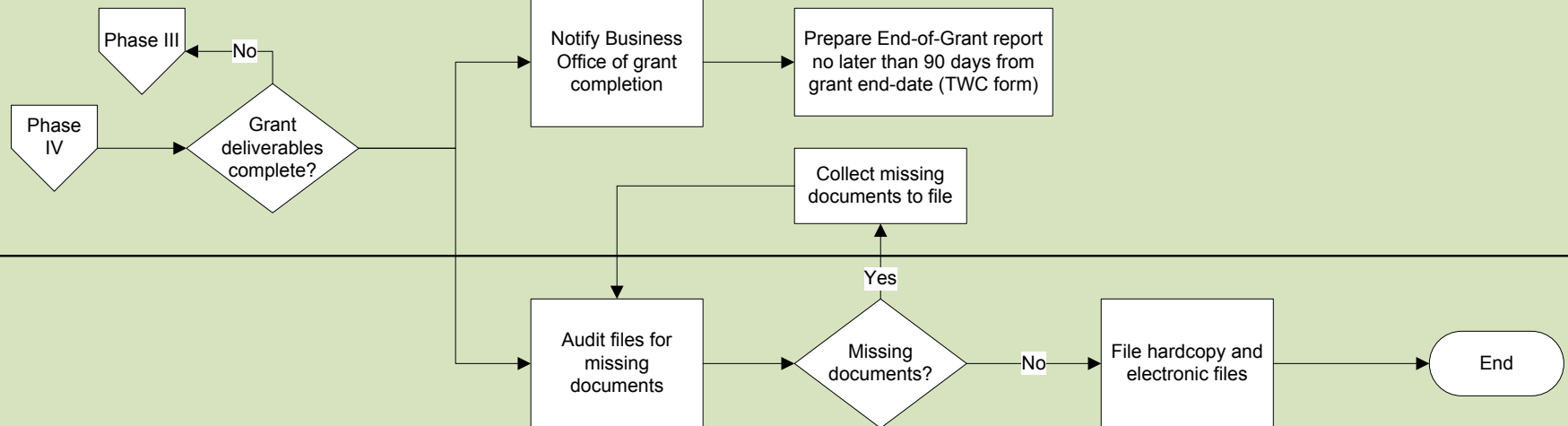
Grantor

Director

Program Director

Grant  
Assistant

Generate Final  
Draw for any  
remaining  
unreimbursed  
grant funds



## CWED Economic Development - Grant Activity FY2010-2012

### Totals at a Glance:

Awarded funds \$1,328,868  
 Contact Hours 24,663  
 Duplicated Headcount 2,661

### Awards Detail

Date: 03/05/2009-03/31/2010

Name: **Simpson Strong-Tie/NEI-SDF**

Award Amount: \$152,186.00 (not counted in awarded total)

Trainees Planned: 251 Actual # of Trainees: 245 unduplicated, 928 duplicated

Contact Hours: 5,911

**(FY10 ONLY: Actual # of Trainees: 234 unduplicated/778 duplicated, Actual Contact Hours: 4,671)**

Company	Trainees	Location
Simpson Strong-Tie	200	McKinney
NEI	51	Plano

Date: 06/14/2010-09/30/2011

Name: **Lean Manufacturing Consortium-SDF**

Award Amount: \$808,066.00

Trainees Planned: 455 Amended 483

Actual # of Trainees: 515 unduplicated, 1,487 duplicated

Contact Hours Delivered 15,940

Company	Planned Trainees	Actual Trainees	Location
Applied Concepts	84	76	Plano
Carlisle Coatings	92	99	Wylie/Terrell
Manner Plastics	21	26	McKinney
Rapid Tooling	18	33	Plano
Special Products & Mfg.	143	151	Rockwall
Amphenol Fiber Systems	57	83	Allen
Statlab	40	47	McKinney

Date: 07/01/2010-06/30/2013 (ACTUAL ACTIVITY Start Date: 2011-2012)

Name: **Texas Logistics Consortium - DOL CBJT Grant**

In partnership with NCTWB – *Certified Logistics Associate and Certified Logistics Technician*

Award Amount: \$104,317\*

Trainees Planned: 115 Duplicated (75 CLA participants 40 CLT participants)

\*Grant funds and CLT headcount increased for FY2013 due to successful deployment

Duplicated Counts as of 8/31/12	Overall	CLA	CLT
Modules Delivered	103	64	39
Modules Assessed	90	51	39
Modules Passed	85	49	36

## CWED Economic Development - Grant Activity FY2010-2012

Modules Failed	5	2	3
Modules Dropped Out	1	1	0
Passing Rate			94%
<b>Unduplicated Counts</b>			
CLA/CLT Individuals Served			52
CLA/CLT Certificate Earners			49
CLA/CLT Placements			19
Successful Exiters			51
Placements Rate (Placements/Modules Passed)			37%

Date: 06/07/2011-08/31/2012

Name: **Developing the SMART GRID Management Certification Program** - SECO Energy Training Grant

Award Amount: \$133,626

Status: Successfully completed and turned over to CE for Open Enrollment offerings

### ***Program Overview***

This grant allows Collin College, in partnership with the Texas Institute, the opportunity to create a new certification program in **Smart Grid Management**. The program includes fully developed curricula for six, blended delivery courses. The certification will prepare both incoming and incumbent employees working in the energy industry sector the necessary skills to work in the changing energy analysis and brokerage environment.

#### **Certification –**

Smart Grid Management

#### **Target Audience –**

Technical and Supervisory Level Workers currently in the Energy and Electric Utility Industries and persons transitioning into these fields

#### **Curriculum Focus –**

Energy Management, Energy Efficiency

#### **Length of Program –**

Short Term offered through Continuing Education in a 3-6 month format

#### **Delivery –**

Blended: Online, In Person Lecture, and Hands-on Lab

Date: 05/01/2011-06/30/2013

Name: **TWC Skills for Small Business** - SDF

Award Amount: \$90,000

Trainees Planned: unlimited

Contact Hours through 8/31/12: 676

### ***Program Overview***

Training limited to companies with less than 100 employees. Selection of classes limited to printed/published training titles only. Company can spend up to \$725 per incumbent employee and \$1,450 per new hires over a 12 month period.



## CWED Economic Development - Grant Activity FY2010-2012

Company	Trainees	Contact Hours	Location
ASSA ABLOY HOSPITAL INC.	5	174	Richardson
BRACANE COMPANY, LLC	5	177	Plano
BROOKS & ASSOC.	4	57	Plano
EVERGE GROUP, INC.	2	36	Plano
HENSLEY CPA FIRM	1	41	McKinney
HODGES PARTNERS, LLC	4	80	Dallas
STRATEGIC FINANCIAL PLANNING	1	72	Plano
TELECOM ELECTRICAL SUPPLY CO	4	32	Plano
VAULTRONICS, LLC	2	72	Allen

Date: 04/15/2012-04/30/2013

Name: **Certificate Grant** - SDF

Award Amount: \$192,859

Trainees Planned: 99 unduplicated      Contact Hours: 4,485

**(Through 8/31/2012 Actual # of Trainees: 33 unduplicated/93 duplicated, Actual Contact hours: 904)**

Company	Trainees	Location
Advantage Machine	15	Plano
Natural Polymer International Corp	37	Plano
Network Engines, Inc.	47	Plano

Companies Contracted for Training
-----------------------------------

FY2010-2012	
Total Duplicated Headcount per SchedWare	5,714
Total Contact Hours per SchedWare	8,460
Company Totals per ACT	Total
America's Infomart, Inc.	\$2,000.00
AT&T	\$10,800.00
Atmos Energy Training & Service Lab	\$1,100.00
Baylor Medical Center at Frisco	\$6,600.00
Baylor Medical Center at McKinney	\$1,200.00
Brooks Instrument	\$6,000.00
Catalyst Corporate Federal Credit Union	\$4,155.00
CIGNA Group Insurance	\$1,245.00
City of Allen	\$18,900.00
City of Frisco	\$11,070.00
City of McKinney	\$12,500.00
City of Plano	\$58,010.00
City of Wylie	\$4,200.00
Collin County	\$26,666.25
Dallas HR Management Association, Inc.	\$2,000.00
Dell Services	\$9,750.00
Dr Pepper Snapple Group	\$9,815.00
Edgemere	\$3,200.00
Emerson Process Management	\$6,800.00
Ericsson Inc.	\$1,450.00
Esi-Estech	\$2,272.00
FC Dallas	\$3,000.00
Fiserv	\$10,000.00
Forex Capital Markets	\$2,500.00
Freddie Mac	\$8,000.00
Frisco Fire Department	\$5,450.00
Frisco Public Library	\$2,305.00
Hall Financial Group	\$15,225.00
Heartland Payment Systems, Inc.	\$46,430.00
Huawei Technologies (USA)	\$2,300.00
Isabel's Community Outreach (ICO)/Woodcreek Church	\$1,700.00
KONE Inc.	\$9,000.00
Legacy Texas Bank	\$37,707.50
LifePath Systems	\$2,000.00
Medical Center of McKinney	\$51,225.00
ReachLocal	\$625.00
Sanden International (Usa), Inc.	\$40,800.00
Sanden Vendo America Inc.	\$6,200.00

Sanyo Energy (Usa) Corporation	\$28,872.00
Simpson Strong-Tie	\$9,137.50
Smith Public Library	\$1,500.00
St. Jude Medical Neuromodulation	\$10,125.00
The Apparel Group, Ltd.	\$6,300.00
Therapy 2000	\$1,170.00
TIGI Linea	\$5,595.00
Transamerica Life Insurance Company	\$7,500.00
United American Insurance Co.	\$29,327.50
Vanguard Resources	\$6,000.00
Watson & Chalin Manufacturing, Inc.	\$10,030.00
Grand Total	\$559,757.75

**Collin College  
Center for Workforce & Economic Development**

**Course Syllabus**

**Course Title:**

**Hours:**

**Sessions:**

**Instructor:**

**Course Description:**

**Course Prerequisite(s):**

**Course Objectives:** Upon successful completion of this course the student will be able to: (provide 3-10 objectives to be met)

**Next Class Possibilities:**

**Instructor Notes:**

**Handouts/Textbook(s):**

**Lesson Plan – by week or session**

Session 1:

Session 2:

Session 3:

Session 4:

Session 5:

Session 6:

Session 7:

Session 8:

Session 9:

Session 10:

# TRAINING AND DEVELOPMENT AGREEMENT

**DATE:**

**GENERAL:** This Agreement is entered into by and between Collin College and COMPANY NAME in consideration of the mutual promises contained herein.

**SPECIFIC:**

## **SECTION I. AGREEING PARTIES**

- |  |  |
|--|--|
| <p>A. The Performing Party:</p> <p>Collin College<br/>4800 Preston Park Boulevard, Box 9<br/>Plano, TX 75093</p> | <p>B. The Receiving Party:</p> <p>COMPANY NAME<br/><br/>, TX</p> |
|--|--|

## **SECTION II. GENERAL PROVISIONS**

- A. This document shall be considered as a proposal for services until signed by both parties AND WILL NOT BE EFFECTIVE UNLESS A GRANT IS AWARDED.
- B. Services provided by this Agreement will begin TO BE DETERMINED BASED ON GRANT AWARD, and will end TO BE DETERMINED BASED ON GRANT AWARD.
- C. Neither party shall be responsible to the other for personal injuries, losses, claims, or demands caused by the acts or omissions, if any, of such party or its agents, employees, invitees, or subcontractors. The liability, if any, of either party shall be that prescribed by the laws of the State of Texas.
- D. Any alterations, additions, amendments or deletions to the terms of this Agreement, shall be in writing and executed by COLLIN COLLEGE and COMPANY NAME before the changes to the Agreement are implemented.
- E. Contact persons are:
- |                     |  |
|---------------------|--|
| <p>COMPANY NAME</p> | <p>Natalie Greenwell, Director<br/>Center for Workforce &amp; Economic Development<br/>Collin County Community College District<br/>972-985-3768 fax: 972-985-3727</p> |
|---------------------|--|

## **SECTION III. SERVICE COST**

- A. The Partner understands that, notwithstanding any other grant award provisions, COLLIN COLLEGE's obligations under this Agreement are contingent upon the availability of adequate funds in the Skills Development Fund administered by the Texas Workforce Commission to meet COLLIN COLLEGE's liabilities hereunder. No legal liability on COLLIN COLLEGE for any payment or further provision of training may arise until funds are available to COLLIN COLLEGE from the Texas Workforce Commission.
- B. COLLIN COLLEGE is subject to the following limitations:

- 1) COLLIN COLLEGE shall not be liable for expenditures made in violation of the legal authorities cited in the Assurances of this application, or any other law or regulation applicable to a specific program or service performed under this Agreement.
  - 2) COLLIN COLLEGE shall not be liable to COMPANY NAME for costs incurred or performances rendered before commencement or after the expiration date or termination date (whichever is earlier) of this Agreement.
- C. COLLIN COLLEGE shall be discharged from any further obligations under this Agreement, except for obligations incurred up to the effective date of termination if:
- 1) The Texas Workforce Commission determines that such termination is in the best interest of the Skills Development Fund or the Texas Workforce Commission,
  - 2) Skills Development Funds are not available,
  - 3) State laws or regulations should be amended or judicially interpreted to render continued fulfillment of this grant award by either party substantially unreasonable or impossible, or
  - 4) The parties are unable to agree on an amendment to enable the substantial continuation of services under this Agreement.
- D. COLLIN COLLEGE shall cease to incur costs under this Agreement upon termination or receipt of written notice to terminate from the Texas Workforce Commission, whichever occurs first.

#### **SECTION IV. PERFORMANCE OUTCOMES**

- A. COMPANY NAME certifies that all participating employees are full-time employees (thirty-two (32) hours scheduled per week) with benefits offered to them. Part-time, on-call and temporary employees will not be permitted to participate in training activities funded by Texas Workforce Commission Skills Development Fund.
- B. COLLIN COLLEGE will be responsible for the following:
- 1) Offering and deploying predetermined training curricula;
  - 2) Gathering and supplying texts and resource materials;
  - 3) Working through the COMPANY NAME Training Liaison to promote, coordinate and schedule classes in appropriate locations on days/times convenient for COMPANY NAME;
  - 4) Providing instructional facilities as needed;
  - 5) Managing related finances and accounts;
  - 6) Monitoring the grant operations and expenditures;
  - 7) Engaging in open communication with COMPANY NAME (including answering questions, developing related marketing materials, hosting meetings, etc.).
- C. SLMP LLC agrees to uphold the following responsibilities throughout the duration of the program:
- 1) Identify one employee as a Training Liaison who will be responsible for ensuring that designated employees register for and participate in appropriate training sessions;

- 2) Submit registration information to the Center for Workforce & Economic Development at COLLIN COLLEGE at least THREE (3) DAYS PRIOR TO COURSE START DATE;
- 3) Commence training funded under this Agreement within thirty (30) calendar days of the award of a grant;
- 4) Compensate its employees and new hires with their regular wages/salaries and benefits while they are engaged in training;
- 5) Post job openings with the Local Workforce Development Board, workforce center through out the duration of the grant;
- 6) Require that all trainees be present at the first class session and attend seventy-five (75) percent or more of all class sessions of any course, COLLIN COLLEGE-provided customized training, COLLIN COLLEGE continuing education, or COLLIN COLLEGE credit, to be funded by the Skills Development Grant;
- 7) Participate in COLLIN COLLEGE customized training offerings throughout its duration;
- 8) Pay the instructional fees, assessment tool charges, supply charges, and nonrefundable textbook charges for the difference between the actual number of attendees and the minimum number of participants required for a COLLIN COLLEGE-provided customized training course (generally 10 individuals per course) in the event the minimum number of participants is not met;
- 9) Abide by the college's cancellation policy for COLLIN COLLEGE-provided customized contract training; courses will be billed to the company in full for cancellations made five (5) business days or less prior to course start date. Courses cancelled six (6) to ten (10) business days prior to start of course will result in billing for half the contracted fee. In the event of cancellation at any time, COMPANY NAME agrees to pay for assessment tools, supplies, and nonrefundable textbooks. Payment shall be due within thirty (30) calendar days from receipt of such COLLIN COLLEGE invoice or voucher. Participation substitutions can be made up to and including the first day of each course section if substitute has met Texas Workforce Commission requirements;
- 10) Provide facilities and equipment, if necessary, for training;
- 11) Submit all required reporting data upon request.

## **SECTION V. REPORTING REQUIREMENTS**

- A. Within ten (10) business days of an actual grant award, COMPANY NAME will meet with COLLIN COLLEGE to discuss the planned training schedule.
- B. COLLIN COLLEGE with the cooperation of COMPANY NAME must submit an initial report certifying commencement of the Training Plan within thirty (30) business days of the notification of grant award.
- C. SLMP LLC agrees to submit all required reporting data upon request [i.e., registration forms, program evaluations/surveys, individual trainee information including their first and last name, social security number, worker status (i.e., whether the trainee is a "new hire" or "existing worker"), date of hire, job title, occupational code, termination date (if applicable), and wage at the end of Agreement (or when terminated) in proper form and in a timely manner and any other data as required by the Texas Workforce Commission during and following the grant period.

- D. As soon as practical, but no later than thirty (30) business days following the grant expiration date, COMPANY NAME shall provide COLLIN COLLEGE with the following information:
- 1) Individual trainee information including their first and last name, social security number, worker status (i.e., whether the trainee is a “new hire” or “existing worker”), occupation, termination date (if applicable), and wage at the end of Agreement or when terminated. COMPANY NAME will be required to provide a written statement verifying that each trainee’s wage at the end of the Agreement is at least equal to the prevailing wage for that occupation in the local labor market.
  - 2) A statement on Partner’s letterhead verifying that the submitted information is true and correct.
  - 3) A brief narrative by the private partners evaluating the Training Plan’s effectiveness in meeting the COMPANY NAME workforce needs and requirements.

## **SECTION VI. ASSURANCES**

COMPANY NAME assures and certifies that:

- A. COMPANY NAME is an independent participant and not an employee or agent of the Texas Workforce Commission or COLLIN COLLEGE and as such indemnifies the Texas Workforce Commission and COLLIN COLLEGE against all disallowed costs or other claims that may be asserted by COMPANY NAME or any third party in connection with the Training Plan proposed by this Agreement.
- B. No person shall participate in any decision relating to this Agreement which affect his or her personal pecuniary interest, including but not limited to:
  - 1) an employee of COMPANY NAME,
  - 2) a member of COMPANY NAME governing body, or
  - 3) any person who exercises any function or responsibility in the review or approval of the undertaking or carrying out of this Agreement.
- C. COMPANY NAME shall take every reasonable course of action to maintain the integrity of this expenditure of public funds and to avoid favoritism and questionable or improper conduct.
- D. COMPANY NAME, its executive staff and employees, shall avoid situations that could give the appearance that any decisions were influenced by prejudice, bias, special interest or desire for personal gain.
- E. COMPANY NAME has disclosed in writing to COLLIN COLLEGE any interest, fact or circumstance that does, or may, present a potential conflict of interest.
- F. COMPANY NAME shall immediately inform COLLIN COLLEGE in writing of any potential conflict of interest that arises at any time during the term of this Agreement.
- G. If COMPANY NAME fails to abide by the foregoing covenants and affirmations regarding conflict of interest, COMPANY NAME shall not be entitled to participate and receive benefits in relation to this Agreement and shall immediately refund to COLLIN COLLEGE any funds that the Texas Workforce Commission may not reimburse COLLIN COLLEGE for under this Agreement. COMPANY NAME shall further be liable for any other costs incurred or damages sustained by COLLIN COLLEGE relating to this Agreement.



- H. Whenever applicable, COMPANY NAME shall comply with appropriate Federal and State licensing or certification requirements.
- I. COMPANY NAME shall notify COLLIN COLLEGE within seven days of the occurrence of any change in COMPANY NAME name, governing structure or organization, and of any voluntary or involuntary actions in bankruptcy.
- J. The training detailed in this Agreement shall be provided for COMPANY NAME incumbent employees and new hires and their corresponding occupations determined by occupational codes where the wages paid will meet or exceed the prevailing wages for said occupations in the local labor market area upon successful completion of training.
- K. During the performance of this grant, COMPANY NAME will not deny the Agreement's benefits to any person on the basis of religion, color, race, national origin, sex, age, physical or mental disability, nor will they discriminate unlawfully against any employee for employment because of race, religion, color, national origin, physical or mental disability, temporary medical condition, age or sex. COMPANY NAME shall insure that the evaluation and treatment of employees for employment are free of such discrimination.
- L. All records, documents and activities related to projects funded by this Agreement shall be accessible to COLLIN COLLEGE, for the purpose of reporting to the Texas Workforce Commission. All records must be maintained for no less than a minimum of three (3) years after completion of grant training.
- M. COMPANY NAME shall provide the Auditor of the State of Texas, other state auditing agencies, the Texas Higher Education Coordinating Board, the Texas Workforce Commission, COLLIN COLLEGE or any of their duly authorized representatives, access to and the right to examine, copy, or reproduce all reports and records pertaining to this Agreement.
- N. COLLIN COLLEGE, or its designee, shall have the right of timely and reasonable access to Partner premises and personnel for the purpose of inspection, monitoring, auditing, evaluation, or interview related to all records required to be retained. Such rights to access shall continue as long as Partner retains the records.
- O. COMPANY NAME shall retain all fiscal records and supporting documents for a minimum of three (3) years after final Agreement closeout. In the event there is litigation or an unresolved audit discrepancy at the end of such retention period, the records will be retained until the litigation or discrepancy is resolved.
- P. COMPANY NAME agrees to cooperate when COLLIN COLLEGE performs such Training Plan evaluation studies, including classroom evaluation, as the Texas Workforce Commission deems necessary to determine the adequacy of the services performed.
- Q. COMPANY NAME shall immediately report to COLLIN COLLEGE any incidents of fraud, abuse or potentially criminal activity in relation to the provisions of this Agreement, or the authorities listed in these Assurances.

## **SECTION VII. AGREEMENT**

This Agreement constitutes the entire Agreement between the parties and supersedes any prior understandings or written or oral Agreements between the parties respecting the subject matter of this Agreement. This Agreement shall be construed under and in accordance with the laws of the State of Texas.

**SECTION VIII. CERTIFICATION OF BASIC AGREEMENT**

Signatory Authority

The person(s) signing this Agreement on behalf of the Receiving Party hereby warrants that he/she has been fully authorized by the Receiving Party to respond on behalf of the Receiving Party and to legally bind the Receiving Party to the Agreement set forth herein.

RECEIVING PARTY

COMPANY NAME

---

 By: Authorized Signature

---

 Printed Name

---

 Title

---

 Date Signed
PERFORMING PARTY

Collin County Community College District

---

 By: Authorized Signature

---

 Natalie Greenwell

---

 Printed Name

---

 Director, Workforce & Economic Development

---

 Title

---

 Date Signed

Date:

Instructor:

CRN#

Course:

INSTRUCTOR	Strongly Agree	Agree	Disagree	Strongly Disagree
clearly defined the course objectives				
met the objectives of the class				
was able to communicate effectively				
was prepared				
displayed mastery of the subject matter				
COURSE				
was well-organized				
was appropriate in length				
content encouraged participation				
would recommend to others				

*The primary purpose of the following questions is to give you an opportunity to comment on specific aspects of the course, instructor, textbook, technology used, etc. Please make your responses as detailed as possible and answer each question, if possible.*

1. A. What specifically did the instructor do to make this a successful learning experience?

B. Was there anything the instructor did that was unsuccessful?

2. A. What did you like specifically about the course?

B. Was there anything you disliked about the course?

*If you have additional comments please put them on the back of the sheet.*

***Collin County Community College District  
Business Solutions Group's Balanced Scorecard Approach to Service Evaluation***

Collin County Community College District utilizes a formal evaluation system to monitor continuing improvement. This system includes a strategic plan with measurable outcomes and program evaluations that document the application of evaluation results to show the improvement of outcomes. Accordingly, all college units complete a program or service evaluation every five years that reviews seven critical areas within the unit:

- Service, Mission, Goals
- Quality Enhancement
- Peer Data
- Personnel
- Cost-Effectiveness
- Service/Product Delivery
- Intended Service Outcomes

The Business Solutions Group (BSG) was created in September 2000 as a unit within the Continuing Education Workforce Development Division. BSG serves as a resource for business and industry by providing customized corporate contracting, credit certification/degree programs, and consulting solutions. Recently, BSG conducted its service evaluation for the 2003-2004 academic year. The service evaluation instrument was completed by BSG's Internal Review Task Force, which was then reviewed by an External Task Force composed of CCCC staff, faculty and business community members. A college-wide open session was held to announce the findings, and a Quality Enhancement Plan was created to address recommendations for improvement.

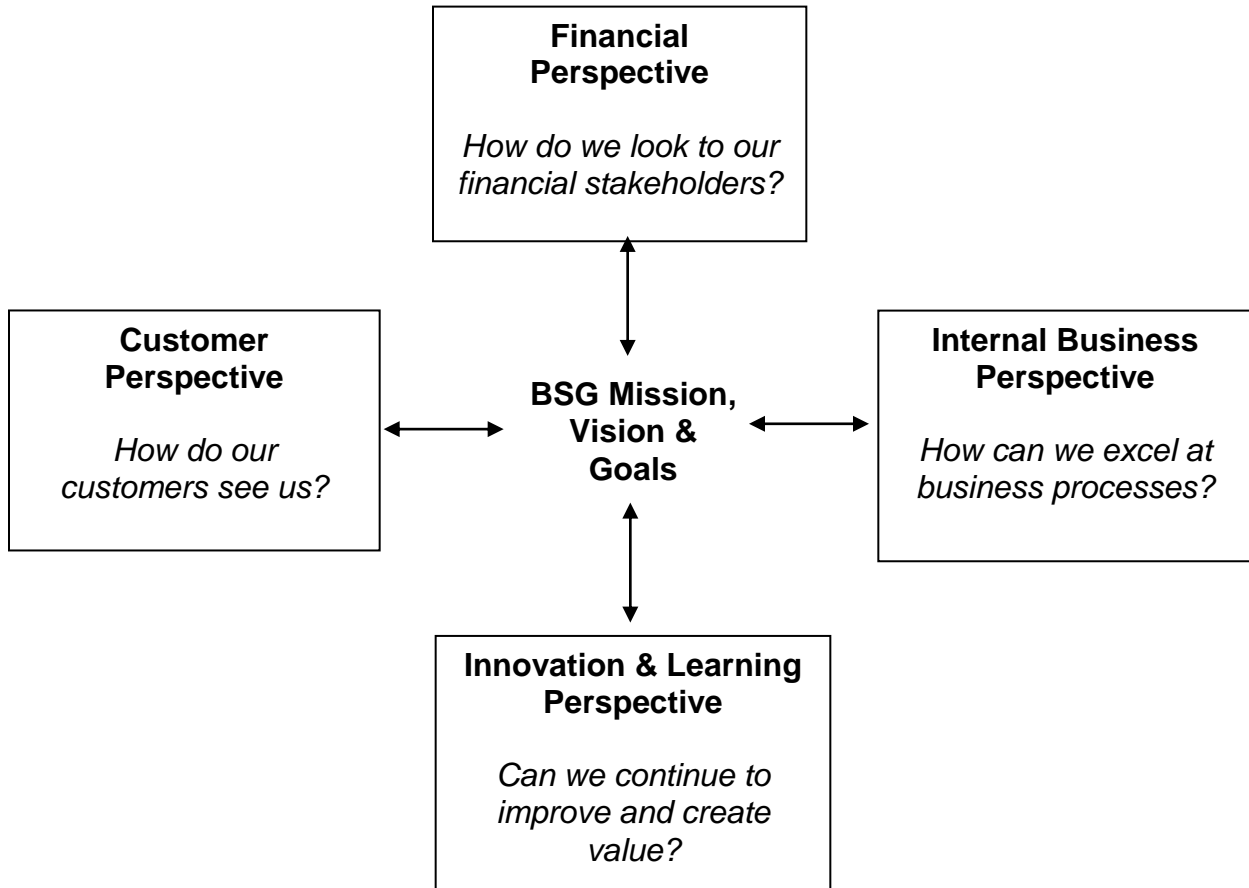
In completing the service evaluation, BSG chose to use an innovative method of strategically viewing the unit and its operations, called the "balanced scorecard" approach. This approach was developed in the early 1990's by Kaplan and Norton at the Harvard Business School, and BSG became the first unit at CCCC to use scorecard implementation during the service evaluation process.

**Impact/Success of the Program**

To implement a balanced scorecard, BSG first defined the unit's mission statement, vision and strategic goals. The next step was to begin viewing the unit's performance in several critical areas simultaneously in order to focus on a balanced presentation of both financial and operational performance. The goal was to combine a collection of measurements that reflected one strategy versus multiple independent objectives. Effectiveness and quality were then evaluated through the use of four key components or perspectives:

- Financial
- Internal Business
- Innovation & Learning
- Customer

The use of these four perspectives is the “balanced scorecard” concept, which provides a management system to clarify a unit’s mission, vision and strategies and translate them into action. This scorecard approach is represented by the following diagram:



BSG then identified critical success factors for each scorecard perspective and a corresponding set of metrics for data collection and evaluation as shown in the tables below:

Financial Perspective	
Critical Success Factors	Metric Examples
Dynamic Financial Analysis	Monthly & Annual Financial Reports <ul style="list-style-type: none"> <li>▪ Sales recap reports submitted to Dean &amp; Executive Vice President</li> <li>▪ Sales performance by Solutions Provider</li> <li>▪ Sales by Customer and type of instruction</li> </ul>
Forecasting	Sales Reports <ul style="list-style-type: none"> <li>▪ Revenue forecasting</li> <li>▪ Analysis of sales plan goals vs. actual revenue</li> </ul>

<b>Internal Business Perspective</b>	
<b>Critical Success Factors</b>	<b>Metric Examples</b>
Unit Management	Sales Plan Goals Communication Techniques Strategic goals
Business Process Improvement	Process Mapping <ul style="list-style-type: none"> <li>▪ Four-step model for service/product delivery</li> </ul> Contact & Sales Management <ul style="list-style-type: none"> <li>▪ Customized contact management database</li> </ul> Forms Management <ul style="list-style-type: none"> <li>▪ Standardized sales and client contract forms; instructional materials</li> </ul> Reporting <ul style="list-style-type: none"> <li>▪ Customized sales reporting through contact management database</li> <li>▪ Monthly Executive Summary submitted to upper management</li> </ul>
Customer Requirements	Expansion of Services & Products <ul style="list-style-type: none"> <li>▪ New assessment tools</li> <li>▪ New curriculum</li> <li>▪ Translation services &amp; bilingual instruction</li> <li>▪ Increase in trainer/consultant talent pool</li> </ul>

<b>Innovation &amp; Learning Perspective</b>	
<b>Critical Success Factors</b>	<b>Metric Examples</b>
Marketing Strategies	Print Media <ul style="list-style-type: none"> <li>▪ Improved marketing materials</li> <li>▪ Feature articles in business publications</li> </ul> Expanded Marketing Techniques <ul style="list-style-type: none"> <li>▪ Email blast capabilities</li> <li>▪ Stand alone web site</li> </ul> Marketing Penetration <ul style="list-style-type: none"> <li>▪ Quarterly Executive Briefings</li> <li>▪ Promotion of grant opportunities</li> </ul>
Grant Initiatives & Awards	Authored prototype for customized training grant proposals Honorable Mention for Workforce Best Practices by the Texas Economic Development Council Bronze Economic Development Achievement Award from Business Facilities Magazine

<b>Customer Perspective</b>	
<b>Critical Success Factors</b>	<b>Metric Examples</b>
Customer Satisfaction Indicators	Customer Evaluations & Surveys <ul style="list-style-type: none"> <li>▪ Annual External &amp; Internal Customer Satisfaction Surveys</li> <li>▪ Student Evaluations</li> <li>▪ Quarterly Executive Briefing Evaluations</li> </ul> Client Follow Up <ul style="list-style-type: none"> <li>▪ Executive Debriefings after conclusion of training</li> <li>▪ Systematic follow-up through calls, emails &amp; meetings</li> <li>▪ Summary of trainee course evaluations to client's key management personnel</li> </ul>
Customer Benchmarking	Customer Research & Analysis <ul style="list-style-type: none"> <li>▪ Total clients served</li> <li>▪ Number of new and repeat clients</li> <li>▪ Sales by customer</li> <li>▪ Client activity reports</li> </ul>

Data collected through these metrics gave BSG's Internal Task Force a factual basis for performance measurement. Strengths and weaknesses were easily identified, and opportunities for development were more apparent. For example, one notable metric and the corresponding results was the implementation of a customer survey to measure customer satisfaction. Of BSG's business clients who responded to the survey, 100% said training facilitated by BSG met or exceeded their needs, and 100% responded that they would use BSG's services again.

Complete results and supporting data from the use of scorecard evaluation methods can be found in Section B of the attached service evaluation instrument.

### **Sustainability**

The balanced scorecard approach is a perpetual management system. To implement the balanced scorecard, BSG developed a comprehensive set of tools and methods to measure the effectiveness of the unit. Successful business practices, trends, strengths, and weaknesses were rapidly identified, and action plans created. The task force evaluated performance beyond traditional financial indicators, and the staff had a framework to implement continuous improvement and quality enhancement on a daily basis. Because this approach is a continuous cyclical process, it differs from traditional project management with specific end deliverables. By embracing continuous improvement and the adoption of methods that measure how results are achieved, the alignment of strategy with operations and management by fact becomes everyone's job.

### **Creativity/Innovativeness**

Many private-sector corporations have adopted a balanced scorecard to provide a framework for measuring performance. However, the underlying concepts of strategic thinking, performance measurement, analysis of results, and feedback are relevant for any organization. Organizations, such as community colleges, can use the balanced scorecard approach to define strategies, track performance and provide data to show how well they are performing in terms of their mission, vision, strategic plan, and value for their students, clients, faculty and staff. BSG operates as a unique “profit center” within the college and was the first unit at CCCCD to adopt a balanced scorecard during the service evaluation process. By evaluating the four perspectives, BSG excelled at business processes, such as developing informative management reports that allow regular analysis of revenue and contracts, department activities, and initiatives and the installation of a customized contact management database to maintain business contacts and facilitate business decisions. According to CCCCD’s Executive Vice President, the BSG Service Evaluation is regarded as “a model of how the evaluation should be conducted and how the information should be used to benefit the department and the college.”

### **Replicability**

Cornell, Ohio State, and Penn State Universities are among more than thirty other institutions of higher learning who are balanced scorecard adopters. Adoption by government agencies and non-profit organizations is also relevant because taxpayers demand accountability and tangible results more than ever. A basic knowledge of balanced scorecard concepts, a scorecard champion who is a strong advocate, an understanding that this approach represents change management, and an implementation/maintenance team with a strategic plan would be required for successful adoption.

### **Innovative marketing techniques**

Business Solutions Group’s use of the balanced scorecard technique has been marketed in the following ways:

- As an external promotional tool - BSG informs its clients and prospects that it has applied the balanced scorecard approach to its operations, developed performance measurements, and in return, has become a flexible, responsive organization driven to fulfill customer requirements in a timely, cost-effective manner that provides significant value
- As the model for current and future CCCCD’s internal service evaluations - CCCCD’s Associate Vice President of Institutional Research has selected BSG’s approach to represent a meticulous, comprehensive, and innovative model for evaluation and quality enhancement
- As part of CCCCD’s Continuing Education & Workforce Development’s portfolio of best practices – This service evaluation and many other CEWD programs and innovations have generated numerous inquiries and site visits from peer community colleges such as North Lake, El Centro, Eastfield, San Jacinto and Rose State.



## Small Business Development Center Attachments

# Continuous Improvement Plan (CIP)

**Administrative or Educational Support Unit** \_Collin SBDC\_\_\_\_\_

**Contact Name:** Marta Frey

**Primary functions:** Small business development

**Primary services and/or products:** Since 1989, the Collin Small Business Development Center (SBDC) has been in partnership with the U.S. Small Business Administration, the State of Texas, and Collin College to provide free one-on-one, confidential business consulting and low or no cost workshops and seminars that provide business owners and soon-to-be entrepreneurs with information essential to business success.

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/ Intended Outcome Statements  (Institutional Outcomes)	Measure(s)	Standard  (Criteria for determining success)	Actual Outcome Results/Findings	Improvement Action(s)
Increase the number of "Long Term Clients" by 10% over the number reached in 2011, which was 85 clients. "Long Term Clients" are clients that have received at least 5 hours of contact and prep consulting time by a Collin SBDC counselor during the current fiscal year.	WebCats SCorecard (US Small Business Administration database) which is updated monthly.	10% more than 2011 within one fiscal year was the goal.	The Collin SBDC increased the number of Long Term Clients by 46% for a total of 124 Long Term Clients in FY 2012.  To achieve this goal, Collin SBDC advisors advised 124 clients with least 5 or more hours of contact and prep time. The longer term connection clients have to our center resulted in more success to the	The Collin SBDC used databases such as Reference USA, HR Now, Policies Now!, RMA, Business and Marketing Plan Pro to help clients succeed.  We also kept diversity in class offerings thus encouraging clients to come in for one-on-one counseling for more detailed information.  The use of Constant

			<p>business and therefore, more economic impact to our community.</p> <p>During this time, Collin SBDC advisors were able to assist clients in:</p> <p>Creating 62 businesses, creating 125 new jobs and accessing more than \$3.5 million dollars in capital.</p>	<p>Contact kept the Collin SBDC at the top of mind of our clients thus making it easier for them to come in for additional advising sessions.</p>
--	--	--	--	---



# FY 2011-2012 COLLIN SBDC CENTER ACTION PLAN

## 1.0 SBA/NTSBDC Goals

On a yearly basis, the NTSBDC gives each center Performance Measures. For the 2011-2012 fiscal year, Collin SBDC's goals are:

Business Starts:	44
Capital Infusion:	\$9,500,000
Extended Engagement:	148
Long Term:	148

These goals were calculated from the number of full time equivalents within our center, 3 FTE's and the following standards:

Business Starts:	11 business starts per FTE
Extended Engagement:	37 extended engagement clients per FTE (5 hour <u>contact only</u> client from 2005 forward)
Long Term:	37 long term clients per FTE (5 hour <u>prep &amp; contact</u> client for the 2011-2012 fiscal year)

As was last year, the capital infusion/economic impact goal for FY11-12 is a hybrid between an FTE calculation and one based on our area's population.

We employ various ways of reaching and exceeding these goals.

### Increasing our number of 5-hour clients (Long Term & Extended Engagement) and New Business Starts:

- Convert 2010-2011 Extended Engagement Clients to EE clients this fiscal year
- Market Reference USA, IBIS World, Biz Miner, HR Now, Policies Now!, RMA eStatement Studies, Business and Marketing Plan Pro and other software to clients
- Employ a team-counsel approach where as clients are referred to other counselors for extended expertise
- Keep diversity in our class offerings, but continue to encourage clients to come in for one-on-one counseling as the general rule
- Use Constant Contact and social media marketing to keep at top of mind with our clients

### Increasing Milestone and Capital Infusion/Economic Impact Information

- Client follow-up consistently (at least on a monthly basis) to gather goal information that the client may have forgotten to share during a counseling session.
- Add Skype counseling so that sessions can be made even if the client cannot attend a session in our offices.
- Reach out to our banking partners to confirm loan/credit amounts, rates and criteria
- Work with banks on helping them help their clients

## 2.0 Collin College Goals

Collin SBDC is fortunate to have a collaborative and rich working relationship with Collin College, our host institution. Here are some of the ways in which we work together:

- As a part of Collin's Continuing Education and Workforce Development, we are intimately involved in creating the yearly strategic plan and goals for this Division.
- Monthly meetings with other CEWD department heads, allow us to discuss the things going on at the SBDC and the things we may need from the College.
- Division and all College meetings take place each year.
- The Collin SBDC continually engages with other sectors of Collin College to assist and support.

Examples:

Evaluate Culinary Art student business plans and presentations

Assist the Destination College department with their Cougar Town project

Teach entrepreneurship classes for the Career Services Department for their Career Services month

Speak to credit classes about entrepreneurship and other business topics

### FY11-12 Collin College Strategic Plan Goals for the Collin SBDC:

#### **3.5 Increase the number of "Long Term Clients" by 10% over the number reached in 2010, which was 77 clients. "Long Term Clients" are clients that have received at least 5 hours of contact and prep consulting time by a Collin SBDC counselor during the current fiscal year**

- 3.5.1. Expand the team-counsel approach so clients are provided an opportunity to meet with specialized expertise needed in order to ensure a better chance of success.
- 3.5.2. Keep diversity in our class offerings, but continue to encourage clients to come in for one-on-one counseling.
- 3.5.3. Use Constant Contact as one of the primary means of communication so clients can take advantage of all the resources provided by the SBDC.
- 3.5.4. Use social networking as a tool to keep the SBDC on the minds of clients so that they make repeat appointments.

### 3.0 Internal Goals

Based on the goals set forth by the NTSBDC, individual goals will be distributed as such:

Full-Time Equivalents	Ave Hrs Per Week	Long Term Clients (Contact + Prep since 2008) Goal: 148					Biz Starts Goal: 44	Capital Infusion Goal: \$9.5M
		% of FTE	% of Goal					
Alan Beckley	15	38%	10%	14.80		4.4		\$ 950,000
Mike Daley	19	48%	15%	22.20		6.6		\$ 1,425,000
Sherry Darden	19	48%	15%	22.20		6.6		\$ 1,425,000
Steve Falldine	8	20%	5%	7.40		2.2		\$ 475,000
Marta Frey	40	100%	25%	37.00		11		\$ 2,375,000
Bob Zacny	15	38%	10%	14.80		4.4		\$ 950,000
Kelly DeWitt	40	100%	25%	37.00		11		\$ 2,375,000
	FTE Total		105%	155.40		46.2		\$ 9,975,000

All Collin SBDC counselors will spend 100% of their time on client endeavors (counseling, prep time, research, milestone/economic impact updating, follow-ups) unless otherwise agreed to with the Director or Assistant Director, and on an individual basis.

Goal progress will be monitored monthly in Productivity Updates which take into account counseling, training, overhead and marketing time of each counselor. Counselors with low or non-improving productivity, and little or inconsistent progress with meeting individual goals will be subject to disciplinary action.

## 4.0 Process and Procedures

### Scheduling

In general, counselors are asked to be in the office on consistent days from week to week. This ensures that our clients are serviced quickly and efficiently.

Counselors must update their online calendar regularly so that availability is clearly marked for at least two (2) months in advance. Gloria Daniel will need to be informed of any changes at least one week in advance.

Counselors are expected to schedule follow-up client appointments directly to their calendars or to the calendars of another counselor in the office. Counselors must provide proxy to all Collin SBDC staff for calendar access.

All client sessions, prep time and pre-authorized overhead activities (marketing, speaking engagements, etc) should be clearly marked on counselor calendars so that they can be corroborated with the time sheets each month. If counselors have no-show appointments, they also need to be clearly marked on the calendar. This allows for us to keep track of clients that consistently no-show for their appointments.

### Counseling Hours

15-19 hours a week counselors need to have at least 13 hours worth of counseling sessions per week. Those counselors working less than 15 hours per week, need to have at least 12 hours worth of counseling session per week. Counselor calendars should clearly mark the sessions and timing of those sessions each week.

Initial counseling sessions must be at least one hour in length and can be in person on through Skype. All follow-up sessions must last 30 minutes to count as a session. If the session is less than 30 minutes, it is categorized as an information transfer. Several of these information transfers can be combined to make up one session.

Prep Time Documentation states that contact, travel and prep time cannot exceed more than 8 hours in one day. Collin College limits our part-time counselors to 19.5 hours per week. If either occurs, the extra time must be pre-approved and documentation must be provided to justify the extension. Please review the appropriate NTSBDC guidelines on the SBDC intranet at [www.NTSBDC.org](http://www.NTSBDC.org) and the appropriate Collin College guidelines at [www.Cougarweb.collin.edu](http://www.Cougarweb.collin.edu).

Time sheets must accurately reflect the time spent working on SBDC business. Time sheets are due to Gloria Daniel, no later than 5pm of the last day of the time sheet. If timesheets aren't submitted to Gloria within the set deadline, the time sheet cannot be processed through the Assistant Director, the Division EVP, and therefore through the payroll department. A delay in payment may occur.

Hours within WebCats (all client time) and hours turned in on monthly time sheets should match within 30%. For example, if a time sheet shows 56 hours for the month, WebCats must reflect at least 40 hours of counseling and/or training.

Time sheets and SBA Form 641's must be completed in quarter hour increments. Every session needs to be rounded up to the nearest quarter hour. (i.e: 15 minutes = .25, 30 minutes = .5, 45 minutes = .75)

### **SBA Form 641 and NTSBDC Forms**

It is the responsibility of the counselor to make sure that the front of the SBA Form 641 form is completed, with signature, and that question #9 is checked “yes”. If the client refuses to check “yes” then the SBDC has the option not to counsel the client because they would not be eligible for the Chrisman survey which reports back to our funding sources. If this happens, the Assistant Director or Director must be notified immediately.







Counselors are also responsible to make sure that the Client Engagement Agreement is signed by the client and by the counselor before it is turned in. Not doing so will negate the session in the eyes of the SBA.

All SBA and NTSBDC forms are to remain in the office at all times. Neither counseling nor training forms can be taken home due to the confidentiality clause of our grant.

### **Client Write-Ups**

Detailed narratives in client files must demonstrate and reflect the quality of counseling performed by the counselor and facilitate transfer of the case to another counselor if needed.

The Case Management process consists of five steps:

- ✓  Brief history of the business
- ✓  Problem statement
- ✓  Solutions or recommendations you made to the client
- ✓  Action agreement between the counselor and the client
- ✓  Economic impact and/or milestone information
- ✓  Permission from the client for success stories (if applicable)

Write ups should reflect the time spent with a client – if 2 hours was spent counseling a client the write-up will be longer than the write up for a 45 minute follow up session. Write-ups are checked at random by the NTSBDC and the Assistant Director and will be returned if not complete.

Completed write ups must be emailed to Gloria Daniel within 48 hours of the client meeting so that they can be inputted into WebCats.

Phone calls lasting more than 15 minutes and emails with clients must be documented on a new 641 counseling form as information transfers until they total at least a ½ hour follow-up session. Notes of the emails/calls must be attached to the SBA Form 641.

Milestones and Economic Impact (loans, credit established, change in sales, change in staff, business start, etc) must be collected regularly (at least on a monthly basis) and documented on a Form 641 so it can be inputted into WebCats. SBA and SBDCs have jointly identified performance measurements for the SBDC program as follows:

- Long-Term Clients (LTC): Clients that have received 5 or more hours of counseling (including prep time) within the current fiscal year.
- Extended Engagement Clients (EEC): Clients defined as 1) having received counseling in the current fiscal year and 2) having received at least 5 hours of counseling (contact time only) since October 1, 2005.
- New Businesses Created (Business Starts): When a client was not “in business” and at a subsequent session was “in business”. The clients also completed required registrations with the local, state and or Federal government **and** one of the following:



- Documented transaction from the sale of a product or professional/personal service for the purpose of gain or profit.
- Contracted for or compensated employees) or independent contractors) to perform essential business functions.
  - Acquired debt or equity capital to pursue business operations (to purchase inventory, equipment, building, business, etc);
  - Has incurred business expenses in the operation of a business
- Capital Infusion/Economic Impact: The dollar amount of capital Small Business Development Centers help clients obtain. Examples include SBA loans, non-SBA loans (traditional bank loans), venture capital funds, credit cards, angel investors, equity investments, other credit enhanced loan programs including those from state and local governments. This applies to all clients seen within the current fiscal year.

### **Counselor Behavior**

All staff, counselors and volunteers of the SBDC must read, understand and sign the NTSBDC Conflict of Interest Agreement annually. This document is a standard volunteer requirement of the North Texas Small Business Development Center Region. Its intent is to ensure that our staff and volunteers do not sell their services to our clients and maintain all confidentiality. Anyone working or volunteering with SBDC clients must complete this and other paperwork before working with our clients.

Counselors should work only on SBDC business when in the office. All non-SBDC business calls and emails should be re-routed to personal time.

All staff members are expected to maintain a high level of productivity. Monthly productivity data will be assessed and shared. Counselors with low or non-improving productivity will be subject to disciplinary action.

As a government grant program and member of the Collin College staff, SBDC counselors and staff are not allowed to accept gifts, meals or any other kind of remuneration from clients and/or colleagues. This includes client consulting projects for payment, stock options or other ways of compensation.

Counselors are expected to be on time for all client appointments, and return client phone calls and emails within 24 hours. If a client appointment must be cancelled, the counselor will give the client at least 24 hours notice or as much time as possible in case of an emergency.

It is the policy of the Collin SBDC, the NTSBDC and Collin College that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin, or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. If interpreters, special dietary needs, and/or specific accessibility are needed for any client or class attendee, please let the director know immediately.

Counselors will sign into Groupwise Instant Messaging when they are in the office so that staff can let them know about their appointments.

### **Collin SBDC Professional Volunteers**

As a courtesy to our clients, the Collin SBDC has developed a list of specialty volunteers that can assist them. These volunteers have completed and signed the same NTSBDC Conflict of Interest Agreement that all staff members sign. It is the intent of this document to 1. ensure that our volunteers do not sell their services to our clients, and 2. it removes the Collin SBDC from any liability resulting in consulting performed by the volunteer.

The CPA, attorney and other specialty volunteers can offer our clients one free visit for general counsel only. They cannot, for liability and accountability reasons, advise our clients on specific matters, give opinions regarding detailed documents, or make recommendations on explicit situations.

Additionally, the materials, services and/or products offered by volunteers to SBDC clients are available as a resource for clients to locate professionals who can assist them with business concerns. Making these sources available to clients does not imply or constitutes a recommendation or endorsement by the SBDC, but is only intended to be a convenience for them. The client must perform “due diligence” by interviewing the individuals or companies to determine if they meet the client’s needs. If the client does retain their services, the client needs to be sure to obtain an agreement in writing detailing who is responsible for what; what work is to be performed; what is not included; and what is the cost.

In the event that a Collin SBDC client wishes to hire one of our volunteers (attorneys and/or CPA’s), in order to satisfy any liability issues, we would need a letter from the client stating the following:

- the client was not solicited by the volunteer referral;
- the client will no longer receive free counseling from the volunteer or referral; and,
- the client holds the Collin SBDC harmless for the referral.

This letter should be sent to the Director of the SBDC at the following address:

Marta Frey, Director  
Collin SBDC  
4800 Preston Park Blvd, Ste 114  
Plano, TX 75093  
Or it can be emailed to [mfrey@collin.edu](mailto:mfrey@collin.edu)

### **Needs Assessment**

The Collin SBDC conducts one major needs assessment survey each year, typically in April at mid-year. This assessment is used to evaluate how the SBDC is meeting the needs of our recent and current clients and seminar attendees. It also contains a quality assurance piece, a demographic check, and a portion that allows us to catch up on any economic impact we may have missed throughout that year.

A monthly informal review of files and class evaluations is performed by the Assistant Director to ensure that the needs of current client sectors are also being met effectively.

It is important to continually validate our effectiveness. We do this by:

1. Economic Impact: as our economic impact numbers climb, the center's effectiveness increases.
2. Evaluation Forms: after each class, SBA evaluation forms are collected from training participants. These are reviewed by the instructor and center director and adjustments in material, teacher or class time/date are made when necessary.
3. Annual Survey: our clients tell us anonymously how we have impacted their businesses.
4. Informal Surveys: counselors typically get informal feedback from clients at the end of sessions. This feedback is recorded on Form 641 of each session, then collected monthly for evaluation by the Center Assistant Director or Director.
5. Director Quality Control: the director randomly and periodically chooses clients to contact for feedback. This information is tabulated and shared with the counselors.
6. Notes and Letters: We continually receive notes regarding the exceptional care our consultants take with the business goals of our clients.

### **Customer Satisfaction**

We strive for exceptional service in every counseling session, event and class. The ways in which we receive customer feedback are: evaluations, yearly survey, informal surveys, and quality control checks.

If a training session gets a poor review:

1. Review: review comments on the evaluation and assess if it is a client issue or an instructor issue
2. Research: research if there have been any changes in training materials; if the materials were too advanced or not advanced enough for the general audience; compare the evaluation comments to other evaluations from that same class; compare the evaluation from other classes taught by the same instructor
3. Resolve: develop an action plan to correct the issue. For example, meet with the instructor to discuss how to bring the material to the proper material level of our typical client attendee
4. Respond: if we know who wrote the poor review, respond to the client with the actions we took to improve their issue
5. If none of these steps satisfies the client, he/she will be given information at the NTSBDC or Collin College (HR or CEWD to lodge a formal complaint)

If a counseling session gets a poor review:

1. Review: review comments made by the client, and assess if it is a client issue or a counselor issue
2. Research: interview the client and counselor (separately) to get more information and perspective into the issue; research if there have been any recent changes to the client business or from the counselor side (someone having a bad day? Client not getting the answer they wanted even though it's the only answer possible (grants) etc); compare this evaluation to prior evaluations by other clients
3. Resolve: develop an action plan to correct the issue. For example, meet with the counselor to discuss how to better service this type of client; where to access more information; how to incorporate other resources to assist the client, etc
4. Respond: meet with the client to explain the actions we took to improve their issue
5. If none of these steps satisfies the client, he/she will be given information at the NTSBDC or Collin College (HR or CEWD to lodge a formal complaint)

If the Director gets a poor review, the client or class attendee has the right to file a formal complaint with the NTSBDC or Collin College (HR or CEWD).

If a staff member has a complaint against another staff member or the Director, the following protocol shall be followed:

1. Bring the issue to the Assistant Director or Director (whichever appropriate) for resolution
2. Meet with the co-worker (if applicable) to resolve the issue
3. If the issue is still not resolved to a satisfactory level, a formal complaint with the NTSBDC or Collin College (HR or CEWD) can be filed.

### **Yearly NTSBDC Certification**

Each year, all staff members must continue currency certification according to the NTSBDC Professional Development and Certification Manuals. To continue currency, staff members will submit to the Assistant Director, no later than August 1<sup>st</sup> of each year, what is required. For example, at the counselor BDS level, a completed packet of two success stories and two certificates (proof of attendance) to professional development training will be needed. It is the staff member's responsibility to maintain copies of what is required and submit them to the Assistant Director no later than August 1<sup>st</sup> of each program year.

Should a counselor or staff member fail to certify within the allotted time frame, or within the limits of an extension, that counselor or staff member will be suspended and will not be allowed to counsel or train SBDC clients or serve them in any way until the certification has been completed, approved and is current.

The most recent version of the Professional Development Manuals can be found on the NTSBDC intranet at [www.ntsfdc.org](http://www.ntsfdc.org).

### **College Processes and Procedures**

All general College, business office, human resource, and payroll processes, procedures and forms can be found on Cougarweb ([www.Cougarweb.collin.edu](http://www.Cougarweb.collin.edu)). Please review this site with questions regarding, for example, in county travel forms, professional leave requirements, payroll matters, purchasing requirements, etc. Once you have reviewed the policy, if items still are not clear, please consult the director. All Collin SBDC counselors must abide by all Collin College guidelines and procedures.

# Collin County Law Enforcement Academy Attachments

# Continuous Improvement Plan (CIP)

**Date:** 1/30/2012

**Administrative or Educational Support Unit:** Continuing Education – Law Enforcement Academy

**Contact Name:** Steve Hardy/Ron Spears

**Primary functions:** Basic Peace Officer Training for new police officers and in-service training for current Law Enforcement Officers.

**Primary services and/or products:** Collin LEA offers Basic Peace Officer Training to prepare students to take the TCLEOSE exam and also offers in-service training for county agencies. Collin LEA offers on the average of 3 full-time and 2 part-time Basic Peace Officer classes in a year and four Jail Officer Academies. Collin LEA offers on the average 120 sections of in-service training in a year.

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/Intended Outcome Statements (Institutional Outcomes)	Measure(s)	Standard (Criteria for determining success)	Actual Outcome Results/ Findings	Improvement Action(s)
Increase contact hours and CEU offerings from Collin LEA.	In-service contact hour numbers and enrollment are obtained from Argos and Academy monthly reports.	Increase number of contact hours per term by 10%.	FY 2011 Total Contact Hours: 93,344. BPOC: 4 programs. 48,050 contact hours. In-service: 167 sections. 45,294 contact hours.  FY 2012 Total Contact Hours:	Increased instructor pool: 17 part-time instructors have been hired since June 2011. The academy now currently has 56 part-time instructor staff members. New applicants are being recruited to increase the in-service course offerings.  The academy implemented the use of direct e-mail contacts of law enforcement agencies and officers to facilitate a direct e-mailing of the academy

1/15/2012

			<p>104,486 BPOC: 5 programs 52,700 contact hours. In-service: 230 sections. 51,786 contact hours.</p> <p>There was an 11.94% increase in contact hours for FY2012.</p>	<p>schedule, and updated its agency mailing list for mailing course schedules to agencies and training officers. Additionally, an announcement of the BPOC was added to the continuing education course catalog.</p> <p>The academy introduced two new on-line course offerings; legal up-date 3182 and Computer Forensics and Cyber Crime. Additional on-line programs are being evaluated for development to meet the needs of law enforcement.</p> <p>Based on new instructors, 13 new in-service programs have been developed.</p> <p>The academy continuously works with its Advisory Board/Committee and the law enforcement community in implementing updates to the BPOC and identifying training needs of local agencies.</p>
--	--	--	--	--

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**Collin County Law Enforcement Academy/Collin College  
Basic Police Officer Training Academy  
Course Syllabus  
Ron Spears, Director**

<b>Course</b>	<b>Rubric Number</b>	<b>Hours</b>	<b>Tuition</b>
BASIC PEACE OFFICER I	CJLE 1006 CJLE 1506	155	\$200.00
BASIC PEACE OFFICER II	CJLE 1012 CJLE 1512	155	\$200.00
BASIC PEACE OFFICER III	CJLE 1018 CJLE 1518	155	\$200.00
BASIC PEACE OFFICER IV	CJLE 1024 CJLE 1524	155	\$200.00
BASIC PEACE OFFICER V	CJLE 1029 CJLE 1429	155	\$200.00
<b>Total Hours and Tuition</b>		<b>775</b>	<b>\$1,000.00</b>

**About the program:**

The Collin College Law Enforcement Academy offers a program that meets the Texas Commission on Law Enforcement Officer Standards and Education (the Commission) requirements for a Peace Officer certification. These courses are Peace Officer I (CJLE 1006), Peace Officer II (CJLE 1012), Peace Officer III (CJLE 1018), and Peace Officer IV (CJLE 1024). Concurrent enrollment in all programs is required. Upon successful completion of the program, a person is eligible to take the state licensing examination to be a Peace Officer. The Academy offers both day and night classes.

The Commission was created by the legislature in 1965 to establish standards for peace officers. These standards consist of minimum appointment, licensing, and training. An individual must be licensed by the Commission to serve as a peace officer. The requirements for licensing are set both by State statute and by Commission rule. Current Commission rules require a minimum of 640 hours of basic training. Basic training must be provided by a Commission-licensed training academy.

There is only one type of peace officer license, although there are many different types of law enforcement agencies with slightly different functions. These agency types include airport, city marshal, college, constable, county, county attorney, district attorney, district court, fire marshal, hospital, independent school district, municipal, port authority, sheriff, state, and water district.

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law



**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Course Abstract and Mission Statement**

The Basic Peace Officer Course is designed to provide beginning peace officers with an understanding of the peace officer environment. This course is required for certification as a basic peace officer.

The primary mission of the Basic Peace Officer Course (hereafter, BPOC) can be articulated in a two-fold manner:

- 1) To prepare the participants to serve the needs of the community and to uphold the laws of society in an effective and professional manner; and
- 2) To deliver a quality, entry-level educational training program that provides the participants with the basic knowledge, attitudes, and skills they will need to successfully begin a career as a peace officer.

**Learning Outcomes:**

Demonstrate outcomes as set forth for TCLEOSE Course 1000.

**Scans Competencies:**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

- Reasoning and how to learn
- Utilization of the Internet for research

**Instructor Information**

Ron Spears, Director  
Gina Hight, Chief Coordinator  
Academy Instructional Staff and guest lecturers

**Textbook Information**

TCLEOSE Learning Objectives and Instructor Guide(s)

Texas Criminal and Traffic Law Manual

**Lab Requirements (if any)**

As specified by instructor(s), Director and Chief Coordinator.

**Course Rules, Requirements and Expectations:**

Refer to Student Guidelines (see attachment)

**SPA and Grades:**

Refer to Student Guidelines

**Testing**

Refer to Student Guidelines

**Make-Up Policy**

Refer to Student Guidelines

**Academic Honesty**

Academic Integrity is fundamental to the educational mission of Collin College and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Any cadet who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional procedures.

**Attendance and Withdrawal Policies**

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Refer to Student Guidelines

**Course Requirements and Grading Policy**

Refer to Student Guidelines

**Course Content and TCLEOSE Objectives**

Available at: <http://www.tcleose.state.tx.us/>

**Course Calendar**

Available upon registration and orientation

**Evaluation Process and Standards:**

Cadet performance assessment will include oral questioning and Socratic Method; impromptu recitation; scenario-based role-play; guided class discussion; handwritten and word-processed reports; observed execution of physical/practical skills; and pen-and-paper, word-processed, electronically-scanned, and Internet-based short-answer and multiple-choice examinations. Performance will be considered satisfactory when the cadet can recite, enact, recognize, perform, and/or write about concepts or information designated by the instructor, under class and/or test conditions set by the instructor, and when the responses are consistent with course text, references, practical demonstrations, and/or lecture presentations.

All tests and physical/practical skills must be completed within the time-frame designated, and meet the point and/or percentage standards set, by the Academy program coordinator and approved by the Academy Advisory Board.

Further, in order to achieve satisfactory performance on written exams, and other assignments cadets must achieve a grade of 80% or higher on each exam or assignment, and maintain a cumulative grade average of 80% throughout the course. Any grade below 80% shall be considered unsatisfactory.

“Mandatory Exams” will be conducted at various times throughout the course. These “mandatory exams” will be conducted upon the completion of the topic of study in the class. A student must receive a passing score at or above 80% for each mandatory exam. Should a student fail a mandatory exam after three attempts, the student will be dismissed from the course.

Skills training will include various tactics and aspects vital to law enforcement survival and use of force concepts. Recruits will be evaluated on various skills including but not limited to: Firearms, professional driving, defensives tactics, “OC” pepper spray, and other use of force concepts. Each recruit must receive a passing score for each skills training area in order to successfully complete the course. Physical/practical skills evaluations are pass/fail.

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Finals are conducted during the final phase of the course. A student must obtain an average of 80% or above on the academy finals to be eligible to sit for the licensing exam.

All recruits begin class with a 100-point standing average. This average can be maintained by completing all assignments and participating in all activities as specified. Deductions will be made for failure and/or non-completion and/or non-participation in any assignment, test, physical training, skills activity and/or behavior considered to be disruptive and/or inappropriate. Once a recruit falls below a standing point's average of 70%, the recruit will be dismissed from the academy. Points deducted from the standing point's average cannot be made up once deducted.

Further specifics about grades and testing are set forth in the Academy Rules and Regulations (Student Guidelines).

**Americans with Disabilities Act Statement:**

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Employment Opportunities:**

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*.

Pay - The median annual wage of police was \$55,010 in May 2010.

Job Outlook - Employment of police is expected to grow by 7 percent from 2010 to 2020, slower than the average for all occupations. Continued demand for public safety will lead to new openings for officers in local departments; however, both state and federal jobs may be more competitive.

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1006: BASIC PEACE OFFICER I**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Course Objective:**

The purpose of the Basic Peace Officer Academy is to prepare the individual/cadet for a career in law enforcement as a licensed Texas Peace Officer.

**Learning Outcomes:** Demonstrate outcomes as set forth for TCLEOSE Course 1000.

**Goals:**

The student will demonstrate lifestyle, nutrition, habits, and fitness required to maintain a high level of wellness; appreciate the history of policing; respect professionalism and the crucial role of ethics; state the civil and the criminal laws related to unethical behavior. The student will acquire respect for and apply the United States constitution and Bill of rights; appreciate the specific roles and interrelationships within the criminal justice system; discuss the statutory authority for administration and interrelationships within the criminal justice system; discuss the statutory authority for administration of criminal procedure in Texas; list the basic rights enumerated in the Texas Code of Criminal Procedure, and specify the time limitations relating to felonies and misdemeanors; identify general duties and responsibilities of the Code for Officers, identify the courts and their criminal jurisdiction, discuss the procedures to be followed in the prevention and suppression of offenses. The student will identify the elements of offenses in the Texas Penal Code, discuss the liability for improper acts or omissions in the execution of civil process and/or other daily

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

law enforcement duties; differentiate between the civil and execution of civil process and/or other daily law enforcement duties; differentiate between the civil and criminal process, define the duties of peace officers in the civil process, the jurisdiction of the civil courts; common terms used in civil law; trace the requirements, procedure, and methods for a civil action and the procedure and method of enforcement of the eviction process. The student will outline the purpose and scope of a peace bond, family violence protective orders, the Estray Law, animal cruelty, and mental health warrants; and give example of problems, symptoms, and responses to substance abuse in law enforcement.

**Scans Competencies:**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension
- Reasoning and how to learn
- Utilization of the Internet for research

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1012: BASIC PEACE OFFICER II**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Course Objective:**

The purpose of the Basic Peace Officer Academy is to prepare the individual/cadet for a career in law enforcement as a licensed Texas Peace Officer.

**Learning Outcomes:** Demonstrate outcomes as set forth for TCLEOSE Course 1000.

**Goals/Learning Outcomes:**

The student will take proper field notes; improve written communication skills related to report writing; state types and essential characteristics of police reports; discuss legal authorities pertaining to the rights of peace officers and citizens regarding the use of force; and specify concepts regarding use of force. The student will interpret the factors basic to unreasonable force and possible consequences; use appropriate strategies of defense; demonstrate the arrest process; restate the evolution of police service models; explain the organization's role in society and police organizational issues; identify methods of patrol, preparation for and hazards of patrol; demonstrate different techniques of patrol; assess risks in vehicle stops and other responses to calls for service; appreciate the unique opportunities of effective public service; identify the value of the crime prevention function and perform crime prevention activities; review psychological, social, and economic impact of crime on the victims and officer responsibility relating to victims' rights. The

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

student will identify the characteristics of family violence, relevant legal issues, and procedures for responding to family violence; respect people with mental illness and mental retardation; demonstrate effective crowd management skills and the first-responder role at a hazardous material event; identify the goals and objectives of criminal investigation, crimes against property, crimes against persons, and the characteristics of these crimes, basic preliminary investigative procedures, forensic procedures and terminology, and laboratory procedures in the criminal investigative process. The student will respect tasks required to conduct a criminal investigation; report on elements for protecting and searching the crime scene; differentiate between interviewing complainants, witnesses, victims and suspects; state officer responsibility in the booking process; demonstrate techniques for effective courtroom testimony; and explain the case management process.

**Scans Competencies:**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension
- Reasoning and how to learn
- Utilization of the Internet for research



**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1018: BASIC PEACE OFFICER III**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Goals/Learning Outcomes:**

The student will name the Texas laws pertaining to controlled substances, the major categories of those substances, dangerous drugs, volatile chemical, and abusing glues/aerosol paints; recognize narcotic investigation techniques and procedures; safely and effectively perform the first-responder role at a hazardous material event; and demonstrate effective crowd management techniques. The student will give example of psychological, social, and economic impact of crime on victims; identify mandated officer responsibilities relating to victims' rights; maintain a high level of fitness and wellness; and develop personal strategies for the positive management of stress. The student will explain the goals and objective of criminal investigation crimes against property and person, basic preliminary investigative procedures, forensic procedures and terminology related to homicide investigation, and laboratory and other procedures of value in the criminal investigative process; respect and apply tasks required to conduct a criminal investigation. The student will apply knowledge of protecting and searching the crime scene; identify essential elements in conducting a pre-shift safety inspection; differentiate between interviewing complainants, witnesses, victims, and suspects; and discuss officer responsibility in the booking process, effective courtroom witness proficiencies, and legal obligations and liabilities. The student will discuss safety factors when operating a vehicle; demonstrate proficiency in controlling a vehicle under acceleration, maneuvering, and braking conditions; appreciate the history of policing and specific

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

roles/interrelationships within the criminal justice system; reiterate the influence of police service models, outline the organization's role in society; and discuss police organizational issues.

**Scans Competencies:**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension
- Reasoning and how to learn
- Utilization of the Internet for research

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1024: BASIC PEACE OFFICER IV**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Course Objective:**

The purpose of the Basic Peace Officer Academy is to prepare the individual/cadet for a career in law enforcement as a licensed Texas Peace Officer.

**Learning Outcomes:** Demonstrate outcomes as set forth for TCLEOSE Course 1000.

**Goals/Learning Outcomes:**

The student will demonstrate relevant law enforcement techniques and procedures required of Texas Peace Officers as mandated by the Texas Commission on Law Enforcement Officer Standards and Education; identify and explain required forms and documents and explain the applicable procedures to various situations as they relate to the enforcement of law. The student will discuss the Texas Penal Code; identify violations of the Texas Family Code and the Texas Alcoholic Beverage Code; define and illustrate civil liability; and discuss the transportation code, intoxicated drivers, and elements of crimes.

The student will evaluate and explain an appropriate response for a situational scenario; demonstrate the proper and effective application of physical skill while using police equipment; and demonstrate other skills expected of a Texas peace officer as mandated by the Texas Commission on Law Enforcement Officer Standards and Education.

**Scans Competencies:**

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension
- Reasoning and how to learn
- Utilization of the Internet for research

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**BASIC PEACE OFFICER V – CJLE 1029**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

The Basic Peace Officer Course (BPOC) is designed to prepare cadets for a career as a professional peace officer. Successful completion of the BPOC equips cadets with the essential skills and knowledge for certification as a Basic Peace Officer by TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education) and qualifies cadet graduates to take the TCLEOSE certification exam. Basic Peace Officer I, II, III, IV and V must be taken in conjunction as one program. This course includes physical ability training, rigorous training in defensive tactics skills and techniques needed in typical law enforcement activities. Skills and physical fitness will be conducted and evaluated on a continuing basis. Each recruit is required to successfully demonstrate a level of competence in each skills training area.

**Prerequisites:**

Must meet all minimum enrollment standards as set forth in TCLEOSE Rule 215.15, all requisites of the Academy as set forth and approved by the Academy Advisory Board, and approval of the Academy program coordinator.

**Co-requisites:**

Concurrent enrollment in Basic Peace Officer I (CJLE 1006), Basic Peace Officer II (CJLE 1012), Basic Peace Officer III (CJLE 1018), Basic Peace Officer IV (CJLE 1024), and Basic Peace Officer V (CJLE 1029).

**Physical requisites**

All academy recruits must be physically able to actively and fully participate in the defensive drills as well as other required physical activities in accordance with: §217.1. Minimum Standards for Initial Licensure, (11):

(11) has been examined by a physician, selected by the appointing or employing agency, who is licensed by the Texas State Board of Medical Examiners. The physician must be familiar with the duties appropriate to the type of license sought and appointment to be made. The appointee must be declared in writing by that professional within 180 days before the date of appointment by the agency to be:

(A) physically sound and free from any defect which may adversely affect the performance of duty appropriate to the type of license sought; and

(B) show no trace of drug dependency or illegal drug use after a physical

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

examination, blood test, or other medical test;

The Collin County Law Enforcement Academy includes physical fitness training. Each successful applicant for admission to a basic law enforcement academy conducted by the Collin County Law Enforcement Academy shall possess good health and physical capability to actively and fully participate in defensive tactics training and other required physical activities. In order to minimize risk of injury and maximize the benefit of such participation, each recruit in any academy session shall, as a condition of his or her academy attendance, maintain a level of physical fitness as required by the commission for licensing, and actively participate in all skills and physical fitness training activities.

Each academy applicant shall receive a final evaluation in the assessment areas of aerobic capacity, strength, and flexibility, in accordance with the requirements and procedures established by the Academy.

Failure to demonstrate a requisite level of fitness on the final assessment will not result in ineligibility for successful completion of the academy. *See BPOC/Physical Fitness training guide.*

**Learning Outcomes:**

Design group exercise programs focused on aerobic fitness enhancement by identifying appropriate modes of activity for cardiovascular fitness. As stated in the Student Learning Objectives as established by The Texas Commission on Law Enforcement Standards and Education (TCLEOSE) "Physical Fitness equates to performance and to readiness." These objectives also include that students will learn that; "Fitness is directly related to the ability to perform job functions." In an attempt to build a foundation for a healthy lifestyle and prepare the student for the demands they will often face as Police Officers; each student is required to attend and participate in physical fitness training throughout academy assignment. *See BPOC/Physical Fitness training syllabus.*

**GOALS:**

Training requires each trainee to be actively involved in techniques used to restrain aggressive individuals. Various techniques will include, but not be limited to, restraining hostile individuals and maneuvering them to the floor or to the wall. These techniques will place stress on the joints and muscles of the back, neck, knees, shoulders, wrists, and elbows. Trainees will also be required, as a training partner, to have techniques applied to them. These techniques, if properly applied, are designed to ensure the safety of the trainee who is free from health problems or physical limitations.

**Scans Competencies:**

This course will assist in the acquisition of the following competencies:

- Time and resource management
- Evaluating information
- Reading and comprehension

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

- Reasoning and how to learn
- Utilization of the Internet for research

**Students with Disabilities**

It is the policy of the Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. The college will adhere to all Federal, State, and Local Laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to contact the faculty member and/or the services for Students with disabilities in a timely manner to arrange for appropriate accommodations.

To ensure suitability for these types of exercises, all trainees must be examined and approved for participation by a certified physician prior to attending the academy.

## Collin County Law Enforcement Academy Advisory Board/Committee Minutes

November 19, 2008

CHAIRPERSON: Tom Francis		
MEETING DATE: November 19, 2008	MEETING TIME: 11:00 a.m.	MEETING PLACE: Central Park Campus Conference Center Room - 1
RECORDER: Gina Hight		PREVIOUS MEETING Nov 2007

### MEMBERS PRESENT:

### OTHERS PRESENT:

Name and Title		Name and Title		Name and Title	
Sgt	Kenny Price	Asst City Mgr.	Jeff Butters		
Cpt	Tom Francis	Atty	Rick Weaver		
Cpt	David Hiserote		Janet Sheppard		
Asst Chief	Rex Redden		Ron Spears		
Chief	Doug Kowalski		Steve Hardy		
Chief	Todd Renshaw				

Agenda Item	Action Discussion Information	Responsibility
Old Business:	None	
Discussion and approval of previous board minutes.	No old business was discussed, minutes were motioned and approved.	Ron Spears / Tom Francis




Continuing Business:	None	Ron Spears
No continuing business was carried forward.		Ron Spears
New Business:		
BPOC Pass rates and Basic Correctional Officer Pass rates		Ron Spears
Possible moved of Academy offices from current location	Director Spears provide information of the possible relocation of the Academy to Melissa. No immediate plans were available by the college, and that a current facilities study was being conducted by a private firm.	Ron Spears

## MINUTES

Key Discussion Points	Discussion
Old Business:	No Discussion
Continuing Business:	No Discussion
New Business:	
Director Spears discussed the history of the Academy with the board and it's service to the surrounding agencies.	Director Spears asked if the board felt there was a strong need for the academy. Chief Kowalski indicated that his agency relied heavily on the Academy for their basic peace officer training, Chief Renshaw stated the same. A resolution for support for the academy was proposed and voted on by the board and passed..Resolution proposed by chairman Tom Francis on necessity of the academy and the support by advisory board. Motion was seconded by Jeff butters, and carried.

TCLEOSE PASS RATE	Director Spears discussed the current pass rate with the board. Indicating that TCLEOSE only considers the 1st attempt for their evaluation. For this year the Academy has a 100% pass rate. No further discussion. Director Spears stated that the Academy has maintained a high pass rate on both the BPOC and that the correctional exam rates were improving, above 95%.
Curriculum Decisions: Director Spears provided an overview of the BPOC curriculum, advising the board that the objectives of the course are mandated by TCLEOSE. The Academy breaks the various objectives down by topic and provides training in each individual unit. Testing would eventually be all done on-line.	No curriculum recommendations were made by the board.
Move to adjourn.	Tom Francis made motion Todd Renshaw moved to support Doug Kowalski second motion all in favor. Meeting adjourned
Other:	

CHAIRPERSON SIGNATURE: Tom Francis 	DATE: November 19, 2008	NEXT MEETING: Nov 2009
---	----------------------------	---------------------------

# Collin County Law Enforcement Academy Advisory Board/Committee Minutes

**November 2, 2010**

<b>CHAIRPERSON:</b>		
<b>MEETING DATE:</b> November 2, 2010	<b>MEETING TIME:</b> 11:30 am	<b>MEETING PLACE:</b> Central Park Campus – Conference Center Room – A
<b>RECORDER:</b> Gina Hight		<b>PREVIOUS MEETING</b> November 19, 2008

**Members Present: (Yes/No)**
**OTHERS PRESENT:**

Name and Title		Name and Title		Name and Title	
Y	Tom Francis, Captain Collin County Sheriff's Office	Y	Jeffery Butters, Assistant City Manager, City of Wylie		Steve Hardy
Y	Gay Schaffer, Captain Plano Police Department	Y	Allen Barnes, City Manager, City of Sachse		Janet Sheppard
Y	David Hiserote, Captain Correctional Division, Collin County Sheriff's Office	Y	Randy Roland, Assistant Chief of McKinney Police Department		Ron Spears
Y	Brian Ward, (Representing John Norton) Collin County Sheriff's Office	Y	Doug Kowalski, Chief of Police, McKinney Police Department		Gina Hight
Y	Tony Fragoso, Chief of Police, Parker Police Department	Y	Rick Weaver, Attorney at Law		Terry Blevins
N	Todd Renshaw, Chief of Frisco Police Department	N	William Fell (Civilian member) Plano		Charlette Brown
N	Mike Anderson, Major Collin County Sheriff's Office				

Agenda Item	Action Discussion Information	Responsibility
Old Business	Previous Minutes	Ron Spears
Continuing Business	Presentation of any continuing business	Ron Spears
New Business	Presentation of any new business	Ron Spears
Curriculum Decisions	Presentation of curriculum	Ron Spears

## MINUTES

Old Business	<p>Tom Francis, Chairman, called the meeting to order. Director Spears read the minutes from the 2008 Board meeting, which highlighted a previous study of the number of officers and agencies attending training at CCLEA and the Boards resolution of a continued need for the academy.</p> <p>Tom Francis asked for motion to be made to approve minutes of last board meeting November 19, 2008. Rick Weaver made motion; David Hiserote, second; motion passed all in favor. Tom Francis turned meeting over to Director Spears, for discussion of new business.</p>
Continuing Business	None
New Business	<p><b>Discussion of TCLEOSE Evaluations</b></p> <p>Director Spears had provided copies of the fiscal year 2008/09 and 2009/10 TCLEOSE academy evaluations. Both evaluations indicated the academy was meeting most TCLEOSE rule requirements at and above TCLEOSE expectations. However, during the 08/09 evaluation the academy was cited for several late training reports being submitted past the 30 day requirement. The evaluation indicated that these were primarily reports of training conducted by some agencies in Collin County which relied on the CCLEA to submit the training report. A procedure was set into place to address this concern, which resulted with only one late report in 09/10 fiscal year. The 09/10 fiscal year evaluation was exceptional except for one violation of TCLEOSE rules for failing to have a required annual board meeting in 2009. Director Spears explained that both he and Chairman Francis had thought a meeting had been conducted earlier in the year, and therefore did not call the normal November meeting. There was no further discussion of these evaluations.</p> <p><b>Discussion of new facility priorities and needs</b></p> <p>Director Spears opened the discussion about the projected new facility for public services planned to be built in Melissa, Texas. Several members of the board discussed that they had been a party to the survey of Brinks/Sergeant needs analysis for the new facility. Director Spears stated that although he had been in contact with a member of the survey team, that he was not aware of any of the results, and could not provide any additional information on the subject. Chief Kowalski commented that he was a little surprised and disappointed that no information of the needs analysis had been provided to the academy director or his supervisory staff. Board members shared their feelings with Steve Hardy about the facility and the need for the academy. Mr. Hardy explained that the new facility</p>

	<p>would most likely be built in phases and asked to hear from the board of what they thought were the most pressing needs for the first phase of a new facility. Chief Kowalski opened the discussion stating that the new facility should duplicate the facilities already needed and used by the academy. All members of the board expressed their agreement with this comment. A resolution concerning the primary needs for a new facility and phases was asked of the board. The board provided a resolution which stated that the first phase of the new facility should address the basic training needs of the academy first, meaning the basic peace officer course and basic correctional officer course, the second level of concern for the facility would be to address the needs for in-service training programs for the professional development of officers and the third phase of the facility should address the needs for joint regional training programs.</p> <p><b>Discussion of the development of a Training Officer Committee</b></p> <p>Director Spears discussed with the board about the desire to develop additional working relationships with all the agencies in Collin County. Director Spears stated committee would provide more input from the agencies of Collin County and would hopefully help build the future of the academy. He indicated that Ms. Hight, Chief training officer would be in charge of this committee.</p> <p><b>Discussion of hiring part-time staff</b></p> <p>Director Spears discussed that the academy part-time staff was critically low and that procedures were being implemented to help bring in new part-time instructor.</p>
Curriculum Decisions	No recommendations were made by the Board.
Other	<p><b>Any other business and setting proposed meeting date for 2011</b></p> <p>Mr. Hardy opened the discussion with a question to the board about the boards' desire, (if any) that the College award credit for the BPOC. Chairman Francis stated that the issue had been brought to the board several years ago, and that at that time the Board passed a resolution asking the College to award credit for the program. Mr. Spears explained that although the process had been put into place the final outcome could not be accomplished when it was first evaluated by the college. However, Director Spears indicated that college credit was available from most major universities in Texas, including Midwestern State University in Wichita Falls. The topic was tabled for further evaluation by Janet Sheppard, Steve Hardy and Mr. Spears.</p>

Mr. Spears asked that the board consider the possibility of an earlier meeting in 2011, set for sometime in June. The board agreed that a special meeting may be call providing the results of the needs assessment could be made available. The board concluded that without the ability to have this assessment available there would not be the necessity for a special meeting in June. Director Spears stated that as soon as any results were made available to him he would provide the information to the board members.

No further business was discussed and the meeting adjourned without setting a date for a special meeting.

CHAIREPERSON SIGNATURE:

*Tom Francis*



DATE:

(on-file)

*Nov 2, 2010*

NEXT MEETING:

~~Nov, 2009.~~

*NOV, 2011*

## CCLEA Advisory Board/Advisory Committee Meeting Minutes

November 10, 2011

<b>CHAIRPERSON:</b> Tom Francis, Collin County Sheriff's Office		
<b>MEETING DATE:</b> November 10, 2011	<b>MEETING TIME:</b> 2:30 pm	<b>MEETING PLACE:</b> Collin Higher Education Center
<b>RECORDER:</b> Gina Hight		<b>PREVIOUS MEETING:</b> November 2, 2010

**MEMBERS PRESENT:** (Yes/No)

**OTHERS PRESENT:**

Name and Title (Board)		Name and Title (Committee)		Name and Title (Others)	
Y	Tom Francis, Captain, Collin County Sheriff's Office(CCSO)	N	Randy Roland, Assistant Chief of Police, MPD	Y	Stephen Hardy, AVP of Continuing Education and Workforce Development
Y	Mike Anderson, Major CCSO	Y	David Hiserote, Captain CCSO (Representing Mike Anderson)	Y	Janet Sheppard, Associate Dean of Continuing Education
N	Jeffery Butters, Assistant City Manager, Wylie	Y	Tony Fragoso, Chief of Police, Parker Police Department	Y	Ron Spears, Director of Academy
Y	Doug Kowalski, Chief of Police, McKinney Police Department (MPD)	Y	Gay Scahffer, Captain Plano Police Department	Y	Phillip Pannell, CPL, Princeton Police Department
Y	Rick Weaver, Attorney at Law - Citizen	Y	John Norton, Lt. CCSO	Y	Otis Henry, Lieutenant Sherman Police Department
Y	William Fell, Plano, Texas. Citizen	N	Ting Sun, Officer MPD, CCLEA primary firearms Instructor		
Y	Todd Renshaw, Chief of Police, Frisco Police Department	Y	Gina Hight, Lead Training Officer CCLEA (ex-officio role)		
		Y	Tolliver Granver, Chief of Police, Fairview		
		Y	Joe Clark, Chief of Police, The Colony		

**CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)**

<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>
<b>Old Business:</b>	Approval of November 2010 meeting.	Ron Spears
	<i>See attachments</i>	
<b>Continuing Business</b>		
Allen Barnes, City Manager of Sachse resigned from committee/board.		Ron Spears
Academy Facility		Ron Spears
Committee memberships		Ron Spears
College Credit		Ron Spears
	<i>See Attachments</i>	
<b>New Business:</b>		
TCLEOSE new director		Ron Spears
Advisory Board/Committee by-laws update		Ron Spears
Bacterial Meningitis Rule		Ron Spears
2011 TCLEOSE Evaluation		Ron Spears
	<i>See Attachments</i>	
<b>Curriculum Decisions:</b>		
BPOC Curriculum and legal updates		Ron Spears
	<i>See Attachments</i>	
<b>Other:</b>		
	<i>See Attachments</i>	



### CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)

#### MINUTES

Key Discussion Points	Discussion
<b>Old Business:</b>	<i>See Attachments</i>
<b>Continuing Business:</b>	<i>See Attachments</i>
<b>New Business</b>	<i>See Attachments</i>
<b>Curriculum Decisions:</b>	<i>See Attachments</i>
<b>Other</b>	<i>See Attachments</i>

<b>CHAIRPERSON SIGNATURE:</b> <i>Ben Francis</i>	<b>DATE:</b> <i>Nov 10, 11</i>	<b>NEXT MEETING:</b> November TBA, 2012
---	-----------------------------------	--

**CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)****Old Business:****Approval of November 2010 meeting.**

Upon completion of introductions and welcome by Tom Francis, Chair the meeting was turned over to Ron Spears to review and approve the minutes of the November 2, 2010 board meeting. There was no continuing business from this meeting.

New business topics from this meeting included; the 2010 TCLEOSE evaluation, discussion of new facility, advisory committee development, and the hiring of new part-time academy instructors. No action on these topics was required by the advisory board.

There was no discussion of curriculum necessary at this meeting.

Other business included: the discussion of the board regarding the boards desire to have the college award college credit hours for completion of the Basic Peace Officer Course (BPOC). Director Spears advised the board that the college had considered this at one time, but no further progress was made toward this goal. Director Spears stated that the College had an articulation agreement with Midwestern State University in Wichita Falls who awarded college credit of the BPOC toward an on-line Bachelors Degree in Criminal Justice Management. The topic was tabled for further evaluation.

The discussion for a special meeting was opened regarding the new public services facility, whereas the board would be called to a meeting in June providing the director could provide any new information regarding the facility. No special meeting was called regarding this subject and is still pending.

No further business was discussed and the meeting adjourned.

Director Spears requested that the prior minutes be approved by the board. Chairman Francis opened the topic for discussion; none was presented and requested a motion to approve. Motion was made by Rick Weaver and seconded by David Hiserote, all approve, none opposed.

## ***CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)***

### **Continuing Business:**

#### **Allen Barnes, City Manager of Sachse resigned from committee/board.**

Director Spears advised the Board/Committee that Allen Barnes had resigned from the Board after accepting a new position as City Manager in another community out of our service area. No discussion or action was necessary

#### **Academy Facility**

Since there were no new updates on this subject, no discussion was presented to the Board/Committee regarding the facility and there were no questions/comments from the Board/Committee.

#### **Committee memberships**

Director Spears advised since the last meeting the Academy has been working to strengthen the representation of the Advisory Committee to include other agencies within our service area. He advised that committee membership was open to any interested agencies/representatives within our service area. New Committee members for this meeting included Chief Joe Clark, The Colony Police Department and Chief Tolliver Granver, Fairview Police Department. No discussion or action was required by the Board/Committee.

#### **College Credit**

Director Spears stated that no progress has been made regarding Collin College providing college credit for the BPOC. He advised the board that every four year college in Texas would award college credit for the BPOC and that he was concerned that providing credit from Collin College might increase the cost (tuition). He reminded the board of the articulation agreement with Midwestern State and that he would be meeting with a representative from Mountain State University who also is an accredited college and provided credit for the BPOC toward their on-line Bachelor program for police. He stated they are widely used by the Houston Police Department, and other agencies in Texas and that TCLEOSE recognizes and approves their program. Board members Hiserote and Kowalski both expressed their desire to see the BPOC award college credit and that it is important for professional growth. Director Spears stated he would continue to explore the possibility. No further discussion was presented and no action was required by the Board/Committee.

## **CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)**

### **New Business:**

#### **TCLEOSE new director**

Director Spears provided the Board/Committee with a news brief of the new Director of TCLEOSE. Kim Vickers was appointed as the 5<sup>th</sup> executive director of TCLEOSE in its 46 year history. Director Vickers has been with TCLEOSE since 2006, and had previously served 27 years with the Abilene Police Department. Director Spears also provided a handout outlining the history of TCLEOSE and wished Director Vickers a long and productive term with the Commission. No action was required by the Board/Committee. There was no further discussion.

#### **Advisory Board/Committee by-laws update**

Director Spears had previously sent a packet to the Board/Committee containing an updated draft of the Board/Committee by-laws for review. He indicated that the only change to the draft was "item 8" regarding a quorum for meeting requirements. Chairman Francis asked if this was the only change to the draft and Director Spears stated that it was. Director Spears explained that the by-laws were being updated to stay in compliance with TCLEOSE rules and to outline the duties and responsibilities of the board and committee members. Director Spears requested the board to approve the new by-laws. Chairman Francis open the floor for discussion, no discussion of the topic took place. Chairman Francis moved for a resolution to approve; motion was made by Rick Weaver, seconded by David Hiserote, all approved none opposed.

#### **Bacterial Meningitis Rule**

Director Spears provided the Board/Committee a copy of S.B. 1107 regarding bacterial meningitis vaccination or proof thereof. Director Spears indicated this rule would only affect students attending the BPOC and asked Steve Hardy if he could further explain this rule. Mr. Hardy gave a brief description of how the bill became law and how the bill would affect students attending community colleges throughout Texas. Mr. Hardy stated that he felt the requirement was unnecessary, having been someone who had spinal meningitis, and that the chances of contracting meningitis were rare. Mr. Hardy also stated that he had worked with other continuing educational professionals through comments submitted to the Texas Higher Education Coordinating Board to come up with a compromise whereby the rule only affected programs that were 360 contact hours in length or more for students under age 30. Mr. Hardy stated that the student could provide documentation of a bacterial meningitis vaccination or booster during a five-year period not later than the 10<sup>th</sup> day before the first day of class, unless the student is granted an extension. Mr. Hardy stated that an extension could extend 10 days after the first class start date.

Director Spears asked if this could become a documented procedure in conjunction with the required medical examination as required by TCLEOSE and Mr. Hardy stated that it could. Mr. Hardy also stated that a student could claim an exemption to immunization. Mr. Hardy stated that he would send additional information regarding this rule and procedures to Director Spears. There was no discussion presented and no action was required by the Board/Committee.

#### **2011 TCLEOSE Evaluation**

Director Spears presented the Board/Committee with a copy of the 2011 TCLEOSE evaluation. He indicated that there were no issues regarding this evaluation and pointed out that the BPOC pass rate is still holding at 98% for the first attempt. There was no discussion presented and no action was required by the Board/Committee.

## ***CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)***

### **Curriculum Decisions:**

#### **BPOC and Primary Course Schedule**

Director Spears provided the Board/Committee members with a handout that outlined the topics the BPOC presented at the Academy; stating that additional topics were presented within the BPOC to meet the needs of the local agencies. These topics include: Identity Crimes, Asset Forfeiture, Racial Profiling, Cultural Diversity, Legal Update 3182, FEMA Incident Command and DNA Evidence. All additional topics are provided within the 775 hours of the CCLEA BPOC.

Director Spears provided the Board/Committee a copy of the 2012 Primary Course schedule and indicated that this schedule contained all BPOC, BCOC, intermediate core and other primary courses offered at the academy. Director Spears stated that additional in-service courses were currently being scheduled and would be posted upon confirmation with the instructors.

Director Spears asked the Board/Committee to approve the BPOC curriculum and primary schedule for 2012. Chairman Francis opened the topics for discussion, no discussion was presented, and the chair move for motion to approve. David Hiserote move to approve, seconded by Gay Schaffer, there was no further discussion and all approved with no objection.

#### **BPOC Fitness Training Curriculum**

Director Spears provide the Board/Committee members a copy of the revised BPOC/Physical Fitness Training syllabus. He reminded the board that earlier in the year a student had challenged the colleges required physical fitness test after failing to pass the final exam and was not able to take the TCLEOSE licensing exam. Director Spears had notified the board that it became the position of the college that because TCLEOSE did not require a student to take and pass a final PT exam, the college could not require the student to do so. Therefore the Director was required to sign the endorsement to allow the student to take the TCLEOSE peace officer exam. Director Spears stated that the new syllabus/curriculum would still require students to participate in physical training but there would not be a mandatory must pass final exam in order to successfully complete the course.

Director Spears asked the Board/Committee to approve the BPOC curriculum regarding fitness training. Chairman Francis opened the topic to discussion and asked if this had not previously been addressed by the board and was it not the wishes of the Board that a mandatory fitness test remains part of the BPOC course requirement. Director Spears stated that yes the Board voted twice previously on the subject, but the curriculum change was necessary at this time. Chief Kowalski asked if this was in reference to the male student who failed in the Spring and Director Spears stated yes. Chairman Francis moved for a motion to approve, a motion to approve was submitted by Chief Kowalski, seconded by Chief Renshaw. The motion passed with two members not voting, Hiserote and Clark.

## ***CCEA Advisory Board/Advisory Committee Meeting Minutes (Continued)***

### **Legal Update continued**

#### **Legal Update**

Director Spears presented the Board/Committee members with a handout brief of some of the new laws that came about from the recent legislature. He also pointed out that he had provided the members with a pocket booklet containing the new Penal Code and other various laws. He specifically addressed two interesting new laws "Pork Chopper and Noodling." Members at the meeting commented among themselves regarding these humorous laws. Director Spears pointed out that these two laws may be of specific interest to Chairman Francis, specifically now that he has indicated his intent to retire prior to the next meeting.

Director Spears then presented Chairman Francis with a pen set and expressed his gratitude to Chairman Francis for his many years of service to the Academy. Chairman Francis has worked with the academy since 1990, 21 years and has served as Chair during that time period.

Chairman Francis thanked Director Spears for the gift and stated it has been a rewarding experience being with the Academy since the start. He stated he may be around for one more year.

### **Other Business**

Director Spears thanked the Board/Committee members for their support and participation. He stated that he had no further business to discuss, turning the meeting back over to Chairman Francis.

Chairman Francis opened the floor to any further discussion.

David Hiserote addressed the issue of the Physical Fitness test for the academy. Stating the Sheriff's office had modeled their test after the colleges and that he believes it was necessary to keep it mandatory and he asked if he could meet with other board/committee members at a later date to see if a proposal could be drafted to present to the college regarding their desire to keep it a mandatory pass for the BPOC and/or to also address the issue with TCLEOSE directly. Chief Kowalski stated that he would support such a position.

Director Spears stated the next meeting will be scheduled in November 2012, unless a special meeting is called.

No additional topics or business was presented, a motion to dismiss was made by the chairman, meeting adjourned.

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Part-time Instructors	Part-time instructor (PTI)	MA = Master Peace Officer Certification INT = Intermediate Peace Officer Certification. IC =TCLEOSE instructor certification or equivalent (i.e., federal, other) is required. Know college is listed.	All licensed peace officers are required to attend 40-hours in-service training every 24 months. = 40 Specific topics for 2012 include legal up-date.
Roy Alston	PTI	MA/MBA/IC	40
Trames Andrews	PTI	INT/BA/IC	40
Tony Bradley	PTI	INT/IC	40
Daniel Buholtz	PTI	MA/IC	40
Michael Buholtz	PTI	MA/IC	40
Jeff Callen	PTI	INT/IC	40
Roberto Chacon	PTI	MA/AS/IC	40
Robert Chacon Jr.	PTI	INT/IC	40
Coy Clements	PTI	MA/AS/IC	40
Paul Cogwell	PTI	MA/IC	40
Stephen Coomer	PTI	MA/BA/IC	40
Ron Everett	PTI	MA/MA/IC	40
Wesley Gerig	PTI	MA/PHD/IC	40
Jeffrey P Gladden	PTI	MA/AS/IC	40
Jesus D Guerrero	PTI	MA/IC	40
John Hale	PTI	BC/IC	40
John P Harris	PTI	MA/IC	40
A. Henderson	PTI	MA/BA/IC	40
Chad M Hermes	PTI	MA/BA/IC	40
Mark A Johnson	PTI	ADV/IC	40
Chris Kennedy	PTI	MA/IC	40
Daryl J King	PTI	MA/IC	40
Russel G May	PTI	MA/IC	40
Paul B. McIntosh	PTI	MA/IC	40
Robert Merritt	PTI	MA/IC	40
Odis Menser	PTI	MA/IC	40
Scotty C Morrison	PTI	MA/IC	40
Rodney G Neal	PTI	MA/BA/IC	40

**Instructional Program Review  
Collin County Community College District**

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Kath Perepiczka	PTI	AD/AS/IC	40
Jason Prince	PTI	MA/IC	40
Joel Purser	PTI	MA/ICS	40
Vincent A Roberts	PTI	MA/ICS	40
Philip Ryan	PTI	MA/BA/IC	40
Lonnie C Simmons	PTI	MA/IC	40
Ting C. Sun	PTI	MA/IC	40
Brian C Ward	PTI	MA/IC	40



**COLLIN COUNTY COMMUNITY COLLEGE  
CONTINUING EDUCATION  
STATEMENT OF REVENUES AND EXPENDITURES  
LAW ENFORCEMENT 2010-2012**

**REVENUES:**

	<b>11-12 ACTUAL</b>	<b>% Change</b>	<b>10-11 ACTUAL</b>	<b>% Change</b>	<b>09-10 ACTUAL</b>	<b>% Change</b>
Continuing Ed Fees-1st Quarter	39,740	-6.25%	42,390	7.92%	39,280	
Refunds **						
Transfer to Inst. Sch	(2,385)	-6.21%	(2,543)	7.89%	(2,357)	
1st Quarter Total	37,355	-6.25%	39,847	7.92%	36,923	
Continuing Ed Fees-2nd Quarter	21,480	111.83%	10,140	32.74%	7,639	
Refunds **						
Transfer to Inst. Sch	(1,289)	112.01%	(608)	32.75%	(458)	
2nd Quarter Total	20,191	111.82%	9,532	32.74%	7,181	
Continuing Ed Fees-3rd Quarter	30,740	9.53%	28,065	-56.03%	63,830	
Refunds **						
Transfer to Inst. Sch	(1,844)	9.50%	(1,684)	-56.03%	(3,830)	
3rd Quarter Total	28,896	9.53%	26,381	-56.03%	60,000	
Continuing Ed Fees-4th Quarter	29,450	3.32%	28,505	-2.16%	29,135	
Refunds **						
Transfer to Inst. Sch	(1,767)	3.33%	(1,710)	-2.17%	(1,748)	
4th Quarter Total	27,683	3.31%	26,795	-2.16%	27,387	
<b>TOTAL TUITION &amp; FEES</b>	<b>114,125</b>	<b>11.28%</b>	<b>102,555</b>	<b>-22.01%</b>	<b>131,491</b>	
<b>STATE FUNDING*</b>	<b>414,914</b>	<b>-24.19%</b>	<b>547,301</b>	<b>0.00%</b>	<b>547,301</b>	
Miscellaneous	0	0.00%	0	0.00%	0	
<b>TOTAL MISCELLANEOUS</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	
<b>TOTAL LAW ENFORCEMENT REVENUE</b>	<b>529,039</b>	<b>-18.59%</b>	<b>649,856</b>	<b>-4.26%</b>	<b>678,792</b>	

**EXPENDITURES:**

Continuing Ed Law Enforcement	462,011	2.35%	451,381	6.83%	422,515	
<b>TOTAL DIRECT EXPENDITURES</b>	<b>462,011</b>	<b>2.35%</b>	<b>451,381</b>	<b>6.83%</b>	<b>422,515</b>	
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b>67,028</b>	<b>-66.23%</b>	<b>198,475</b>	<b>-22.55%</b>	<b>256,277</b>	
<b>COLLEGE OVERHEAD**** (1)</b>	<b>(197,765)</b>	<b>3.52%</b>	<b>(191,038)</b>	<b>9.66%</b>	<b>(174,203)</b>	
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b>(130,737)</b>	<b>-1857.93%</b>	<b>7,437</b>	<b>-90.94%</b>	<b>82,074</b>	

\* Base Year Contact Hours

\*\*Tuition recorded net of refunds in Banner

\*\*\*\* College Overhead includes:

Medicare Tax 1.45% , Retirement Benefits

General & Administrative Charges (G&A) provided to the program including:

accounting services, human resources, payroll, presidents office, registration, computer services,  
expense @ 8/31/12 for cost center - 387300

**SERVICE UNIT NAME:** Center for Scholarly and Civic Engagement

**ACADEMIC YEAR:** 2013-2014

## SERVICE UNIT PROGRAM REVIEW

*Questions regarding forms, calendars & due dates should be addressed to either Kathleen Fenton (ext. 3737) or Gordon Lin (ext. 3713) in the Institutional Effectiveness Office.*

### I. PROGRAM STATUS

- A. Describe how the program supports the college [mission and core values](#).

Focused Mission: The Center for Scholarly and Civic Engagement (CSCE) fosters student learning, leadership development, and civic responsibility through student and community-centered experiential programming that engages students, faculty, and community partners in interactive, collaborative, and reciprocal partnerships. These opportunities develop skills, strengthen character, challenge the intellect, and address community global, national, and local issues through critical thinking, research, service, and hands-on application of knowledge.

The Center for Scholarly and Civic Engagement (CSCE) is the flagship of Collin College's commitment to the Core Value of Service and Involvement. This commitment is evidenced by repeated designations as an awardee of the President's Higher Education Community Service Honor Roll, and as an awardee of the 2010 Carnegie Foundation's Designation for Civic Excellence. CSCE also supports the Core Values of Academic Excellence, Learning, Creativity and Innovation, Dignity and Respect, and Integrity. This commitment to the Core Values is demonstrated through development, facilitation, and assessment of four (4) major areas of programming focus: Service Learning, Leadership, Civic Engagement/Volunteerism, and faculty-led academic programming outside of the classroom. CSCE currently develops, facilitates, documents, and assesses over 20 different programs (with each program offering numerous events each year) across all three (3) of Collin College's main campuses.

- B. Program Literature: List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

**Table I-B: Program Literature**

Title	Type	Last Updated
Center for Scholarly and Civic Engagement	Professional Brochure	Reviewed Jan 31, 2014
Best Practices in Service Learning	Professional Brochure	Reviewed Jan 31, 2014
Service Learning	Marketing Banner	Reviewed Jan 31, 2014
<i>2013-2014 Collin College Student Handbook: Section 5.8 Center for Scholarly and Civic Engagement (CSCE) (p. 79)</i>	Student handbook outlining Collin College's policies and procedures, and describing the college's various student services.	Reviewed Jan 31, 2014
<i>2013-2014 Collin College Student Handbook: Section 5.27 Service Learning (p. 84)</i>	Student handbook outlining Collin College's policies and procedures, and describing the college's various student services.	Reviewed Jan 31, 2014
Miscellaneous Flyers, Event Cards, Posters, Banners	Marketing Tools	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/">http://www.collin.edu/academics/csce/</a>	Webpage	Recurring with last review Jan 31, 2014

<a href="http://www.collin.edu/academics/csce/AuteurFilmSeries.html">http://www.collin.edu/academics/csce/AuteurFilmSeries.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/bookincommon/">http://www.collin.edu/academics/bookincommon/</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/AlternativeBreaks.html">http://www.collin.edu/academics/csce/AlternativeBreaks.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/volunteer.html">http://www.collin.edu/academics/csce/volunteer.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/ConstitutionDay.html">http://www.collin.edu/academics/csce/ConstitutionDay.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/debatewatch.html">http://www.collin.edu/academics/csce/debatewatch.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/DistinguishedSpeakerSeries.html">http://www.collin.edu/academics/csce/DistinguishedSpeakerSeries.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/ERPreparedness.html">http://www.collin.edu/academics/csce/ERPreparedness.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/PassporttotheWorld.html">http://www.collin.edu/academics/csce/PassporttotheWorld.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/csce/Vote.html">http://www.collin.edu/academics/csce/Vote.html</a>	Webpage	Recurring with last review Jan 31, 2014
<a href="http://www.collin.edu/academics/servicelearning/index.html">http://www.collin.edu/academics/servicelearning/index.html</a>	Webpage	Recurring with last review Jan 31, 2014

C. Identify the unit's primary function(s).

The Center for Scholarly and Civic Engagement is responsible for the development, facilitation, administrative and logistical support, documentation, and assessment of several major areas of programming focus: Service Learning, Leadership, Civic Engagement/Volunteerism, and Faculty-Led Academic Programming outside of the classroom. CSCE currently develops, facilitates, documents, and assesses over 20 different programs across all three (3) of Collin College's main campuses.

CSCE fosters and utilizes collaborations among faculty, students, administrators, departments, and community partners to design and facilitate these types of programs. CSCE orchestrates individual student and faculty meetings, small group team meetings, and larger committee meetings at the core of these collaborative efforts. In addition, the director of CSCE spends time in the community developing partnerships with local agencies, coalitions, resources and businesses.

**Service Learning**

Definition: Service Learning is the driving force in academics for community engagement and experiential service learning.

Service Learning is an academic pedagogy that partners discipline specific learning objectives and critical thinking in the classroom with robust research and meaningful service to the community in response to community needs. These experiential educational opportunities in collaborative learning environments utilize community agency leaders as co-teachers, with student enhanced learning and the community benefitting from the services rendered.

What CSCE Does: CSCE designs, develops, organizes, and facilitates the structural program of Service Learning at Collin College. CSCE also documents and assesses Service Learning at the district level, and utilizes that information for applications to the annual President's Higher Education Community Service Honor Roll and the Carnegie Foundation's Designation for Civic Excellence. The director of CSCE develops, facilitates, and oversees all training and training materials for students and faculty, including online orientations, training packets, faculty camps, workshops, brochures, and manuals. The director of CSCE meets regularly with all campus coordinators, faculty new to Service Learning, new and existing community partners, and other groups and agencies in the community in order to provide knowledge of community needs and service-learning opportunities. CSCE facilitates the Service Learning and Volunteer Community Partner Fairs each semester at each campus, as well as the Service Learning Reflection events at each campus each semester. The director of CSCE also represents Collin College at regional, state, and national Service Learning coalitions and conferences, often presenting on the Best Practices of Service Learning.

Facts: The Service Learning program at Collin College continues to expand each year. Over the past three (3) academic years, 4,917 Service Learning students contributed 77,409 hours of service to the community. Service Learning is

supported by four (4) faculty leads at three (3) campuses who, under the guidance of the director of CSCE, dedicate their time to resourcing faculty on their individual campuses through collaborative Service Learning projects, faculty workshops, faculty camps, and student Reflection Receptions at all campuses.

During the 2012–2013 academic year, there were 1,915 student engagements in Service Learning, an increase of 27% from the year before. These students contributed 32,943 service-learning hours, an increase of 39% from the year before. During the 2012–2013 academic year, 65 different faculty engaged their classes in Service Learning, a 2% increase from the year before, utilizing Service Learning in 110 courses (a 34% increase from the year before) and 274 course sections (a 47% increase from the year before). During the 2012–2013 academic year, there were 425 documented community partnerships, a 10% increase from the year before.

The director of CSCE works closely with the Service Learning campus faculty coordinators and Service Learning faculty to ensure that specific learning opportunities are offered in the development of the Service Learning projects with community partners. These areas of learning opportunities include the Collin College Core Values and the Texas Higher Education Coordinating Board (THECB) Core Objectives (i.e., critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility). Additional learning opportunity areas include: academic knowledge, skills, and abilities; personal and leadership development; civic awareness and knowledge of the community. College community awareness and engagement are also projected through Service Learning engagement. These initiatives are focused with an overall outcome of student learning of discipline specific learning objectives through a structured and active Service Learning program.

**Opportunities:** The Service Learning program at Collin College continues to grow and expand in its programming, partnerships, and scope of outreach and community engagement. Currently, four (4) faculty members serve as Service Learning campus faculty coordinators. There is continued need for developmental, administrative, and logistical support on all three (3) campuses, as well as face-to-face trainings with individual faculty new to Service Learning in order to expand the faculty base engaged in Service Learning. In addition, there is a great opportunity for new and enhanced community partnerships in Allen, Frisco, Plano, and McKinney. As we reach these cities and engage city governments, social service agencies, educational institutions, faith communities, and the arts, we can then expand to the outer areas of Collin County.

CSCE has made Service Learning a priority in programming and in the delivery of developmental, administrative, and logistical support. In the coming years, additional resources will be needed to meet the challenge of continued growth.

### **Leadership Programs**

CSCE has historically supported student leadership development through the former Student Leadership Academy. Over the last few years, however, CSCE has developed, sponsored, facilitated, and supported additional programming to meet

the need for student leadership development outside the classroom. These programs include the Student Leadership Summer Camps, MLK Student Leadership Presentations, Student Leadership Workshops, Phi Theta Kappa (PTK), Co-curricular Leadership Development Program (LEAD - in development), and Community Ambassadors.

- In May 2013, **Phi Theta Kappa** came under the umbrella of CSCE for administrative support. The Alpha Mu Tau Chapter now has a student office within the CSCE suite at the Spring Creek Campus (SCC). While the majority of officers attend classes at SCC, there are several who go to other campuses. The same is true of the membership. Working with CSCE, the Phi Theta Kappa Advisor Team has transformed itself from a single faculty-led organization to an advisor team model. As of February 2014, the Advisor Team consists of six (6) full-time advisors. The director of CSCE serves as the administrative guide for the organizational development of the Chapter and the Advisor Team. The PTK Advisor Team continues to expand in order to meet the program demand and expectations of achievement. These areas include the four (4) Hallmarks: Leadership (college project, training); Scholarship (Honors in Action Project, College Fish, scholarships); Fellowship; and Service. This new demand for logistical and administrative support is extraordinarily high. On average, the director of CSCE routinely contributes ten (10) to fifteen (15) hours a week in direct support of PTK, with the CSCE administrative assistant averaging five (5) hours per week in direct contact. CSCE supports the organization through organizational development guidance, budgeting, scheduling, induction ceremony logistics, and travel arrangements for the entire chapter, including five (5) to six (6) major out of town conferences. In addition, with student access to the CSCE office, students take advantage of the open door policy and utilize the CSCE staff for mentoring and administrative interventions. In addition, the director of CSCE works closely with the PTK Advisor Team in all organizational, administrative, and logistical areas.
- As part of their College Project, the students developed a plan for ongoing student leadership development opportunities both outside the classroom and through academic programming. **Co-Curricular Student Leadership Development** programming is currently being proposed for Collin College. A proposal for this structured program, titled Leadership Empowerment and Development (LEAD), was submitted by the Leadership Development Task Force. This proposal addresses both co-curricular opportunities (i.e., LEAD) and academic integration of leadership concepts into the college's core curriculum. LEAD is proposed to be housed under the CSCE. This program will require intensive development for its projected launch in fall 2014, and will also require continued administrative and logistical support across the college district.
- The **Community Ambassador Program**, in its second (2<sup>nd</sup>) year of implementation, is also facilitated and documented by CSCE. Supporting the requirements under federal law, CSCE contributes to the fulfillment of expectations of Federal Work Study student involvement in the community. As of January 30, 2014, CSCE sponsors two (2) Community Ambassadors with three (3) new hires in process. CSCE manages these partnerships

through training, placement, facilitation of memoranda of understanding (MOUs), and documentation and submission of work hours. CSCE keeps the Federal Work Study Community Ambassador job position open in order to fill as many of those opportunities as possible. The director of CSCE works directly with the community partners in this program, ensuring Collin's students are truly contributing to their needs, while also allowing learning opportunities through the assigned tasks.

- The **Student Leadership Camp** is held every summer prior to the start of each fall semester. CSCE develops, plans, and sponsors this event, and utilizes partnerships with faculty and the Student Life Office in its implementation. During August 2012, 48 students were brought to the camp. In August 2013, the attendance doubled to 90 students. This day-long intensive Student Leadership Camp requires months of preparation and planning. Planning for the 2014 Student Leadership Camp will commence in March 2014, with special attention for projected growth in attendance from the 2013 Student Leadership Camp.

Initiatives in the area of Student Leadership Development will focus on providing learning opportunities in areas of Collin College's Core Values and the Texas Higher Education Coordinating Board (THECB) Core Objectives. These leadership initiatives have a desired outcome of recognized student leaders resulting from participation in a structured program to cultivate leadership knowledge, skills, and abilities.

This area of district-wide Student Leadership programming will require expanded developmental, administrative, and logistical support. In the coming years, additional resources will be needed to meet this challenge of growth and expansion.

### **Civic Engagement Programs**

CSCE serves as the major support system for **Civic Engagement** opportunities at Collin College for government (including the election process), structured volunteerism, and community issues education opportunities. Over the past three (3) academic years, 2,995 faculty, staff, and students have contributed 6,326 volunteer hours in community projects through Collin Serves and hundreds more volunteer hours through the Alternative Breaks and Martin Luther King, Jr. Day of Service community outreach projects. In addition, the Student Life Office reports that 3,609 students in recognized student organizations contributed 11,699 volunteer hours to community outreach.

CSCE is committed to Civic Engagement, and implements numerous strategies to connect with the community and connect the community with Collin College.

- **Government and the Election Process:** CSCE develops, facilitates, supports, and documents Community College Days at the Capitol; Constitution Day; Rock the Vote events each semester at each campus; and Debate Watch at Collin College.



- Structured Volunteerism: CSCE develops, facilitates, supports, and documents Alternative Breaks, Collin Serves, national service days, and the Martin Luther King, Jr. Day of Service.
- Community Issues Education: CSCE develops, facilitates, supports, and documents informational events such as the Community Round Tables, The Face of Homelessness, Poverty Simulations, and Emergency Preparedness and Response Fairs.

Beyond the scope of Civic Engagement program facilitation, CSCE manages community partnership developments, committee meetings, and community involvement with outside agencies such as DFW Service Learning Collegiate Council, the McKinney Youth Summit, and service coalitions such as the Collin County Homeless Coalition and the Bridge Coalition in McKinney.

CSCE initiates, develops, and nurtures over 250 additional community partnerships including partnerships with social service and non-profit organizations, health care agencies, government (cities and county) entities, small businesses, educational institutions (including K-12 institutions), community organizations, sports, and fine arts organizations (see Appendix A). These partnerships ensure CSCE's outreach is effective, especially through Service Learning initiatives.

Initiatives in the area of Civic Engagement focus on developing civically engaged students through a structured program promoting participatory opportunities in government and the election process, systematized volunteerism, and community issues education.

### **Academic Faculty-Led Co-Curricular Programs**

CSCE currently provides administrative and logistical support for faculty-developed, faculty-led programming including: Auteur Film Series, the Book in Common, Constitution Day, the Distinguished Speaker Series, Emerging Scholars, Passport to the World, and IMPACT. CSCE has historically provided major administrative and logistical support for these faculty-developed and faculty-led academically-based programs. Logistical support for these programs includes processing contracts and registrations, hosting, providing supplies and materials, coordinating travel arrangements and logistics, event room and media reservations, marketing and promotion of the event, funding, and overseeing receptions and food service arrangements. The heart of the individual programming, however, is faculty-developed, faculty-led, and faculty-presented.

During the 2012–2013 academic year, CSCE managed and facilitated over 130 separate major program events and/or activities from August through May (see Appendix B), with many of these “events” in the area of Academic Faculty-Led Co-Curricular Programs. While most programs are collaborative in nature, CSCE managed almost all of the administrative and logistical support for these programs (see Appendix C).

As Collin College expands, requests continue to increase for financial, administrative, and logistical support for these types of programs and the numerous individual events within each program per semester. While the CSCE staff is dedicated to serving its constituents well, CSCE has only two (2) staff members; and the resources required to respond effectively to these increasing and changing requests in a manner that ensures the needs are being met has exceeded CSCE's capacity. Therefore, in order to ensure continued effectiveness and co-curricular support of faculty-led academic programming outside of the classroom, non-specific to Service Learning, responsibility for certain faculty-led programs (along with their resources) will need to be redistributed.

### **Documentation Hub**

CSCE also serves as the hub for documentation, measurement, and assessment in the following areas: Service Learning; Collaborative Program Tracking and Assessment; the President's Higher Education Community Service Honor Roll; and the Carnegie Foundation's Designation for Civic Excellence. CSCE may also assist in the Collin College Civic Excellence Designation (i.e., co-curricular transcript). At the request of faculty, CSCE also documents faculty-led programming with survey assessments and registrations.

**Civic Excellence Designation:** The Civic Excellence Designation is the current title of an approved project to implement a co-curricular transcript across the college district. First submitted as a proposal by Professor Jennifer Brooks, this project would address the need for a co-curricular transcript for students. However, the success of this project will depend upon the implementation of a district-wide extensive and implementation of an involved documentation and data management system (in collaboration with New Student Orientation and the Student Life Office) that is yet to be determined. Once the data management system is purchased, there will be much to do in designing the system to ensure it is appropriate for various departmental needs to capture the engagement activities of the students as well as the input of that documentation into the system. This expansive design project will require intense development over the coming months. CSCE is willing, as time and personnel permit, to assist in developmental, administrative and logistical support for this project. In the coming years, however, additional staffing resources will be needed to meet the challenges of managing this new data system.

### **Other**

Beyond the scope of program development, planning, and facilitation, CSCE manages ongoing budgets, marketing tools including 15 separate websites, community partnership developments, committee meetings, faculty meetings, student mentoring, logistical event planning meetings, interviews, registration management, documentation, measurement, assessments, reports, major national award applications, training, and community involvement with outside agencies. The director of CSCE also serves as the college administrator for Phi Theta Kappa, a member of the Collin Foundation's Scholarship Committee, a member of the Financial Aid Appeals Committee, a member of the Strategies of Behavioral

Intervention (SOBI) Committee, a chair of the Civic Excellence Initiative committee, the chair of the LEAD initiative committee, and a member of several community-based committees representing Collin College.

Research how three peer colleges handle this unit's functions. Identify the colleges and describe the similarities, the differences and any practices that might be advantageous to Collin College.

Across the country, college and university “service, leadership, and civic engagement” centers vary in their structure and programming.

### **Staffing**

At Collin College, CSCE serves 54,000 students, three (3) campuses, and over 20 major programs. Comparing Collin College with similar colleges in the area of staffing, especially those colleges who have been awarded the President's Honor Roll and/or the Carnegie, almost all are staffed with three (3) to ten (10) full-time employees (see Appendix D). Collin College represents one (1) of the very few Award Winning institutions with fewer than three (3) full-time staff members. Currently, there are only two (2) full-time staff members in CSCE: a director and an administrative assistant.

### **Scope of Program**

In the area of Scope of Program (see Appendix E), all comparative colleges have a more focused scope of programming. A benchmark analysis of four-year and community colleges shows institutional “centers” implement three (3) basic categories of programming. These three (3) areas are Service Learning, Leadership Development, and Civic Engagement/Volunteerism, with some institutions also facilitating Internships/Mentorship programs.

CSCE, on the other hand, currently facilitates and implements the following additional category of programming: Academic Co-curricular Programs (Auteur Film Series, Book in Common, Constitution Day, Distinguished Speaker Series, Emerging Scholars, IMPACT, Passport to the World, and Veterans' Day activities). In addition, and different in the documented scope of responsibility from market comparisons, CSCE now supports Phi Theta Kappa (PTK) and is willing, as time and personnel permit, to aid in the Civic Excellence Designation (i.e., co-curricular transcript) initiative. Also different in scope of responsibility from market comparisons and benchmarks, CSCE facilitates the Community Ambassadors program across the district, collaborating with Community Partners in Federal Work Study student partnerships.

Academic Programming, Phi Theta Kappa, Community Ambassadors, and the proposed management of co-curricular transcripts, in particular, sets CSCE apart from all other institutions' civic engagement centers, both in scope of service and programming responsibilities.

Overview and Observations: During the 2012–2013 academic year, CSCE's staff of two (2; i.e., director and administrative assistant) developed, managed, facilitated, and supported over 130 separate major program events and/or activities from August through May (see Appendix B). While most programs are collaborative in nature, CSCE managed almost all of the developmental, logistical, and administrative support for these programs (see Appendix C) with the vast majority of event logistical management in the area of academic faculty-led programming.

### **What We Can Learn**

In comparing Collin College with other award winning colleges and university centers who are similar in their scope of programming responsibilities, the following findings were noted. First, similar institutions utilize multiple staffing resources. In fact, several comparative institutions with lower enrollment have a higher number of staff. It is evident that these institutions see the need for additional staffing resources in order to meet the demands for developmental, logistical, and administrative support and outreach for their programs' success. In the area of comparative staffing resources, CSCE is on the lowest tier.

Second, similar institutions have more focused scope of programming that is limited only to Service Learning, Leadership, and Civic Engagement programming. In fact, there are no other institutions in comparison whose engagement centers have programming responsibilities outside of Service Learning, Leadership (including mentoring), and Civic Engagement/Volunteerism programming. It is evident that many of these centers keep their programming focused and separate from academic programming and Student Life/student organization programming. It is evident that, in comparison to benchmark colleges and universities, CSCE supports many additional programs not normally seen under the scope of a comparable center.

The key components that will contribute to the continued success of CSCE will be limiting and focusing the programming that is supported by CSCE, increasing the number of CSCE staff members, or both.

## **II. INSTITUTIONAL DATA**

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys
  - a) IE Student Satisfaction Survey 2010 and 2012
  - b) Noel-Levitz Student Satisfaction Surveys
  - c) IE Faculty/Staff Satisfaction Surveys
2. IPEDS Data

3. Unit-level Data, if available

- a) Audit Reports
- b) Periodic Unit Reports for supervisory chain
- c) Point-of-Service Unit Surveys
- d) Number of delivered service units by function
- e) Cycle or response time for service or product delivery completion
- f) Number and types of complaints
- g) Time to resolution of complaints by type

### III. PROGRAM RESOURCES SINCE LAST PROGRAM REVIEW

A. Partnerships Resources: List all university/business and industry partnerships and describe them.

**Table IV-A: Partnership Resources.**

University/Business & Industry	Partnership Type	Special Requirements
Various Collin College departments	Collaborative Programming	Not applicable
Phi Theta Kappa (PTK) Regional and International	Phi Theta Kappa (PTK)	Not applicable
Volunteer Center of McKinney	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	Memoranda of Understanding (MOUs) for Community Ambassador partnerships
Collin County Homeless Coalition	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
CITY House	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
City of Allen, City of Frisco, City of McKinney, and City of Plano	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
Community and Children's Health Center, McKinney	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
Boys and Girls Club of Collin County	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
League of Women Voters	Civic Engagement and Rock the Vote	Not applicable
Judge John Payton, Plano	Service Learning, Volunteerism and Civic	MOUs for Community Ambassador

	Engagement, Community Ambassadors	partnerships
Math, science, and environmental agencies	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships
(McKinney) Guiding Coalition	Community empowerment and engagement initiatives	Not applicable
Over 275 non-profit organizations including K-12 education, social service agencies, fine arts, health services, rehabilitation organizations, foundations, and small philanthropic businesses	Service Learning, Volunteerism and Civic Engagement, Community Ambassadors	MOUs for Community Ambassador partnerships

B. Employee Resources: List program employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

**Table IV B: Employee Resources**

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Terry Hockenbrough	Director of the Center for Scholarly and Civic Engagement (CSCE)	Ph.D.	<p>See Appendix G for additional training, professional development, and certifications not listed here.</p> <p><b>2013-2014:</b>  All College Day, Fall  All College Day, Spring  Dealing With Difficult People  Financial Aid Appeals Committee Training</p> <p><b>2012-2013:</b>  Certification: Workplace Conflict Mediation</p>

			SOBI Committee Training Scholarship Committee Training All College Day, Fall All College Day, Spring Supervisor Training Student Employment Hiring Process Training Avoiding Retaliation Charges Training Preventing Workplace Harassment Training Preventing Employment Discrimination Training Budget Entry Training  <b>2011-2012:</b> All College Day, Fall All College Day, Spring Supervisor Training
Deborah A. Hall	Administrative Assistant	B.A.	See Appendix G for training, professional development, and certifications.

C. Facilities Resources: List/describe any resources acquired in the last five years, including grants, facilities and equipment.

**Table IV-C: Facilities Resources**

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any N" answer in columns 5 or 6.
F-102	Small	Greeting area	Combination of office space, storage, and equipment placement	N	N	Additional office, equipment, and storage space needed. Currently, the full-time administrative assistant and three (3) part-time student assistants share this space, which is



						approximately 10' x 12' and also houses three (3) desks, one (1) large credenza, one (1) large printer and three (3) computer stations.
F-105	Large	Office	Office space and conference area	Y	N	Need additional private conference area for small meetings of 10 people.
F-106	Medium	Office	Office space	N	N	Need more computer space for Phi Theta Kappa (PTK) students and conference meetings.

D. Equipment and Supplies: List all equipment valued at \$5,000 or more each

**Table IV-D: Equipment and Supplies**

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Printer	N	N	This printer is very old, and due to the amount of use it is breaking down. A large full-color "workhorse" printer is needed to handle the volume of printing for all of CSCE, PTK, and the Honors Institute.
Office Furniture	Y	N	The number of student workers and students supported by CSCE continues to escalate. The students need more desks, access to computers, meeting spaces, and printing capabilities. At this time, multiple Phi Theta Kappa officers, Community Ambassadors, and student staff share one (1) computer located at one (1) desk in the entry area, and three (3) computers in the PTK office.
Laptop Computer	Y	N	Changes in technology and computers will necessitate new equipment within the next five (5) years.

Digital Camera	Y	N	Changes in technology and digital cameras will necessitate new equipment within the next five (5) years. In addition, as the activities expand, there will be multiple uses and increased demand for a good quality digital camera.
----------------	---	---	---

E. Financial Resources: List all financial resources in the table below.

**Table IV-E: Financial Resources**

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College Operating Budget	Y	N	Due to increased program demand, expansion of programs, and rising costs, this budget will not continue to meet the department's needs.	Increase in College Operating Budget.
Student Activity Fee Allocation Committee (SAFAC) Auxiliary Budget	Y	N	Requests for SAFAC funds from all departments have significantly increased over the past two (2) years. If this trend continues, the amount of funds SAFAC has available to allocate for various student-centered events and activities, including CSCE's programs, will be insufficient to meet everyone's needs.	Increase in SAFAC allocations to CSCE.

#### IV. PROGRAM PLANNING

- A. Attach the unit's two most recent Continuous Improvement Plans (CIPs).  
CIP CSCE Spring 2012 (see Appendix H)

- B. Describe any additional continuous improvement activity not captured in the Continuous Improvement Plans.  
☐ Not applicable or

CSCE works closely with the administrative supervisor to set and define goals and special areas of focus each year. An example of that process is captured in the annual strategic plans and the latest CIP report. CSCE continually works to streamline processes, enhance trainings, and build collaborative teams of faculty, students, staff, and community partners. In addition, CSCE continues to improve marketing and PR tools, documentation processes, and develop/adjust programming to align with the college's Core Values, support faculty agendas, and match student service and learning with community needs.

- C. What data, situation or observation prompted the continuous improvement activity described in #2?

All departments underwent the CIP process in 2012. A college-wide survey indicated that additional promotion of CSCE programming would be helpful. Thus, CSCE enhanced promotion information and program/event/engagement opportunities through college-wide marketing tools, professional brochures/banners/posters, district-wide informational emails, faculty outreach regarding specific programming, and committee outreach.

- D. Use the Institutional and Unit Data and Resources to respond to the following questions.

1. Strengths: What strengths can this unit build on in the near future?

- CSCE is known in the community as a strong partner with a commitment to community needs-based program response through interactive and collaborative programming, especially in the areas of Service Learning, Civic Engagement, and Student Leadership Development. As time and staffing resources permit, these programs can be enhanced and expanded at individual campuses, and deeper within the cities.
- CSCE has a staff of dedicated professionals who are committed to Collin College's Core Values as well as servant leadership, and who work with faculty, students, and other departments to bring excellence to all programming.

- CSCE operates in a collaborative style including and engaging faculty, students, community partners, and other departments in programming initiatives. CSCE's collaborative nature ensures multiple viewpoints are gathered and taken into account when designing programs.
- CSCE staff are proficient in multi-tasking to efficiently and successfully accomplish a vast amount of programming responsibilities, and are consistent in meeting deadlines and responsibilities.
- CSCE staff are dedicated to the importance of the engagement of students, faculty, and the community in interactive and reciprocal experiences that enhance student learning, develop students as leaders, initiate commitment to civic responsibility, and address community needs.

2. Weaknesses: What unit weaknesses must be addressed in the near future?

- CSCE's resources to respond to increasing requests for support and changing requests for developmental, administrative, and logistical support in the current scope of responsibilities, including faculty-led initiatives, has exceeded capacity. CSCE handles a large demand for developmental, logistical, and administrative support of numerous areas of programming, and receives additional requests to develop and implement community-based initiatives in the individual local cities. At this time, CSCE manages a large number of programs, with multiple planning, administrative, and logistical responsibilities for the multiple events and activities within each program. These responsibilities include the areas of: Service Learning, Civic Engagement, Leadership, Phi Theta Kappa, Community Ambassadors, and faculty-led academic programming. CSCE also facilitates the following initiatives: community needs assessment; community partner outreach and development; student mentoring; and programming development and planning logistics. CSCE serves as the hub for documentation, measurement, and assessment in the following areas: Service Learning; Collaborative Program Tracking and Assessment; The President's Higher Education Community Service Honor Roll; The Carnegie Foundation's Designation for Civic Excellence; and Collin College Civic Excellence Designation (i.e., co-curricular transcript). Administrative and logistical support includes: marketing and PR; communication; web-site management; contracts; registrations; documentation and reporting; travel logistics and arrangements; scheduling, event planning, and reception management; and budgeting and finances. The two (2) CSCE staff members are currently officed at the Spring Creek Campus (SCC). While this is very convenient for some programs, it leaves a gap in hands-on support services and outreach to the campuses and communities of McKinney and Frisco. CSCE is also responsible for the documentation, assessment, and facilitation of almost 20 different programs for all three (3) major Collin College campuses. This increased demand for services and support affects the response time to community partners, faculty, students, and staff, as well as the administrative requests for planning, logistical support, and implementation of all programming. This consistent over-extension of capacity will have a negative impact on resources and program implementation.

- A second (2<sup>nd</sup>) weakness is the lack of physical workspace. Adequate workspace in the CSCE department would allow students, faculty, and staff to maintain a healthy working environment and also be able to provide space to process planning and logistics and work with confidential information, including student documentation logs and registrations. The office space currently consists of a small (8' x 12') outer office which houses the administrative assistant, student workers, furniture, and a large copier. CSCE has an open door policy, and students and faculty take advantage of every opportunity for hands-on assistance offered by CSCE. However, the need for some administrative functions to be protected by confidentiality still remains. While Phi Theta Kappa (PTK) does have a small office with computers in the CSCE area, it is not large enough to accommodate all students needing access, nor does it address the ongoing need for meeting space for both the students and the advisors. Currently, CSCE and the Honors Institute share the suite and the equipment.
- The third (3<sup>rd</sup>) weakness, and probably the one that can best be addressed quickly, is the vast scope of programming responsibility as compared with other community colleges and award winning institutions of higher education. During Spring 2013, CSCE staffing and resources reached full capacity due to the large number of programs being offered (see Appendix I). Then, in May 2013, Phi Theta Kappa (PTK), the management of the new Civic Excellence Designation (i.e., co-curricular transcript) initiative, and the management of all district documentation for this data management system were added under the CSCE umbrella. In addition, the Leadership Development Task Force proposed the new LEAD co-curricular program, which also came under CSCE. While these three (3) new areas are exciting opportunities for Collin's students, and ones that CSCE fully and enthusiastically supports, the issues of staffing, office space, expanded scope of programming, and resources remain. These new areas in scope of programming are high-demand programs and will need a vast amount of developmental, administrative, and logistical support on top of the current scope of CSCE's responsibilities.

3. What are the perceived consequences if the weakness(es) is(are) not addressed?

Since there is not a sufficient number of personnel within CSCE to continue supporting all of the current programming at the level CSCE now provides, in addition to new requests for support, some of the programming will be likely to demonstrate reduced effectiveness. Other programming must be streamlined, adjusted, or completely taken off the programming docket in order to successfully manage other, higher priority, programming. In addition, it may be necessary to re-allocate current budgetary resources to other departments that can also support the mission and outcomes of several of the faculty-led programs, which may no longer meet the criteria for the scope of programming responsibility under CSCE.

4. Threats and Opportunities: Describe any forecasted trends or changes in the following areas and the ways in which the committee thinks they may impact the way this unit functions five to ten years from now:
- legal
  - educational
  - environmental
  - political
  - technological
  - social
  - demographic
  - economic
  - cultural

**Legal:** The more CSCE facilitates outreach to the community to meet community needs utilizing Collin College's student base, the higher the risks are, especially in the legal area. CSCE will require additional staffing resources to ensure information and items such as liability waivers and mandatory travel trainings are up-to-date, and to process all registrations for off-campus events in the manner necessary to meet the college's required protocols.

**Technological:** CSCE will need additional resources to stay up-to-date with current social media trends as CSCE markets and implements programming and the new district-wide documentation system and Civic Excellence Designation initiative.

**Social and Cultural:** CSCE will need the resources to invest in social skills training and cultural awareness training for all students, especially those going out into the field through the Service Learning, Volunteerism, Civic Engagement, and Community Ambassador initiatives.

**Economic:** CSCE anticipates the economy to decline, thereby affecting Collin College's students and their abilities to engage in activities outside the classroom, even though these opportunities can enhance their learning. Therefore, CSCE must plan to build accessible community partnerships and affordable opportunities now in order to prepare for the future. In addition, community based organizations will continue to need manpower and service support, as their funding base is challenged, and Collin's faculty and students need to be ready to respond.

**Educational:** As Collin College streamlines its criteria for academic success in alignment with regulations, it is imperative that training continues for Service Learning professionals and faculty, in order to equip faculty and community partners with new and streamlined policies, procedures, and protocols. Additionally, the job market continues to be a huge obstacle for many of Collin's students. Students are gaining on-the-job experience through Service Learning projects. It is imperative that the college begins connecting with other community entities to provide innovative internships and opportunities for Collin's students that will empower them with leadership, civic responsibility, and engagement opportunities outside the classroom in order to assist them in the workforce.

E. Summarize expectations and general plans for the next five years.

CSCE will work with administrators to expand its resources and enhance its ability to best serve faculty, students, and the local community in a more focused scope of programming. CSCE will also work with administrators to streamline CSCE's mission statement, and to adjust or cease offering current programs in order to focus CSCE's support on Phi Theta Kappa (PTK), Service Learning, Leadership, and Civic Engagement initiatives.

F. Attach the next Continuous Improvement Plan that will be implemented the academic year following this Program Review. CIP\_CSCE\_2014-2015 (see Appendix J)

Use the available data and any Program Review Committee conclusions to justify/support the new action plan.

The next Continuous Improvement Plan (CIP) was created in consultation with the appropriate administrators, and has several goals based on the data and input collected since the last CIP was completed. The first (1<sup>st</sup>) goal is to empower student learning of discipline specific learning objectives through a structured and active Service Learning program, increasing students' participation in the Service Learning program, as well as to obtain continued national recognition for this excellent program. Research has shown that engaged and involved students become successful, remain at colleges, and fulfill their academic goals. Thus, it is important that their participation in programs such as Service Learning be encouraged and recognized. The second (2<sup>nd</sup>) goal of this new CIP is to empower and recognize student leaders and offer leadership development opportunities on each campus. Currently, leadership development opportunities at all campuses are minimal. With additional opportunities for leadership development, students will gain the knowledge, skills, and abilities that will empower them throughout the rest of their academic lives and careers. The new CIP also focuses on creating civically engaged students through a structured program that encourages students to participate in local government, systematized volunteerism, and become more involved in their communities. Collin College is dedicated to giving back to the community, so it is extremely important that Collin's students have opportunities to serve and shape their local communities in order to grow as civic and community leaders. Finally, this new CIP focuses on ensuring effective support of faculty-led academic programming outside the classroom. This initiative will assist faculty in offering appropriate, criteria-based co-curricular programming, which will in turn help to develop students who are well-rounded scholars.

- G. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?

CSCE's ability to best serve faculty, students, and the community will be empowered as CSCE works with college administrators to expand resources and limit scope of programming. These areas of focus will continue to grow and deepen in their effectiveness as CSCE works with administrators to streamline CSCE's mission statement, define criteria for program responsibility, and to adjust or cease offering current programs in order to focus CSCE's support on Phi Theta Kappa (PTK), Service Learning, Leadership, and Civic Engagement initiatives. This will ensure effectiveness in the targeted high priority areas, while also providing effective support for many faculty-led academic-based initiatives through their own departments. This decrease in scope of programming will increase CSCE staff's efficiency in providing developmental, administrative/logistical, and facilitation support for high priority programming, outreach and community partnership development, and data management. With the adjustment of a more limited scope of programming, Collin College's "customers" (i.e., faculty, students, and community partners) will receive more attention and enhanced support systems that will meet all needs in a timely fashion, and will also be given the resources to advance the objectives in each area of programming to the next level of excellence.

## **V. PROGRAM REVIEW REPORT PATHWAY:**

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.



**Appendix A:**  
**2013-2014 Community Partners List**

Organization	Address	City	State	ZIP	Phone
1st Class Kids	3535 E 14th St.	Plano	TX	75074	972.516.0325
A Different Breed	11700 Preston Road #660,PMB 335	Dallas	TX	75230	972-896-6313
Allen Community Outreach	801 E Main Street	Allen	TX	75002	972.727.9131
Allen Food Pantry	1515 N Greenville Ave	Allen	TX	75002	972.727.1177 x2210
Allen Senior Rec Center	451 E St. Mary	Allen	TX	75013	214.509.4820
Allen Veterinary Hospital	803 E Main Street #A	Allen	TX	75002	972.727.8383
Alley's House	4113 Junius St.	Dallas	TX	75246	214.824.8700
American Cancer Society – Dallas Chapter	8900 Carpenter Frwy.	Dallas	TX	75247	214.819.1200 x3
American Lung Association	8150 Brookriver Drive, Suite S102	Dallas	TX	75247	214.631.5864
American Red Cross	1450 Redbud Boulevard	McKinney	TX	75069	972.562.0601
Angel League Athletics Association of Texas	5504 White Pine Drive	McKinney	TX	75070	972.569.0947
Arthritis Centers of Texas	712 N Washington Ave Ste. 300	Dallas	TX	75246	214.580.3630
Assistance Center of Collin County	900 E. 18th St	Plano	TX	75074	972.422.1850
Baylor Medical Center in Plano	4700 Alliance Blvd	Plano	TX	75093	469.814.2100
Big Brothers Big Sisters of Collin County	2591 N Dallas Pkwy, Ste 501	Frisco	TX	75034	214.441.2227
Bowman Middle School	2501 Jupiter Road	Plano	TX	75074	469.752.4890
Boys & Girls Clubs of Collin County	8750 McKinney Rd.	Frisco	TX	75034	214.387.8405
Boys Scouts of America – Circle Ten Council	8605 Harry Hines Blvd.	Dallas	TX	75235	214.902.6700
Brentwood Hospice	3505-1 S. Buckner Blvd	Dallas	TX	75227	214.381.1815
Bridge Builder Academy	520 E Central Pkwy. Suite 101	Plano	TX	75074	972.516.8844
Camp Craig Allen	PO Box 834	Aubrey	TX	76227	940.365.4357
Camp Summit, Inc	17210 Campbell Road, Ste 180-W	Dallas	TX	75252	972.484.8900 x110
CASA of Collin County	101 E. Davis St.	McKinney	TX	75069	972.529.2272
Centennial Medical Center	12505 Lebanon Rd	Frisco	TX	75035	972.963.3333
Challenge Air	7363 Cedar Springs Rd.	Dallas	TX	75235	214.351.3353
Chase Oaks Church Adopt-A-School	281 Legacy Dr.	Plano	TX	75023	972.783.8800
Chestnut Square Historical Village	315 S Chestnut	McKinney	TX	75069	972.562.8790
Children & Community Health Clinic-McKinney	120 S Central Expwy Ste 102	McKinney	TX	75070	972.547.0606
Children's Advocacy Center of Collin County	2205 Los Rios Blvd	Plano	TX	75074	972.633.6600
Children's Chorus of Collin County	P.O. Box 251328	Plano	TX	75025	972.618.4536
Christ The Servant Church	821 S Greenville Ave	Allen	TX	75002	972.727.3191
CITY House	902 E 16th Street	Plano	TX	75074	972.424.4626

City of Plano	1409 Ave K	Plano	TX	75074	972.941.7114
Collin College ESL Conversation Partners	SCC – H222	Plano	TX	75074	972.881.5703
Collin County Adult Clinic	2520 Ave K Suite 100	Plano	TX	75074	972.423.4941
Collin County Committee on Aging	600 North Tennessee Street	McKinney	TX	75069	972.562.6996 ext. 125
Collin County Medical Reserve Corps	4300 Community Ave	McKinney	TX	75071	972.548.5535
Collin County Teen Court	2300 Bloomdale Rd. Ste. 4192	McKinney	TX	75071	972.548.4654
Communities in Schools of North Texas	1565 W Main St, Lewisville	Lewisville	TX	75067	972.350.4773
Community Lifeline Center	1601 West University Drive, Suite B	McKinney	TX	75069	972.542.0020
Connemara Conservancy Foundation	1314 W McDermott Ste 160-812	Allen	TX	75013	469.200.4085
CONTACT Crisis Line	PO Box 800742	Dallas	TX	75380	972.233.0866
Cottonwood Creek Kid Care	1015 Highway 121	Allen	TX	75013	214.667.7000
Crape Myrtle Trails of McKinney Foundation	PO BOX 2909	McKinney	TX	75070	972.542.1550
Dallas Arboretum	8525 Garland Rd	Dallas	TX	75218	214.515.6561
Dallas Area Rape Crisis Center	635 W. Campbell, Ste 201B	Richardson	TX	75080	214.345.5041
Dallas Association for Parent Education	3544 E. Emporium Circle	Mesquite	TX	75150	972.699.0420
Dallas Builders Association	5816 W. Plano Pkwy	Plano	TX	75093	972.931.4840
Dallas LIFE – Ministering to the Homeless	1100 Cadiz Street	Dallas	TX	75215	214.421.1380 x30
Department of Aging and Disability Services	701 West 51st St, MC W616	Austin	TX	78751	1.800.889.8595
Destiny House/Potter's House	6777 West Kiest Boulevard	Dallas	TX	75236	214.333.6426
Drug Alcohol and Tobacco Ed (DATE)	2824 Valley Lane Ste 111	Dallas	TX	75234	214.663.1123
Elysian Hospice	16750 Westgrove, Suite 100	Addison	TX	75001	972.224.1876
Encompass Home Health	1575 Heritage Drive, Ste 101	McKinney	TX	75069	972.529.4340
Equestrians for Life/Leg Up for Life	PO Box 52072	Denton	TX	76206	972.632.6068
Frisco Family Services Center	8780 Third St.	Frisco	TX	75034	972.335.9495
Frisco YMCA	3415 W. Main Street	Frisco	TX	75034	214.297.9622
Girl Scouts of America – Northeast Texas	6001 Summerside Dr.	Dallas	TX	75252	972.349.2436
God's Food Pantry	3420 E. 14th St, Ste 101	Plano	TX	75074	972.633.9777
Goodwill Dallas	3020 N. Westmoreland Rd.	Dallas	TX	75212	214.638.2800 ext 244
Goodwin Hospice/Hospice Plus	3100 McKinnon St, Ste. 200	Dallas	TX	75201	214.343.7900
Grace Lake Ministries	9611 FM 1827	Anna	TX	75409	972.837.4621
Grayson County Shelter	317 West Morton	Dennison	TX	75020	903.465.6041
Habitat for Humanity of South Collin County	1400 Summit Suite D4	Plano	TX	75074	972.398.0634
Hannah's House	610 Old Campbell Rd, Ste. 112	Richardson	TX	75080	972.238.8888

Health Services of North Texas	2540 K Ave Ste 500	Plano	TX	75074	972.424.1480
Heard Craig Center for the Arts	205 W Hunt St	McKinney	TX	75069	972.569.6909
Heart House Dallas	8515 park Ln., Ste 304	Dallas	TX	75382	214.750.7637
Heart of Gold Foundation	4347 W Northwest Hwy, Ste 120	Dallas	TX	75220	214.394.6115
Heritage Farmstead Museum	1900 W 15th St	Plano	TX	75075	972.881.0140
Historic Downtown Plano Association	1520 K. Ave, Ste 250	Plano	TX	75074	214.674.3225
Holy Family School	500 Throckmorton St	McKinney	TX	75069	972.562.5476
Hope for Horses Equine Rescue, Inc.	9381 County Road 470	Blue Ridge	TX	75424	972.734.6218
Hope Resource Center of McKinney	2740 Virginia Pkwy. Ste. 200	McKinney	TX	75071	972.562.4673
Hope's Door	820 Ave F, Ste 100	Plano	TX	75074	972.422.2911 ext 219
Insync Exotics	3430 Skyview Dr.	Wylie	TX	75098	972.442.6888
Isabel's Community Outreach	3100 W. Spring Creek Pkwy	Plano	TX	75023	214.288.3142
ISD Placement for Collin EDUC	2800 E. Spring Creek Pkwy B132	Plano	TX	75074	972.881.5967
Jewish Community Center	7900 Northaven Drive	Dallas	TX	75230	214.239.7124
Kiwanis Club of McKinney	P.O. Box 667	McKinney	TX	75069	972.562.7219
Lake Lavon	3375 Skyview Dr	Wylie	TX	75098	972.442.3141
Lakeside Community Theatre	6303 Main Street	The Colony	TX	75056	214.801.4869
Legacy Founders Cottage	828 S. Tyler Street	Dallas	TX	75208	214.941.7373
Legal Aid of Northwest Texas (LANWT)	901 North McDonald Street, Ste 702	McKinney	TX	75069	972.542.9405
Life Care	3800 W. Park Blvd	Plano	TX	75075	972.612.1700
Life Steps	401 N. Valley Parkway, Ste 380	Lewisville	TX	75067	972.353.5437
Life Talk Resource Center	8380 Warren Pkwy, Ste 204	Frisco	TX	75034	214.618.9352
LifePath Systems Behavioral Help	3920 Alma Dr.	Plano	TX	75023	972.562.0190
Linens for Animals	5982 FM 1827	McKinney	TX	75071	301.721.3933
Little Elm Library	100 West Eldorado Parkway	Little Elm	TX	75068	214.975.0430
Live Green	1520 Avenue K	Plano	TX	75074	972.769.4310
MADD McKinney	120 S Central Expwy Ste 108	McKinney	TX	75070	214.585.4616
Make a Way Charities	PO Box 702987	Dallas	TX	75370	855-MAW-GIVE
Make-a-Wish North Texas	6655 Deseo Dr	Irving	TX	75039	214-496-5016
ManeGait Therapeutic Horsemanship	3160 N Custer Rd	McKinney	TX	75071	469.742.9611
McKinney Chamber of Commerce	2150 S Central Expwy Ste 150	McKinney	TX	75070	972.542.0163
McKinney Christian Academy	3601 Bois D'Arc Road	McKinney	TX	75071	214.544.2658
McKinney Convention and Visitors Bureau	1575 Heritage Drive, Ste 100	McKinney	TX	75069	214.544.1407

McKinney Education Foundation	510 Heard Street	McKinney	TX	75069	469.742.6313
McKinney Family YMCA	300 Ridge Road	McKinney	TX	75070	972.529.2559
McKinney Fire Department	2200 Taylor-Burk Drive	McKinney	TX	75071	972.547.2850
McKinney Housing Authority	1200 N. Tennessee St.	McKinney	TX	75069	972.542.5641
McKinney ISD	1 Duvall St	McKinney	TX	75069	469.742.4108
McKinney Lions Club	P.O. Box 675	McKinney	TX	75070	972.569.9808
McKinney Main Street	111 N. Tennessee St.	McKinney	TX	75069	972.547.2660
McKinney Memorial Public Library	101 E. Hunt Street	McKinney	TX	70569	972.547.7336
McKinney Senior Recreation Center	1400 South College Street	McKinney	TX	75069	972.547.7491
McKinney Soccer Association	2150 S. Central Expy Ste. 100	McKinney	TX	75070	972.569.6808
Medical Center of Plano	3901 W 15 <sup>th</sup> St	Plano	TX	75075	972.519.1272
Metro Dallas Homeless Alliance - The Bridge	2816 Swiss Ave.	Dallas	TX	75201	972.638.5600
Miracle League of Frisco	PO Box 2831	Frisco	TX	75034	214.808.3014
Mocha Sisters Organization	P. O. Box 292232	Lewisville	TX	75029	877.512.0771
Muscular Dystrophy Assoc - TX - Greater Dallas	12655 N Central Expwy Ste 230	Dallas	TX	75243	972.480.0011
New Beginnings Center	218 N 10th St	Garland	TX	76040	972.276.0423 x 226
NEXUS Recovery Center	8733 La Prada Drive	Dallas	TX	75228	214.321.0156 x 2101
North Central Texas on Aging	616 Six Flags Drive	Arlington	TX	76005	1-800-272-391
North Collin County Habitat for Humanity	701 S. Tennessee	McKinney	TX	75069	972.542.5300 x 108
North Dallas Shared Ministries	2875 Merrell Road	Dallas	TX	75229	214.358.8767
North Texas Cares	8785 McKinney Rd.	Frisco	TX	75034	214.705.8200
North Texas Cat Rescue	P.O.Box 1504	McKinney	TX	75070	214.454.9395
North Texas History Center	300 E. Virginia Street	McKinney	TX	75069	972.542.9457
North Texas Job Corps Center	1701 N Church St	McKinney	TX	75069	972.542.2623
North Texas Youth Connection	1602 E. Lamar	Sherman	TX	75090	903.893.4717
Operation Kindness Animal Shelter	3201 Earhart Drive	Carrollton	TX	75006	972.428.3821
Operation Once In A Lifetime	221 W Parker Rd.	Plano	TX	75023	254.289.3057
Plano Clothes Closet/First Presbyterian Church	1500 Jupiter Road	Plano	TX	75074	972.423.4292
Plano Community Charity	2436 Ave K	Plano	TX	75074	972.578.0399
Plano Convention & Visitors Bureau	2000 E. Spring Creek Pkwy	Plano	TX	75074	972.941.7114
Plano ISD	2700 W. 15th St	Plano	TX	75075	469.752.8099
Plano Symphony Orchestra	5236 Tennyson Pkwy., Ste. 200	Plano	TX	75024	972.473.7262

Project Linus of Collin & Grayson County	414 Wolverly Lane	Allen	TX	75002	214.383.9140
Prosperity Place-Where All Things Are Possible	PO Box 115	Prosper	TX	75078	469.585.2460
Reconciliation Outreach	4311 Bryan St	Dallas	TX	75204	214.545.6500
Redbud House	101 Wilson Creek Pkwy	McKinney	TX	75069	972.562.9698
Resource Center Dallas	PO Box 190869	Dallas	TX	75219	214.528.0144
Rockwall County Helping Hands	950 Williams Street	Rockwall	TX	75087	972.771.4357
Rotary Club of McKinney	P.O. Box 52	McKinney	TX	75070	214.578.3536
Salvation Army	600 Wilson Creek	McKinney	TX	75069	972.542.6694
Samaritan Care Hospice (Hospice Compassus)	12222 Merit Drive Ste. 1240	Dallas	TX	75251	972.690.6632
SCC Writing Center (Collin College)	2800 E. Spring Creek Pkwy, Rm D224	Plano	TX	75074	972.881.5843
SciTech Discovery Center	8004 N. Dallas Pkwy	Frisco	TX	75034	972.546.3050
Seven Loaves Food Pantry	5801 W. Plano Pkwy	Plano	TX	75093	469.385.1813
SHARE! High School Exchange Prog	8609 Glencrest Ln	Dallas	TX	75209	800.941.3738
Sisterbration	5729 Lebanon Rd Ste. 144-237	Frisco	TX	75034	214.727.4842
SPCA of Texas	1700 J Ave.	Plano	TX	75070	972.424.0077
St. Andrew United Methodist Church	5801 West Plano Parkway	Plano	TX	75093	214.291.8021
St. Jude Rainbow Days/St.Jude Catholic Church	1515 N. Greenville Avenue	Allen	TX	75002	972.727.1177
St. Vincent de Paul, Council of Dallas	4347 W Northwest Hwy Ste.120-214	Dallas	TX	75220	214.520.0650 x 117
Stew Pot	1822 Young St	Dallas	TX	75201	214.746.2785 x320
Sunrise Senior Living	4800 West Parker Rd	Plano	TX	75093	972.985.9181
Susan G. Komen	5005 LBJ Frwy, Ste250	Dallas	TX	75244	972.378.4808
Texas AgriLife Extension	825 N McDonald, Ste 150	McKinney	TX	75069	972.548.4233
The Giving Movement/Minnie's Food Pantry	3100 Independence Pkwy, Ste 217	Plano	TX	75075	972.596.0253
The Heard Natural Science Museum	1 Nature Place	McKinney	TX	75069	972.562.5566
The Leukemia & Lymphoma Society	8111 LBJ Frwy, Ste 425	Dallas	TX	75251	972.996.5906
The Lodge on Preston Ridge	5850 Ohio Dr	Frisco	TX	75035	972.668.4100
The Samaritan Inn	1710 N McDonald St	McKinney	TX	75071	972.632.1290 x228
The Turning Point	PO Box 866754	Plano	TX	75086	972.985.0951
Trent Learning Center	7480 Stonebrook Pkwy	Frisco	TX	75034	972.377.2377
Volunteer Center of North Texas	2800 Live Oak St.	Dallas	TX	75204	214.826.6767
Volunteer McKinney Center	P.O. Box 2821	McKinney	TX	75070	972.542.0679
Walk On Therapeutic Riding Center	5513 Smiley Road	Celina	TX	75009	972.347.9616
Wellness Center for Older Adults	401 W 16th St, Ste 600	Plano	TX	75075	972.941.7335

Wilkinson Center	3402 N Buckner Blvd	Dallas	TX	75228	972.284.0311
Youth Achievement Foundation, Inc.	PO Box 670685	Dallas	TX	75367	214.514.3640

Website	Contact E-Mail	
<a href="http://www.1stClassKids.org">http://www.1stClassKids.org</a>	<a href="mailto:info@1stClassKids.org">info@1stClassKids.org</a>	
<a href="http://www.adifferentbreed.org">www.adifferentbreed.org</a>	<a href="mailto:adbrescue@gmail.com">adbrescue@gmail.com</a>	
<a href="http://www.acocares.org">www.acocares.org</a>	<a href="mailto:Marjorie@acocares.org">Marjorie@acocares.org</a>	
<a href="http://www.allenfoodpantry.org/">http://www.allenfoodpantry.org/</a>	(no email posted, contacted waiting on reply)	
<a href="http://www.cityofallen.org/index.aspx?nid=1022">http://www.cityofallen.org/index.aspx?nid=1022</a>	<a href="mailto:lcope@cityofallen.org">lcope@cityofallen.org</a>	
<a href="http://www.allenvethosp.com">www.allenvethosp.com</a>	<a href="mailto:coffmanvet@aol.com">coffmanvet@aol.com</a>	
<a href="http://www.alleyshouse.org">www.alleyshouse.org</a>	<a href="mailto:program.director@alleyshouse.org">program.director@alleyshouse.org</a>	
<a href="http://www.cancer.org">www.cancer.org</a>	<a href="mailto:jeremy.bradford@cancer.org">jeremy.bradford@cancer.org</a>	
<a href="http://www.texaslung.org">www.texaslung.org</a>	<a href="mailto:inquiries@breathehealthy.org">inquiries@breathehealthy.org</a>	
<a href="http://www.redcrossdallas.org">www.redcrossdallas.org</a>	<a href="mailto:support@redcrosstraining.org">support@redcrosstraining.org</a>	
<a href="http://www.angelleague.info">www.angelleague.info</a>	<a href="mailto:lthetford@collin.edu">lthetford@collin.edu</a>	
<a href="http://www.actmd.com">www.actmd.com</a>	<a href="mailto:sjarez@actmd.com">sjarez@actmd.com</a>	
<a href="http://www.assistancecenter.org">www.assistancecenter.org</a>	<a href="mailto:volunteer@assistancecenter.org">volunteer@assistancecenter.org</a>	
<a href="http://www.baylorhealth.com">www.baylorhealth.com</a>	<a href="mailto:Info@baylorhealth.edu">Info@baylorhealth.edu</a>	
<a href="http://www.bbbstx.org">www.bbbstx.org</a>	<a href="mailto:bbbstx@bbbstx.org">bbbstx@bbbstx.org</a>	
<a href="http://www.pisd.edu">www.pisd.edu</a>	<a href="mailto:pat.craven@pisd.edu">pat.craven@pisd.edu</a>	
<a href="http://www.bgccc.org">www.bgccc.org</a>	<a href="mailto:baustin@bgccc.org">baustin@bgccc.org</a>	
<a href="http://www.circle10.org">www.circle10.org</a>	<a href="mailto:scott.ferguson@scouting.org">scott.ferguson@scouting.org</a>	
<a href="http://www.greatcaredfw.com">www.greatcaredfw.com</a>	<a href="mailto:admissions@bwdhc.com">admissions@bwdhc.com</a>	
<a href="http://www.bridgebuilderacademy.com">www.bridgebuilderacademy.com</a>	<a href="mailto:info@bridgebuilderacademy.com">info@bridgebuilderacademy.com</a>	
<a href="http://www.campcraigallen.org">www.campcraigallen.org</a>	<a href="mailto:info@campcraigallen.com">info@campcraigallen.com</a>	
<a href="http://www.campsummittx.org">www.campsummittx.org</a>	<a href="mailto:camp@campsummittx.org">camp@campsummittx.org</a>	
<a href="http://www.casaofcollincounty.org">www.casaofcollincounty.org</a>	<a href="mailto:dmccall@casaofcollincounty.org">dmccall@casaofcollincounty.org</a>	
<a href="http://www.centennialmedcenter.com">www.centennialmedcenter.com</a>	<a href="mailto:CentennialVolunteers@tenethealth.com">CentennialVolunteers@tenethealth.com</a>	
<a href="http://www.challengeair.com">www.challengeair.com</a>	<a href="mailto:events@challengeair.com">events@challengeair.com</a>	
<a href="http://www.chaseoaks.org">www.chaseoaks.org</a>	<a href="mailto:bcrowe@chaseoaks.org">bcrowe@chaseoaks.org</a>	
<a href="http://www.chestnutsquare.org">www.chestnutsquare.org</a>	<a href="mailto:info@chestnutsquare.org">info@chestnutsquare.org</a>	
<a href="http://www.cchc-vim.org">www.cchc-vim.org</a>	<a href="mailto:info@cchc-vim.org">info@cchc-vim.org</a>	
<a href="http://www.cacplano.org">www.cacplano.org</a>	<a href="mailto:VDuggan@caccollincounty.org">VDuggan@caccollincounty.org</a>	
<a href="http://www.childrenschorusofcollincounty.org">www.childrenschorusofcollincounty.org</a>	<a href="mailto:office@childrenschorusofcollincounty.org">office@childrenschorusofcollincounty.org</a>	
<a href="http://www.christtheservant.com">www.christtheservant.com</a>	<a href="mailto:music.dir@christtheservant.com">music.dir@christtheservant.com</a>	
<a href="http://www.cityhouse.org">www.cityhouse.org</a>	<a href="mailto:lrodgers@cityhouse.org">lrodgers@cityhouse.org</a>	



<a href="http://www.volunteersinplano.org">www.volunteersinplano.org</a>	<a href="mailto:vip@plano.gov">vip@plano.gov</a>
	<a href="mailto:pbreedlove@collin.edu">pbreedlove@collin.edu</a>
<a href="http://www.collincountyadultclinic.org">www.collincountyadultclinic.org</a>	<a href="mailto:ataylorconsults@gmail.com">ataylorconsults@gmail.com</a>
<a href="http://www.cccoaweb.org">www.cccoaweb.org</a>	<a href="mailto:clampittp@mowcc.com">clampittp@mowcc.com</a>
<a href="http://www.medicalreservecorps.gov">http://www.medicalreservecorps.gov</a>	<a href="mailto:jbathman@co.collin.tx.us">jbathman@co.collin.tx.us</a>
<a href="http://www.co.collin.tx.us/teencourt/index.jsp">www.co.collin.tx.us/teencourt/index.jsp</a>	<a href="mailto:teencourt@collincountytx.gov">teencourt@collincountytx.gov</a>
<a href="http://www.cisnt.org/">http://www.cisnt.org/</a>	<a href="mailto:info@cisnt.org">info@cisnt.org</a>
<a href="http://www.communitylifeline.org">www.communitylifeline.org</a>	<a href="mailto:info@communitylifeline.org">info@communitylifeline.org</a>
<a href="http://www.connemaraconservancy.org">www.connemaraconservancy.org</a>	<a href="mailto:volunteer@connemaraconservancy.org">volunteer@connemaraconservancy.org</a>
<a href="http://www.contactdallas.org">www.contactdallas.org</a>	<a href="mailto:info@contactcrisisline.org">info@contactcrisisline.org</a>
<a href="http://www.cottonwoodcreek.org">www.cottonwoodcreek.org</a>	<a href="mailto:contactus@cottonwoodcreek.org">contactus@cottonwoodcreek.org</a>
<a href="http://www.crapemyrtletrails.org">www.crapemyrtletrails.org</a>	<a href="mailto:susan@crapemyrtletrails.org">susan@crapemyrtletrails.org</a>
<a href="http://www.dallasarboretum.org">www.dallasarboretum.org</a>	<a href="mailto:info@dallasarboretum.org">info@dallasarboretum.org</a>
<a href="http://www.dallasrapecrisis.org">www.dallasrapecrisis.org</a>	<a href="mailto:becky@dallasrapecrisis.org">becky@dallasrapecrisis.org</a>
<a href="http://www.dallasparents.org">www.dallasparents.org</a>	<a href="mailto:info@pcaconsulting.net">info@pcaconsulting.net</a>
<a href="http://www.dallasbuilders.com/">http://www.dallasbuilders.com/</a>	<a href="mailto:info@dallasbuilders.com">info@dallasbuilders.com</a>
<a href="http://www.dallaslife.org">www.dallaslife.org</a>	<a href="mailto:abrantley@dallaslife.org">abrantley@dallaslife.org</a>
<a href="http://www.dads.state.tx.us/">http://www.dads.state.tx.us/</a>	<a href="mailto:volunteerdads@dads.state.tx.us">volunteerdads@dads.state.tx.us</a>
<a href="http://www.thepottershouse.org">www.thepottershouse.org</a>	<a href="mailto:custservice@tdjakes.org">custservice@tdjakes.org</a>
	<a href="mailto:mcooper@date.org">mcooper@date.org</a>
<a href="http://www.elysianhospice.com">www.elysianhospice.com</a>	<a href="mailto:info@elysianhospice.com">info@elysianhospice.com</a>
<a href="http://www.ehhi.com">www.ehhi.com</a>	<a href="mailto:info@ehhi.com">info@ehhi.com</a>
<a href="http://www.legup4life.org">www.legup4life.org</a>	<a href="mailto:question@legup4life.org">question@legup4life.org</a>
<a href="http://www.friscocenter.org">www.friscocenter.org</a>	<a href="mailto:volunteer@friscocenter.org">volunteer@friscocenter.org</a>
<a href="http://www.friscoymca.org">www.friscoymca.org</a>	<a href="mailto:sriise@ymcadallas.org">sriise@ymcadallas.org</a>
<a href="http://www.gsnetx.org">www.gsnetx.org</a>	<a href="mailto:volresources@gsnetx.org">volresources@gsnetx.org</a>
<a href="http://www.godsfoodpantry.com">www.godsfoodpantry.com</a>	<a href="mailto:godsfoodpantry@aol.com">godsfoodpantry@aol.com</a>
<a href="http://www.goodwilldallas.org">www.goodwilldallas.org</a>	<a href="mailto:mhettinger@goodwilldallas.org">mhettinger@goodwilldallas.org</a>
<a href="http://www.hospiceplus.net">www.hospiceplus.net</a>	<a href="mailto:info@hospiceplus.net">info@hospiceplus.net</a>
<a href="http://www.gracelakeministries.org">www.gracelakeministries.org</a>	<a href="mailto:gracelake@dfwair.net">gracelake@dfwair.net</a>
<a href="http://www.graysoncountyshelter.com">www.graysoncountyshelter.com</a>	<a href="mailto:director@gcshelter.org">director@gcshelter.org</a>
<a href="http://www.habitat-scc.org">www.habitat-scc.org</a>	<a href="mailto:volunteer@habitat-scc.org">volunteer@habitat-scc.org</a>
<a href="http://www.Hannahshouse.org">www.Hannahshouse.org</a>	<a href="mailto:info@hannahshouse.org">info@hannahshouse.org</a>

<a href="http://www.healthntx.org">www.healthntx.org</a>	<a href="mailto:info@healthntx.org">info@healthntx.org</a>
<a href="http://www.heardcraig.org">www.heardcraig.org</a>	<a href="mailto:bjohnson@heardcraig.org">bjohnson@heardcraig.org</a>
<a href="http://www.hearthousedallas.org">www.hearthousedallas.org</a>	<a href="mailto:lbazin@hearthousedallas.org">lbazin@hearthousedallas.org</a>
<a href="http://www.heartofgoldus.org">www.heartofgoldus.org</a>	<a href="mailto:information@heartofgoldus.org">information@heartofgoldus.org</a>
<a href="http://www.heritagefarmstead.org">www.heritagefarmstead.org</a>	<a href="mailto:lindsay@heritagefarmstead.org">lindsay@heritagefarmstead.org</a>
<a href="http://www.visitdowntownplano.com">www.visitdowntownplano.com</a>	<a href="mailto:volunteer@visitdowntownplano.com">volunteer@visitdowntownplano.com</a>
<a href="http://www.hfsmckinney.org">www.hfsmckinney.org</a>	<a href="mailto:dteders@hfsmckinney.org">dteders@hfsmckinney.org</a>
<a href="http://www.hopeforhorses.com">www.hopeforhorses.com</a>	<a href="mailto:info@hopeforhorses.com">info@hopeforhorses.com</a>
<a href="http://www.hrc-mckinney.org">www.hrc-mckinney.org</a>	<a href="mailto:info@myhope.org">info@myhope.org</a>
<a href="http://www.hopesdoorinc.org">www.hopesdoorinc.org</a>	<a href="mailto:adela.plasek@hopesdoorinc.org">adela.plasek@hopesdoorinc.org</a>
<a href="http://www.insyncexotics.com">www.insyncexotics.com</a>	<a href="mailto:creaney@insyncexotics.com">creaney@insyncexotics.com</a>
<a href="http://www.icocollincounty.org">www.icocollincounty.org</a>	<a href="mailto:isabel@icocollincounty.org">isabel@icocollincounty.org</a>
<a href="http://www.collin.edu">www.collin.edu</a>	<a href="mailto:ewilkinson@collin.edu">ewilkinson@collin.edu</a>
<a href="http://www.jccdallas.org">www.jccdallas.org</a>	<a href="mailto:jcohn@jccdallas.org">jcohn@jccdallas.org</a>
<a href="http://www.mckinneykiwanis.org">www.mckinneykiwanis.org</a>	<a href="mailto:dscustomwood@gmail.com">dscustomwood@gmail.com</a>
<a href="http://www.swf-wc.usace.army.mil/lavon">www.swf-wc.usace.army.mil/lavon</a>	<a href="mailto:Stephen.A.Perrin@usace.army.mil">Stephen.A.Perrin@usace.army.mil</a>
<a href="http://www.lctthecolony.com/">http://www.lctthecolony.com/</a>	<a href="mailto:donnamarnold@sbcglobal.net">donnamarnold@sbcglobal.net</a>
<a href="https://www.legacycares.org/">https://www.legacycares.org/</a>	<a href="mailto:brooke@legacycounseling.org">brooke@legacycounseling.org</a>
<a href="http://www.lanwt.org">www.lanwt.org</a>	<a href="mailto:kearneyj@lanwt.org">kearneyj@lanwt.org</a>
<a href="http://www.lcca.com/116">http://www.lcca.com/116</a>	<a href="mailto:matthew_hinckley@lcca.com">matthew_hinckley@lcca.com</a>
<a href="http://lifestepstx.com/">http://lifestepstx.com/</a>	<a href="mailto:info@lifestepstx.com">info@lifestepstx.com</a>
<a href="http://www.lifetalkresourcecenter.org">www.lifetalkresourcecenter.org</a>	<a href="mailto:lori@lifetalkrc.org">lori@lifetalkrc.org</a>
<a href="http://www.lifepathsystems.org">www.lifepathsystems.org</a>	<a href="mailto:jday@lifepathsystems.org">jday@lifepathsystems.org</a>
<a href="http://www.linensforanimals.org/">http://www.linensforanimals.org/</a>	<a href="mailto:lori@linensforanimals.org">lori@linensforanimals.org</a>
<a href="http://www.littleelmlibrary.org/">http://www.littleelmlibrary.org/</a>	<a href="mailto:tluton@littleelm.org">tluton@littleelm.org</a>
<a href="http://www.livegreeninplano.com">www.livegreeninplano.com</a>	<a href="mailto:eeeco@plano.gov">eeeco@plano.gov</a>
<a href="http://www.madd.org/tx">www.madd.org/tx</a>	<a href="mailto:north.tx@madd.org">north.tx@madd.org</a>
<a href="http://www.makeawaycharities.org">www.makeawaycharities.org</a>	<a href="mailto:info@makeawaycharities.org">info@makeawaycharities.org</a>
<a href="http://www.ntx.wish.org">www.ntx.wish.org</a>	<a href="mailto:volunteer@ntxwish.org">volunteer@ntxwish.org</a>
<a href="http://www.manegait.org">www.manegait.org</a>	<a href="mailto:sdobbins@manegait.org">sdobbins@manegait.org</a>
<a href="http://www.mckinneychamber.com">www.mckinneychamber.com</a>	<a href="mailto:dfitzgerald@mckinneychamber.com">dfitzgerald@mckinneychamber.com</a>
<a href="http://www.mckinneychristian.org">www.mckinneychristian.org</a>	<a href="mailto:cownby@mckinneychristian.org">cownby@mckinneychristian.org</a>
<a href="http://www.visitmckinney.com">www.visitmckinney.com</a>	<a href="mailto:info@visitmckinney.com">info@visitmckinney.com</a>

<a href="http://www.mmeeff.com">www.mmeeff.com</a>	<a href="mailto:mharsch@mckinneyisd.net">mharsch@mckinneyisd.net</a>
<a href="http://www.mckinneymca.org">www.mckinneymca.org</a>	<a href="mailto:tsheffield@ymcadallas.org">tsheffield@ymcadallas.org</a>
<a href="http://www.mckinneyfire.org">www.mckinneyfire.org</a>	<a href="mailto:contact-fire@mckinneytexas.org">contact-fire@mckinneytexas.org</a>
<a href="http://www.mckinneyha.org">www.mckinneyha.org</a>	<a href="mailto:info@mckinneyha.org">info@mckinneyha.org</a>
<a href="http://www.mckinneyisd.net">www.mckinneyisd.net</a>	<a href="mailto:ncowlishaw@mckinneyisd.net">ncowlishaw@mckinneyisd.net</a>
<a href="http://www.mckinneynoonlions.org">www.mckinneynoonlions.org</a>	<a href="mailto:cpeters@republictitle.com">cpeters@republictitle.com</a>
<a href="http://www.mckinneymainstreet.org">www.mckinneymainstreet.org</a>	<a href="mailto:contact-mainstreet@mckinneytexas.org">contact-mainstreet@mckinneytexas.org</a>
<a href="http://www.mckinneytexas.org/Index.aspx?NID=116">http://www.mckinneytexas.org/Index.aspx?NID=116</a>	<a href="mailto:eroberts@mckinneytexas.org">eroberts@mckinneytexas.org</a>
<a href="http://www.mckinneytexas.org">www.mckinneytexas.org</a>	<a href="mailto:saudette@mckinneytexas.org">saudette@mckinneytexas.org</a>
<a href="http://www.mckinneysoccer.org">www.mckinneysoccer.org</a>	<a href="mailto:info@mckinneysoccer.org">info@mckinneysoccer.org</a>
<a href="http://www.themedicalcenterofplano.com">www.themedicalcenterofplano.com</a>	<a href="mailto:billie.obrien@hcahealthcare.com">billie.obrien@hcahealthcare.com</a>
<a href="http://www.mdhadallas.org">www.mdhadallas.org</a>	<a href="mailto:Info@MDHADallas.org">Info@MDHADallas.org</a>
<a href="http://www.friscomiracleleague.org">www.friscomiracleleague.org</a>	<a href="mailto:vpv@friscomiracleleague.org">vpv@friscomiracleleague.org</a>
<a href="http://www.mochasisters.org">www.mochasisters.org</a>	<a href="mailto:info@mochasisters.org">info@mochasisters.org</a>
<a href="http://www.mda.org">www.mda.org</a>	<a href="mailto:4281.office@mdausa.org">4281.office@mdausa.org</a>
<a href="http://www.newbeginningcenter.org">www.newbeginningcenter.org</a>	<a href="mailto:hharvey@newbeginningcenter.org">hharvey@newbeginningcenter.org</a>
<a href="http://www.nexusrecovery.org">www.nexusrecovery.org</a>	<a href="mailto:bhunter@nexusrecovery.org">bhunter@nexusrecovery.org</a>
<a href="http://www.nctcog.org/cs/aging/">www.nctcog.org/cs/aging/</a>	<a href="mailto:dgreen@nctcog.org">dgreen@nctcog.org</a>
<a href="http://www.ncc-habitat.com">www.ncc-habitat.com</a>	<a href="mailto:volunteer@ncc-habitat.com">volunteer@ncc-habitat.com</a>
<a href="http://www.ndsm.org">www.ndsm.org</a>	<a href="mailto:admin@ndsm.org">admin@ndsm.org</a>
<a href="http://www.ntxcares.org">www.ntxcares.org</a>	<a href="mailto:emudie@ntxcares.org">emudie@ntxcares.org</a>
<a href="http://www.northtexascatresearch.org">www.northtexascatresearch.org</a>	<a href="mailto:volunteer@northtexascatresearch.org">volunteer@northtexascatresearch.org</a>
<a href="http://www.thenthc.org">www.thenthc.org</a>	<a href="mailto:info@thenthc.org">info@thenthc.org</a>
<a href="http://northtexas.jobcorps.gov/home.aspx">http://northtexas.jobcorps.gov/home.aspx</a>	<a href="mailto:bruton.laura@jobcorps.org">bruton.laura@jobcorps.org</a>
<a href="http://www.ntxyouthconnection.org">www.ntxyouthconnection.org</a>	<a href="mailto:ntyc@ntxyouthconnection.org">ntyc@ntxyouthconnection.org</a>
<a href="http://www.operationkindness.org">www.operationkindness.org</a>	<a href="mailto:ttucker@operationkindness.org">ttucker@operationkindness.org</a>
<a href="http://operationonceinalifetime.com/?p=23">http://operationonceinalifetime.com/?p=23</a>	<a href="mailto:contact@operationonceinalifetime.com">contact@operationonceinalifetime.com</a>
<a href="http://www.fpc-plano.org/">http://www.fpc-plano.org/</a>	<a href="mailto:info@fpc-plano.org">info@fpc-plano.org</a>
<a href="http://www.planocharity.org/">http://www.planocharity.org/</a>	<a href="mailto:planocharity@gmail.com">planocharity@gmail.com</a>
<a href="http://www.planocvb.com">www.planocvb.com</a>	<a href="mailto:robint@plano.gov">robint@plano.gov</a>
<a href="http://www.pisd.edu">www.pisd.edu</a>	<a href="mailto:teamshelp@pisd.edu">teamshelp@pisd.edu</a>
<a href="http://www.planosymphony.org">www.planosymphony.org</a>	<a href="mailto:tjanssen@planosymphony.org">tjanssen@planosymphony.org</a>

<a href="http://www.pldallas.org">www.pldallas.org</a>	<a href="mailto:tcostin@sbcglobal.net">tcostin@sbcglobal.net</a>
<a href="http://www.prosperityplacetherapy.com">www.prosperityplacetherapy.com</a>	<a href="mailto:prosperityplacetx@gmail.com">prosperityplacetx@gmail.com</a>
<a href="http://www.rodallas.org">www.rodallas.org</a>	<a href="mailto:dcohen@rodallas.org">dcohen@rodallas.org</a>
<a href="http://www.alcco.com/location/redbud-house/">http://www.alcco.com/location/redbud-house/</a>	<a href="mailto:redbudmail@alcco.com">redbudmail@alcco.com</a>
<a href="http://www.resourcecenterdallas.org">www.resourcecenterdallas.org</a>	<a href="mailto:volunteer@rcdallas.org">volunteer@rcdallas.org</a>
<a href="http://www.rockwallhelpinghands.com">www.rockwallhelpinghands.com</a>	<a href="mailto:kaydutta@rockwallhelpinghands.com">kaydutta@rockwallhelpinghands.com</a>
<a href="http://www.mckinneyrotary.org">www.mckinneyrotary.org</a>	<a href="mailto:tracyrath1839@yahoo.com">tracyrath1839@yahoo.com</a>
<a href="http://www.salvationarmydfw.org">www.salvationarmydfw.org</a>	<a href="mailto:Leon_Veazey@uss.salvationarmy.org">Leon_Veazey@uss.salvationarmy.org</a>
<a href="http://www.samaritancarehospice.com">www.samaritancarehospice.com</a>	<a href="mailto:mary.owren@hospicecom.com">mary.owren@hospicecom.com</a>
<a href="http://www.collin.edu/writingcenter">www.collin.edu/writingcenter</a>	<a href="mailto:sccwritingcenter@cccd.edu">sccwritingcenter@cccd.edu</a>
<a href="http://www.mindstretchingfun.org">www.mindstretchingfun.org</a>	<a href="mailto:volunteer@scitechdiscovery.org">volunteer@scitechdiscovery.org</a>
<a href="http://www.7loavescommunity.org">www.7loavescommunity.org</a>	<a href="mailto:volunteers@7loavescommunity.org">volunteers@7loavescommunity.org</a>
<a href="http://www.sharesouthwest.org">www.sharesouthwest.org</a>	<a href="mailto:info@sharesouthwest.org">info@sharesouthwest.org</a>
<a href="http://www.sisterbration.com">www.sisterbration.com</a>	<a href="mailto:info@iplag.org">info@iplag.org</a>
<a href="http://www.scspca.org">www.scspca.org</a>	<a href="mailto:secondchancespca@yahoo.com">secondchancespca@yahoo.com</a>
<a href="http://www.standrewumc.org">www.standrewumc.org</a>	<a href="mailto:khuber@standrewumc.org">khuber@standrewumc.org</a>
<a href="http://www.stjudeparish.com">www.stjudeparish.com</a>	<a href="mailto:ddoss@stjudeparish.com">ddoss@stjudeparish.com</a>
<a href="http://www.svdpdallas.org">www.svdpdallas.org</a>	<a href="mailto:cgarcia@svdpdallas.org">cgarcia@svdpdallas.org</a>
<a href="http://www.thestewpot.org">www.thestewpot.org</a>	<a href="mailto:jean.jones@thestewpot.org">jean.jones@thestewpot.org</a>
<a href="http://www.sunriseseniorliving.com">www.sunriseseniorliving.com</a>	<a href="mailto:plano.avc@sunriseseniorliving.com">plano.avc@sunriseseniorliving.com</a>
<a href="http://kومنnorthtexas.org/">http://kومنnorthtexas.org/</a>	<a href="mailto:volunteer@kومنnorthtexas.org">volunteer@kومنnorthtexas.org</a>
<a href="http://collin.agrilife.org/">http://collin.agrilife.org/</a>	<a href="mailto:collin-tx@tamu.edu">collin-tx@tamu.edu</a>
<a href="http://www.thegivingmovement.org">www.thegivingmovement.org</a>	<a href="mailto:info@thegivingmovement.org">info@thegivingmovement.org</a>
<a href="http://www.heardmuseum.org">www.heardmuseum.org</a>	<a href="mailto:bhalperin@heardmuseum.org">bhalperin@heardmuseum.org</a>
<a href="http://www.lls.org">www.lls.org</a>	<a href="mailto:jane.beeson@lls.org">jane.beeson@lls.org</a>
<a href="http://www.thelodgeonprestonridge.com">www.thelodgeonprestonridge.com</a>	<a href="mailto:JeanneD@thelodgeonprestonridge.com%20">JeanneD@thelodgeonprestonridge.com%20</a>
<a href="http://www.thesamaritaninn.org">www.thesamaritaninn.org</a>	<a href="mailto:jrix@thesamaritaninn.org">jrix@thesamaritaninn.org</a>
<a href="http://www.theturningpoint.org">www.theturningpoint.org</a>	<a href="mailto:info@theturningpoint.org">info@theturningpoint.org</a>
<a href="http://www.trentlearningcenter.com">www.trentlearningcenter.com</a>	<a href="mailto:info@trentlearningcenter.com">info@trentlearningcenter.com</a>
<a href="http://www.volunteernorthtexas.org/">http://www.volunteernorthtexas.org/</a>	<a href="mailto:vcnorthtexas@volunteernorthtexas.org">vcnorthtexas@volunteernorthtexas.org</a>
<a href="http://www.volunteermckinney.org">www.volunteermckinney.org</a>	<a href="mailto:dana.riley@volunteermckinney.org">dana.riley@volunteermckinney.org</a>
<a href="http://www.therapyriding.com">www.therapyriding.com</a>	<a href="mailto:info@therapyriding.com">info@therapyriding.com</a>
<a href="http://72.34.58.216/~gwccc/">http://72.34.58.216/~gwccc/</a>	<a href="mailto:info@wellctr.org">info@wellctr.org</a>

<a href="http://www.wilkinsoncenter.org">www.wilkinsoncenter.org</a>	<a href="mailto:adrienne_bell@wilkinsoncenter.org">adrienne_bell@wilkinsoncenter.org</a>
<a href="http://www.yaftx.org">www.yaftx.org</a>	<a href="mailto:joewalker@yaftx.org">joewalker@yaftx.org</a>

**Appendix B:**  
**CSCE Comprehensive Program**  
**Activity Documentation**

### CSCE Comprehensive Program Activity Documentation

Program	Event	Date	Campus/Location	Head Count	Total Sign In	Very Satisfied	Satisfied	% Satisfied	%New Knowledge
Service Learning	Faculty Workshop	8/19/2009	CPC		5	0	0		
Service Learning	Faculty Workshop	8/20/2009	SCC		12	0	0		
Service Learning	Orientation	9/8/2009	SCC		5	0	0		
Auteur Film Series	Shadow Magic	9/9/2009	SCC		34	No Survey			
Service Learning	Orientation	9/9/2009	PRC		5	0	0		
Special	Good Deed Day	9/11/2009	SCC		30	44	5	96.08%	54.90%
Special	Good Deed Day	9/11/2009	PRC		39	0	0		
Special	Good Deed Day	9/11/2009	CPC		65	0	0		
Special	Constitution Day	9/17/2009	SCC		300	24	34	77.33%	58.67%
Special	Constitution Day	9/17/2009	PRC		85	0	0		
Special	Constitution Day	9/17/2009	CPC		76	0	0		
Passport to the World	Seven Continents	9/18/2009	SCC		65	41	3	86.27%	45.10%
Distinguished Speaker Series	Probiotics: Our Silent Partners	9/21/2009	SCC		207	73	34	97.27%	72.73%
Distinguished Speaker Series	Probiotics: Our Silent Partners	9/21/2009	CPC		101	No Survey			
Special	Emergency Preparedness	9/24/2009	SCC		44	13	13	89.66%	72.41%
Auteur Film Series	Don't Die Without Telling Me Where	9/28/2009	SCC		60	No Survey			
Service Learning	Community Partner Fair	9/29/2009	CPC		51	0	0		
Service Learning	Community Partner Fair	9/30/2009	PRC		61	0	0		
Book In Common	Poe Mortem	10/1/2009	SCC		164	27	30	89.06%	85.94%
Book In Common	Presentation/Book Signing	10/14/2009	SCC		597	56	40	94.12%	80.39%
Book In Common	Presentation/Book Signing	10/15/2009	PRC		288	29	8	94.87%	76.92%
Book In Common	Presentation/Book Signing	10/15/2009	CPC		79	22	10	100.00%	81.25%
Special	Governor Perry	10/15/2009	SCC		358	0	0		
Book In Common	Writer's Workshop	10/16/2009	SCC		95	25	14	97.50%	85.00%
Auteur Film Series	Son of Rambo	10/20/2009	SCC		78	11	11	95.65%	52.17%
Passport to the World	Hola Havana	10/21/2009	SCC		35	8	12	80.00%	64.00%
Special	Career for the Common Good	10/27/2009	SCC		87	0	0		
Passport to the World	Siberia	11/4/2009	SCC		49	15	6	95.45%	81.82%
Service Learning	Orientation	11/8/2009	SCC		5	0	0		
Service Learning	Orientation	11/9/2009	PRC		45	0	0		
Distinguished Speaker Series	How We Decide with Jonah Lehrer	11/10/2009	SCC		349	83	35	94.40%	84.00%
Distinguished Speaker Series	How We Decide with Jonah Lehrer	11/11/2009	PRC		440	No Survey	0		
Auteur Film Series	Sullivan's Travels	11/12/2009	Angelica		150	No Survey			
Service Learning	Reflection Reception	12/1/2009	SCC		42	0	0		
Service Learning	Reflection Reception	12/2/2009	PRC		120	0	0		
Service Learning	Reflection Reception	12/3/2009	CPC		20	0	0		
Service Learning	Faculty Workshop	1/11/2010	SCC		9	0	0		
Service Learning	Orientation	1/26/2010	SCC	NO SIGN IN		0	0		
Service Learning	Orientation	1/27/2010	PRC	NO SIGN IN		0	0		
Service Learning	Orientation	1/28/2010	CPC	NO SIGN IN		0	0		
Auteur Film Series	A Century of Black Cinema	2/1/2010	SCC		56	11	11	91.67%	87.50%
Service Learning	Face of Homelessness	2/10/2010	SCC		287	55	55	95.65%	73.91%
Passport to the World	Culture as Text	2/19/2010	SCC		16	12	3	93.75%	87.50%
Voter Registration	Rock The Vote	2/22/2010	CPC		76	0	0		
Voter Registration	Rock The Vote	2/23/2010	PRC		58	0	0		
Voter Registration	Rock The Vote	2/24/2010	SCC		107	0	0		
Book In Common	Death and Dying	3/4/2010	SCC		130	17	30	78.33%	66.67%
Service Learning	Faculty Workshop	3/5/2010	SCC	NO SIGN IN		0	0		
Passport to the World	Where East Meets West	3/10/2010	SCC		47	21	10	96.88%	68.75%
Voter Registration	sign up	3/11/2010	SCC	NO SIGN IN		0	0		
Voter Registration	sign up	3/11/2010	PRC	NO SIGN IN		0	0		
Voter Registration	sign up	3/11/2010	CPC	NO SIGN IN		0	0		
Auteur Film Series	Purple Rose of Cairo	3/23/2010	SCC		76	No Survey			
Distinguished Speaker Series	String Theory with Wolt	3/24/2010	SCC		165	13	43	60.87%	60.87%

### CSCE Comprehensive Program Activity Documentation

Distinguished Speaker Series	String Theory with Voit - Class Tech	3/25/2010	PRC		6	2	2	100.00%	100.00%
Auteur Film Series	Last Picture Show	4/1/2010	Angelika		42	No Survey			
Voter Registration	Rock The Vote	4/5/2010	SCC		114	0	0		
Special	Trustees Candidate Forum	4/6/2010	SCC		58	0	0		
Voter Registration	Rock The Vote	4/6/2010	PRC		49	0	0		
Voter Registration	Rock The Vote	4/7/2010	CPC		98	0	0		
Passport to the World	Tango or Waltz	4/9/2010	SCC		17	10	2	100.00%	83.33%
Book In Common	Last Day of the Raven - 7pm	4/12/2010	SCC		57	No Survey			
Book In Common	Last Days of the Raven - 11am	4/13/2010	SCC		32	16	11	122.73%	77.27%
Book In Common	Last Days of the Raven - 5pm	4/13/2010	PRC		93	12	10	50.00%	79.55%
Book In Common	Last Day of the Raven - 1pm	4/13/2010	SCC		55	11	27	126.67%	80.00%
Distinguished Speaker Series	Film-making/Animation - Roundtables	4/14/2010	SCC		54	11	6	94.44%	77.78%
Distinguished Speaker Series	Film-making/Animation - Bringing Ideas to	4/14/2010	SCC		81	33	5	95.00%	77.50%
Service Learning	Faculty Workshop	4/19/2010	CPC	NO SIGN IN		0	0		
Service Learning	Volunteer Fair	4/19/2010	CPC	NO SIGN IN		0	0		
Service Learning	Faculty Workshop	4/20/2010	PRC	NO SIGN IN		0	0		
Service Learning	Volunteer Fair	4/20/2010	PRC	NO SIGN IN		0	0		
Auteur Film Series	SHORTS!	4/21/2010	SCC		46	No Survey			
Service Learning	Faculty Workshop	4/21/2010	SCC	NO SIGN IN		0	0		
Service Learning	Volunteer Fair	4/21/2010	SCC	NO SIGN IN		0	0		
Distinguished Speaker Series	EPA with James Brown	4/22/2010	SCC		40	14	12	96.30%	77.78%
Distinguished Speaker Series	EPA with James Brown	4/22/2010	PRC		12	4	6	100.00%	70.00%
Distinguished Speaker Series	EPA with James Brown	4/22/2010	CPC		52	18	18	92.31%	74.36%
Service Learning	Orientation	4/26/2010	CPC	Dental	28	0	0		
Service Learning	Showcase Reception	5/3/2010	CPC		52	0	0		
Service Learning	Showcase Reception	5/4/2010	PRC		107	0	0		
Service Learning	Showcase Reception	5/5/2010	SCC		60	0	0		
Student Leadership Academy	Spring Graduation Breakfast	5/7/2010	PRC	NO SIGN IN		0	0		
Student Leadership	SLA Lunch	8/27/2010	SCC		159				
Auteur Film Series	V For Vendetta	9/7/2010	SCC	100	92	1	0	25.00%	25.00%
Service Learning	Volunteer Fair	9/14/2010	CPC	53	47				
Service Learning	Volunteer Fair	9/15/2010	PRC	55	49				
Service Learning	Volunteer Fair	9/16/2010	SCC	191	174				
Constitution Day	Constitution Day	9/17/2010	SCC		312				
Constitution Day	Constitution Day	9/17/2010	PRC		116	43	18	93.85%	36.92%
Constitution Day	Constitution Day	9/17/2010	CPC	250	225	37	18	94.83%	43.10%
Passport to the World	Hungary & Cent Europe	9/24/2010	SCC	90	76	10	24	117.24%	55.17%
Rock The Vote	Rock The Vote	9/28/2010	SCC	300	273				
Distinguished Speaker Series	Space Discovery	9/29/2010	SCC	450	325	46	20	90.41%	89.04%
Rock The Vote	Rock The Vote	9/29/2010	PRC	110	100				
Auteur Film Series	The Secret In Their Eyes	9/30/2010	Angelika	100	87	29	3	100.00%	28.12%
Rock The Vote	Rock The Vote	9/30/2010	CPC	120	113				
Service Learning	Faculty Workshop	10/12/2010	PRC		5				
Debate Watch	Candidate Forum	10/13/2010	SCC	138	87	6	1	87.50%	25.00%
Passport to the World	A Music Lovers Guide to Europe	10/13/2010	SCC	38	29		16	175.00%	44.00%
Book In Common	Writer's Workshop	10/20/2010	SCC	207	189	75	34	93.97%	79.31%
Book In Common	Author Presentation	10/20/2010	SCC	500	466	37	16	96.36%	69.09%
Book In Common	Author Presentation	10/21/2010	CPC	154	140	30	16	92.00%	84.00%
Book In Common	Author Presentation	10/21/2010	PRC	314	342	41	42	92.22%	76.66%
Auteur Film Series	M	10/27/2010	SCC	80	74	13	10	95.83%	66.66%
Special	Veteran's Day Celebration	11/11/2010	SCC	175 @ Pole	404 notes	0	0		
Special	Veteran's Day Celebration	11/11/2010	CPC	60 @ Pole	209 notes	0	0		
Special	Veteran's Day Celebration	11/11/2010	PRC	150 @ Pole	88 notes	0	0		
Passport to the World	Moscow/St.Petersburg	11/12/2010	SCC	80	64	15	10	92.59%	51.85%
Auteur Film Series	In The Name of The Father	11/13/2010	SCC	30	26	5	1	100.00%	66.67%
Distinguished Speaker Series	Daniel Seddiqui	11/16/2010	SCC	130	118	37	13	100.00%	78.00%
Special	Career for the Common Good	11/17/2010	SCC	20	14	6	4	100.00%	90.00%



### CSCE Comprehensive Program Activity Documentation

Service Learning	Reflection Reception	11/18/2010	CPC			18				
Service Learning	Reflection Reception	11/29/2010	PRC			53				
Service Learning	Reflection Reception	11/30/2010	SCC			29				
Student Leadership Academy	Graduation Reception	12/1/2010	SCC			23				
Student Leadership Academy	Graduation Reception	12/3/2010	PRC			16				
Student Leadership Academy	Graduation Reception	12/3/2010	CPC			7				
MLK Day	MLK Student Presentation	1/1/2011								
Service Learning	Faculty Workshop	1/12/2011	CPC			11				
Service Learning	Faculty Workshop	1/13/2011	PRC			6				
Service Learning	Faculty Breakfast	1/14/2011	SCC			22				
Student Leadership Academy	First Class Breakfast	1/21/2011	PRC			18				
CSCE Special Events	The Face of Homelessness	1/25/2011	SCC	200		167	31	26	98.28%	96.55%
Service Learning	Volunteer Fair	1/25/2011	SCC			38				
Service Learning	Volunteer Fair	1/26/2011	PRC			22				
Service Learning	Volunteer Fair	1/27/2011	CPC			17				
Auteur Film Series	4 Little Girls	2/10/2011	Angelika	70		64	16	10	92.86%	89.29%
Passport to the World	Germany Land of Laptops and Lederhosen	2/16/2011	SCC	43		38	9	7	76.19%	66.67%
Service Learning	Faculty Workshop	2/16/2011	CPC			6				
Distinguished Speaker Series	Emily Pilloton	2/17/2011	SCC			112	45	15	93.75%	73.44%
Auteur Film Series	Adam's Rib	3/3/2011	SCC	30		27	5	4	90.00%	60.00%
Passport to the World	South Pacific	3/4/2011	SCC	25		25	10	1	100.00%	72.73%
Special Event	Poverty Simulation	3/8/2011	SCC			81	36	26	92.54%	76.12%
Special Event	Alternative Spring Break	3/14/2011	ALL-Heard			24				
Special Event	Alternative Spring Break	3/15/2011	ALL-Heard			22				
Special Event	Alternative Spring Break	3/15/2011	ALL- Mane Gait			16				
Special Event	Alternative Spring Break	3/16/2011	ALL- Mane Gait			15				
Passport to the World	Ukraine	3/24/2011	SCC	35		31	14	6	100.00%	90.00%
Auteur Film Series	MILK	3/29/2011	SCC			74	16	11	84.38%	68.75%
Rock The Vote	Rock The Vote	3/29/2011	PRC			61				
Rock The Vote	Rock The Vote	3/30/2011	CPC			119				
Rock The Vote	Rock The Vote	3/31/2011	SCC			258				
Passport to the World	Spain	4/13/2011	SCC	73		61	16	14	96.77%	83.87%
Emerging Scholars	Emerging Scholars Recep	4/14/2011	SCC			230				
Auteur Film Series	12 Angry Men	4/20/2011	SCC	137		121	6	15	80.77%	57.69%
Service Learning	Reflection Reception	5/2/2011	SCC	75		57				
Service Learning	Reflection Reception	5/3/2011	PRC	55		31				
Service Learning	Reflection Reception	5/4/2011	CPC	16		14				
Student Leadership Academy	Graduation Reception	5/6/2011	PRC							
Service Learning	Faculty Workshop	8/18/2011	CPC	47		47				
Student Leadership	SLA Lunch	8/26/2011	SCC	219		219				
Passport to the World	Stadt Wien-Weasenforth	9/9/2011	SCC			37	14	8	100.00%	63.64%
Voter Registration	Rock The Vote	9/13/2011	PRC			173				
Auteur Film Series	The Truman Show	9/14/2011	Angelika	179		179	14	6	86.96%	39.13%
Voter Registration	Rock The Vote	9/14/2011	SCC			363				
Voter Registration	Rock The Vote	9/15/2011	CPC			197				
Constitution Day	Constitution Day	9/16/2011	PRC	186		169				
Constitution Day	Constitution Day	9/16/2011	SCC	325		298				
Constitution Day	Constitution Day	9/16/2011	CPC	217		198				
Service Learning	Volunteer Fair	9/27/2011	CPC			92				
Service Learning	Volunteer Fair	9/28/2011	PRC			108				
Distinguished Speaker Series	Gregory Markus	9/29/2011	SCC	123		110	31	28	86.76%	79.41%
Service Learning	Volunteer Fair	9/29/2011	SCC			293				
Auteur Film Series	Women on the Verge	10/3/2011	SCC	63		58	11	8	86.36%	68.18%
Emergency Prep	Personal Disaster Prep	10/6/2011	CPC	68		68	30	14	93.62%	76.60%
Passport to the World	LeCinque Terre Italy-Pisani	10/12/2011	SCC	50		39	22	7	96.67%	86.67%
Auteur Film Series	Quiz Show	10/27/2011	PRC	54		51	15	11	96.30%	70.37%
Distinguished Speaker Series	Dr. David Baker	11/1/2011	SCC	200		170	51	27	100.00%	78.20%

### CSCE Comprehensive Program Activity Documentation

Special Event	Veteran's Day-Restrepo	11/7/2011	PRC	91	73	1		100.00%	100.00%
Special Event	Veteran's Day-Restrepo	11/8/2011	CPC	40	34	8	15	76.67%	73.33%
Passport to the World	Oxford - Scott Rasnic	11/9/2011	SCC	50	42	18	6	100.00%	75.00%
Special Event	Veteran's Day-Taking Chance	11/9/2011	SCC	30	22				
Auteur Film Series	Network	11/13/2011	SCC	50	47		3	100.00%	33.33%
Special Event	Poverty Simulation	11/15/2011	CPC	68	64	25	16	100.00%	95.00%
Service Learning	Reflection Reception	11/29/2011	SCC	104	99				
Service Learning	Reflection Reception	11/30/2011	PRC	50	48				
Service Learning	Reflection Reception	12/1/2011	CPC	41	39				
SLA	SLA Graduation	12/2/2011	PRC	44	42				
SLA	SLA Graduation	12/6/2011	CPC						
SLA	SLA Graduation	12/7/2011	SCC						
MLK Day	MLK Student Presentation	1/1/2012		16					
Service Learning	Faculty Camp	1/12/2012	SCC	23					
SLA	Faculty Camp	1/12/2012	SCC						
Special Event	MLK Day of Service	1/14/2012	SCC						
Special Event	MLK President's Breakfast	1/14/2012	SCC	530	428				
Special Event	The Face of Homelessness	1/23/2012	SCC	263	169	52	13	100.00%	83.07%
Passport to the World	Black Sea: Cultural Crossroad	1/25/2012	SCC	35	31	10		100.00%	80.00%
Voter Registration	Rock The Vote	1/31/2012	PRC		159				
Voter Registration	Rock The Vote	2/1/2012	CPC		164				
Voter Registration	Rock The Vote	2/2/2012	SCC		347				
Auteur Film Series	Pleasantville	2/7/2012	SCC	90	84	25	24	98.00%	64.00%
Service Learning	Volunteer Fair	2/7/2012	CPC		87				
Service Learning	Volunteer Fair	2/8/2012	PRC		66				
Distinguished Speaker Series	Dr. Robert Xavier Rodriguez	2/9/2012	SCC	120	108	17	22	97.50%	55.00%
Service Learning	Volunteer Fair	2/9/2012	SCC		175				
Distinguished Speaker Series	Dr. Caroline Tolbert	2/15/2012	CPC	175	161	26	49	77.32%	90.72%
Passport to the World	Paris w/ Dr. Harris	2/22/2012	SCC	35	26	13	11	92.31%	80.77%
Auteur Film Series	Color Adjustment	2/27/2012	CPC	85	79	11	22	86.84%	81.58%
Distinguished Speaker Series	Dr. Bruce Perry	3/1/2012	PRC	330	249	83	27	98.21%	81.25%
Book In Common	PTSD: Symptoms, Treatment, History	3/8/2012	SCC	40	36	12	9	91.30%	95.65%
Alt. Spring Break	Alt. Spring Break	3/12/2012	Heard/ManeGait/Habita	30avg		No Survey			
Auteur Film Series	Being There	3/21/2012	SCC	75	71	21	10	96.88%	78.12%
Passport to the World	Kenya w/ Daryl Rupp	3/22/2012	SCC	13	13	6		100.00%	66.66%
Special Event	Poverty Simulation	3/29/2012	PRC	29	29	16	13	100.00%	96.55%
Book In Common	Writer's Workshop-10am	4/3/2012	PRC	65	59	17	16	91.67%	63.89%
Book In Common	Writer's Workshop-11:30am	4/3/2012	PRC	102	86	23	19	95.45%	86.36%
Book In Common	Writer's Workshop-10am	4/4/2012	SCC	30	20	9	4	92.86%	78.57%
Book In Common	Writer's Workshop-11am	4/4/2012	SCC	75	65	28	10	97.44%	69.23%
Book In Common	Presentation/Book Signing	4/4/2012	SCC	280	248	70	30	93.46%	71.03%
Book In Common	Presentation/Book Signing	4/5/2012	CPC	125	112	29	12	107.89%	76.19%
Distinguished Speaker Series	Creativity in Teaching & Learning	4/10/2012	PRC	30	26	11	3	100.00%	92.86%
Passport to the World	Concord, Mass w/ Dallie Clark	4/11/2012	SCC	35	31	15	4	100.00%	63.16%
Emerging Scholars	Emerging Scholars Recep	4/12/2012	SCC		325				
Emergency Prep	Personal Disaster Prep	4/17/2012	PRC	23	23	14	4	100.00%	94.44%
Auteur Film Series	Good Night & Good Luck	4/19/2012	Angelika	0	125	19	18	88.10%	69.05%
Service Learning	Reflection Reception	4/30/2012	PRC	30	26				
Service Learning	Reflection Reception	5/1/2012	SCC	75	57				
Service Learning	Reflection Reception	5/3/2012	CPC	50	37				
SLA	Spring Graduation Breakfast	5/4/2012	PRC	30	23				
Leadership	Student Summer Leadership Camp	8/17/2012	Collin County		50				
Service Learning	Faculty Synergy Camp	8/22/2012	Collin County		29				
Service Learning	Volunteer Fair	9/11/2012	PRC		135				
Service Learning	Volunteer Fair	9/12/2012	CPC		110				
Auteur Film Series	The King's Speech	9/13/2012	Angelika	215	213	44	12	98.25%	80.70%
Service Learning	Volunteer Fair	9/13/2012	SCC		219				

### CSCE Comprehensive Program Activity Documentation

Constitution Day	Constitution Day 2012	9/17/2012	All Campuses		673					
Rock The Vote	Rock The Vote F12	9/18/2012	CPC		239					
Rock The Vote	Rock The Vote F12	9/19/2012	SCC		376					
Rock The Vote	Rock The Vote F12	9/20/2012	PRC		176					
Special Event	Personal Disaster Prep	9/20/2012	PRC		31	10	11	100.00%	85.71%	
Auteur Film Series	Bonnie & Clyde	10/1/2012	SCC	112	108	21	16	94.87%	71.79%	
Debate Watch	Debate Watch 1	10/3/2012	SCC	435	305					
Debate Watch	Debate Watch 1	10/3/2012	PRC	220	186					
Debate Watch	Debate Watch 1	10/3/2012	CPC	235	200					
Debate Watch	VP Debate Watch	10/11/2012	SCC	240	128					
Debate Watch	VP Debate Watch	10/11/2012	PRC	135	219					
Debate Watch	VP Debate Watch	10/11/2012	CPC	115	105					
Debate Watch	Debate Watch 2	10/16/2012	SCC	329	299					
Debate Watch	Debate Watch 2	10/16/2012	PRC	208	189					
Debate Watch	Debate Watch 2	10/16/2012	CPC	208	189					
Debate Watch	Debate Watch 3	10/22/2012	SCC	262	238					
Debate Watch	Debate Watch 3	10/22/2012	PRC	203	185					
Debate Watch	Debate Watch 3	10/22/2012	CPC	132	118					
Auteur Film Series	To Kill A Mockingbird	10/24/2012	SCC	72	66	21	8	100.00%	62.07%	
Distinguished Speaker Series	Dr. Cal Jillian: The Election Process	10/29/2012	SCC	120	112	11	22	86.84%	86.84%	
Service Learning	SL Faculty Workshop	11/2/2012	PRC	11	11					
Distinguished Speaker Series	The Innocence Project	11/8/2012	SCC	312	282	109	20	96.27%	73.13%	
Special Event	Poverty Simulation	11/13/2012	SCC	107	98	38	38	92.68%	90.24%	
Auteur Film Series	Citizen Kane	11/14/2012	CPC	114	106	13	13	83.87%	77.42%	
Passport to the World	Argentina/Chile: Prof Cohick	11/14/2012	SCC	28	22	12	2	100.00%	92.86%	
Book In Common	Perception & Stigma: Living w/ Dyslexia	11/27/2012	SCC	112	106	8	19	#DIV/0!	#DIV/0!	
Book In Common	The Eyes Have It: The Challenges of	11/29/2012	SCC	55	52	27	9	97.30%	86.49%	
Service Learning	Reflection Reception	12/3/2012	SCC	44	40			#DIV/0!	#DIV/0!	
Service Learning	Reflection Reception	12/4/2012	PRC	58	52			#DIV/0!	#DIV/0!	
SLA	Fall 12 Class Graduation	12/5/2012	SCC	21	21			#DIV/0!	#DIV/0!	
Service Learning	Reflection Reception	12/6/2012	CPC	12	11			#DIV/0!	#DIV/0!	
MLK Day	MLK Student Presentation	1/1/2013		23						
Service Learning	SL Faculty Camp	1/16/2013	SCC	13	13			#DIV/0!		
MLK Day	Power Breakfast	1/19/2013	SCC	500+	310			#DIV/0!		
Special Event	The Face of Homelessness	1/29/2013	SCC	112	102	28	20	94.12%	96.08%	
Service Learning	Volunteer Fair	2/5/2013	SCC	266				#DIV/0!		
Service Learning	Volunteer Fair	2/6/2013	CPC	179				#DIV/0!		
Auteur Film Series	The Great Debaters	2/7/2013	Angelika	155	141	33	15	96.00%	86.00%	
Service Learning	Volunteer Fair	2/7/2013	PRC	90				#DIV/0!		
Rock The Vote	RTV-CPC S13	2/11/2013	CPC	166	166			#DIV/0!		
Rock The Vote	RTV-PRC S13	2/12/2013	PRC	127	115			#DIV/0!		
Passport to the World	Passport to Israel	2/13/2013	PRC	61	57	17	18	97.22%	86.11%	
Rock The Vote	RTV-SCC S13	2/13/2013	SCC	351	319			#DIV/0!		
Special Event	Multicultural Comm. Tables	2/18/2013	SCC	83	75	36	11	81.03%	67.24%	
Service Learning	SL Faculty Workshop	2/20/2013	CPC	9				#DIV/0!		
Service Learning	SL Faculty Workshop	2/22/2013	PRC	8				#DIV/0!		
Auteur Film Series	Paper Moon	2/27/2013	SCC	63	57	12	13	89.29%	57.14%	
Service Learning	SL Faculty Workshop	2/27/2013	SCC	7						
Book In Common	My Dyslexia-Author Present	3/5/2013	PRC	254	231	61	28	91.75%	86.60%	
Book In Common	My Dyslexia-Author Present	3/6/2013	SCC	316	287	40	20	90.91%	80.30%	
Book In Common	My Dyslexia-Writer's Wksp	3/6/2013	SCC	134	122	38	40	88.64%	87.50%	
Service Learning	SL Faculty Workshop	3/6/2013	CPC	9	9					
Book In Common	My Dyslexia-Author Present	3/7/2013	CPC	157	143	36	13	98.00%	76.00%	
Alt. Spring Break	ManeGait Monday	3/11/2013	ManeGait	23	22	No Survey			#DIV/0!	
Alt. Spring Break	ManeGait Tuesday	3/12/2013	ManeGait	11	10	No Survey			#DIV/0!	
Alt. Spring Break	Chestnut Square	3/12/2013	Chestnut Sq	14	13	No Survey			#DIV/0!	
Passport to the World	Amsterdam: Beyond the Lights & Smoke	3/20/2013	SCC	25	24	14	4	100.00%	94.44%	

### CSCE Comprehensive Program Activity Documentation

Service Learning	SL Faculty Workshop	3/21/2013	PRC	8	8			#DIV/0!	#DIV/0!
Service Learning	SL Faculty Workshop	3/27/2013	SCC	5	5			#DIV/0!	#DIV/0!
Auteur Film Series	Cabaret	3/28/2013	PRC	80	73	14	16	83.33%	66.67%
Distinguished Speaker Series	Classic Rhetoric	4/9/2013	PRC	385	375	23	14	97.37%	84.21%
Passport to the World	Adventures in the Russian Far East	4/10/2013	SCC	36	33	18	8	100.00%	100.00%
Auteur Film Series	The Untouchables	4/22/2013	SCC	125	114	19	18	0.88095238	57.14%
Service Learning	SL Faculty Workshop	4/23/2013	PRC	7	7				#DIV/0!
Service Learning	Reception	5/2/2013	CPC	119	108				#DIV/0!
Service Learning	Reception	5/2/2013	SCC	116	105				#DIV/0!
Service Learning	Reception	5/7/2013	PRC	42	38				#DIV/0!
Student Leadership Academy	Graduation Breakfast-CPC	5/9/2013	CPC	20	19				#DIV/0!
Student Leadership Academy	Graduation Breakfast-PRC	5/10/2013	PRC	25	21				#DIV/0!
Service Learning	Faculty Camp	8/22/2013	SCC	36	36	9	3	100.00%	100.00%
Service Learning	Student Summer Leadership Camp	8/23/2013	SCC	89	89	48	21	97.18%	94.37%
Service Learning	Volunteer Fair	9/10/2013	PRC		147				
Service Learning	Volunteer Fair	9/11/2013	SCC		392				
Service Learning	Volunteer Fair	9/12/2013	CPC		217				
Constitution Day	Constitution Day 2013	9/17/2013	All Campuses	960	0	No Survey			
Service Learning	Faculty Workshop	9/17/2013	CPC	6	6				
Service Learning	Faculty Workshop	9/18/2013	SCC	8	8				
Service Learning	Faculty Workshop	9/20/2013	CPC	3	3				
Service Learning	Faculty Workshop	9/20/2013	CPC	6	6				
Special Event	Emergency Prep Fair	9/24/2013	PRC		45				
Special Event	Emergency Prep Fair	9/25/2013	SCC		469				
Auteur Film Series	Edward Scissorhands	9/26/2013	SCC	169	156	38	40	97.50%	66.25%
Service Learning	Faculty Workshop	9/26/2013	PRC	8	8				
Special Event	Emergency Prep Fair	9/26/2013	CPC		175				
Rock The Vote	Voter Registration	10/1/2013	PRC	132	120				
Rock The Vote	Voter Registration	10/2/2013	SCC	300	271				
Rock The Vote	Voter Registration	10/3/2013	CPC	187	170				
Distinguished Speaker Series	Taylor's Gift w/ the Storchs	10/10/2013	SCC	190	173	58	16	98.67%	85.33%
Auteur Film Series	City of Lost Children	10/16/2013	CPC	63	58	11	7	75.00%	83.33%
Service Learning	Faculty Workshop	10/16/2013	SCC	4	4				
Service Learning	Faculty Workshop	10/23/2013	PRC	5	5				
Service Learning	Faculty Workshop	10/30/2013	CPC	5	5				
Book In Common	Nuclear Landscapes	11/4/2013	SCC	80	72	8	6	100.00%	64.29%
Special Event	Veteran's Day Celebration	11/11/2013	CPC		0			#DIV/0!	#DIV/0!
Special Event	Veteran's Day Celebration	11/11/2013	PRC		0			#DIV/0!	#DIV/0!
Special Event	Veteran's Day Celebration	11/11/2013	SCC		0			#DIV/0!	#DIV/0!
Special Event	Poverty Simulation	11/12/2013	PRC	57	46	22	19	100.00%	85.37%
Distinguished Speaker Series	Chris&Zach:Living on \$1 a Day	11/13/2013	PRC	262	238	77	18	97.94%	82.47%
Service Learning	Faculty Workshop	11/13/2013	SCC	5	5				
Phi Theta Kappa	PTK Induction: Fall 2013	11/17/2013	SCC	250	236				
Auteur Film Series	Life of Pi	11/18/2013	Angelika	160	156	50	14	95.52%	71.64%
Service Learning	Faculty Workshop	11/19/2013	PRC	5	5				
Service Learning	Reflection Reception	12/3/2013	PRC	60	56				
Service Learning	Reflection Reception	12/4/2013	SCC	176	154				
Service Learning	Reflection Reception	12/5/2013	CPC	42	29				
MLK Day	MLK Student Presentation	1/1/2014							
Service Learning	Faculty Retreat	1/15/2014	SCC	30?					
MLK Day	Power Breakfast	1/18/2014	SCC	500+				#DIV/0!	
Special Event	Face of Homelessness	1/27/2014	SCC	230	161	58	33	98.91%	83.70%
Service Learning	Volunteer Fair	2/4/2014	PRC					#DIV/0!	#DIV/0!
Passport to the World	Le Chartres Cathedral: L. Sears	2/5/2014	SCC					#DIV/0!	#DIV/0!
Service Learning	Volunteer Fair	2/5/2014	SCC					#DIV/0!	#DIV/0!
Service Learning	Volunteer Fair	2/6/2014	CPC					#DIV/0!	#DIV/0!
Auteur Film Series	Beasts of the Southern Wild	2/13/2014	PRC			No Survey			#DIV/0!

## CSCE Comprehensive Program Activity Documentation

[illegible]

**Appendix C:**  
**CSCE Scope of Programming**  
**Program Logistics Responsibilities**

[illegible]













**Appendix D:**  
**CSCE Comparative Study #1**  
**Staffing**

# Center for Scholarly and Civic Engagement

## Comparative Study #1: Staffing

Peer Institutions	Location	State	#Enroll	Awards	Center Name	Lead Admin	# FT Staff
Texas Christian University	Ft. Worth	Texas	9425	PHR	Center for Community Involvement and Service Learning	Director	6
Texas Women's University	Denton	Texas	12,416		Center for Civic Engagement	Coord	8
Texas Tech University	Lubbock	Texas	32,611	PHR	Center for Active Learning and Undergraduate Engagement	Director	5
University of North Texas	Denton	Texas	36,890		Partnerships for Strong Communities	Director	6
Austin Community College	Austin	Texas	43,315		Center for Service Learning and Student Life	Director	27
Tarrant County Community College – Multi Campus	Tarrant County	Texas	46,750		Service Learning Program	Four FT Directors	20
University of Texas at Austin	Austin	Texas	50,000		Longhorn Center for Civic Engagement	Asst Vice President	8
<b>Collin College – Multi Campus</b>	<b>Collin County</b>	<b>Texas</b>	<b>54,000</b>	<b>Carnegie PHR</b>	<b>CSCE</b>	<b>Director</b>	<b>2</b>
Houston Community College System	Houston	Texas	57,364		Service Learning Program	3 FT Directors	Multiple Staff
Lone Star College	Woodlands	Texas	77,877		Center for Civic Engagement	Director	6
Dallas County Community College District –Multi Campus	Dallas County	Texas	83,000	PHR	Service Learning	District Director	9 FT Coords

**Appendix E:**  
**CSCE Comparative Study #2**  
**Scope of Programming**

Center for Scholarly and Civic Engagement Program Evaluation Jan 2014  
Comparative Study #2:  
Scope of Programming

College or University	# Enrolled	Carnegie Recipient	Presidents Honor Roll	# Staff	Service Learning	Leader Program	Volunteer / Alt Breaks	Mentor Program	Civic Engage / Voting	Global / Diversity	Intern Program	Film Series	Book in Common	Speaker Series	Comm College Day	Co Curr Trans Script	Logistical Support Phi Theta Kappa
<a href="#">Blinn College</a>	15,645	Carnegie Award		2	YES												
<a href="#">Collin College (Collin County Community College District)</a>	54,000	Carnegie Award	PHR	2	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
<a href="#">Sam Houston State University</a>	18,478	Carnegie Award		4	YES				YES								
<a href="#">St. Mary's University</a>	4,100	Carnegie Award		10	YES	YES	YES	YES	YES		YES						
<a href="#">University of Texas - Arlington</a>	33,439	Carnegie Award	PHR	2	YES												
<a href="#">University of Texas - Brownsville</a>	13,836	Carnegie Award		3	YES		YES		YES		YES						
<a href="#">University of Texas - El Paso</a>	18,542	Carnegie Award	PHR	2	YES	YES	YES	YES	YES		YES					YES	
<a href="#">Dallas Baptist University</a>	5,622		PHR	1	YES		YES	YES	YES		YES						
<a href="#">Dallas County Community College District</a>	83,000		PHR	9	YES	YES	YES	YES	YES								
<a href="#">Kilgore College</a>	24,169		PHR	2	YES	YES	YES	YES	YES								
<a href="#">Southwestern University</a>	1,310		PHR	2	YES	YES	YES	YES	YES		YES						
<a href="#">Stephen F. Austin</a>	12,999		PHR	14	YES	YES	YES	YES	YES		YES						
<a href="#">Texas A&amp;M</a>	53,817		PHR	5	YES	YES		YES		YES							
<a href="#">Texas Christians University</a>	9,425		PHR	6	YES		YES	YES	YES								
<a href="#">Texas Tech University</a>	32,611		PHR	5	YES			YES			YES						



[illegible]

College or University	# Enrolled	Carnegie Recipient	Presidents Honor Roll	# Staff	Service Learning	Leader Program	Volunteer / Alt Breaks	Mentor Program	Civic Engage / Voting	Global / Diversity	Intern Program	Film Series	Book in Common	Speaker Series	Comm College Day	Co Curr Trans Script	Logistical Support Phi Theta Kappa
<a href="#">Defiance College</a>	1,100		PHR	15	YES	YES	YES	YES									
<a href="#">Empire State College</a>	18,656		PHR	2	YES	YES	YES	YES									
<a href="#">Georgia Perimeter College</a>	26,996		PHR	5	YES	YES	YES	YES									
<a href="#">Gettysburg College</a>	2,600		PHR	5	YES	YES	YES	YES		YES	YES						
<a href="#">John Carroll University</a>	3,700		PHR	9	YES		YES	YES	YES								
<a href="#">Kalamazoo College</a>	1,450		PHR	3	YES	YES	YES	YES			YES						
<a href="#">La Sierra University</a>	1,500		PHR	3	YES		YES										
<a href="#">Mississippi State University</a>	20,365		PHR	3	YES	YES	YES	YES									
<a href="#">Nazareth College</a>	2,911		PHR	11	YES	YES	YES	YES	YES	YES	YES						
<a href="#">Purdue University</a>	39,256			14	YES		YES			YES							
<a href="#">Southern Arkansas University</a>	3,400		PHR	2			YES										
<a href="#">Spelman College</a>	2,100		PHR	4	YES	YES	YES	YES									
<a href="#">Stanford University</a>	15,870			10	YES	YES	YES	YES		YES	YES						
<a href="#">Stetson University</a>	3,900		PHR	8	YES	YES	YES				YES						
<a href="#">University of Connecticut</a>	22,301		PHR	?	YES		YES										
<a href="#">University of Massachusetts Dartmouth</a>	9,225		PHR	5	YES	YES	YES	YES		YES	YES						
<a href="#">University of North Carolina - Chapel Hill</a>	3,960			8	YES		YES	YES			YES						

## **Appendix F:**

## **Institutional Data**

**Collin Educational Support/Programs  
Student Survey: Fall 2010  
Collin College  
January 12, 2011**

**Section I: Essential Services/Programs**

**Please indicate which of the following services/programs you are aware of? Please check all that apply.**

	Count	24	374	398
Please indicate which of the following services/programs - Advising	%	6.0%	94.0%	100.0%
Please indicate which of the following services/programs - Admissions and Records	Count	42	356	398
	%	10.6%	89.4%	100.0%
Please indicate which of the following services/programs - Bookstore	Count	26	372	398
	%	6.5%	93.5%	100.0%
Please indicate which of the following services/programs - Bursars Office/Tuition and Fee Payment	Count	97	301	398
	%	24.4%	75.6%	100.0%
Please indicate which of the following services/programs - Campus Communications (CougarWeb, Internet access etc.)	Count	62	336	398
	%	15.6%	84.4%	100.0%
Please indicate which of the following services/programs - Financial Aid Office	Count	92	306	398
	%	23.1%	76.9%	100.0%
Please indicate which of the following services/programs - Registration	Count	44	354	398
	%	11.1%	88.9%	100.0%
Please indicate which of the following services/programs - Student Life	Count	175	223	398
	%	44.0%	56.0%	100.0%
Please indicate which of the following services/programs - Testing Center(s)	Count	72	326	398
	%	18.1%	81.9%	100.0%

**Have you used the following services/programs? Please check all that apply.**

	Count	56	339	395
Have you used the following services/programs? - Advising	%	14.2%	85.8%	100.0%
Have you used the following services/programs? - Admissions and Records	Count	68	327	395
	%	17.2%	82.8%	100.0%
Have you used the following services/programs? - Bookstore	Count	56	339	395
	%	14.2%	85.8%	100.0%
Have you used the following services/programs? - Bursars Office/Tuition and Fee Payment	Count	180	215	395
	%	45.6%	54.4%	100.0%
Have you used the following services/programs? - Campus Communications (CougarWeb, Internet access etc.)	Count	82	313	395
	%	20.8%	79.2%	100.0%
Have you used the following services/programs? - Financial Aid Office	Count	213	182	395
	%	53.9%	46.1%	100.0%
Have you used the following services/programs? - Registration	Count	79	316	395
	%	20.0%	80.0%	100.0%
Have you used the following services/programs? - Student Life	Count	302	93	395
	%	76.5%	23.5%	100.0%
Have you used the following services/programs? - Testing Center(s)	Count	137	258	395
	%	34.7%	65.3%	100.0%

### Section III: Educational Support Services/Programs

**Please indicate which of the following services/programs you are aware of?  
Check all that apply.**

Please indicate which of the following services/programs - Cooperative Work Experience	Count	325	58	383
	%	84.9%	15.1%	100.0%
Please indicate which of the following services/programs - Libraries	Count	21	362	383
	%	5.5%	94.5%	100.0%
Please indicate which of the following services/programs - Open Computer lab	Count	117	266	383
	%	30.5%	69.5%	100.0%
Please indicate which of the following services/programs - Math lab	Count	144	239	383
	%	37.6%	62.4%	100.0%
Please indicate which of the following services/programs - Mentor Program	Count	320	63	383
	%	83.6%	16.4%	100.0%
Please indicate which of the following services/programs - Online Student Support Center (OSSC)	Count	288	95	383
	%	75.2%	24.8%	100.0%
Please indicate which of the following services/programs - Science Den (lab)	Count	306	77	383
	%	79.9%	20.1%	100.0%
Please indicate which of the following services/programs - Service Learning	Count	331	52	383
	%	86.4%	13.6%	100.0%
Please indicate which of the following services/programs - Student Success Program (SSP)	Count	350	33	383
	%	91.4%	8.6%	100.0%
Please indicate which of the following services/programs - Tutoring Services	Count	210	173	383
	%	54.8%	45.2%	100.0%
Please indicate which of the following services/programs - Writing Center	Count	104	279	383
	%	27.2%	72.8%	100.0%



**Have you used the following services/programs?  
Check all that apply.**

	Count	338	16	354
Have you used the following services/programs? - Cooperative Work Experience	%	95.5%	4.5%	100.0%
	Count	39	315	354
Have you used the following services/programs? - Libraries	%	11.0%	89.0%	100.0%
	Count	151	203	354
Have you used the following services/programs? - Open Computer lab	%	42.7%	57.3%	100.0%
	Count	223	131	354
Have you used the following services/programs? - Math lab	%	63.0%	37.0%	100.0%
	Count	337	17	354
Have you used the following services/programs? - Mentor Program	%	95.2%	4.8%	100.0%
	Count	320	34	354
Have you used the following services/programs? - Online Student Support Center (OSSC)	%	90.4%	9.6%	100.0%
	Count	309	45	354
Have you used the following services/programs? - Science Den (lab)	%	87.3%	12.7%	100.0%
	Count	332	22	354
Have you used the following services/programs? - Service Learning	%	93.8%	6.2%	100.0%
	Count	343	11	354
Have you used the following services/programs? - Student Success Program (SSP)	%	96.9%	3.1%	100.0%
	Count	322	32	354
Have you used the following services/programs? - Tutoring Services	%	91.0%	9.0%	100.0%
	Count	214	140	354
Have you used the following services/programs? - Writing Center	%	60.5%	39.5%	100.0%

**Please use a five-point scale to tell us about your experience with the services/programs you said you have used.**

**The hours the service is available are very convenient.**

**1 = Very Inconvenient, 5 = Very convenient.**

	Count	1	2	3	4	5
The hours service is available are convenient -Cooperative Work Experience	%	6.7%	13.3%	20.0%	60.0%	100.0%
	Count	8	5	30	71	199
The hours service is available are convenient -Libraries	%	2.6%	1.6%	9.6%	22.7%	63.6%
	Count	7	3	21	43	126
The hours service is available are convenient -Open Computer lab	%	3.5%	1.5%	10.5%	21.5%	63.0%
	Count	4	2	19	32	71
The hours service is available are convenient -Math lab	%	3.1%	1.6%	14.8%	25.0%	55.5%
	Count			1	3	11
The hours service is available are convenient -Mentor Program	%			6.7%	20.0%	73.3%
The hours service is available are convenient -Online Student Support Center (OSSC)	Count	1		2	7	23
	%	3.0%		6.1%	21.2%	69.7%
	Count	1	1	7	7	27
The hours service is available are convenient -Science Den (lab)	%	2.3%	2.3%	16.3%	16.3%	62.8%
	Count			1	5	14
The hours service is available are convenient -Service Learning	%			5.0%	25.0%	70.0%
The hours service is available are convenient -Student Success Program (SSP)	Count	1			2	7
	%	10.0%			20.0%	70.0%
	Count		5	4	7	15
The hours service is available are convenient -Tutoring Services	%		16.1%	12.9%	22.6%	48.4%
	Count	5	3	15	35	78
The hours service is available are convenient -Writing Center	%	3.7%	2.2%	11.0%	25.7%	57.4%

#### Descriptive Statistics

	Count	Mean	Std. Deviation	Minimum	Maximum
The hours service is available are convenient -Cooperative Work Experience	15	2	5	4.33	.976
The hours service is available are convenient -Libraries	313	1	5	4.43	.918
The hours service is available are convenient -Open Computer lab	200	1	5	4.39	.981
The hours service is available are convenient -Math lab	128	1	5	4.28	.988
The hours service is available are convenient -Mentor Program	15	3	5	4.67	.617
The hours service is available are convenient -Online Student Support Center (OSSC)	33	1	5	4.55	.869
The hours service is available are convenient -Science Den (lab)	43	1	5	4.35	.997
The hours service is available are convenient -Service Learning	20	3	5	4.65	.587
The hours service is available are convenient -Student Success Program (SSP)	10	1	5	4.40	1.265
The hours service is available are convenient -Tutoring Services	31	2	5	4.03	1.140
The hours service is available are convenient -Writing Center	136	1	5	4.31	1.007
Valid N (listwise)	7				



**The service is available in a timely manner.**

**1= Strongly disagree, 5 = Strongly agree.**

The service was available in timely manner -Cooperative Work Experience	Count	1	2	4	8	15
	%	6.7%	13.3%	26.7%	53.3%	100.0%
The service was available in timely manner -Libraries	Count	5	4	20	70	313
	%	1.6%	1.3%	6.4%	22.4%	68.4%
The service was available in timely manner -Open Computer lab	Count	6	1	18	48	201
	%	3.0%	.5%	9.0%	23.9%	63.7%
The service was available in timely manner -Math lab	Count	3	4	12	36	74
	%	2.3%	3.1%	9.3%	27.9%	57.4%
The service was available in timely manner -Mentor Program	Count				6	10
	%				37.5%	62.5%
The service was available in timely manner -Online Student Support Center (OSSC)	Count	1	1	8	23	33
	%	3.0%		3.0%	24.2%	69.7%
The service was available in timely manner -Science Den (lab)	Count		1	5	9	30
	%		2.2%	11.1%	20.0%	66.7%
The service was available in timely manner -Service Learning	Count			1	6	15
	%			4.5%	27.3%	68.2%
The service was available in timely manner -Student Success Program (SSP)	Count				3	8
	%				27.3%	72.7%
The service was available in timely manner -Tutoring Services	Count	1	2	5	8	16
	%	3.1%	6.3%	15.6%	25.0%	50.0%
The service was available in timely manner -Writing Center	Count	7	3	18	31	79
	%	5.1%	2.2%	13.0%	22.5%	57.2%

#### Descriptive Statistics

The service was available in timely manner -Cooperative Work Experience	15	2	5	4.27	.961
The service was available in timely manner -Libraries	313	1	5	4.55	.804
The service was available in timely manner -Open Computer lab	201	1	5	4.45	.905
The service was available in timely manner -Math lab	129	1	5	4.35	.941
The service was available in timely manner -Mentor Program	16	4	5	4.63	.500
The service was available in timely manner -Online Student Support Center (OSSC)	33	1	5	4.58	.830
The service was available in timely manner -Science Den (lab)	45	2	5	4.51	.787
The service was available in timely manner -Service Learning	22	3	5	4.64	.581
The service was available in timely manner -Student Success Program (SSP)	11	4	5	4.73	.467
The service was available in timely manner -Tutoring Services	32	1	5	4.13	1.100
The service was available in timely manner -Writing Center	138	1	5	4.25	1.093
Valid N (listwise)	7				



**The staff was courteous.**

**1= Strongly disagree, 5 = Strongly agree.**

	Count			2	2	10	14
The staff was courteous -Cooperative Work Experience	%			14.3%	14.3%	71.4%	100.0%
	Count	8	5	19	54	226	312
The staff was courteous -Libraries	%	2.6%	1.6%	6.1%	17.3%	72.4%	100.0%
	Count	3	3	18	40	134	198
The staff was courteous -Open Computer lab	%	1.5%	1.5%	9.1%	20.2%	67.7%	100.0%
	Count	5	1	10	30	82	128
The staff was courteous -Math lab	%	3.9%	.8%	7.8%	23.4%	64.1%	100.0%
	Count			1	1	13	15
The staff was courteous -Mentor Program	%			6.7%	6.7%	86.7%	100.0%
	Count	1		2	3	25	31
The staff was courteous -Online Student Support Center (OSSC)	%	3.2%		6.5%	9.7%	80.6%	100.0%
	Count		1	6	5	32	44
The staff was courteous -Science Den (lab)	%		2.3%	13.6%	11.4%	72.7%	100.0%
	Count			1	4	16	21
The staff was courteous -Service Learning	%			4.8%	19.0%	76.2%	100.0%
	Count				1	9	10
The staff was courteous -Student Success Program (SSP)	%				10.0%	90.0%	100.0%
	Count	1		1	9	20	31
The staff was courteous -Tutoring Services	%	3.2%		3.2%	29.0%	64.5%	100.0%
	Count	5		8	21	102	136
The staff was courteous -Writing Center	%	3.7%		5.9%	15.4%	75.0%	100.0%

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The staff was courteous -Cooperative Work Experience	14	3	5	4.57	.756
The staff was courteous -Libraries	312	1	5	4.55	.880
The staff was courteous -Open Computer lab	198	1	5	4.51	.841
The staff was courteous -Math lab	128	1	5	4.43	.961
The staff was courteous -Mentor Program	15	3	5	4.80	.561
The staff was courteous -Online Student Support Center (OSSC)	31	1	5	4.65	.877
The staff was courteous -Science Den (lab)	44	2	5	4.55	.820
The staff was courteous -Service Learning	21	3	5	4.71	.561
The staff was courteous -Student Success Program (SSP)	10	4	5	4.90	.316
The staff was courteous -Tutoring Services	31	1	5	4.52	.851
The staff was courteous -Writing Center	136	1	5	4.58	.899
Valid N (listwise)	6				

# **The staff was Knowledgeable.**

**1= Strongly disagree, 5 = Strongly agree.**

		1	2	3	4	5	Total
The staff was knowledgeable -Cooperative Work Experience	Count			2	2	10	14
	%			14.3%	14.3%	71.4%	100.0%
The staff was knowledgeable -Libraries	Count	5	7	17	57	226	312
	%	1.6%	2.2%	5.4%	18.3%	72.4%	100.0%
The staff was knowledgeable -Open Computer lab	Count	4	5	21	37	133	200
	%	2.0%	2.5%	10.5%	18.5%	66.5%	100.0%
The staff was knowledgeable -Math lab	Count	3	3	11	24	87	128
	%	2.3%	2.3%	8.6%	18.8%	68.0%	100.0%
The staff was knowledgeable -Mentor Program	Count				3	12	15
	%				20.0%	80.0%	100.0%
The staff was knowledgeable -Online Student Support Center (OSSC)	Count	1		1	6	24	32
	%	3.1%		3.1%	18.8%	75.0%	100.0%
The staff was knowledgeable -Science Den (lab)	Count		1	3	7	33	44
	%		2.3%	6.8%	15.9%	75.0%	100.0%
The staff was knowledgeable -Service Learning	Count			2	3	16	21
	%			9.5%	14.3%	76.2%	100.0%
The staff was knowledgeable -Student Success Program (SSP)	Count				1	9	10
	%				10.0%	90.0%	100.0%
The staff was knowledgeable -Tutoring Services	Count	1	2		8	19	30
	%	3.3%	6.7%		26.7%	63.3%	100.0%
The staff was knowledgeable -Writing Center	Count	6	1	9	23	97	136
	%	4.4%	.7%	6.6%	16.9%	71.3%	100.0%

## **Descriptive Statistics**

	Frequency	Mean	Std. Deviation	Valid N (listwise)
The staff was knowledgeable -Cooperative Work Experience	14	3	.5	14
The staff was knowledgeable -Libraries	312	1	.5	312
The staff was knowledgeable -Open Computer lab	200	1	.5	200
The staff was knowledgeable -Math lab	128	1	.5	128
The staff was knowledgeable -Mentor Program	15	4	.5	15
The staff was knowledgeable -Online Student Support Center (OSSC)	32	1	.5	32
The staff was knowledgeable -Science Den (lab)	44	2	.5	44
The staff was knowledgeable -Service Learning	21	3	.5	21
The staff was knowledgeable -Student Success Program (SSP)	10	4	.5	10
The staff was knowledgeable -Tutoring Services	30	1	.5	30
The staff was knowledgeable -Writing Center	136	1	.5	136
Valid N (listwise)	6			6



**On a five-point scale, please rate your overall satisfaction with the services/programs you said you have used.**

**1= Very unsatisfied, 5 = Very satisfied**

	Count	1	2	3	4	5
Rate overall satisfaction -Cooperative Work Experience	%	6.3%	6.3%	31.3%	56.3%	100.0%
	Count	7	1	24	80	313
Rate overall satisfaction -Libraries	%	2.2%	.3%	7.7%	25.6%	64.2%
	Count	4	3	16	48	201
Rate overall satisfaction -Open Computer lab	%	2.0%	1.5%	8.0%	23.9%	64.7%
	Count	4	8	9	38	130
Rate overall satisfaction -Math lab	%	3.1%	6.2%	6.9%	29.2%	54.6%
	Count			1	3	12
Rate overall satisfaction -Mentor Program	%			6.3%	18.8%	75.0%
	Count	1		1	8	24
Rate overall satisfaction -Online Student Support Center (OSSC)	%	2.9%		2.9%	23.5%	70.6%
	Count	1	2	2	12	27
Rate overall satisfaction -Science Den (lab)	%	2.3%	4.5%	4.5%	27.3%	61.4%
	Count			2	6	14
Rate overall satisfaction -Service Learning	%			9.1%	27.3%	63.6%
	Count				4	7
Rate overall satisfaction -Student Success Program (SSP)	%				36.4%	63.6%
	Count		3	1	11	16
Rate overall satisfaction -Tutoring Services	%		9.7%	3.2%	35.5%	51.6%
	Count	7	1	10	38	83
Rate overall satisfaction -Writing Center	%	5.0%	.7%	7.2%	27.3%	59.7%
	Count					139

#### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Rate overall satisfaction -Cooperative Work Experience	16	2	5	4.38	.885
Rate overall satisfaction -Libraries	313	1	5	4.49	.832
Rate overall satisfaction -Open Computer lab	201	1	5	4.48	.861
Rate overall satisfaction -Math lab	130	1	5	4.26	1.038
Rate overall satisfaction -Mentor Program	16	3	5	4.69	.602
Rate overall satisfaction -Online Student Support Center (OSSC)	34	1	5	4.59	.821
Rate overall satisfaction -Science Den (lab)	44	1	5	4.41	.948
Rate overall satisfaction -Service Learning	22	3	5	4.55	.671
Rate overall satisfaction -Student Success Program (SSP)	11	4	5	4.64	.505
Rate overall satisfaction -Tutoring Services	31	2	5	4.29	.938
Rate overall satisfaction -Writing Center	139	1	5	4.36	1.014
Valid N (listwise)	8				

## Reasons unsatisfied/very unsatisfied -Mentor Program

Did not respond

407

## Reason unsatisfied/very unsatisfied--Online Support Center (OSSC)

Did not respond

407

## Reason unsatisfied/very unsatisfied -Science Den (lab)

Did not respond

401

I took this survey, just to comment on this 1 area. Something needs to be done about this science lab. For starters, we need multiple teachers in there at a time. Each and everytime I came in the poor teacher was having to deal with 15 kids by himself! Unlike the mathlab in piano where multiple tutors were ready at all times. Another thing is the hours scheduled...As a student I need someone capable of helping me in the science den at least from 9-5. Some of us can't make the small windows that teachers are provided each day. This intire semester I have been lost in my chemistry class, and have had know place to go to receive help in understanding this subject. I looked into the tutoring program for chemistry and it is only offered on 3 days of the week for 1 hour. I could not make the tutoring times do to work, and now am forced to take a D at best in this corse due to not being able to find help on the subject of chemistry. In conclusion, please hire more help in here for myself and the others who are fighting for help in the science den.

1

I was unsatisfied with the Science Den because I think that the people who tutor there know their material, but they don't know how to help students understand the material.

1

leaving it up to parents whether or not they bring their children in with them. It is a neat experience and great exposure for some of our kids as long as they have the parnet with them.

1

Love the Science Den, but please please have it open at 8 and not close during the day. There are always people showing up and it is closed during the day. That is the only way to study bones, etc since we can't use the labs. Makes it very hard to study for practicals since the models are not available when it is closed.

1

Love the science den. Rules sometimes make it hard to stay in there.

1

Needs more models

1

Total

407

## Reason unsatisfied/very unsatisfied -Service Learning

Did not respond

405

program was oversold and the staff was a bit arrogant. But it varies from locations I've enjoyed the last few locations.

1

They should explain it more to the instructors, So the instructors can explain it more to us. It took alot of my time to understand it and do it. They did one meeting on their own convenient time not the students. One important thing: we have to do 20 hours for each class each semester, they don't care how big your family is or how many classes you have. My big concern is next semester we have to do it again, and we have to study for our certification test as a Surgical Tech. Add that we go to training three days a week and classes from 8:00 am to 3:50 pm, and we have familt commitments. They need to organize with the professors how to do it, and please students should not do it in the last semester of college. It's alot of paper wok and time consuming, even if it was on a weekend. They say take your kids, but if you have young ones and four children ,I think you are the one who needs community support.

1

Total

407



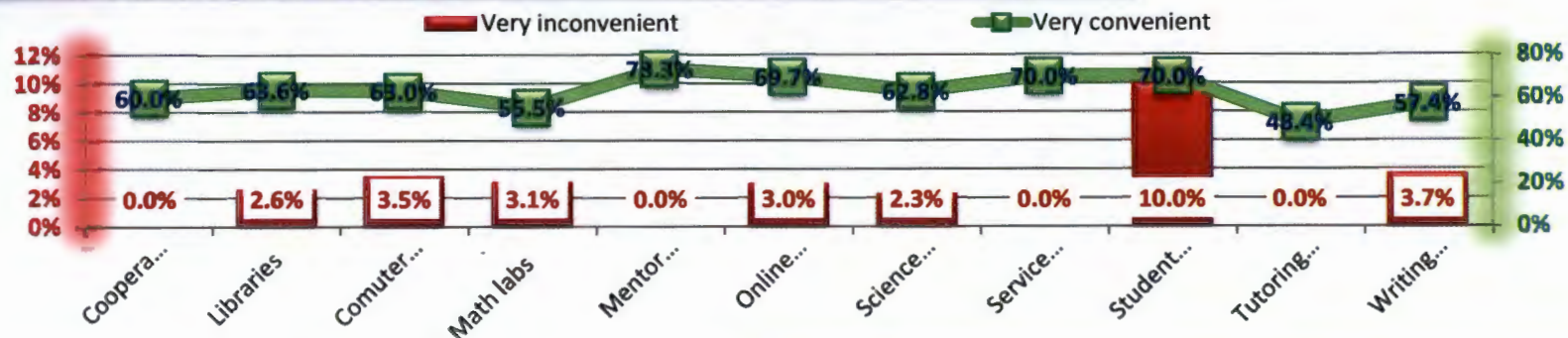
### Why did not use -Science Den (lab)

	Frequency
Did not respond	387
Didn't need it	1
Have not needed to.	1
Havent taken a science class yet	1
havent taken any science	1
I didn't take a Science class this semester.	1
I don't have a science class this semester, so I don't see why I need to go to this lab. I only used the labs during any major science classes I'm taking.	1
N/A	1
never needed it	1
Never needed it.	1
no need	5
No need	1
No need.	1
not needed at this time.	1
Not needed, yet.	1
Not needed.	1
Total	407

### Why did not use -Service Learning

	Frequency
	387
Did not have a need.	1
Didn't want to take the extra time and effort.	1
do not need.	1
dont know what it is	1
had no time	1
Have not needed to.	1
haven't needed	1
i didn't need to used them.	1
I just found out about it.	1
I only heard of it, but couldn't find it.	1
never needed it	1
no need	6
No need	1
not needed at this time.	1
Not sure what Service Learning is.	1
Total	407

## 1. The hours the service/program is available are convenient.



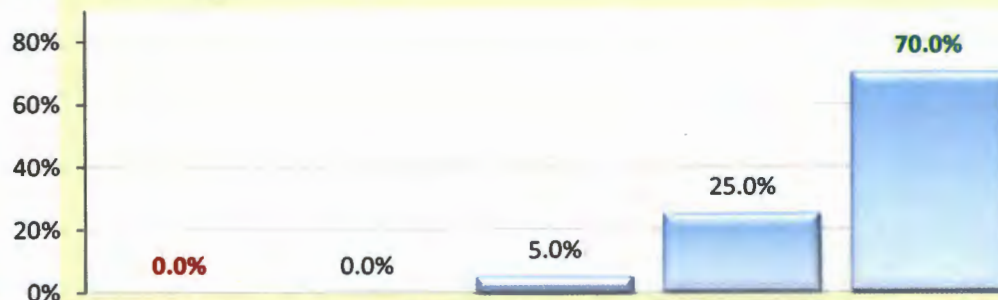
### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

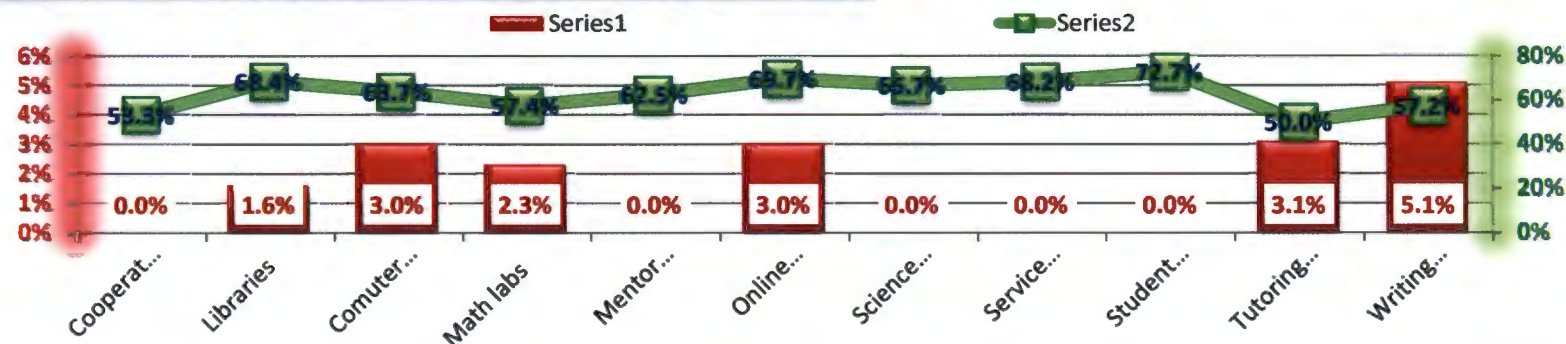
Fall 2010 (January 12, 2011)

### Service Learning



Service/Program	Respondents	Very inconvenient	Inconvenient	Neutral	Convenient	Very convenient
Cooperative Work Experience	15	0.0%	6.7%	13.3%	20.0%	60.0%
Libraries	313	2.6%	1.6%	9.6%	22.7%	63.6%
Comuter labs	200	3.5%	1.5%	10.5%	21.5%	63.0%
Math labs	128	3.1%	1.6%	14.8%	25.0%	55.5%
Mentor Program	15	0.0%	0.0%	6.7%	20.0%	73.3%
Online Student Support Center (OSSC; part of e-Collin)	33	3.0%	0.0%	6.1%	21.2%	69.7%
Science Den (labs)	43	2.3%	2.3%	16.3%	16.3%	62.8%
Service Learning	20	0.0%	0.0%	5.0%	25.0%	70.0%
Student Success Program (SSP)	10	10.0%	0.0%	0.0%	20.0%	70.0%
Tutoring Services	31	0.0%	16.1%	12.9%	22.6%	48.4%
Writing Centers	136	3.7%	2.2%	11.0%	25.7%	57.4%

## 2. The service was provided in a timely manner.



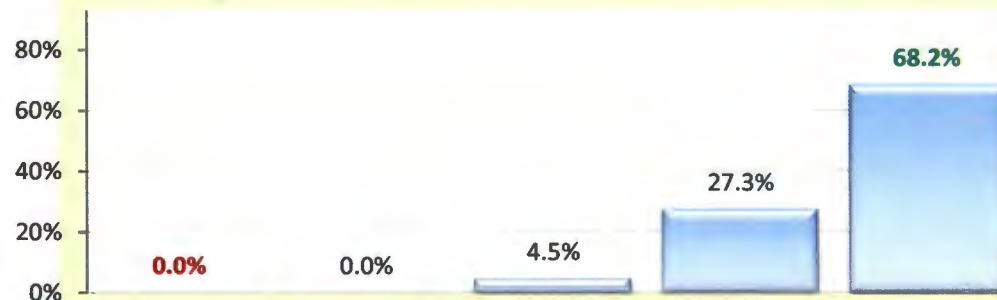
### Student Survey:

#### Collin Educational Support/Programs

### Section III : Educational Support Services

Fall 2010 (January 12, 2011)

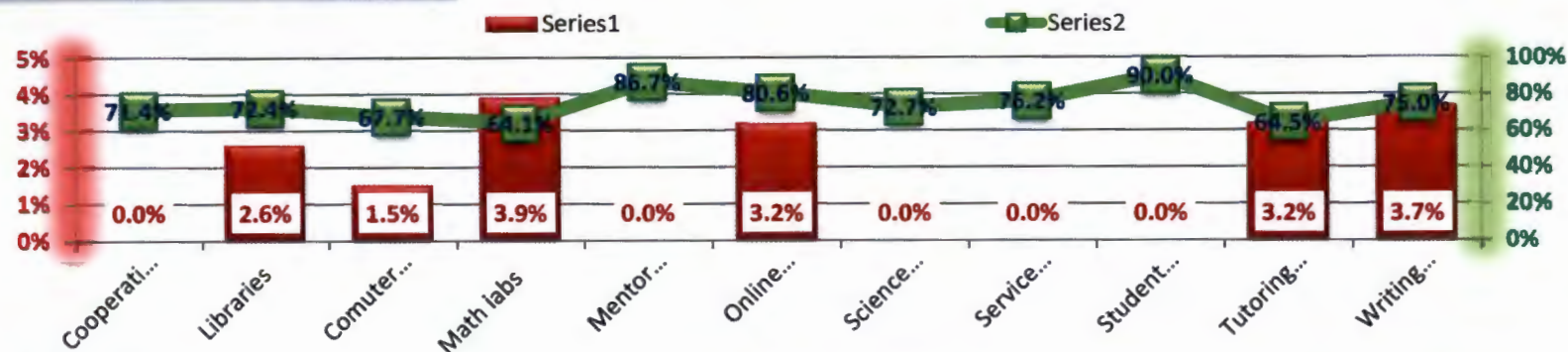
### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	15	0.0%	6.7%	13.3%	26.7%	53.3%
Libraries	313	1.6%	1.3%	6.4%	22.4%	68.4%
Comuter labs	201	3.0%	0.5%	9.0%	23.9%	63.7%
Math labs	129	2.3%	3.1%	9.3%	27.9%	57.4%
Mentor Program	16	0.0%	0.0%	0.0%	37.5%	62.5%
Online Student Support Center (OSSC; part of e-Collin)	33	3.0%	0.0%	3.0%	24.2%	69.7%
Science Den (labs)	45	0.0%	2.2%	11.1%	20.0%	66.7%
Service Learning	22	0.0%	0.0%	4.5%	27.3%	68.2%
Student Success Program (SSP)	11	0.0%	0.0%	0.0%	27.3%	72.7%
Tutoring Services	32	3.1%	6.3%	15.6%	25.0%	50.0%
Writing Centers	138	5.1%	2.2%	13.0%	22.5%	57.2%



### 3. The staff was courteous.



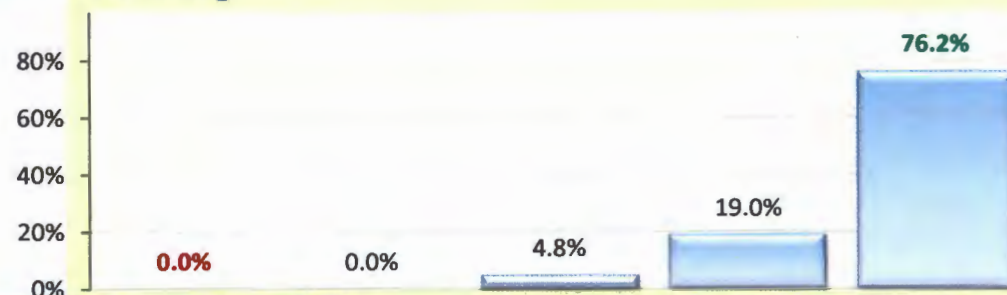
#### Student Survey:

#### Collin Educational Support/Programs

#### Section III : Educational Support Services

Fall 2010 (January 12, 2011)

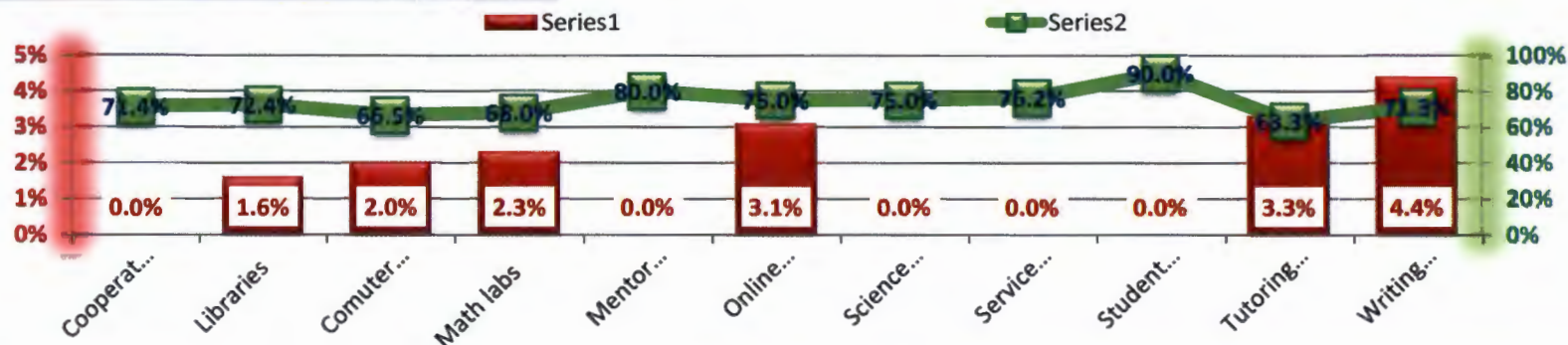
#### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	14	0.0%	0.0%	14.3%	14.3%	71.4%
Libraries	312	2.6%	1.6%	6.1%	17.3%	72.4%
Computer labs	198	1.5%	1.5%	9.1%	20.2%	67.7%
Math labs	128	3.9%	0.8%	7.8%	23.4%	64.1%
Mentor Program	15	0.0%	0.0%	6.7%	6.7%	86.7%
Online Student Support Center (OSSC; part of e-Collin)	31	3.2%	0.0%	6.5%	9.7%	80.6%
Science Den (labs)	44	0.0%	2.3%	13.6%	11.4%	72.7%
Service Learning	21	0.0%	0.0%	4.8%	19.0%	76.2%
Student Success Program (SSP)	10	0.0%	0.0%	0.0%	10.0%	90.0%
Tutoring Services	31	3.2%	0.0%	3.2%	29.0%	64.5%
Writing Centers	136	3.7%	0.0%	5.9%	15.4%	75.0%



## 4. The staff was knowledgeable.



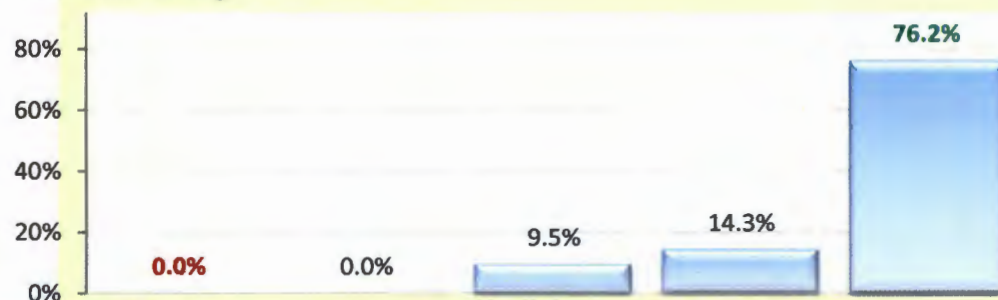
### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

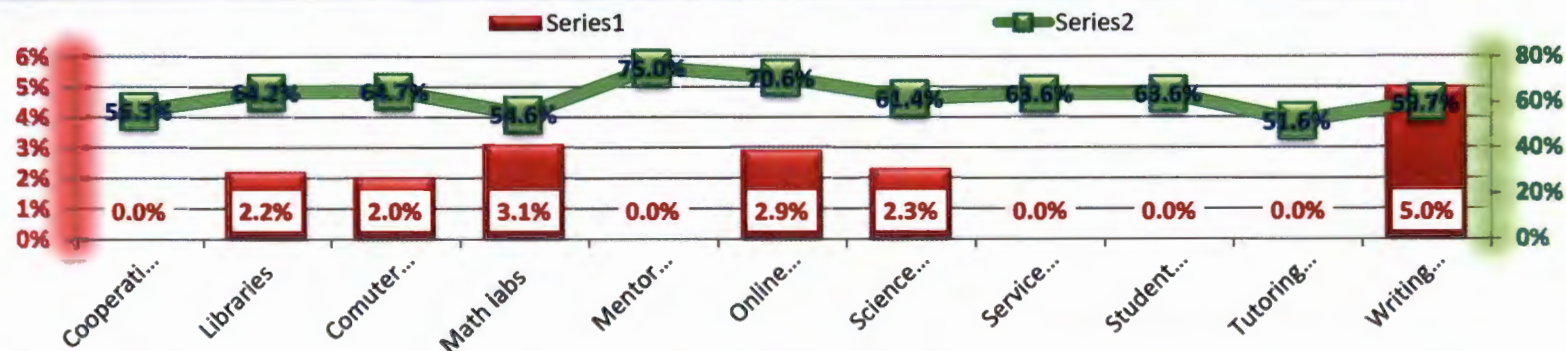
Fall 2010 (January 12, 2011)

### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	14	0.0%	0.0%	14.3%	14.3%	71.4%
Libraries	312	1.6%	2.2%	5.4%	18.3%	72.4%
Comuter labs	200	2.0%	2.5%	10.5%	18.5%	66.5%
Math labs	128	2.3%	2.3%	8.6%	18.8%	68.0%
Mentor Program	15	0.0%	0.0%	0.0%	20.0%	80.0%
Online Student Support Center (OSSC; part of e-Collin)	32	3.1%	0.0%	3.1%	18.8%	75.0%
Science Den (labs)	44	0.0%	2.3%	6.8%	15.9%	75.0%
Service Learning	21	0.0%	0.0%	9.5%	14.3%	76.2%
Student Success Program (SSP)	10	0.0%	0.0%	0.0%	10.0%	90.0%
Tutoring Services	30	3.3%	6.7%	0.0%	26.7%	63.3%
Writing Centers	136	4.4%	0.7%	6.6%	16.9%	71.3%

## 5. Overall satisfaction with the services/programs you said you have used.



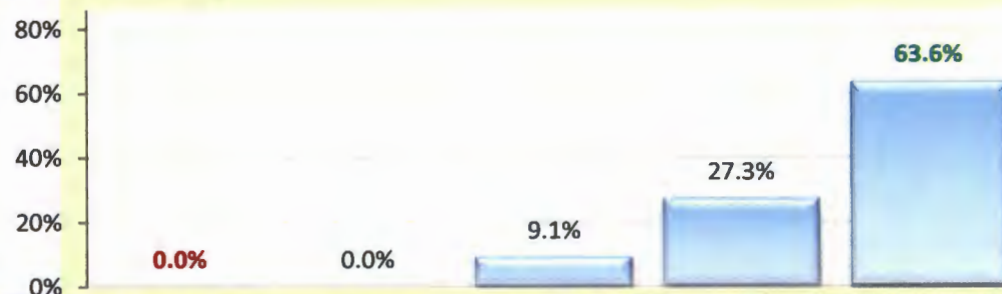
### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

Fall 2010 (January 12, 2011)

### Service Learning



Service/Program	Respondents	Very unsatisfied	Unsatisfied	Neutral	Satisfied	Very satisfied
Cooperative Work Experience	16	0.0%	6.3%	6.3%	31.3%	56.3%
Libraries	313	2.2%	0.3%	7.7%	25.6%	64.2%
Comuter labs	201	2.0%	1.5%	8.0%	23.9%	64.7%
Math labs	130	3.1%	6.2%	6.9%	29.2%	54.6%
Mentor Program	16	0.0%	0.0%	6.3%	18.8%	75.0%
Online Student Support Center (OSSC; part of e-Collin)	34	2.9%	0.0%	2.9%	23.5%	70.6%
Science Den (labs)	44	2.3%	4.5%	4.5%	27.3%	61.4%
Service Learning	22	0.0%	0.0%	9.1%	27.3%	63.6%
Student Success Program (SSP)	11	0.0%	0.0%	0.0%	36.4%	63.6%
Tutoring Services	31	0.0%	9.7%	3.2%	35.5%	51.6%
Writing Centers	139	5.0%	0.7%	7.2%	27.3%	59.7%

**Collin Educational Support/Programs**  
**Student Survey: Spring 2012**  
**Collin College**  
**June14, 2012**

**DEMOGRAPHIC BACKGROUND OF RESPONDENTS**

**Please indicate your:**

**Primary Campus in fall 2011**

	Frequency	Percent	Valid Percent	Cumulative Percent
Spring Creek Campus	470	42.7	43.9	43.9
Preston Ridge Campus	292	26.5	27.3	71.2
Central Park Campus	222	20.2	20.7	92.0
Collin Center for Higher Education	6	.5	.6	92.5
Other	80	7.3	7.5	100.0
Total	1070	97.3	100.0	
Did not respond	30	2.7		
Total	1100	100.0		

**Please specify the other campus.**

	Frequency
Did not respond	1026
Allen High School	1
Allen High School (didn't graduate until spring of 2011)	1
Allen High School Campus	1
Baylor University	1
Brookhaven Community College	1
Centennial high school	1
Central Arizona College	1
collin county continuing education	1
Columbia College NAS JRB Fort Worth	1
DCCCD	1
did not attend anywhere	1
Did not attend Collin until Spring 2011	1
did not attend untill spring 2012	1
did not register in 2010	1
Did not take classes; participated in the Walt Disney World College Internship.	1
distance learning	1
Distance Learning	1
Dual credit student	1
ELCENTO COLLEGE IN DALLAS	1
fall 2011 was at PRC, but all my other years have been at SPC except once in McKinney.	1
High-School	1
High school	1
Highschool	1
Homeschool/Highschool	1
I attended the PRC in the fall of 2011	1
I didn't attend in Fall 2010. That was my sophomore year of highschool	1



## Section III: Educational Support Services/Programs

**Please indicate which of the following services/programs you are aware of?  
Check all that apply.**

		0	1	Total
Cooperative Work Experience	Count	896	142	1038
	%	86.3%	13.7%	100.0%
Libraries	Count	54	984	1038
	%	5.2%	94.8%	100.0%
Computer labs	Count	233	805	1038
	%	22.4%	77.6%	100.0%
Math labs	Count	335	703	1038
	%	32.3%	67.7%	100.0%
Mentor Program	Count	875	163	1038
	%	84.3%	15.7%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	766	272	1038
	%	73.8%	26.2%	100.0%
Science Den (labs)	Count	747	291	1038
	%	72.0%	28.0%	100.0%
Service Learning	Count	792	246	1038
	%	76.3%	23.7%	100.0%
Student Success Program (SSP)	Count	919	119	1038
	%	88.5%	11.5%	100.0%
Tutoring Services	Count	520	518	1038
	%	50.1%	49.9%	100.0%
Writing Centers	Count	220	818	1038
	%	21.2%	78.8%	100.0%

**Have you used the following services/programs?**  
**Check all that apply.**

		0	1	Total
	Count	925	36	961
Cooperative Work Experience	%	96.3%	3.7%	100.0%
	Count	72	889	961
Libraries	%	7.5%	92.5%	100.0%
	Count	350	611	961
Computer labs	%	36.4%	63.6%	100.0%
	Count	534	427	961
Math labs	%	55.6%	44.4%	100.0%
	Count	933	28	961
Mentor Program	%	97.1%	2.9%	100.0%
	Count	852	109	961
Online Student Support Center (OSSC; part of e-Collin)	%	88.7%	11.3%	100.0%
	Count	796	165	961
Science Den (labs)	%	82.8%	17.2%	100.0%
	Count	844	117	961
Service Learning	%	87.8%	12.2%	100.0%
	Count	935	26	961
Student Success Program (SSP)	%	97.3%	2.7%	100.0%
	Count	833	128	961
Tutoring Services	%	86.7%	13.3%	100.0%
	Count	547	414	961
Writing Centers	%	56.9%	43.1%	100.0%

***Please use a five-point scale to tell us about your experience with the services/programs you said you have used.***

**The hours the service is available are very convenient.**

**1= Very inconvenient, 5 = Very convenient.**

		1	2	3	4	5	Total
Cooperative Work Experience	Count	0	1	6	2	25	34
	%	.0%	2.9%	17.6%	5.9%	73.5%	100.0%
Libraries	Count	13	11	55	182	589	850
	%	1.5%	1.3%	6.5%	21.4%	69.3%	100.0%
Computer labs	Count	8	7	39	127	395	576
	%	1.4%	1.2%	6.8%	22.0%	68.6%	100.0%
Math labs	Count	4	8	32	106	250	400
	%	1.0%	2.0%	8.0%	26.5%	62.5%	100.0%
Mentor Program	Count	0	0	2	1	24	27
	%	.0%	.0%	7.4%	3.7%	88.9%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	2	0	7	14	82	105
	%	1.9%	.0%	6.7%	13.3%	78.1%	100.0%
Science Den (labs)	Count	6	2	16	33	97	154
	%	3.9%	1.3%	10.4%	21.4%	63.0%	100.0%
Service Learning	Count	2	3	11	24	71	111
	%	1.8%	2.7%	9.9%	21.6%	64.0%	100.0%
Student Success Program (SSP)	Count	0	0	2	3	18	23
	%	.0%	.0%	8.7%	13.0%	78.3%	100.0%
Tutoring Services	Count	2	4	12	25	75	118
	%	1.7%	3.4%	10.2%	21.2%	63.6%	100.0%
Writing Centers	Count	9	11	42	96	226	384
	%	2.3%	2.9%	10.9%	25.0%	58.9%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Work Experience	34	2	5	4.50	.896
Libraries	850	1	5	4.56	.799
Computer labs	576	1	5	4.55	.790
Math labs	400	1	5	4.48	.807
Mentor Program	27	3	5	4.81	.557
Online Student Support Center (OSSC; part of e-Collin)	105	1	5	4.66	.770
Science Den (labs)	154	1	5	4.38	.998
Service Learning	111	1	5	4.43	.911
Student Success Program (SSP)	23	3	5	4.70	.635
Tutoring Services	118	1	5	4.42	.928
Writing Centers	384	1	5	4.35	.950
Valid N (listwise)	12				

**The service was available in a timely manner.**

**1= Strongly disagree, 5 = Strongly agree.**

		1	2	3	4	5	Total
The service was available in timely manner_Cooperative Work Experience	Count	0	0	6	2	25	33
	%	.0%	.0%	18.2%	6.1%	75.8%	100.0%
Libraries	Count	9	4	47	177	610	847
	%	1.1%	.5%	5.5%	20.9%	72.0%	100.0%
Computer labs	Count	6	7	43	130	391	577
	%	1.0%	1.2%	7.5%	22.5%	67.8%	100.0%
Math labs	Count	4	9	39	94	249	395
	%	1.0%	2.3%	9.9%	23.8%	63.0%	100.0%
Mentor Program	Count	0	0	1	1	23	25
	%	.0%	.0%	4.0%	4.0%	92.0%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	2	0	3	16	79	100
	%	2.0%	.0%	3.0%	16.0%	79.0%	100.0%
Science Den (labs)	Count	4	2	12	35	100	153
	%	2.6%	1.3%	7.8%	22.9%	65.4%	100.0%
Service Learning	Count	3	3	12	18	74	110
	%	2.7%	2.7%	10.9%	16.4%	67.3%	100.0%
Student Success Program (SSP)	Count	0	0	1	2	17	20
	%	.0%	.0%	5.0%	10.0%	85.0%	100.0%
Tutoring Services	Count	4	3	9	14	81	111
	%	3.6%	2.7%	8.1%	12.6%	73.0%	100.0%
Writing Centers	Count	10	16	39	90	228	383
	%	2.6%	4.2%	10.2%	23.5%	59.5%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Work Experience	33	3	5	4.58	.792
Libraries	847	1	5	4.62	.709
Computer labs	577	1	5	4.55	.772
Math labs	395	1	5	4.46	.840
Mentor Program	25	3	5	4.88	.440
Online Student Support Center (OSSC; part of e-Collin)	100	1	5	4.70	.718
Science Den (labs)	153	1	5	4.47	.896
Service Learning	110	1	5	4.43	.981
Student Success Program (SSP)	20	3	5	4.80	.523
Tutoring Services	111	1	5	4.49	1.008
Writing Centers	383	1	5	4.33	.996
Valid N (listwise)	12				



**The staff was courteous.**

**1= Strongly disagree, 5 = Strongly agree.**

		1	2	3	4	5	Total
Cooperative Work Experience	Count	0	1	4	3	25	33
	%	.0%	3.0%	12.1%	9.1%	75.8%	100.0%
Libraries	Count	10	6	49	161	625	851
	%	1.2%	.7%	5.8%	18.9%	73.4%	100.0%
Computer labs	Count	12	10	47	123	387	579
	%	2.1%	1.7%	8.1%	21.2%	66.8%	100.0%
Math labs	Count	5	11	38	85	261	400
	%	1.3%	2.8%	9.5%	21.3%	65.3%	100.0%
Mentor Program	Count	0	0	1	0	24	25
	%	.0%	.0%	4.0%	.0%	96.0%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	1	0	3	16	80	100
	%	1.0%	.0%	3.0%	16.0%	80.0%	100.0%
Science Den (labs)	Count	4	2	16	28	104	154
	%	2.6%	1.3%	10.4%	18.2%	67.5%	100.0%
Service Learning	Count	1	4	9	20	74	108
	%	.9%	3.7%	8.3%	18.5%	68.5%	100.0%
Student Success Program (SSP)	Count	0	0	1	3	18	22
	%	.0%	.0%	4.5%	13.6%	81.8%	100.0%
Tutoring Services	Count	2	1	10	20	81	114
	%	1.8%	.9%	8.8%	17.5%	71.1%	100.0%
Writing Centers	Count	8	9	19	70	279	385
	%	2.1%	2.3%	4.9%	18.2%	72.5%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Work Experience	33	2	5	4.58	.830
Libraries	851	1	5	4.63	.730
Computer labs	579	1	5	4.49	.875
Math labs	400	1	5	4.47	.869
Mentor Program	25	3	5	4.92	.400
Online Student Support Center (OSSC; part of e-Collin)	100	1	5	4.74	.613
Science Den (labs)	154	1	5	4.47	.923
Service Learning	108	1	5	4.50	.870
Student Success Program (SSP)	22	3	5	4.77	.528
Tutoring Services	114	1	5	4.55	.832
Writing Centers	385	1	5	4.57	.858
Valid N (listwise)	12				



## The staff was Knowledgeable.

1= Strongly disagree, 5 = Strongly agree.

		1	2	3	4	5	Total
Cooperative Work Experience	Count	0	0	6	1	24	31
	%	.0%	.0%	19.4%	3.2%	77.4%	100.0%
Libraries	Count	7	2	46	155	639	849
	%	.8%	.2%	5.4%	18.3%	75.3%	100.0%
Computer labs	Count	9	8	52	121	391	581
	%	1.5%	1.4%	9.0%	20.8%	67.3%	100.0%
Math labs	Count	4	5	41	90	259	399
	%	1.0%	1.3%	10.3%	22.6%	64.9%	100.0%
Mentor Program	Count	0	0	1	1	22	24
	%	.0%	.0%	4.2%	4.2%	91.7%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	2	0	4	17	76	99
	%	2.0%	.0%	4.0%	17.2%	76.8%	100.0%
Science Den (labs)	Count	5	5	10	31	98	149
	%	3.4%	3.4%	6.7%	20.8%	65.8%	100.0%
Service Learning	Count	2	2	9	20	73	106
	%	1.9%	1.9%	8.5%	18.9%	68.9%	100.0%
Student Success Program (SSP)	Count	0	1	1	2	17	21
	%	.0%	4.8%	4.8%	9.5%	81.0%	100.0%
Tutoring Services	Count	2	1	9	18	82	112
	%	1.8%	.9%	8.0%	16.1%	73.2%	100.0%
Writing Centers	Count	6	6	36	64	274	386
	%	1.6%	1.6%	9.3%	16.6%	71.0%	100.0%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Work Experience	31	3	5	4.58	.807
Libraries	849	1	5	4.67	.666
Computer labs	581	1	5	4.51	.836
Math labs	399	1	5	4.49	.808
Mentor Program	24	3	5	4.88	.448
Online Student Support Center (OSSC; part of e-Collin)	99	1	5	4.67	.742
Science Den (labs)	149	1	5	4.42	.994
Service Learning	106	1	5	4.51	.876
Student Success Program (SSP)	21	2	5	4.67	.796
Tutoring Services	112	1	5	4.58	.824
Writing Centers	386	1	5	4.54	.847
Valid N (listwise)	9				

**On a five-point scale, please rate your overall satisfaction with the services/programs you said you have used.**

**1= Very unsatisfied, 5 = Very satisfied**

		1	2	3	4	5	Total
Cooperative Work Experience	Count	1	0	6	3	24	34
	%	2.9%	.0%	17.6%	8.8%	70.6%	100.0%
Libraries	Count	11	10	45	202	606	874
	%	1.3%	1.1%	5.1%	23.1%	69.3%	100.0%
Computer labs	Count	8	8	50	146	385	597
	%	1.3%	1.3%	8.4%	24.5%	64.5%	100.0%
Math labs	Count	9	10	49	103	246	417
	%	2.2%	2.4%	11.8%	24.7%	59.0%	100.0%
Mentor Program	Count	0	0	0	4	23	27
	%	.0%	.0%	.0%	14.8%	85.2%	100.0%
Online Student Support Center (OSSC; part of e-Collin)	Count	1	2	5	20	77	105
	%	1.0%	1.9%	4.8%	19.0%	73.3%	100.0%
Science Den (labs)	Count	6	5	17	37	96	161
	%	3.7%	3.1%	10.6%	23.0%	59.6%	100.0%
	Count	4	3	9	27	67	110
Service Learning	%	3.6%	2.7%	8.2%	24.5%	60.9%	100.0%
	Count	0	0	3	2	19	24
Student Success Program (SSP)	%	.0%	.0%	12.5%	8.3%	79.2%	100.0%
	Count	4	4	15	24	77	124
Tutoring Services	%	3.2%	3.2%	12.1%	19.4%	62.1%	100.0%
	Count	11	18	32	105	238	404
Writing Centers	%	2.7%	4.5%	7.9%	26.0%	58.9%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Work Experience	34	1	5	4.44	.991
Libraries	874	1	5	4.58	.753
Computer labs	597	1	5	4.49	.812
Math labs	417	1	5	4.36	.933
Mentor Program	27	4	5	4.85	.362
Online Student Support Center (OSSC; part of e-Collin)	105	1	5	4.62	.752
Science Den (labs)	161	1	5	4.32	1.033
Service Learning	110	1	5	4.36	1.002
Student Success Program (SSP)	24	3	5	4.67	.702
Tutoring Services	124	1	5	4.34	1.027
Writing Centers	404	1	5	4.34	.989
Valid N (listwise)	12				

If you were Unsatisfied/Very unsatisfied with the service/program, please specify the reason.

### Service Learning

	Frequency
Did not respond	1093
I've done one service learning project and the lack of response from people who's permission I needed was awful! Even my professor was skeptical about offering service learning as an option for next semester since there were so many road blocks with upper management	1
I am an ACCESS student and have never received my letter for this semester after numerous request. I do not know if I am going to pass calculus.	1
Not sure what this is..	1
Service learning should be optional. I agree it is very beneficial for a persons growth and development, but it is also very stressful and inconvenient for people who work 40 hours a week and go to school full time. There aren't enough hours to have 12 hours of class plus 40 hours and find time for homework and service learning.	1
There needs to team desingnated to these programs and student should get emailed that focus on their major and program. Every professor should annouce the options in the syllabus. Each department chair should sign off on approval for professors to have more options to incorporate case studies and real life work experience for service learning. I have requested information a few time with no response. Plus the process is detached for the program. When I register for a class I should be able to see what SL ops are in that section of classes. Have of the time the professors dont even know what you are talking about. Then some share that it is extra work, but you still have to do the other work also. Really? Who has time for extra? No if you want me to learn about the autistic brain the have me work on a project of listen to a taped education series about it then test me on it.	1
Was sometime confusing as to what to do and who I was suppose to contact.	1
What is this? I mean seriously this thing is seriously lacking structure.	1
Total	1100

### Student Success Program (SSP)

	Frequency
Did not respond	1100

### Tutoring Services

	Frequency
Did not respond	1086
Again, I received only minimal assistance for my higher level mathematics topics. However, online tutoring is wonderful because it is available 24/7	1
All tutors were very helpful	1
always courteous and knowledgable	1
An older gentleman that tutors math on the library second floor is great.	1
Excellent!	1
I have used tutroing for both science and math throug collin and have found little help. The tutors are not guanteed to udertsandthe material and are rather cheap in price but you dont learn anything.	1
No immediate help	1
On line tutoring DOES NOT work for someone w/ADD.	1
some of the teachers in the math lab are not very helpful as they do not go provide all the help needed	1
Staff has been really nice.	1
the quest was if " I was aware". It doesnt say if I use the service.	1
the tutors just give you the answer and when you try, and ge the wrong the answer they get mad at you	1
tutors "voluntier" and they don't show up to tutor.	1
used the same tutor for about 3 semisters of math	1
Total	1100

Why you did not use the following service(s)/  
program(s)

**Service Learning**

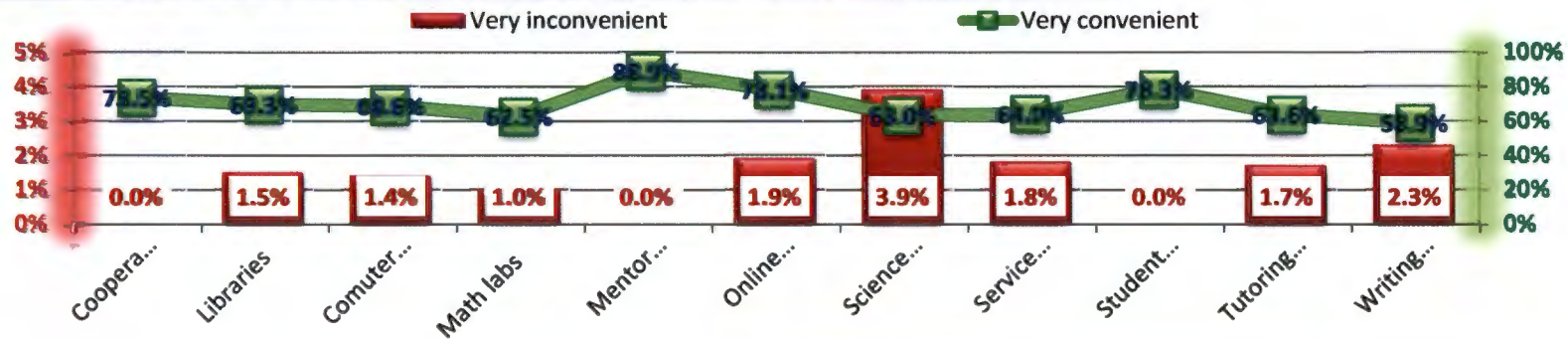
	Frequency
Did not respond	1013
"	1
?	1
did not need	2
Did not need it	1
did not need this is stupid to take my time to fill this out I work 40 plus hrs & have a family too	1
Did not need to	1
Didn't have the time	1
Didn't need to go there.	1
didn't need too	1
didn't feel like it was inportant	1
didn't need it	1
do not know about it	1
Don't know what it's about aside from volunteering.	1
DON'T KNOW WHERE IS IT, USED THE ONE ONLINE	1
dont have a learning disability	1
Dont know much about them	1
Have not done service learning hours yet	1
have not had time or have not needed their services as of yet	1
Have not needed.	1
have not required their expertise at this time	1
Haven't done it	1
Haven't needed it	1
Heard about it but there aren't a lot of classes for this in the evening or weekends	1
I am away this semester doing an internship	1
I did not feel a need to use any of these services.	1
I did not need it.	1
I did not need them.	1
I do not know much about this.	1
I do not know what this is.	1
I don't have a need for them at the moment.	1
I don't know what that is	1
i dont where is it at	1
I had no need for these services.	1
I have not needed this service.	1
I have only participated in this through my professor	1
I have two kids and am very busy already	1
I have yet to need the service program or tutoring services this semster.	1
I haven't had the chance to yet.	1
I just haven't had the need to use this service	1
involved in several service projects outside of Collin	1
just never did	1
n/a	6
N/A	1
na	1
Never had to	1
never needed	1
Never needed	1
Never needed them	1
never used it	1
no	1
No interest	1
no need	4

## Service Learning

	Frequency
No need	5
No need for it.	1
no need yet	1
No need.	2
No needed	1
No time for services due to 15 credit hours and 2 jobs	1
None of my classes require this	1
Not entirely sure of it's function.	1
not interested	1
Not necessary	1
not needed	1
Not needed	3
Not needed.	1
not taken the step	1
Not this term.	1
oh wait... I did the alternative spring break program! is that a part of the service learning?	1
The classes offered at their designated times did not fit into my schedule	1
Unaware	1
Would require that I actually have use of my own car, which I don't. I would also rather do volunteer work between semesters when I can devote more of my time to it.	1
Total	1100



## 1. The hours the service/program is available are convenient.



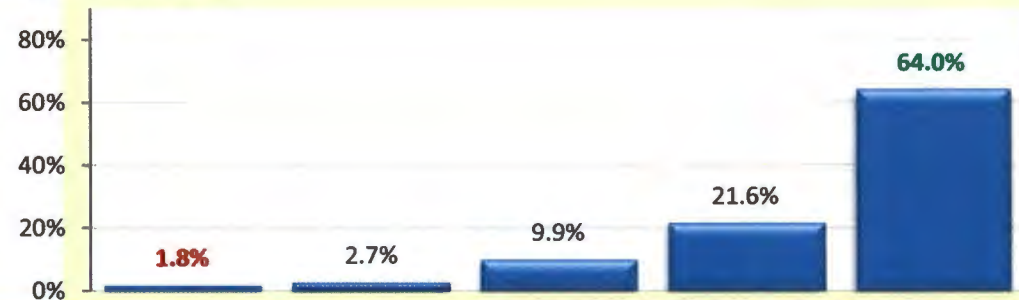
### Student Survey:

#### Collin Educational Support/Programs

### Section III : Educational Support Services

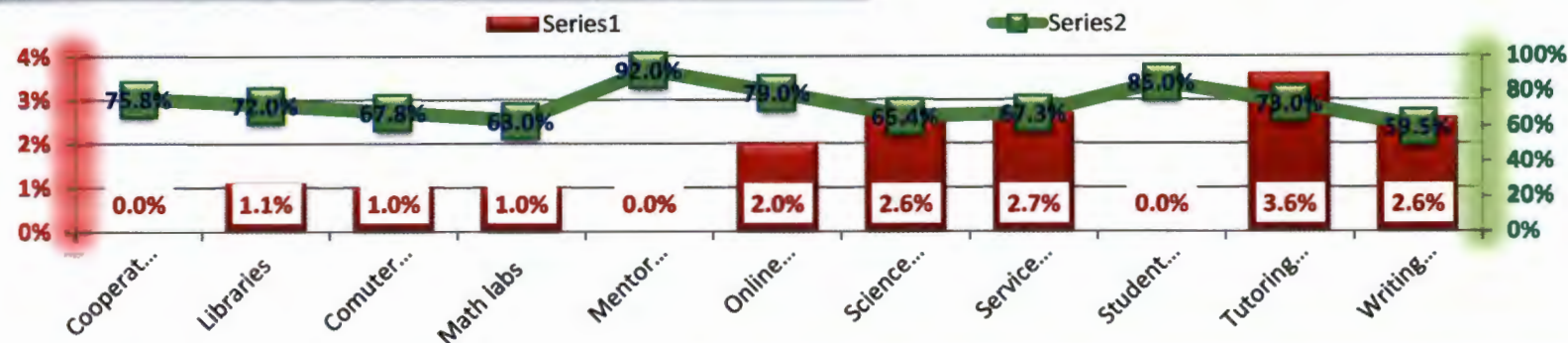
Spring 2012 (June 14, 2012)

#### Service Learning



Service/Program	Respondents	Very inconvenient	Inconvenient	Neutral	Convenient	Very convenient
Cooperative Work Experience	34	0.0%	2.9%	17.6%	5.9%	73.5%
Libraries	850	1.5%	1.3%	6.5%	21.4%	69.3%
Comuter labs	576	1.4%	1.2%	6.8%	22.0%	68.6%
Math labs	400	1.0%	2.0%	8.0%	26.5%	62.5%
Mentor Program	27	0.0%	0.0%	7.4%	3.7%	88.9%
Online Student Support Center (OSSC; part of e-Collin)	105	1.9%	0.0%	6.7%	13.3%	78.1%
Science Den (labs)	154	3.9%	1.3%	10.4%	21.4%	63.0%
Service Learning	111	1.8%	2.7%	9.9%	21.6%	64.0%
Student Success Program (SSP)	23	0.0%	0.0%	8.7%	13.0%	78.3%
Tutoring Services	118	1.7%	3.4%	10.2%	21.2%	63.6%
Writing Centers	384	2.3%	2.9%	10.9%	25.0%	58.9%

## 2. The service was provided in a timely manner.



### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

Spring 2012 (June14, 2012)

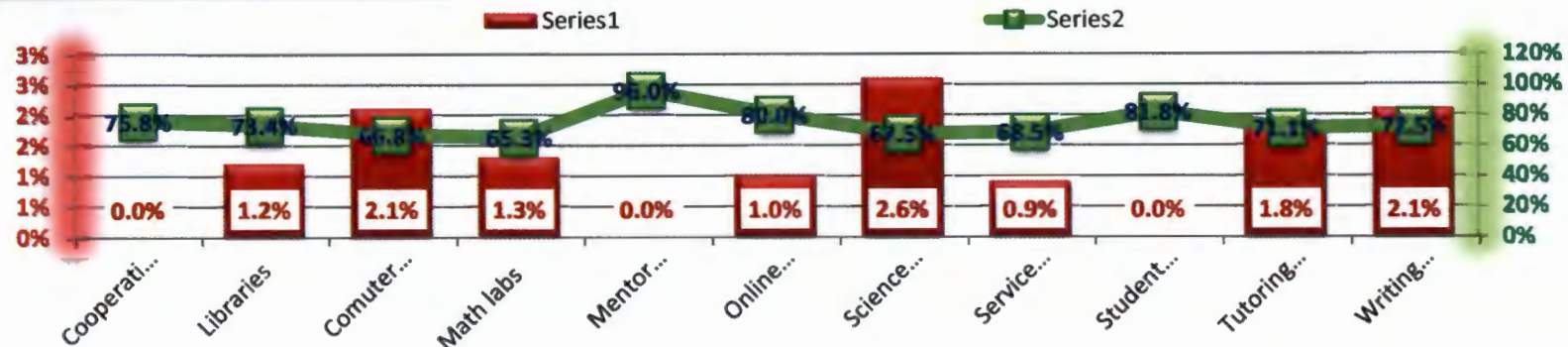
### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	33	0.0%	0.0%	18.2%	6.1%	75.8%
Libraries	847	1.1%	0.5%	5.5%	20.9%	72.0%
Comuter labs	577	1.0%	1.2%	7.5%	22.5%	67.8%
Math labs	395	1.0%	2.3%	9.9%	23.8%	63.0%
Mentor Program	25	0.0%	0.0%	4.0%	4.0%	92.0%
Online Student Support Center (OSSC; part of e-Collin)	100	2.0%	0.0%	3.0%	16.0%	79.0%
Science Den (labs)	153	2.6%	1.3%	7.8%	22.9%	65.4%
Service Learning	110	2.7%	2.7%	10.9%	16.4%	67.3%
Student Success Program (SSP)	20	0.0%	0.0%	5.0%	10.0%	85.0%
Tutoring Services	111	3.6%	2.7%	8.1%	12.6%	73.0%
Writing Centers	383	2.6%	4.2%	10.2%	23.5%	59.5%



### 3. The staff was courteous.



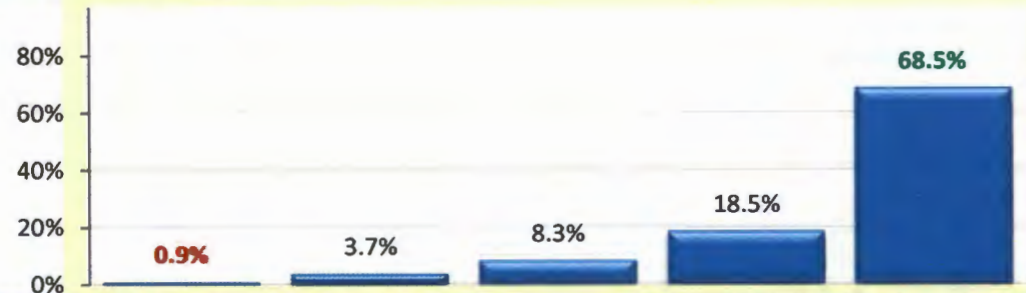
#### Student Survey:

#### Collin Educational Support/Programs

#### Section III : Educational Support Services

Spring 2012 (June 14, 2012)

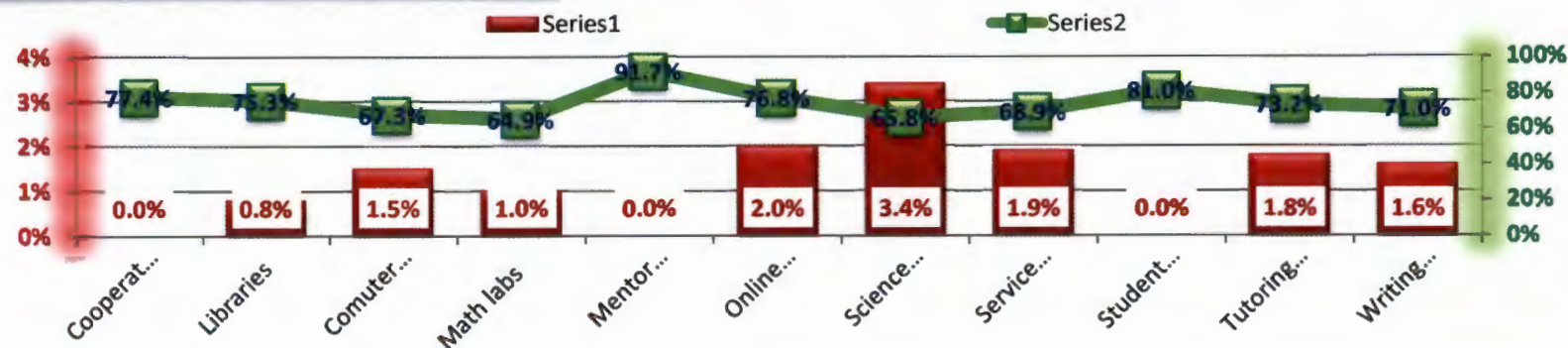
#### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	33	0.0%	3.0%	12.1%	9.1%	75.8%
Libraries	851	1.2%	0.7%	5.8%	18.9%	73.4%
Comuter labs	579	2.1%	1.7%	8.1%	21.2%	66.8%
Math labs	400	1.3%	2.8%	9.5%	21.3%	65.3%
Mentor Program	25	0.0%	0.0%	4.0%	0.0%	96.0%
Online Student Support Center (OSSC; part of e-Collin)	100	1.0%	0.0%	3.0%	16.0%	80.0%
Science Den (labs)	154	2.6%	1.3%	10.4%	18.2%	67.5%
Service Learning	108	0.9%	3.7%	8.3%	18.5%	68.5%
Student Success Program (SSP)	22	0.0%	0.0%	4.5%	13.6%	81.8%
Tutoring Services	114	1.8%	0.9%	8.8%	17.5%	71.1%
Writing Centers	385	2.1%	2.3%	4.9%	18.2%	72.5%



## 4. The staff was knowledgeable.



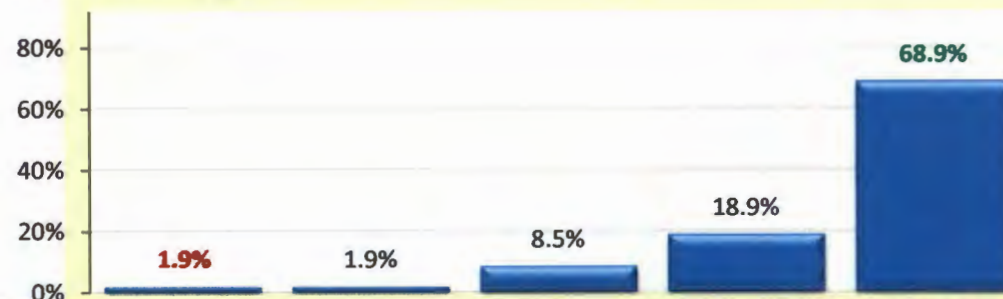
### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

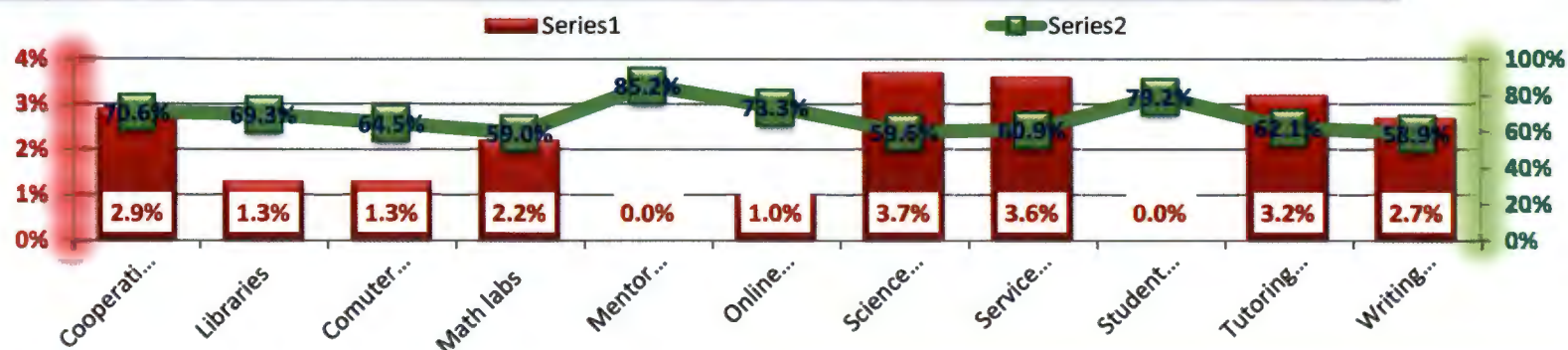
Spring 2012 (June14, 2012)

### Service Learning



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Cooperative Work Experience	31	0.0%	0.0%	19.4%	3.2%	77.4%
Libraries	849	0.8%	0.2%	5.4%	18.3%	75.3%
Comuter labs	581	1.5%	1.4%	9.0%	20.8%	67.3%
Math labs	399	1.0%	1.3%	10.3%	22.6%	64.9%
Mentor Program	24	0.0%	0.0%	4.2%	4.2%	91.7%
Online Student Support Center (OSSC; part of e-Collin)	99	2.0%	0.0%	4.0%	17.2%	76.8%
Science Den (labs)	149	3.4%	3.4%	6.7%	20.8%	65.8%
Service Learning	106	1.9%	1.9%	8.5%	18.9%	68.9%
Student Success Program (SSP)	21	0.0%	4.8%	4.8%	9.5%	81.0%
Tutoring Services	112	1.8%	0.9%	8.0%	16.1%	73.2%
Writing Centers	386	1.6%	1.6%	9.3%	16.6%	71.0%

## 5. Overall satisfaction with the services/programs you said you have used.



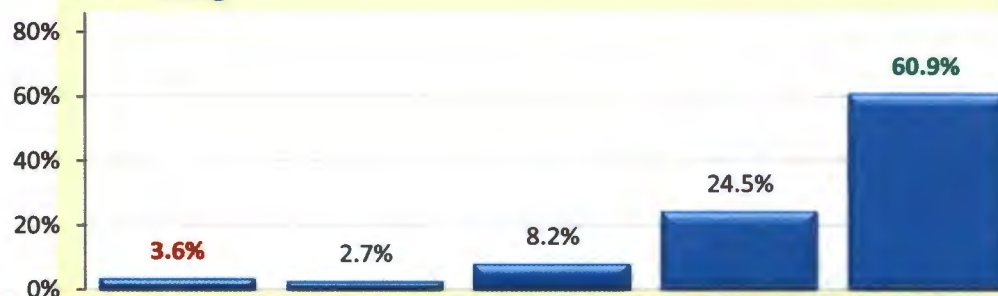
### Student Survey:

### Collin Educational Support/Programs

### Section III : Educational Support Services

Spring 2012 (June 14, 2012)

### Service Learning

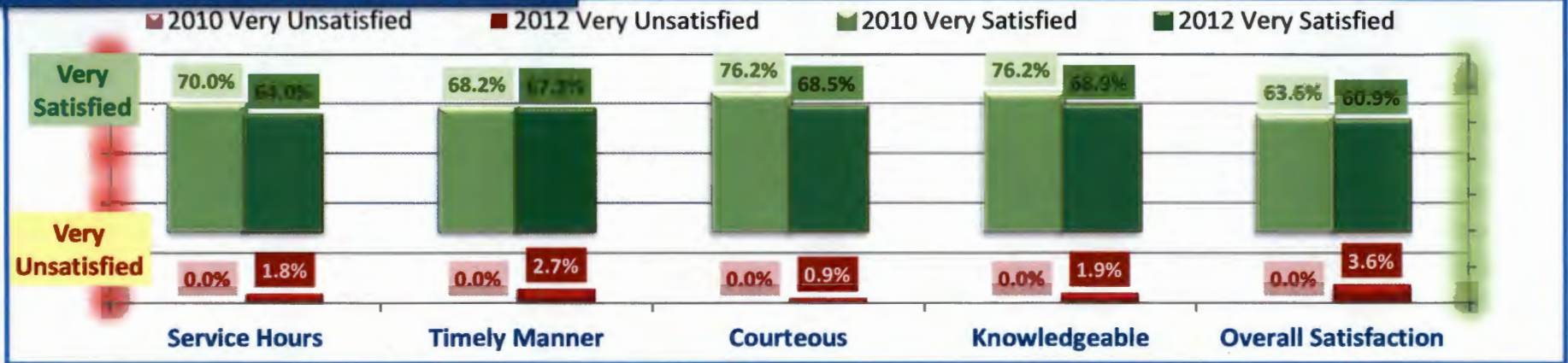


Service/Program	Respondents	Very unsatisfied	Unsatisfied	Neutral	Satisfied	Very satisfied
Cooperative Work Experience	34	2.9%	0.0%	17.6%	8.8%	70.6%
Libraries	874	1.3%	1.1%	5.1%	23.1%	69.3%
Computer labs	597	1.3%	1.3%	8.4%	24.5%	64.5%
Math labs	417	2.2%	2.4%	11.8%	24.7%	59.0%
Mentor Program	27	0.0%	0.0%	0.0%	14.8%	85.2%
Online Student Support Center (OSSC; part of e-Collin)	105	1.0%	1.9%	4.8%	19.0%	73.3%
Science Den (labs)	161	3.7%	3.1%	10.6%	23.0%	59.6%
Service Learning	110	3.6%	2.7%	8.2%	24.5%	60.9%
Student Success Program (SSP)	24	0.0%	0.0%	12.5%	8.3%	79.2%
Tutoring Services	124	3.2%	3.2%	12.1%	19.4%	62.1%
Writing Centers	404	2.7%	4.5%	7.9%	26.0%	58.9%

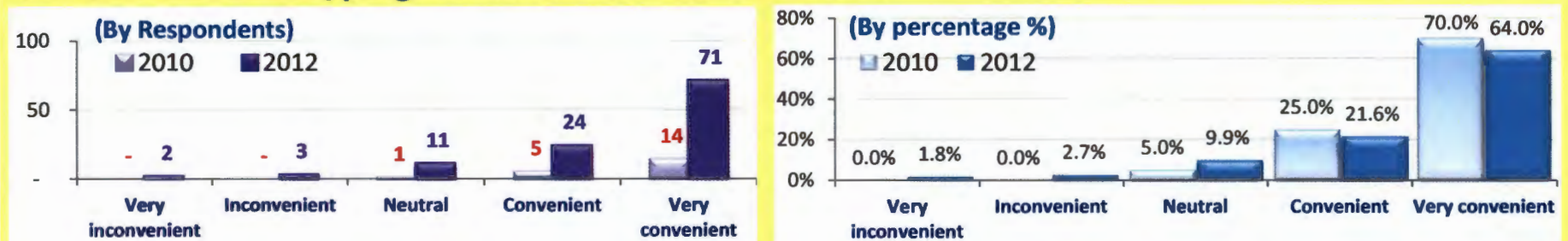


# Student Survey

## Service Learning (2010 vs 2012)



## The hours the service/program is available are convenient



Service/Program	Year	Respondents	Very inconvenient	Inconvenient	Neutral	Convenient	Very convenient
The hours the service/program is available are convenient	2010		0.0%	0.0%	5.0%	25.0%	70.0%
	2012		1.8%	2.7%	9.9%	21.6%	64.0%
	2010	20	-	-	1	5	14
	2012	111	2	3	11	24	71
The service was provided in a timely manner	2010		0.0%	0.0%	4.5%	27.3%	68.2%
	2012		2.7%	2.7%	10.9%	16.4%	67.3%
	2010	22	-	-	1	6	15
	2012	110	3	3	12	18	74
The staff was courteous	2010		0.0%	0.0%	4.8%	19.0%	76.2%
	2012		0.9%	3.7%	8.3%	18.5%	68.5%
	2010	21	-	-	1	4	16
	2012	108	1	4	9	20	74
The staff was knowledgeable	2010		0.0%	0.0%	9.5%	14.3%	76.2%
	2012		1.9%	1.9%	8.5%	18.9%	68.9%
	2010	21	-	-	2	3	16
	2012	106	2	2	9	20	73
Overall satisfaction with the service/programs you said you have used	2010		0.0%	0.0%	9.1%	27.3%	63.6%
	2012		3.6%	2.7%	8.2%	24.5%	60.9%
	2010	22	-	-	2	6	14
	2012	110	4	3	9	27	67

## **Collin Educational and Support Services /Programs**

### **Faculty Survey: Spring 2011**

**Collin College**

**April 5, 2011**

#### **Section I. Administrative Services**

**Please indicate which of the following administrative units you are aware of?  
(Check all that apply)**

		0	1	Total
	Count	203	680	883
Please indicate which of the following administrative uni - Academic Computing & Labs	%	23.0%	77.0%	100.0%
Please indicate which of the following administrative uni - Administrative Programming (support for systems such as Banner)	Count	332	551	883
	%	37.6%	62.4%	100.0%
	Count	282	601	883
Please indicate which of the following administrative uni - Budgeting/Auditing/Payroll	%	31.9%	68.1%	100.0%
	Count	115	768	883
Please indicate which of the following administrative uni - Campus Police & Security	%	13.0%	87.0%	100.0%
	Count	306	577	883
Please indicate which of the following administrative uni - Financial Services (Bursars)	%	34.7%	65.3%	100.0%
Please indicate which of the following administrative uni- Grounds (external maintenance such as, parking, sidewalks, lighting etc.)	Count	292	591	883
	%	33.1%	66.9%	100.0%
Please indicate which of the following administrative uni - Help Desk	Count	88	795	883
	%	10.0%	90.0%	100.0%
Please indicate which of the following administrative uni - Media Services	Count	171	712	883
	%	19.4%	80.6%	100.0%
Please indicate which of the following administrative uni - Mail Services	Count	269	614	883
	%	30.5%	69.5%	100.0%
Please indicate which of the following administrative uni - Physical Plant Operations	Count	213	670	883
	%	24.1%	75.9%	100.0%
Please indicate which of the following administrative uni - Purchasing/Inventory Control	Count	429	454	883
	%	48.6%	51.4%	100.0%
Please indicate which of the following administrative uni - Telecommunications (support for phone systems)	Count	380	503	883
	%	43.0%	57.0%	100.0%
Please indicate which of the following administrative uni - Web Services	Count	268	615	883
	%	30.4%	69.6%	100.0%

## Section IV. Human Resources (HR), Public Relations & Institutional Effectiveness Offices

Please indicate which of the following offices and services you are aware of?  
(Check all that apply)

		0	1	Total
Please indicate which of the following offices and service - Center for Scholarly Learning and Civic Engagement	Count	318	353	671
	%	47.4%	52.6%	100.0%
Please indicate which of the following offices and service - HR-Information & Services/Benefits	Count	108	563	671
	%	16.1%	83.9%	100.0%
	Count	493	178	671
Please indicate which of the following offices and service - HR-Internal Audit (Compliance)	%	73.5%	26.5%	100.0%
	Count	485	186	671
Please indicate which of the following offices and service - HR-Organizational Development	%	72.3%	27.7%	100.0%
	Count	190	481	671
Please indicate which of the following offices and service - HR-Professional Development	%	28.3%	71.7%	100.0%
Please indicate which of the following offices and service - Institutional Effectiveness-Assessment	Count	452	219	671
	%	67.4%	32.6%	100.0%
Please indicate which of the following offices and service - Institutional Effectiveness-Curriculum	Count	474	197	671
	%	70.6%	29.4%	100.0%
Please indicate which of the following offices and service - Institutional Research Office (IRO) (services such as data, surveys, focus groups, reports etc.)	Count	337	334	671
	%	50.2%	49.8%	100.0%
	Count	279	392	671
Please indicate which of the following offices and service - Public Relations	%	41.6%	58.4%	100.0%
Please indicate which of the following offices and service - Transfer Programs (Services for transfer process)	Count	362	309	671
	%	53.9%	46.1%	100.0%

**Have you used any services offered by the following units?  
(Check all that apply)**

		0	1	Total
Have you used any services offered by the following units - Center for Scholarly Learning and Civic Engagement	Count	434	113	547
	%	79.3%	20.7%	100.0%
Have you used any services offered by the following units - HR-Information & Services/Benefits	Count	129	418	547
	%	23.6%	76.4%	100.0%
Have you used any services offered by the following units - HR-Internal Audit (Compliance)	Count	499	48	547
	%	91.2%	8.8%	100.0%
Have you used any services offered by the following units - HR-Organizational Development	Count	494	53	547
	%	90.3%	9.7%	100.0%
Have you used any services offered by the following units - HR-Professional Development	Count	239	308	547
	%	43.7%	56.3%	100.0%
Have you used any services offered by the following units - Institutional Effectiveness-Assessment	Count	477	70	547
	%	87.2%	12.8%	100.0%
Have you used any services offered by the following units - Institutional Effectiveness-Curriculum	Count	486	61	547
	%	88.8%	11.2%	100.0%
Have you used any services offered by the following units - Institutional Research Office (IRO) (services such as data, surveys, focus groups, reports etc.)	Count	382	165	547
	%	69.8%	30.2%	100.0%
	Count	340	207	547
	%	62.2%	37.8%	100.0%
Have you used any services offered by the following units - Public Relations	Count	477	70	547
	%	87.2%	12.8%	100.0%
Have you used any services offered by the following units - Transfer Programs (Services for transfer process)	Count	477	70	547
	%	87.2%	12.8%	100.0%



Using a five-point scale, to what extent do you agree or disagree with the following statements based on your experience with the communications and processes of the following offices and services you have used.

1= Strongly disagree, 5 = Strongly agree

The unit procedures are user friendly.

		1 = Strongly disagree	2	3	4	5 = Strongly agree	Don't know/Not applicable	Total
Procedures are user friendly -Center for Scholarly Learning and Civic Engagement	Count	5	4	18	21	51	10	109
	%	4.6%	3.7%	16.5%	19.3%	46.8%	9.2%	100.0%
Procedures are user friendly -HR-Information & Services/Benefits	Count	10	23	71	123	164	13	404
	%	2.5%	5.7%	17.6%	30.4%	40.6%	3.2%	100.0%
Procedures are user friendly -HR-Internal Audit (Compliance)	Count	4	3	7	14	16	4	48
	%	8.3%	6.3%	14.6%	29.2%	33.3%	8.3%	100.0%
Procedures are user friendly -HR-Organizational Development	Count	1	2	10	13	22	1	49
	%	2.0%	4.1%	20.4%	26.5%	44.9%	2.0%	100.0%
Procedures are user friendly -HR-Professional Development	Count	3	7	33	78	176	3	300
	%	1.0%	2.3%	11.0%	26.0%	58.7%	1.0%	100.0%
Procedures are user friendly -Institutional Effectiveness-Assessment	Count	2	5	14	21	22	4	68
	%	2.9%	7.4%	20.6%	30.9%	32.4%	5.9%	100.0%
Procedures are user friendly -Institutional Effectiveness-Curriculum	Count	1	5	12	17	18	4	57
	%	1.8%	8.8%	21.1%	29.8%	31.6%	7.0%	100.0%
Procedures are user friendly -Institutional Research Office (IRO)*	Count	6	12	25	43	65	9	160
	%	3.8%	7.5%	15.6%	26.9%	40.6%	5.6%	100.0%
Procedures are user friendly -Public Relations	Count	5	13	28	61	93	4	204
	%	2.5%	6.4%	13.7%	29.9%	45.6%	2.0%	100.0%
Procedures are user friendly -Transfer Programs	Count	1	4	18	39	39	6	68
**	%	1.5%	5.9%	26.5%	57.4%	57.4%	8.8%	100.0%

#### Descriptive Statistics

Procedures are user friendly -Center for Scholarly Learning and Civic Engagement	99	1	5	4.10	1.147
--	----	---	---	------	-------

	N	Minimum	Maximum	Mean	Std. Deviation
Procedures are user friendly -HR-Information & Services/Benefits	391	1	5	4.04	1.033
Procedures are user friendly -HR-Internal Audit (Compliance)	44	1	5	3.80	1.268
Procedures are user friendly -HR-Organizational Development	48	1	5	4.10	1.016
Procedures are user friendly -HR-Professional Development	297	1	5	4.40	.853
Procedures are user friendly -Institutional Effectiveness-Assessment	64	1	5	3.88	1.076
Procedures are user friendly -Institutional Effectiveness-Curriculum	53	1	5	3.87	1.057
Procedures are user friendly -Institutional Research Office (IRO)*	151	1	5	3.99	1.131
Procedures are user friendly -Public Relations	200	1	5	4.12	1.040
Procedures are user friendly -Transfer Programs **	62	1	5	4.52	.763
Valid N (listwise)	3				

\* Services such as data, surveys, focus groups, reports etc.

Services to help with transfer process.

The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.

\*\*

NOTE:

## The unit procedures are efficient.

		1 = Strongly disagree	2	3	4	5 = Strongly agree	Don't know/Not applicable	Total
Procedures are efficient -Center for Scholarly Learning and Civic Engagement	Count	5	8	18	22	48	10	111
	%	4.5%	7.2%	16.2%	19.8%	43.2%	9.0%	100.0%
Procedures are efficient -HR-Information & Services/Benefits	Count	11	29	60	129	162	20	411
	%	2.7%	7.1%	14.6%	31.4%	39.4%	4.9%	100.0%
Procedures are efficient -HR-Internal Audit (Compliance)	Count	3	5	6	12	17	4	47
	%	6.4%	10.6%	12.8%	25.5%	36.2%	8.5%	100.0%
Procedures are efficient -HR-Organizational Development	Count	2	4	8	14	16	5	49
	%	4.1%	8.2%	16.3%	28.6%	32.7%	10.2%	100.0%
Procedures are efficient -HR-Professional Development	Count	5	11	34	77	167	8	302
	%	1.7%	3.6%	11.3%	25.5%	55.3%	2.6%	100.0%
Procedures are efficient -Institutional Effectiveness-Assessment	Count	2	5	17	18	21	6	69
	%	2.9%	7.2%	24.6%	26.1%	30.4%	8.7%	100.0%
Procedures are efficient -Institutional Effectiveness-Curriculum	Count	1	6	14	15	18	4	58
	%	1.7%	10.3%	24.1%	25.9%	31.0%	6.9%	100.0%
Procedures are efficient -Institutional Research Office (IRO)*	Count	4	15	31	37	63	14	164
	%	2.4%	9.1%	18.9%	22.6%	38.4%	8.5%	100.0%
Procedures are efficient -Public Relations	Count	7	17	33	52	85	9	203
	%	3.4%	8.4%	16.3%	25.6%	41.9%	4.4%	100.0%
Procedures are efficient -Transfer Programs **	Count	1	1	4	19	36	6	67
	%	1.5%	1.5%	6.0%	28.4%	53.7%	9.0%	100.0%

### Descriptive Statistics

Procedures are efficient -Center for Scholarly Learning and Civic Engagement	101	1	5	3.99	1.196
	N	Minimum	Maximum	Mean	Std. Deviation
Procedures are efficient -HR-Information & Services/Benefits	391	1	5	4.03	1.058
Procedures are efficient -HR-Internal Audit (Compliance)	43	1	5	3.81	1.277
Procedures are efficient -HR-Organizational Development	44	1	5	3.86	1.153
Procedures are efficient -HR-Professional Development	294	1	5	4.33	.940
Procedures are efficient -Institutional Effectiveness-Assessment	63	1	5	3.81	1.090
Procedures are efficient -Institutional Effectiveness-Curriculum	54	1	5	3.80	1.088
Procedures are efficient -Institutional Research Office (IRO)*	150	1	5	3.93	1.127
Procedures are efficient -Public Relations	194	1	5	3.98	1.136
Procedures are efficient -Transfer Programs **	61	1	5	4.44	.827
Valid N (listwise)	4				

\* Services such as data, surveys, focus groups, reports etc.

\*\* Services to help with transfer process.

NOTE: The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.



## The unit procedures met my needs in timely fashion.

		1 = Strongly disagree	2	3	4	5 = Strongly agree	Don't know/ Not applicabl e	Total
Met my needs in timely fashion -Center for Scholarly Learning and Civic Engagement	Count	3	7	17	23	54	7	111
	%	2.7%	6.3%	15.3%	20.7%	48.6%	6.3%	100.0%
Met my needs in timely fashion -HR-Information & Services/Benefits	Count	9	34	48	126	192	4	413
	%	2.2%	8.2%	11.6%	30.5%	46.5%	1.0%	100.0%
Met my needs in timely fashion -HR-Internal Audit (Compliance)	Count	2	3	4	12	22	3	46
	%	4.3%	6.5%	8.7%	26.1%	47.8%	6.5%	100.0%
Met my needs in timely fashion -HR-Organizational Development	Count	1	3	9	12	21	3	49
	%	2.0%	6.1%	18.4%	24.5%	42.9%	6.1%	100.0%
Met my needs in timely fashion -HR-Professional Development	Count	8	7	32	78	172	4	301
	%	2.7%	2.3%	10.6%	25.9%	57.1%	1.3%	100.0%
Met my needs in timely fashion -Institutional Effectiveness-Assessment	Count	2	3	16	20	23	6	70
	%	2.9%	4.3%	22.9%	28.6%	32.9%	8.6%	100.0%
Met my needs in timely fashion -Institutional Effectiveness-Curriculum	Count	1	3	11	20	20	4	59
	%	1.7%	5.1%	18.6%	33.9%	33.9%	6.8%	100.0%
Met my needs in timely fashion -Institutional Research Office (IRO)*	Count	6	7	26	49	69	7	164
	%	3.7%	4.3%	15.9%	29.9%	42.1%	4.3%	100.0%
Met my needs in timely fashion -Public Relations	Count	9	15	33	52	88	7	204
	%	4.4%	7.4%	16.2%	25.5%	43.1%	3.4%	100.0%
Met my needs in timely fashion -Transfer Programs **	Count	1		5	16	40	3	67
	%	1.5%		7.5%	26.9%	59.7%	4.5%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Met my needs in timely fashion -Center for Scholarly Learning and Civic Engagement	104	1	5	4.13	1.098
Met my needs in timely fashion -HR-Information & Services/Benefits	409	1	5	4.12	1.052
Met my needs in timely fashion -HR-Internal Audit (Compliance)	43	1	5	4.14	1.146
Met my needs in timely fashion -HR-Organizational Development	46	1	5	4.07	1.063
Met my needs in timely fashion -HR-Professional Development	297	1	5	4.34	.953
Met my needs in timely fashion -Institutional Effectiveness-Assessment	64	1	5	3.92	1.044
Met my needs in timely fashion -Institutional Effectiveness-Curriculum	55	1	5	4.00	.981
Met my needs in timely fashion -Institutional Research Office (IRO)*	157	1	5	4.07	1.063
Met my needs in timely fashion -Public Relations	197	1	5	3.99	1.156
Met my needs in timely fashion -Transfer Programs **	64	1	5	4.50	.777
Valid N (listwise)	4				

\* Services such as data, surveys, focus groups, reports etc.

Services to help with transfer process.

The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.

NOTE:

## The unit staff are knowledgeable.

		1 = disagree	2	3	4	5 = Strongly agree	Don't know/Not applicable	Total
Staff are knowledgeable -Center for Scholarly Learning and Civic Engagement	Count	4	7	9	27	61	3	111
	%	3.6%	6.3%	8.1%	24.3%	55.0%	2.7%	100.0%
Staff are knowledgeable -HR-Information & Services/Benefits	Count	8	20	47	117	209	8	409
	%	2.0%	4.9%	11.5%	28.6%	51.1%	2.0%	100.0%
Staff are knowledgeable -HR-Internal Audit (Compliance)	Count	2	2	7	13	21	2	47
	%	4.3%	4.3%	14.9%	27.7%	44.7%	4.3%	100.0%
Staff are knowledgeable -HR-Organizational Development	Count		3	9	14	23		49
	%		6.1%	18.4%	28.6%	46.9%		100.0%
Staff are knowledgeable -HR-Professional Development	Count	4	4	21	77	188	10	304
	%	1.3%	1.3%	6.9%	25.3%	61.8%	3.3%	100.0%
Staff are knowledgeable -Institutional Effectiveness-Assessment	Count	1	2	9	21	34	3	70
	%	1.4%	2.9%	12.9%	30.0%	48.6%	4.3%	100.0%
Staff are knowledgeable -Institutional Effectiveness-Curriculum	Count		5	7	18	27	1	58
	%		8.6%	12.1%	31.0%	46.6%	1.7%	100.0%
Staff are knowledgeable -Institutional Research Office (IRO)*	Count	2	5	10	42	92	11	162
	%	1.2%	3.1%	6.2%	25.9%	56.8%	6.8%	100.0%
Staff are knowledgeable -Public Relations	Count	1	10	17	61	110	6	205
	%	.5%	4.9%	8.3%	29.8%	53.7%	2.9%	100.0%
Staff are knowledgeable -Transfer Programs **	Count	1	1	2	14	45	3	66
	%	1.5%	1.5%	3.0%	21.2%	68.2%	4.5%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Staff are knowledgeable -Center for Scholarly Learning and Civic Engagement	108	1	5	4.24	1.093
Staff are knowledgeable -HR-Information & Services/Benefits	401	1	5	4.24	.980
Staff are knowledgeable -HR-Internal Audit (Compliance)	45	1	5	4.09	1.104
Staff are knowledgeable -HR-Organizational Development	49	2	5	4.16	.943
Staff are knowledgeable -HR-Professional Development	294	1	5	4.50	.800
Staff are knowledgeable -Institutional Effectiveness-Assessment	67	1	5	4.27	.914
Staff are knowledgeable -Institutional Effectiveness-Curriculum	57	2	5	4.18	.966
Staff are knowledgeable -Institutional Research Office (IRO)*	151	1	5	4.44	.861
Staff are knowledgeable -Public Relations	199	1	5	4.35	.874
Staff are knowledgeable -Transfer Programs **	63	1	5	4.60	.773
Valid N (listwise)	5				

\* Services such as data, surveys, focus groups, reports etc.

\*\* Services to help with transfer process.

NOTE: The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.



## The unit staff are courteous.

		1 = Strongly disagree	2	3	4	5 = Strongly agree	Don't know/Not applicable	Total
Staff are courteous -Center for Scholarly Learning and Civic Engagement	Count	3	3	8	20	73	4	111
	%	2.7%	2.7%	7.2%	18.0%	65.8%	3.6%	100.0%
Staff are courteous -HR-Information & Services/Benefits	Count	8	13	39	96	247	9	412
	%	1.9%	3.2%	9.5%	23.3%	60.0%	2.2%	100.0%
Staff are courteous -HR-Internal Audit (Compliance)	Count	5	2	6	10	22	2	47
	%	10.6%	4.3%	12.8%	21.3%	46.8%	4.3%	100.0%
Staff are courteous -HR-Organizational Development	Count	1	1	7	10	30		49
	%	2.0%	2.0%	14.3%	20.4%	61.2%		100.0%
Staff are courteous -HR-Professional Development	Count	5	3	21	56	209	8	302
	%	1.7%	1.0%	7.0%	18.5%	69.2%	2.6%	100.0%
Staff are courteous -Institutional Effectiveness-Assessment	Count		1	8	17	41	3	70
	%		1.4%	11.4%	24.3%	58.6%	4.3%	100.0%
Staff are courteous -Institutional Effectiveness-Curriculum	Count		4	5	14	35	2	60
	%		6.7%	8.3%	23.3%	58.3%	3.3%	100.0%
Staff are courteous -Institutional Research Office (IRO)*	Count		8	13	37	98	8	164
	%		4.9%	7.9%	22.6%	59.8%	4.9%	100.0%
Staff are courteous -Public Relations	Count	2	5	18	50	126	3	204
	%	1.0%	2.5%	8.8%	24.5%	61.8%	1.5%	100.0%
Staff are courteous -Transfer Programs **	Count	1		1	13	47	3	65
	%	1.5%		1.5%	20.0%	72.3%	4.6%	100.0%

### Descriptive Statistics

Staff are courteous -Center for Scholarly Learning and Civic Engagement	107	1	5	4.47	.955
---	-----	---	---	------	------

	N	Minimum	Maximum	Mean	Std. Deviation
Staff are courteous -HR-Information & Services/Benefits	403	1	5	4.39	.930
Staff are courteous -HR-Internal Audit (Compliance)	45	1	5	3.93	1.355
Staff are courteous -HR-Organizational Development	49	1	5	4.37	.951
Staff are courteous -HR-Professional Development	294	1	5	4.57	.810
Staff are courteous -Institutional Effectiveness-Assessment	67	2	5	4.46	.765
Staff are courteous -Institutional Effectiveness-Curriculum	58	2	5	4.38	.914
Staff are courteous -Institutional Research Office (IRO)*	156	2	5	4.44	.852
Staff are courteous -Public Relations	201	1	5	4.46	.836
Staff are courteous -Transfer Programs **	62	1	5	4.69	.667
Valid N (listwise)	4				

\* Services such as data, surveys, focus groups, reports etc.

\*\* Services to help with transfer process.

NOTE: The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.

On a five-point scale, please rate your overall satisfaction with the following Student Development services / programs you have used.

1= Very unsatisfied, 5 = Very satisfied

		1 = Very unsatisfied	2	3	4	5 = Very satisfied	Total
Rate overall satisfaction -Center for Scholarly Learning and Civic Engagement	Count	5	9	18	24	56	112
	%	4.5%	8.0%	18.1%	21.4%	50.0%	100.0%
Rate overall satisfaction -HR- Information & Services/Benefits	Count	13	23	68	141	166	411
	%	3.2%	5.6%	16.5%	34.3%	40.4%	100.0%
Rate overall satisfaction -HR- Internal Audit (Compliance)	Count	4	4	7	14	18	47
	%	8.5%	8.5%	14.9%	29.8%	38.3%	100.0%
Rate overall satisfaction -HR- Organizational Development	Count	2	2	15	11	21	51
	%	3.9%	3.9%	29.4%	21.6%	41.2%	100.0%
Rate overall satisfaction -HR- Professional Development	Count	4	8	42	92	156	302
	%	1.3%	2.6%	13.9%	30.5%	51.7%	100.0%
Rate overall satisfaction -Institutional Effectiveness- Assessment)	Count	1	5	19	26	19	70
	%	1.4%	7.1%	27.1%	37.1%	27.1%	100.0%
Rate overall satisfaction -Institutional Effectiveness- Curriculum	Count		8	12	23	17	60
	%		13.3%	20.0%	38.3%	28.3%	100.0%
Rate overall satisfaction -Institutional Research Office (IRO)*	Count	3	10	25	52	70	160
	%	1.9%	6.3%	15.6%	32.5%	43.8%	100.0%
Rate overall satisfaction -Public Relations	Count	7	14	31	66	84	202
	%	3.5%	6.9%	15.3%	32.7%	41.6%	100.0%
Rate overall satisfaction -Transfer Programs**	Count	1		6	20	38	65
	%	1.5%		9.2%	30.8%	58.5%	100.0%

#### Descriptive Statistics

Rate overall satisfaction -Center for Scholarly Learning and Civic Engagement	112	1	5	4.04	1.181
	N	Minimum	Maximum	Mean	Std. Deviation
Rate overall satisfaction -HR- Information & Services/Benefits	411	1	5	4.03	1.039
Rate overall satisfaction -HR- Internal Audit (Compliance)	47	1	5	3.81	1.279
Rate overall satisfaction -HR- Organizational Development	51	1	5	3.92	1.111
Rate overall satisfaction -HR- Professional Development	302	1	5	4.28	.896
Rate overall satisfaction -Institutional Effectiveness- Assessment)	70	1	5	3.81	.967
Rate overall satisfaction -Institutional Effectiveness- Curriculum	60	2	5	3.82	1.000
Rate overall satisfaction -Institutional Research Office (IRO)*	160	1	5	4.10	1.004
Rate overall satisfaction -Public Relations	202	1	5	4.02	1.079
Rate overall satisfaction -Transfer Programs**	65	1	5	4.45	.791
Valid N (listwise)	6				

\* Services such as data, surveys, focus groups, reports etc.  
Services to help with transfer process.

\*\*

NOTE:

The above table excludes the "Don't know/Not applicable" to compute mean and standard deviation.

## Please specify the reasons for your ratings.

### Specify reason for rating -Center for Scholarly Learning and Civic Engagement

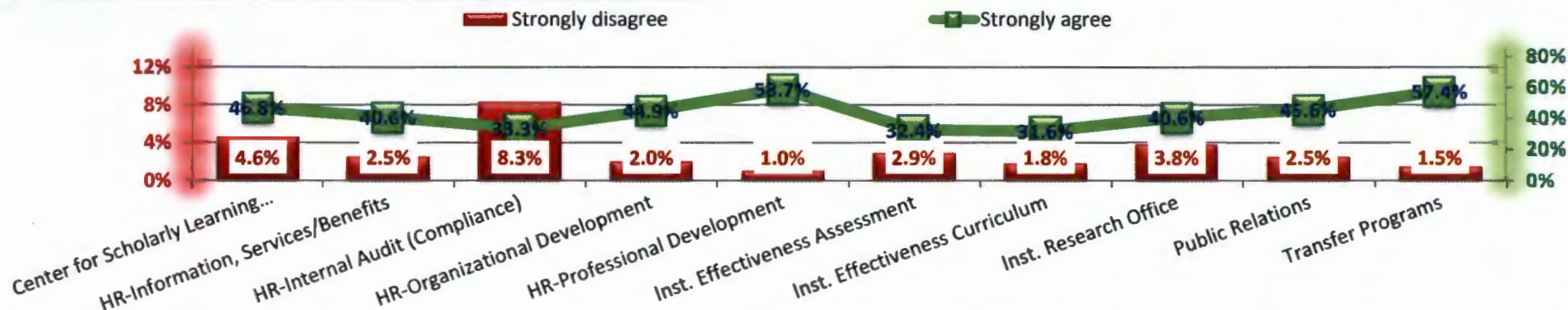
	Frequency
Did not respond	848
A lot of activity happening through the Center. The forms have become less time consuming which is a plus.	1
Always available to assist	1
Always polite, efficient & responsive	1
As a student, I was allowed to do an internship under [Individual Name] . The Center for Scholarly Learning and Civic Engagement really allows students to grow on many levels: in academia, in leadership, in confidence, and in citizenship.	1
Does a great job with scheduling programs and informing of dates of activities	1
easy accessibility	1
Efficient. Informative. Good selection of topics.	1
Enrichment and real learning opportunities	1
Excellent programming	1
Excellent programs for students/speakers for students and faculty	1
Good job at offering enrichment activities for faculty and students	1
good speakers, timely and informative	1
Great opportunities - need more readily available schedule of events and times	1
great program	1
great programming except times almost always conflict with my own teaching schedule lately	1
Hard-working, cooperative, and helpful staff work well with faculty and do everything they can to make participation easy.	1
I'm aware of their programs and I think they try to provide "more" for the students at Collin.	1
I have taken some workshops and am interested in integrating service learning into my courses.	1
I have worked with Terry and she is a wealth of information.	1
I love the distinguished scholar lecture series	1
Interesting programs, spurs good communication	1
interesting speakers	1
learn the difference between self-promoters and scholars	1
Love the films at the Angelika (Service Learning and Learning Communities are more work than they are worth)	1
Misinformation, lack of communication, poor leadership	1
necessary? most of their activities are pointless and unrelated to anything at a community college.	1
Pseudo-university.	1
Need to be informed more about volunteering	1
offers a variety of programing	1
overall positive experience, there are sometimes accountability issues with the director on joint efforts.	1
Programs offered are great.	1
purpose is not clear to all.	1
really innovative	1
Seems to create programs mainly for SCC	1
Sevice Learning is too cumbersome to use. I have enjoyed some of the speakers.	1
Since [Individual Name] left her position in this area, it has devolved. Service Learning has become a chore rather than an opportunity, and I no longer include it in my classes. To be honest, I think it is the [position identified] who is the problem. She sends out notices without enough time to schedule activities or even inform students about important events. She is difficult to work with and offers little support. The center itself is a wonderful idea, but its direction is a problem for me.	1
Substantial programs for my students! Well-run!	1
[Individual Name] are excellent!!	1
[Individual Name] and staff are excellent	1
[Individual Name] is one of the smartest, kindest people I have ever met.	1
They have great speakers	1
Tons of support and help from [Individual Name] and crew.	1
Too much emphasis, distracts from the basic prinicpal of teaching	1
Too Spring Creek centered to be useful	1

Specify reason for rating -Center for Scholarly Learning and Civic Engagement

Unrealistic time frames. Meetings and workshops lack focus and need improved efficiency.	1
Very good programming and willing to collaborate and work with others.	1
Very little activity	1
work with faculty	1
Total	895



# 1. The unit procedures are user friendly.



## Faculty Survey:

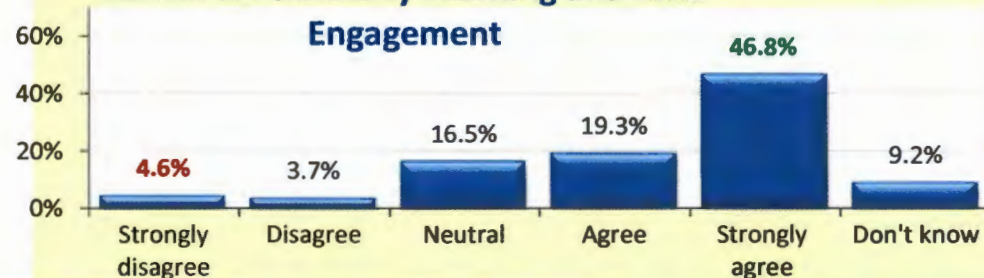
**Collin Educational Support**

**Services/Programs**

**Section IV : Human Resources(HR), Public Relations,  
Institutional Effectiveness Offices**

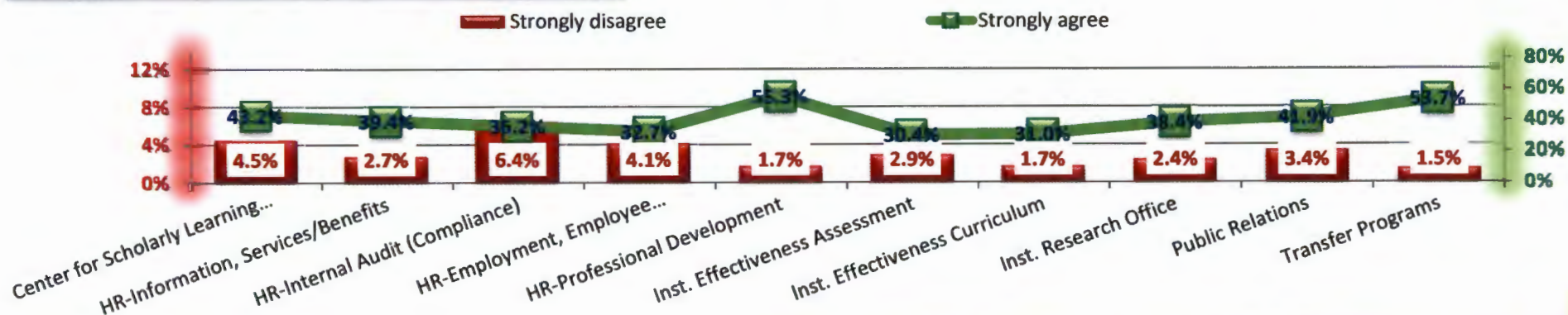
**Spring 2011 (April 5, 2011)**

## Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	109	4.6%	3.7%	16.5%	19.3%	46.8%	9.2%
HR-Information, Services/Benefits	404	2.5%	5.7%	17.6%	30.4%	40.6%	3.2%
HR-Internal Audit (Compliance)	48	8.3%	6.3%	14.6%	29.2%	33.3%	8.3%
HR-Organizational Development	49	2.0%	4.1%	20.4%	26.5%	44.9%	2.0%
HR-Professional Development	300	1.0%	2.3%	11.0%	26.0%	58.7%	1.0%
Inst. Effectiveness Assessment	68	2.9%	7.4%	20.6%	30.9%	32.4%	5.9%
Inst. Effectiveness Curriculum	57	1.8%	8.8%	21.1%	29.8%	31.6%	7.0%
Inst. Research Office	160	3.8%	7.5%	15.6%	26.9%	40.6%	5.6%
Public Relations	204	2.5%	6.4%	13.7%	29.9%	45.6%	2.0%
Transfer Programs	68	1.5%	0.0%	5.9%	26.5%	57.4%	8.8%

## 2. The unit procedures are efficient.



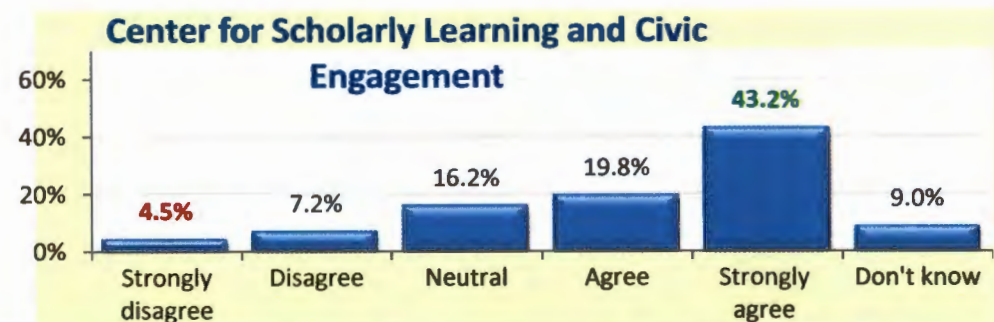
### Faculty Survey:

#### Collin Educational Support

#### Services/Programs

#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

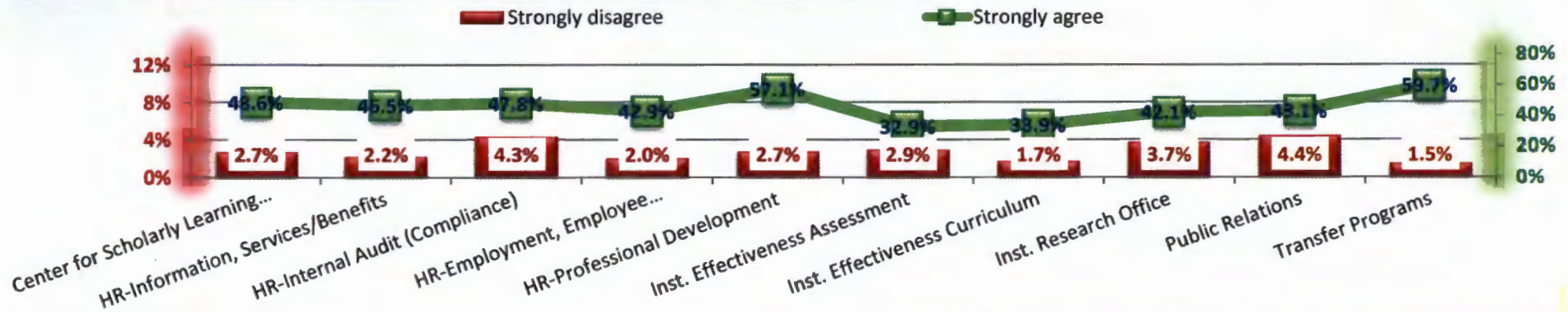
Spring 2011 (April 5, 2011)



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	111	4.5%	7.2%	16.2%	19.8%	43.2%	9.0%
HR-Information, Services/Benefits	411	2.7%	7.1%	14.6%	31.4%	39.4%	4.9%
HR-Internal Audit (Compliance)	47	6.4%	10.6%	12.8%	25.5%	36.2%	8.5%
HR-Employment, Employee Relations & Compensation	49	4.1%	8.2%	16.3%	28.6%	32.7%	10.2%
HR-Professional Development	302	1.7%	3.6%	11.3%	25.5%	55.3%	2.6%
Inst. Effectiveness Assessment	69	2.9%	7.2%	24.6%	26.1%	30.4%	8.7%
Inst. Effectiveness Curriculum	58	1.7%	10.3%	24.1%	25.9%	31.0%	6.9%
Inst. Research Office	164	2.4%	9.1%	18.9%	22.6%	38.4%	8.5%
Public Relations	203	3.4%	8.4%	16.3%	25.6%	41.9%	4.4%
Transfer Programs	67	1.5%	1.5%	6.0%	28.4%	53.7%	9.0%



### 3. The unit procedures met my needs in timely manner.



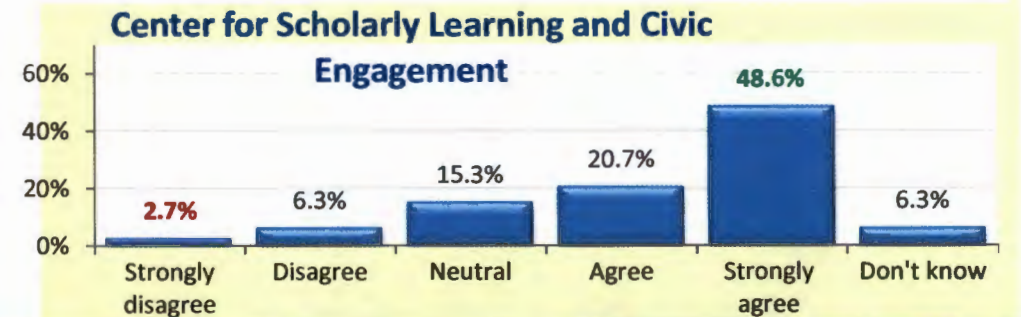
#### Faculty Survey:

#### Collin Educational Support

#### Services/Programs

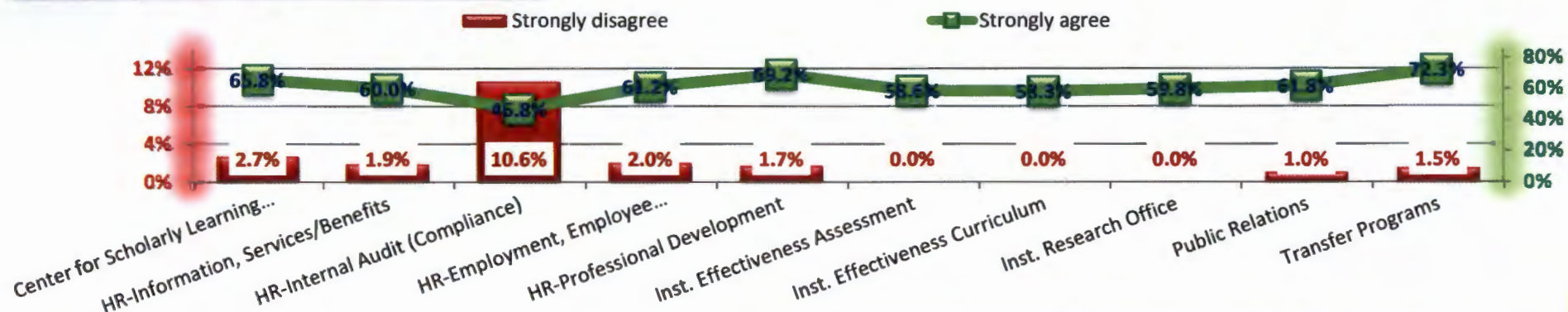
#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

Spring 2011 (April 5, 2011)



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	111	2.7%	6.3%	15.3%	20.7%	48.6%	6.3%
HR-Information, Services/Benefits	413	2.2%	8.2%	11.6%	30.5%	46.5%	1.0%
HR-Internal Audit (Compliance)	46	4.3%	6.5%	8.7%	26.1%	47.8%	6.5%
HR-Employment, Employee Relations & Compensation	49	2.0%	6.1%	18.4%	24.5%	42.9%	6.1%
HR-Professional Development	301	2.7%	2.3%	10.6%	25.9%	57.1%	1.3%
Inst. Effectiveness Assessment	70	2.9%	4.3%	22.9%	28.6%	32.9%	8.6%
Inst. Effectiveness Curriculum	59	1.7%	5.1%	18.6%	33.9%	33.9%	6.8%
Inst. Research Office	164	3.7%	4.3%	15.9%	29.9%	42.1%	4.3%
Public Relations	204	4.4%	7.4%	16.2%	25.5%	43.1%	3.4%
Transfer Programs	67	1.5%	0.0%	7.5%	26.9%	59.7%	4.5%

## 4. The unit staff are courteous.



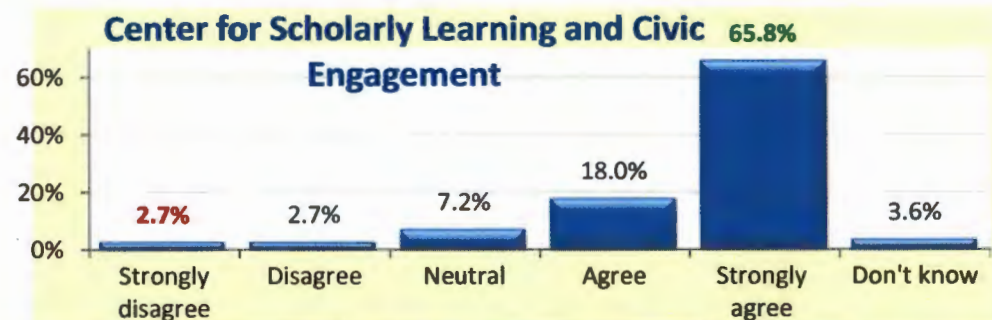
### Faculty Survey:

#### Collin Educational Support

#### Services/Programs

#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

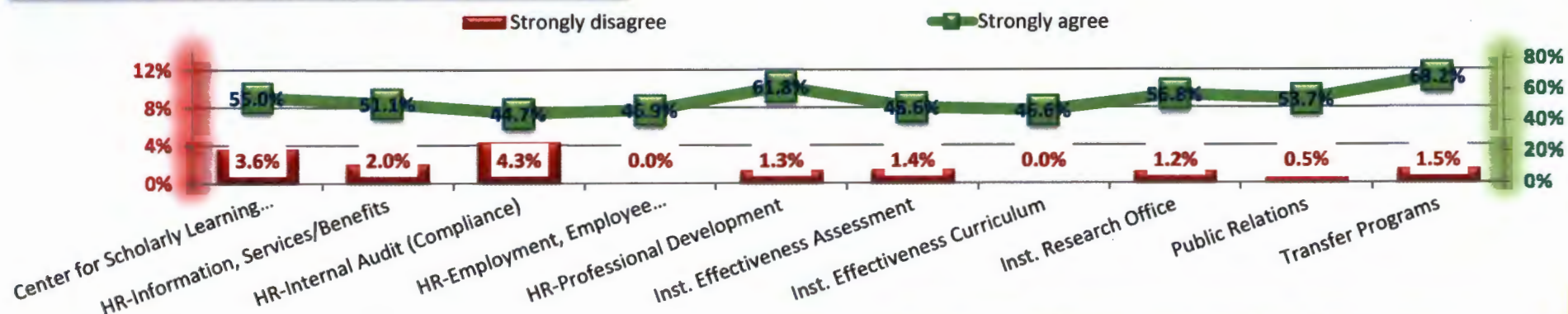
Spring 2011 (April 5, 2011)



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	111	2.7%	2.7%	7.2%	18.0%	65.8%	3.6%
HR-Information, Services/Benefits	412	1.9%	3.2%	9.5%	23.3%	60.0%	2.2%
HR-Internal Audit (Compliance)	47	10.6%	4.3%	12.8%	21.3%	46.8%	4.3%
HR-Employment, Employee Relations & Compensation	49	2.0%	2.0%	14.3%	20.4%	61.2%	0.0%
HR-Professional Development	302	1.7%	1.0%	7.0%	18.5%	69.2%	2.6%
Inst. Effectiveness Assessment	70	0.0%	1.4%	11.4%	24.3%	58.6%	4.3%
Inst. Effectiveness Curriculum	60	0.0%	6.7%	8.3%	23.3%	58.3%	3.3%
Inst. Research Office	164	0.0%	4.9%	7.9%	22.6%	59.8%	4.9%
Public Relations	204	1.0%	2.5%	8.8%	24.5%	61.8%	1.5%
Transfer Programs	65	1.5%	0.0%	1.5%	20.0%	72.3%	4.6%



## 5. The unit staff are knowledgeable.



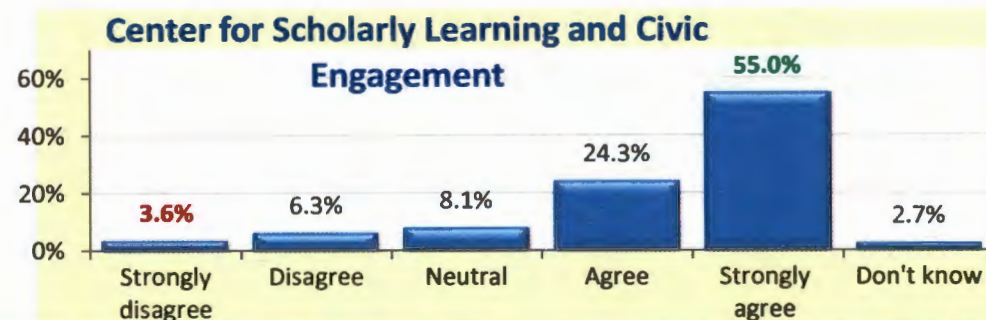
### Faculty Survey:

#### Collin Educational Support

#### Services/Programs

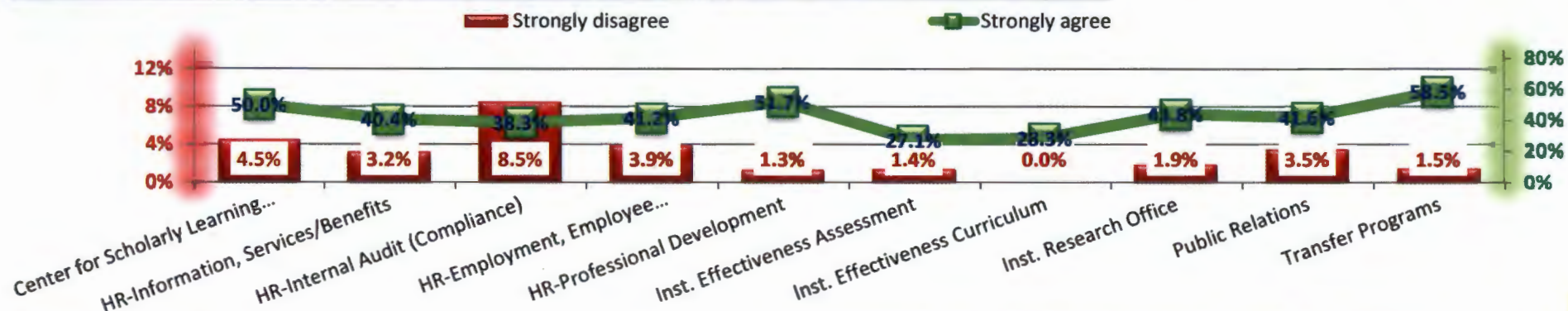
#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

Spring 2011 (April 5, 2011)



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	111	3.6%	6.3%	8.1%	24.3%	55.0%	2.7%
HR-Information, Services/Benefits	409	2.0%	4.9%	11.5%	28.6%	51.1%	2.0%
HR-Internal Audit (Compliance)	47	4.3%	4.3%	14.9%	27.7%	44.7%	4.3%
HR-Employment, Employee Relations & Compensation	49	0.0%	6.1%	18.4%	28.6%	46.9%	0.0%
HR-Professional Development	304	1.3%	1.3%	6.9%	25.3%	61.8%	3.3%
Inst. Effectiveness Assessment	70	1.4%	2.9%	12.9%	30.0%	48.6%	4.3%
Inst. Effectiveness Curriculum	58	0.0%	8.6%	12.1%	31.0%	46.6%	1.7%
Inst. Research Office	162	1.2%	3.1%	6.2%	25.9%	56.8%	6.8%
Public Relations	205	0.5%	4.9%	8.3%	29.8%	53.7%	2.9%
Transfer Programs	66	1.5%	1.5%	3.0%	21.2%	68.2%	4.5%

## 6. Overall satisfaction with the services/programs you have used.



### Faculty Survey:

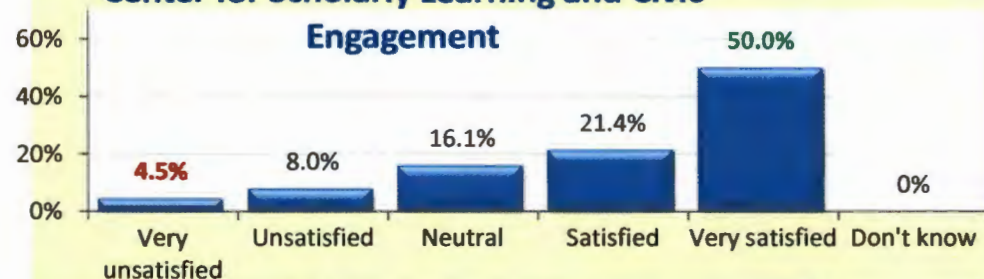
#### Collin Educational Support

#### Services/Programs

#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

Spring 2011 (April 5, 2011)

### Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Very unsatisfied	Unsatisfied	Neutral	Satisfied	Very satisfied	Don't know
Center for Scholarly Learning and Civic Engagement	112	4.5%	8.0%	16.1%	21.4%	50.0%	0%
HR-Information, Services/Benefits	411	3.2%	5.6%	16.5%	34.3%	40.4%	0%
HR-Internal Audit (Compliance)	47	8.5%	8.5%	14.9%	29.8%	38.3%	0%
HR-Employment, Employee Relations & Compensation	51	3.9%	3.9%	29.4%	21.6%	41.2%	0%
HR-Professional Development	302	1.3%	2.6%	13.9%	30.5%	51.7%	0%
Inst. Effectiveness Assessment	70	1.4%	7.1%	27.1%	37.1%	27.1%	0%
Inst. Effectiveness Curriculum	60	0.0%	13.3%	20.0%	38.3%	28.3%	0%
Inst. Research Office	160	1.9%	6.3%	15.6%	32.5%	43.8%	0%
Public Relations	202	3.5%	6.9%	15.3%	32.7%	41.6%	0%
Transfer Programs	65	1.5%	0.0%	9.2%	30.8%	58.5%	0%



**Collin Educational and Support Services /Programs**  
**Faculty/Staff Survey: Spring 2012**  
**Collin College**  
**June 26, 2012**

**Demographic Background of Respondents:**

**Primary campus (i.e, office location) in Spring 2012:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Spring Creek Campus	339	40.4	40.9	40.9
Preston Ridge Campus	204	24.3	24.6	65.5
Central Park Campus	182	21.7	22.0	87.5
Collin Center for Higher Education	63	7.5	7.6	95.1
Other*	41	4.9	4.9	100.0
Total	829	98.8	100.0	
Did not respond	10	1.2		
Total	839	100.0		

\*For details see next table.

**\*Please specify the other campus.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not respond	800	95.4	95.4	95.4
Allen Center	1	.1	.1	95.5
Continuing ed	1	.1	.1	95.6
Court Yard Center	1	.1	.1	95.7
Courtyard - What we aren't even a main campus anymore?	1	.1	.1	95.8
Courtyard (CE)	1	.1	.1	95.9
Courtyard Center	28	3.3	3.3	99.3
dual-credit campus, Plano	1	.1	.1	99.4
Dual Credit-Plano West	1	.1	.1	99.5
no office on any campus	1	.1	.1	99.6
Rockwall	2	.2	.2	99.9
Rockwall Center	1	.1	.1	100.0
Total	839	100.0	100.0	

## Section IV. Human Resources (HR), Public Relations & Institutional Effectiveness Offices

Please indicate which of the following offices and services you are aware of?  
(Check all that apply)

		0	1	Total
	Count	341	364	705
Center for Scholarly Learning and Civic Engagement	%	48.4%	51.6%	100.0%
	Count	154	551	705
HR-Information & Services/Benefits	%	21.8%	78.2%	100.0%
	Count	515	190	705
HR-Internal Audit (Compliance)	%	73.0%	27.0%	100.0%
	Count	162	543	705
HR-Employment, Employee Relations & Compensation	%	23.0%	77.0%	100.0%
	Count	265	440	705
HR-Professional Development	%	37.6%	62.4%	100.0%
	Count	463	242	705
Institutional Effectiveness-Assessment	%	65.7%	34.3%	100.0%
	Count	487	218	705
Institutional Effectiveness-Curriculum	%	69.1%	30.9%	100.0%
	Count	373	332	705
Institutional Research Office (IRO) (services such as data, surveys, focus groups, reports etc.)	%	52.9%	47.1%	100.0%
	Count	327	378	705
Public Relations	%	46.4%	53.6%	100.0%
	Count	410	295	705
Transfer Programs (Services for transfer process)	%	58.2%	41.8%	100.0%

**Have you used any services offered by the following units?  
(Check all that apply)**

		0	1	Total
	Count	465	118	583
Center for Scholarly Learning and Civic Engagement	%	79.8%	20.2%	100.0%
	Count	211	372	583
HR-Information & Services/Benefits	%	36.2%	63.8%	100.0%
	Count	544	39	583
HR-Internal Audit (Compliance)	%	93.3%	6.7%	100.0%
	Count	244	339	583
HR-Employment, Employee Relations & Compensation	%	41.9%	58.1%	100.0%
	Count	306	277	583
HR-Professional Development	%	52.5%	47.5%	100.0%
	Count	517	66	583
Institutional Effectiveness-Assessment	%	88.7%	11.3%	100.0%
	Count	532	51	583
Institutional Effectiveness-Curriculum	%	91.3%	8.7%	100.0%
Institutional Research Office (IRO) (services such as data, surveys, focus groups, reports etc.)	Count	443	140	583
	%	76.0%	24.0%	100.0%
	Count	401	182	583
Public Relations	%	68.8%	31.2%	100.0%
	Count	526	57	583
Transfer Programs (Services for transfer process)	%	90.2%	9.8%	100.0%

Using a five-point scale, to what extent do you agree or disagree with the following statements based on your experience with the communications and processes of the following offices and services you have used.

1= Strongly disagree, 5 = Strongly agree

The unit procedures are user friendly.

		Strongly disagree	2	3	4	Strongly agree	Don't know	Total
	Count	5	3	17	27	55	9	116
Center for Scholarly Learning and Civic Engagement	%	4.3%	2.6%	14.7%	23.3%	47.4%	7.8%	100.0%
	Count	10	24	59	105	151	6	355
HR-Information & Services/Benefits	%	2.8%	6.8%	16.6%	29.6%	42.5%	1.7%	100.0%
	Count	5	1	8	9	14	2	39
HR-Internal Audit (Compliance)	%	12.8%	2.6%	20.5%	23.1%	35.9%	5.1%	100.0%
	Count	16	28	68	70	133	7	322
HR-Employment, Employee Relations & Compensation	%	5.0%	8.7%	21.1%	21.7%	41.3%	2.2%	100.0%
	Count	7	7	37	76	133	8	268
HR-Professional Development	%	2.6%	2.6%	13.8%	28.4%	49.6%	3.0%	100.0%
	Count	3	5	11	15	29	0	63
Institutional Effectiveness-Assessment	%	4.8%	7.9%	17.5%	23.8%	46.0%	.0%	100.0%
	Count	2	3	6	11	25	1	48
Institutional Effectiveness-Curriculum	%	4.2%	6.3%	12.5%	22.9%	52.1%	2.1%	100.0%
	Count	3	7	19	37	61	8	135
Institutional Research Office (IRO)*	%	2.2%	5.2%	14.1%	27.4%	45.2%	5.9%	100.0%
	Count	6	12	22	48	82	7	177
Public Relations	%	3.4%	6.8%	12.4%	27.1%	46.3%	4.0%	100.0%
	Count	2	1	2	16	29	5	55
Transfer Programs **	%	3.6%	1.8%	3.6%	29.1%	52.7%	9.1%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	107	1	5	4.16	1.092
HR-Information & Services/Benefits	349	1	5	4.04	1.066
HR-Internal Audit (Compliance)	37	1	5	3.70	1.372
HR-Employment, Employee Relations & Compensation	315	1	5	3.88	1.200
HR-Professional Development	260	1	5	4.23	.976
Institutional Effectiveness-Assessment	63	1	5	3.98	1.184
Institutional Effectiveness-Curriculum	47	1	5	4.15	1.142
Institutional Research Office (IRO)*	127	1	5	4.15	1.024
Public Relations	170	1	5	4.11	1.099
Transfer Programs **	50	1	5	4.38	.967
Valid N (listwise)	6				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.



## The unit procedures are efficient.

		Strongly disagree	2	3	4	Strongly agree	Don't know	Total
Center for Scholarly Learning and Civic Engagement	Count	3	5	15	28	51	13	115
	%	2.6%	4.3%	13.0%	24.3%	44.3%	11.3%	100.0%
HR-Information & Services/Benefits	Count	16	27	50	103	148	17	361
	%	4.4%	7.5%	13.9%	28.5%	41.0%	4.7%	100.0%
HR-Internal Audit (Compliance)	Count	5	1	7	7	13	6	39
	%	12.8%	2.6%	17.9%	17.9%	33.3%	15.4%	100.0%
HR-Employment, Employee Relations & Compensation	Count	17	42	61	61	133	12	326
	%	5.2%	12.9%	18.7%	18.7%	40.8%	3.7%	100.0%
HR-Professional Development	Count	5	8	37	71	131	12	264
	%	1.9%	3.0%	14.0%	26.9%	49.6%	4.5%	100.0%
Institutional Effectiveness-Assessment	Count	4	7	6	14	30	2	63
	%	6.3%	11.1%	9.5%	22.2%	47.6%	3.2%	100.0%
Institutional Effectiveness-Curriculum	Count	3	3	7	10	23	2	48
	%	6.3%	6.3%	14.6%	20.8%	47.9%	4.2%	100.0%
Institutional Research Office (IRO)*	Count	8	5	23	27	64	9	136
	%	5.9%	3.7%	16.9%	19.9%	47.1%	6.6%	100.0%
Public Relations	Count	10	17	19	39	81	9	175
	%	5.7%	9.7%	10.9%	22.3%	46.3%	5.1%	100.0%
Transfer Programs **	Count	1	2	3	15	28	5	54
	%	1.9%	3.7%	5.6%	27.8%	51.9%	9.3%	100.0%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	102	1	5	4.17	1.044
HR-Information & Services/Benefits	344	1	5	3.99	1.145
HR-Internal Audit (Compliance)	33	1	5	3.67	1.429
HR-Employment, Employee Relations & Compensation	314	1	5	3.80	1.267
HR-Professional Development	252	1	5	4.25	.956
Institutional Effectiveness-Assessment	61	1	5	3.97	1.291
Institutional Effectiveness-Curriculum	46	1	5	4.02	1.238
Institutional Research Office (IRO)*	127	1	5	4.06	1.191
Public Relations	166	1	5	3.99	1.250
Transfer Programs **	49	1	5	4.37	.929
Valid N (listwise)	6				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.

## The unit procedures met my needs in timely fashion.

		Strongly disagree	2	3	4	Strongly agree	Don't know	Total
Center for Scholarly Learning and Civic Engagement	Count	4	5	17	27	53	9	115
	%	3.5%	4.3%	14.8%	23.5%	46.1%	7.8%	100.0%
HR-Information & Services/Benefits	Count	11	27	45	105	171	2	361
	%	3.0%	7.5%	12.5%	29.1%	47.4%	.6%	100.0%
HR-Internal Audit (Compliance)	Count	2	2	8	6	14	7	39
	%	5.1%	5.1%	20.5%	15.4%	35.9%	17.9%	100.0%
HR-Employment, Employee Relations & Compensation	Count	16	42	59	61	147	2	327
	%	4.9%	12.8%	18.0%	18.7%	45.0%	.6%	100.0%
HR-Professional Development	Count	3	7	35	66	144	16	271
	%	1.1%	2.6%	12.9%	24.4%	53.1%	5.9%	100.0%
Institutional Effectiveness-Assessment	Count	5	2	8	14	34	2	65
	%	7.7%	3.1%	12.3%	21.5%	52.3%	3.1%	100.0%
Institutional Effectiveness-Curriculum	Count	3	2	3	14	26	2	50
	%	6.0%	4.0%	6.0%	28.0%	52.0%	4.0%	100.0%
Institutional Research Office (IRO)*	Count	6	8	18	28	69	5	134
	%	4.5%	6.0%	13.4%	20.9%	51.5%	3.7%	100.0%
Public Relations	Count	9	17	24	36	84	5	175
	%	5.1%	9.7%	13.7%	20.6%	48.0%	2.9%	100.0%
Transfer Programs **	Count	1	1	4	10	32	4	52
	%	1.9%	1.9%	7.7%	19.2%	61.5%	7.7%	100.0%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	106	1	5	4.13	1.087
HR-Information & Services/Benefits	359	1	5	4.11	1.082
HR-Internal Audit (Compliance)	32	1	5	3.88	1.238
HR-Employment, Employee Relations & Compensation	325	1	5	3.86	1.257
HR-Professional Development	255	1	5	4.34	.898
Institutional Effectiveness-Assessment	63	1	5	4.11	1.233
Institutional Effectiveness-Curriculum	48	1	5	4.21	1.148
Institutional Research Office (IRO)*	129	1	5	4.13	1.155
Public Relations	170	1	5	3.99	1.233
Transfer Programs **	48	1	5	4.48	.899
Valid N (listwise)	6				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.

## The unit staff are knowledgeable.

		Strongly disagree	2	3	4	Strongly agree	Don't know	Total
	Count	5	2	12	26	66	5	116
Center for Scholarly Learning and Civic Engagement	%	4.3%	1.7%	10.3%	22.4%	56.9%	4.3%	100.0%
	Count	13	15	41	93	193	5	360
HR-Information & Services/Benefits	%	3.6%	4.2%	11.4%	25.8%	53.6%	1.4%	100.0%
	Count	2	0	9	7	15	6	39
HR-Internal Audit (Compliance)	%	5.1%	.0%	23.1%	17.9%	38.5%	15.4%	100.0%
	Count	17	19	52	66	158	11	323
HR-Employment, Employee Relations & Compensation	%	5.3%	5.9%	16.1%	20.4%	48.9%	3.4%	100.0%
	Count	7	2	30	61	159	10	269
HR-Professional Development	%	2.6%	.7%	11.2%	22.7%	59.1%	3.7%	100.0%
	Count	2	2	8	16	36	1	65
Institutional Effectiveness-Assessment	%	3.1%	3.1%	12.3%	24.6%	55.4%	1.5%	100.0%
	Count	1	1	2	14	29	1	48
Institutional Effectiveness-Curriculum	%	2.1%	2.1%	4.2%	29.2%	60.4%	2.1%	100.0%
	Count	1	5	12	30	82	7	137
Institutional Research Office (IRO)*	%	.7%	3.6%	8.8%	21.9%	59.9%	5.1%	100.0%
	Count	5	7	18	36	105	5	176
Public Relations	%	2.8%	4.0%	10.2%	20.5%	59.7%	2.8%	100.0%
	Count	1	0	5	7	35	5	53
Transfer Programs **	%	1.9%	.0%	9.4%	13.2%	66.0%	9.4%	100.0%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	111	1	5	4.32	1.044
HR-Information & Services/Benefits	355	1	5	4.23	1.052
HR-Internal Audit (Compliance)	33	1	5	4.00	1.146
HR-Employment, Employee Relations & Compensation	312	1	5	4.05	1.187
HR-Professional Development	259	1	5	4.40	.920
Institutional Effectiveness-Assessment	64	1	5	4.28	1.015
Institutional Effectiveness-Curriculum	47	1	5	4.47	.856
Institutional Research Office (IRO)*	130	1	5	4.44	.872
Public Relations	171	1	5	4.34	1.018
Transfer Programs **	48	1	5	4.56	.848
Valid N (listwise)	6				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.



## The unit staff are courteous.

		Strongly disagree	2	3	4	Strongly agree	Don't know	Total
Center for Scholarly Learning and Civic Engagement	Count	5	1	12	24	70	3	115
	%	4.3%	.9%	10.4%	20.9%	60.9%	2.6%	100.0%
HR-Information & Services/Benefits	Count	11	13	29	81	218	6	358
	%	3.1%	3.6%	8.1%	22.6%	60.9%	1.7%	100.0%
HR-Internal Audit (Compliance)	Count	3	2	6	7	17	4	39
	%	7.7%	5.1%	15.4%	17.9%	43.6%	10.3%	100.0%
HR-Employment, Employee Relations & Compensation	Count	12	14	40	60	195	6	327
	%	3.7%	4.3%	12.2%	18.3%	59.6%	1.8%	100.0%
HR-Professional Development	Count	5	3	20	57	170	13	268
	%	1.9%	1.1%	7.5%	21.3%	63.4%	4.9%	100.0%
Institutional Effectiveness-Assessment	Count	3	1	6	12	41	2	65
	%	4.6%	1.5%	9.2%	18.5%	63.1%	3.1%	100.0%
Institutional Effectiveness-Curriculum	Count	1	0	4	7	35	2	49
	%	2.0%	.0%	8.2%	14.3%	71.4%	4.1%	100.0%
Institutional Research Office (IRO)*	Count	1	1	14	28	86	6	136
	%	.7%	.7%	10.3%	20.6%	63.2%	4.4%	100.0%
Public Relations	Count	3	7	15	34	115	2	176
	%	1.7%	4.0%	8.5%	19.3%	65.3%	1.1%	100.0%
Transfer Programs **	Count	1	0	3	6	38	5	53
	%	1.9%	.0%	5.7%	11.3%	71.7%	9.4%	100.0%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	112	1	5	4.37	1.022
HR-Information & Services/Benefits	352	1	5	4.37	.999
HR-Internal Audit (Compliance)	35	1	5	3.94	1.305
HR-Employment, Employee Relations & Compensation	321	1	5	4.28	1.080
HR-Professional Development	255	1	5	4.51	.846
Institutional Effectiveness-Assessment	63	1	5	4.38	1.054
Institutional Effectiveness-Curriculum	47	1	5	4.60	.825
Institutional Research Office (IRO)*	130	1	5	4.52	.780
Public Relations	174	1	5	4.44	.934
Transfer Programs **	48	1	5	4.67	.781
Valid N (listwise)	6				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.

**On a five-point scale, please rate your overall satisfaction with the following Student Development services / programs you have used.**

**1= Very unsatisfied, 5 = Very satisfied**

		Very unsatisfied	2	3	4	Very satisfied	Total
	Count	5	5	19	31	58	118
Center for Scholarly Learning and Civic Engagement	%	4.2%	4.2%	16.1%	26.3%	49.2%	100.0%
	Count	10	24	59	109	167	369
HR- Information & Services/Benefits	%	2.7%	6.5%	16.0%	29.5%	45.3%	100.0%
	Count	3	4	7	10	13	37
HR- Internal Audit (Compliance)	%	8.1%	10.8%	18.9%	27.0%	35.1%	100.0%
	Count	21	37	57	77	143	335
HR- Employment, Employee Relations & Compensation	%	6.3%	11.0%	17.0%	23.0%	42.7%	100.0%
	Count	6	10	30	91	140	277
HR- Professional Development	%	2.2%	3.6%	10.8%	32.9%	50.5%	100.0%
	Count	4	4	13	13	32	66
Institutional Effectiveness- Assessment)	%	6.1%	6.1%	19.7%	19.7%	48.5%	100.0%
	Count	3	2	5	18	22	50
Institutional Effectiveness- Curriculum	%	6.0%	4.0%	10.0%	36.0%	44.0%	100.0%
	Count	2	8	20	43	65	138
Institutional Research Office (IRO)*	%	1.4%	5.8%	14.5%	31.2%	47.1%	100.0%
	Count	4	17	30	39	92	182
Public Relations	%	2.2%	9.3%	16.5%	21.4%	50.5%	100.0%
	Count	1	0	6	16	32	55
Transfer Programs**	%	1.8%	.0%	10.9%	29.1%	58.2%	100.0%

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Center for Scholarly Learning and Civic Engagement	118	1	5	4.12	1.095
HR- Information & Services/Benefits	369	1	5	4.08	1.055
HR- Internal Audit (Compliance)	37	1	5	3.70	1.288
HR- Employment, Employee Relations & Compensation	335	1	5	3.85	1.259
HR- Professional Development	277	1	5	4.26	.943
Institutional Effectiveness- Assessment)	66	1	5	3.98	1.222
Institutional Effectiveness- Curriculum	50	1	5	4.08	1.122
Institutional Research Office (IRO)*	138	1	5	4.17	.978
Public Relations	182	1	5	4.09	1.114
Transfer Programs**	55	1	5	4.42	.832
Valid N (listwise)	7				

\*Services such as data, surveys, focus groups, reports etc.

\*\*Services to help with transfer process.

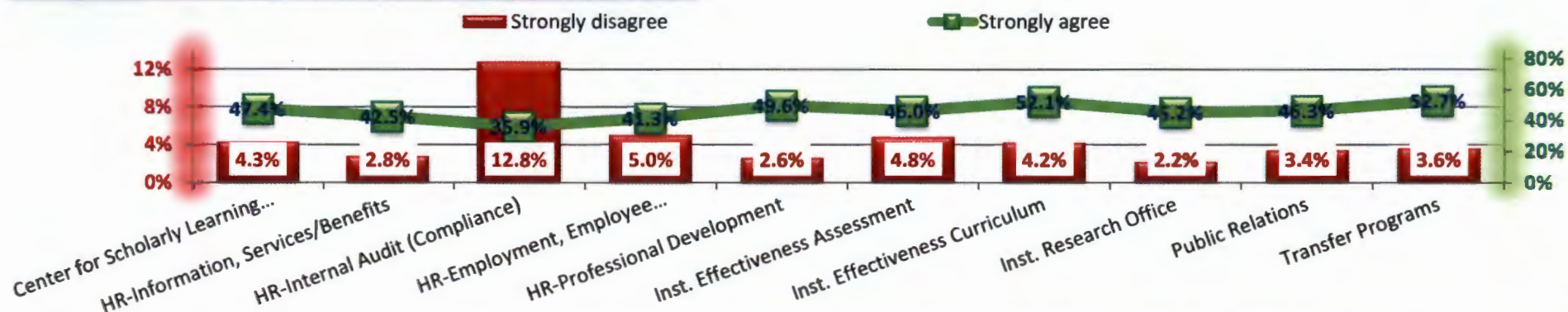
Please specify the reasons for your ratings.

**Center for Scholarly Learning and Civic Engagement**

	Frequency
Did not respond	791
A jewel in the crown	1
Always pushing for improvement	1
always reliable	1
Backbone of what distinguishes Collin from other colleges.	1
Difficult paperwork & procedures; is this office necessary? Faculty on individual campuses often do similar work and better work.	1
director is a gem-- truly helpful and a dedicated public servant	1
Don't deal with group too often	1
easy to work with and very accomodating	1
easy to work with; help me a lot with my needs	1
Engages us in community issues	1
Excellent group - Terry Hockenbrough and Deborah Hall are a great team!	1
Excellent job civic engagement programs; staff are sometime hard to work with.	1
Excellent speaker series & Book in Common	1
Excellent website; full of helpful information	1
Friendly, approachable staff	1
Good programs!	1
Great experiences and opportunities	1
Great overall, but really too many events and too many emails	1
Great programs	1
great programs offered	1
Group should support academic endeavors, not drive them.	1
I have attended several functions this office has put together - well done.	1
I think they put on great programs through the semester	1
Interesting topics and relevant programming available	1
It does appear at times that there are perhaps "too many" events by them.	1
Makes extracurricular activities more of a cumbersome process than they need to be; too many meetings	1
many programs	1
meets needs	1
My emails to this office are opened, and then ignored.	1
Offer numerous educational programs	1
Quick to go above people's heads to get their way. A lot of programs, I just don't know know if any of them are good.	1
Relevant & interesting programs; good advertisement of events	1
Seems to work	1
Service Learning paperwork too much	1
Some of the paperwork collected for service learning projects seems repetitive.	1
some presentations are very good	1
staff helpful, efficient, excellent	1
Staff turn over makes using services difficult.	1
Terry has supported many of my activities	1
The administrative assistant undergirds the program.	1
The Center provides important programs for college population	1
The director is one of the brightest, efficient, and caring people I have met at Collin.	1
The Director wants to meet, meet, meet and nothing ever happens at her meetings.	1
The programs the CSLCE sponsors are excellent.	1
There are times when SL requirements are not consistent.	1
They do a good job.	1
Wonderful department. Always helpful	1
Wonderful to have as a resource	1
Total	839



# 1. The unit procedures are user friendly.



## Faculty Survey:

**Collin Educational Support**

**Services/Programs**

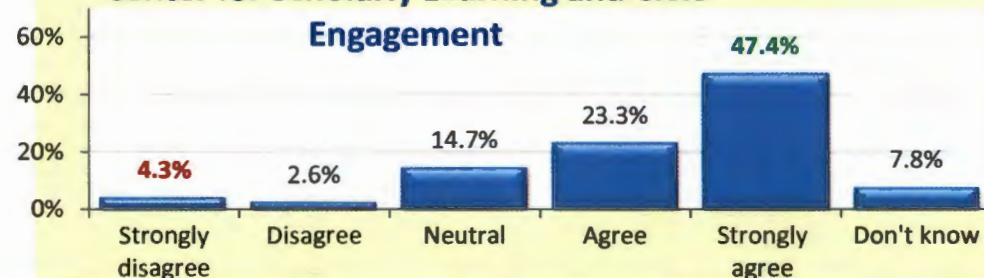
**Section IV : Human Resources(HR), Public Relations,**

**Institutional Effectiveness Offices**

**Spring 2012 (June 26, 2012)**

## Center for Scholarly Learning and Civic

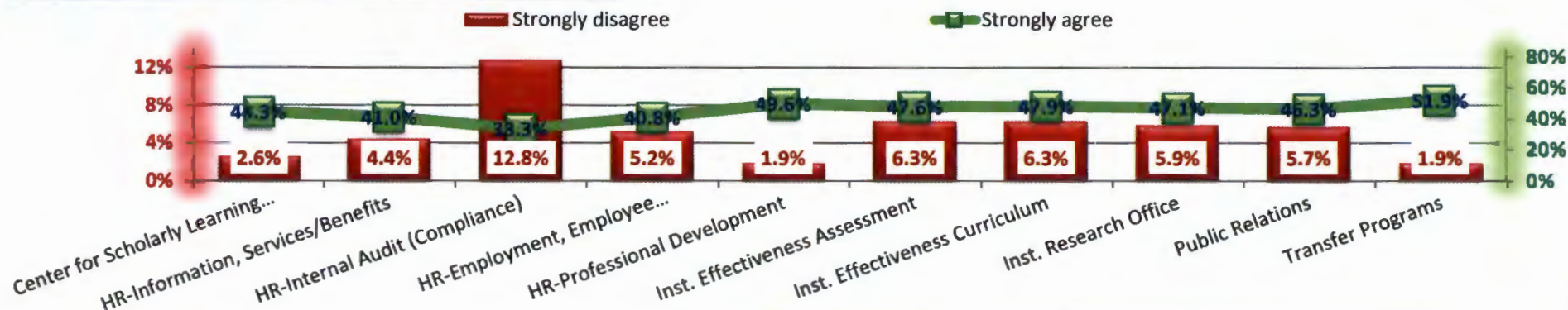
### Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	116	4.3%	2.6%	14.7%	23.3%	47.4%	7.8%
HR-Information, Services/Benefits	355	2.8%	6.8%	16.6%	29.6%	42.5%	1.7%
HR-Internal Audit (Compliance)	39	12.8%	2.6%	20.5%	23.1%	35.9%	5.1%
HR-Employment, Employee Relations & Compensation	322	5.0%	8.7%	21.1%	21.7%	41.3%	2.2%
HR-Professional Development	268	2.6%	2.6%	13.8%	28.4%	49.6%	3.0%
Inst. Effectiveness Assessment	63	4.8%	7.9%	17.5%	23.8%	46.0%	0.0%
Inst. Effectiveness Curriculum	48	4.2%	6.3%	12.5%	22.9%	52.1%	2.1%
Inst. Research Office	135	2.2%	5.2%	14.1%	27.4%	45.2%	5.9%
Public Relations	177	3.4%	6.8%	12.4%	27.1%	46.3%	4.0%
Transfer Programs	55	3.6%	1.8%	3.6%	29.1%	52.7%	9.1%



## 2. The unit procedures are efficient.



### Faculty Survey:

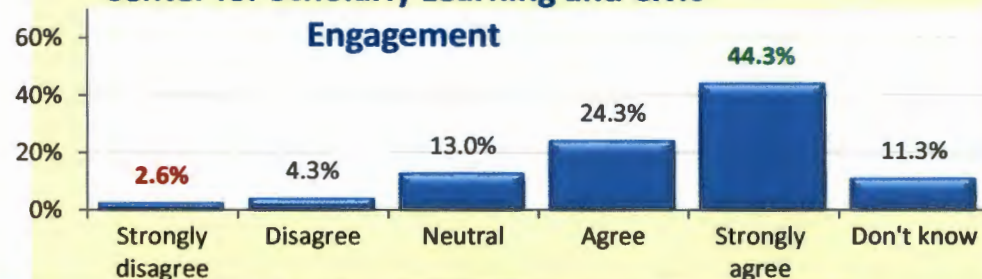
**Collin Educational Support**

**Services/Programs**

**Section IV : Human Resources(HR), Public Relations,  
Institutional Effectiveness Offices**

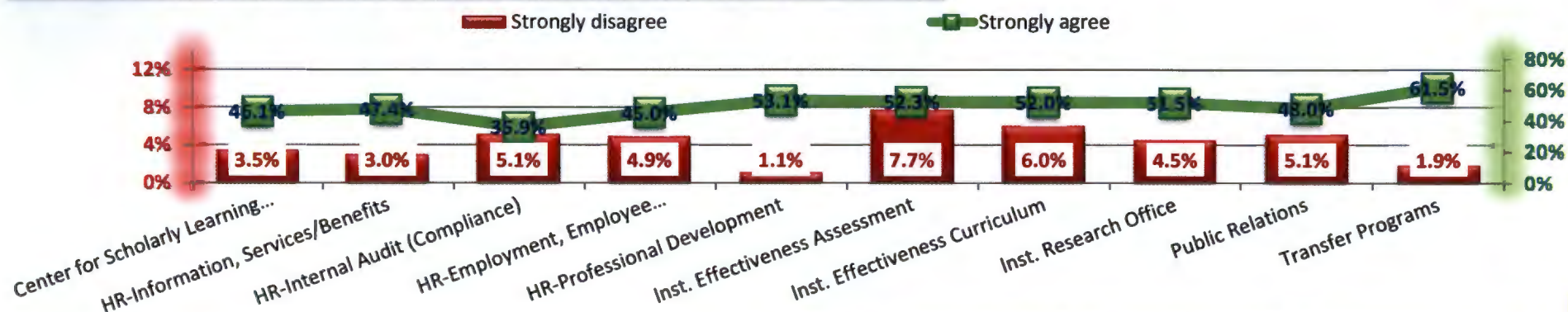
**Spring 2012 (June 26, 2012)**

### Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	115	2.6%	4.3%	13.0%	24.3%	44.3%	11.3%
HR-Information, Services/Benefits	361	4.4%	7.5%	13.9%	28.5%	41.0%	4.7%
HR-Internal Audit (Compliance)	39	12.8%	2.6%	17.9%	17.9%	33.3%	15.4%
HR-Employment, Employee Relations & Compensation	326	5.2%	12.9%	18.7%	18.7%	40.8%	3.7%
HR-Professional Development	264	1.9%	3.0%	14.0%	26.9%	49.6%	4.5%
Inst. Effectiveness Assessment	63	6.3%	11.1%	9.5%	22.2%	47.6%	3.2%
Inst. Effectiveness Curriculum	48	6.3%	6.3%	14.6%	20.8%	47.9%	4.2%
Inst. Research Office	136	5.9%	3.7%	16.9%	19.9%	47.1%	6.6%
Public Relations	175	5.7%	9.7%	10.9%	22.3%	46.3%	5.1%
Transfer Programs	54	1.9%	3.7%	5.6%	27.8%	51.9%	9.3%

### 3. The unit procedures met my needs in timely fashion.



#### Faculty Survey:

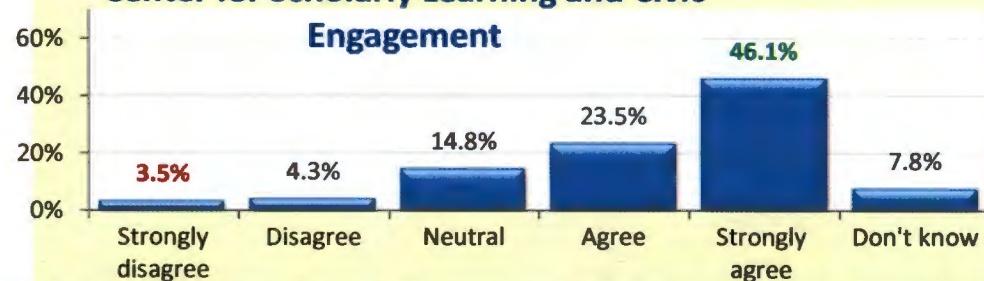
**Collin Educational Support**

**Services/Programs**

**Section IV : Human Resources(HR), Public Relations,  
Institutional Effectiveness Offices**

**Spring 2012 (June 26, 2012)**

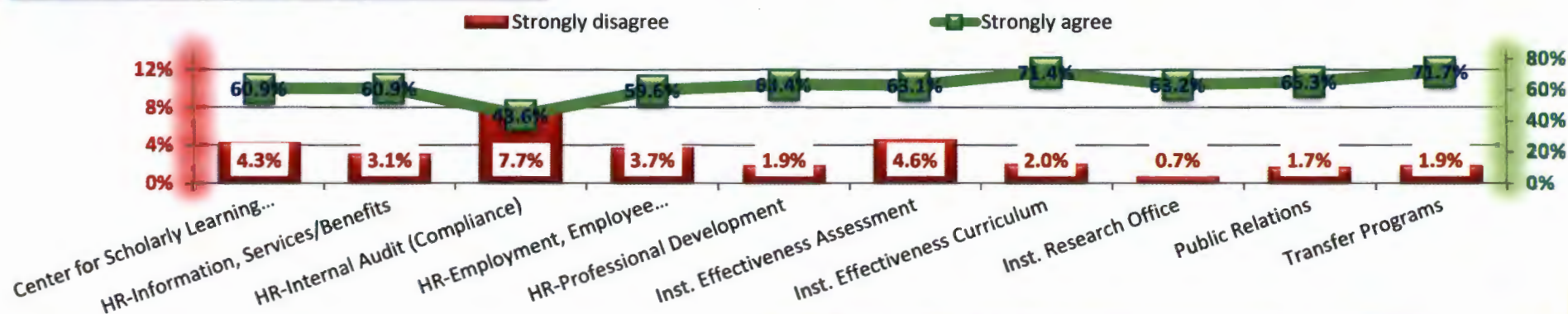
#### Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	115	3.5%	4.3%	14.8%	23.5%	46.1%	7.8%
HR-Information, Services/Benefits	361	3.0%	7.5%	12.5%	29.1%	47.4%	0.6%
HR-Internal Audit (Compliance)	39	5.1%	5.1%	20.5%	15.4%	35.9%	17.9%
HR-Employment, Employee Relations & Compensation	327	4.9%	12.8%	18.0%	18.7%	45.0%	0.6%
HR-Professional Development	271	1.1%	2.6%	12.9%	24.4%	53.1%	5.9%
Inst. Effectiveness Assessment	65	7.7%	3.1%	12.3%	21.5%	52.3%	3.1%
Inst. Effectiveness Curriculum	50	6.0%	4.0%	6.0%	28.0%	52.0%	4.0%
Inst. Research Office	134	4.5%	6.0%	13.4%	20.9%	51.5%	3.7%
Public Relations	175	5.1%	9.7%	13.7%	20.6%	48.0%	2.9%
Transfer Programs	52	1.9%	1.9%	7.7%	19.2%	61.5%	7.7%



## 4. The unit staff are courteous.



### Faculty Survey:

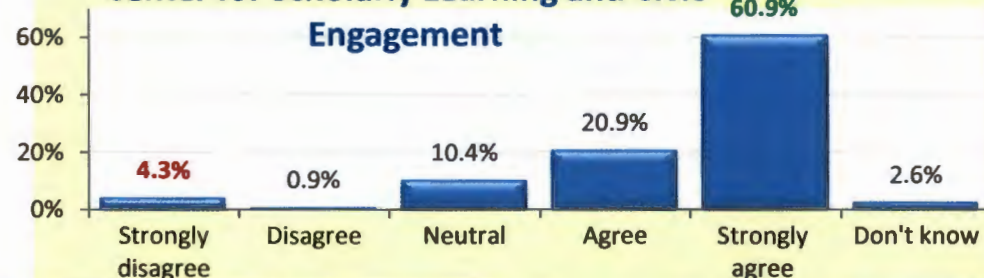
**Collin Educational Support**

**Services/Programs**

**Section IV : Human Resources(HR), Public Relations,  
Institutional Effectiveness Offices**

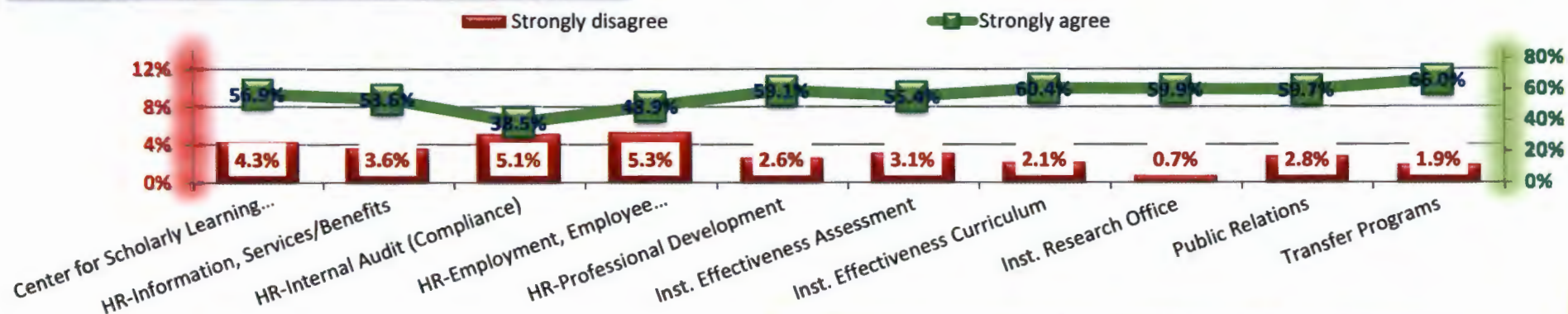
**Spring 2012 (June 26, 2012)**

### Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	115	4.3%	0.9%	10.4%	20.9%	60.9%	2.6%
HR-Information, Services/Benefits	358	3.1%	3.6%	8.1%	22.6%	60.9%	1.7%
HR-Internal Audit (Compliance)	39	7.7%	5.1%	15.4%	17.9%	43.6%	10.3%
HR-Employment, Employee Relations & Compensation	327	3.7%	4.3%	12.2%	18.3%	59.6%	1.8%
HR-Professional Development	268	1.9%	1.1%	7.5%	21.3%	63.4%	4.9%
Inst. Effectiveness Assessment	65	4.6%	1.5%	9.2%	18.5%	63.1%	3.1%
Inst. Effectiveness Curriculum	49	2.0%	0.0%	8.2%	14.3%	71.4%	4.1%
Inst. Research Office	136	0.7%	0.7%	10.3%	20.6%	63.2%	4.4%
Public Relations	176	1.7%	4.0%	8.5%	19.3%	65.3%	1.1%
Transfer Programs	53	1.9%	0.0%	5.7%	11.3%	71.7%	9.4%

## 5. The unit staff are knowledgeable.



### Faculty Survey:

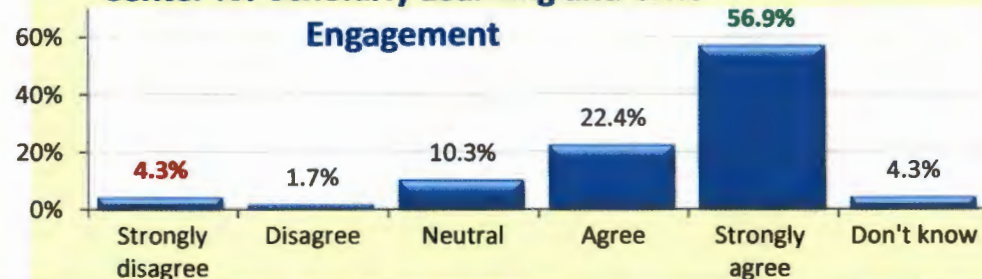
#### Collin Educational Support

#### Services/Programs

#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

Spring 2012 (June 26, 2012)

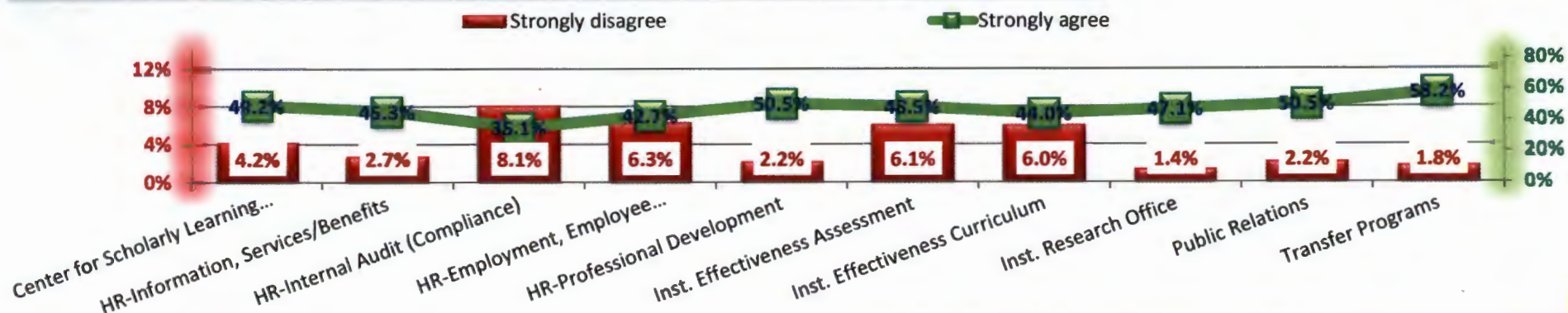
### Center for Scholarly Learning and Civic Engagement



Service/Program	Respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Center for Scholarly Learning and Civic Engagement	116	4.3%	1.7%	10.3%	22.4%	56.9%	4.3%
HR-Information, Services/Benefits	360	3.6%	4.2%	11.4%	25.8%	53.6%	1.4%
HR-Internal Audit (Compliance)	39	5.1%	0.0%	23.1%	17.9%	38.5%	15.4%
HR-Employment, Employee Relations & Compensation	323	5.3%	5.9%	16.1%	20.4%	48.9%	3.4%
HR-Professional Development	269	2.6%	0.7%	11.2%	22.7%	59.1%	3.7%
Inst. Effectiveness Assessment	65	3.1%	3.1%	12.3%	24.6%	55.4%	1.5%
Inst. Effectiveness Curriculum	48	2.1%	2.1%	4.2%	29.2%	60.4%	2.1%
Inst. Research Office	137	0.7%	3.6%	8.8%	21.9%	59.9%	5.1%
Public Relations	176	2.8%	4.0%	10.2%	20.5%	59.7%	2.8%
Transfer Programs	53	1.9%	0.0%	9.4%	13.2%	66.0%	9.4%



## 6. Overall satisfaction with the services/programs you have used.



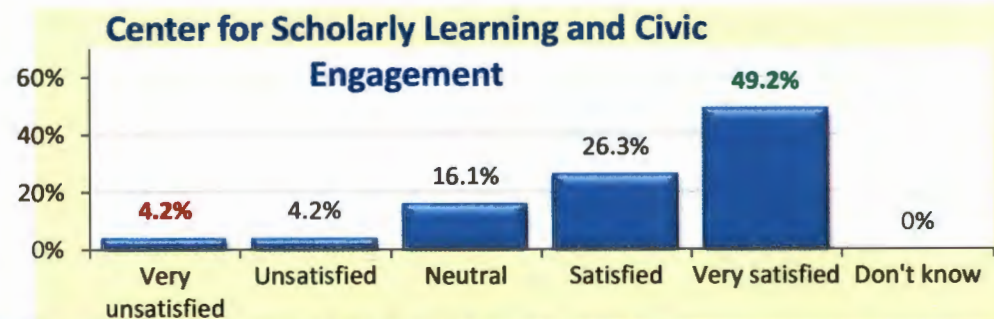
### Faculty Survey:

#### Collin Educational Support

#### Services/Programs

#### Section IV : Human Resources(HR), Public Relations, Institutional Effectiveness Offices

Spring 2012 (June 26, 2012)



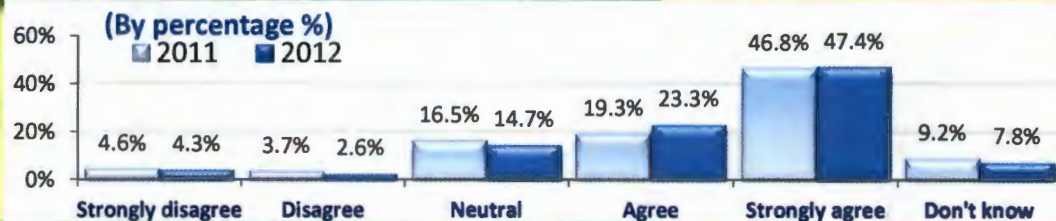
Service/Program	Respondents	Very unsatisfied	Unsatisfied	Neutral	Satisfied	Very satisfied	Don't know
Center for Scholarly Learning and Civic Engagement	118	4.2%	4.2%	16.1%	26.3%	49.2%	0%
HR-Information, Services/Benefits	369	2.7%	6.5%	16.0%	29.5%	45.3%	0%
HR-Internal Audit (Compliance)	37	8.1%	10.8%	18.9%	27.0%	35.1%	0%
HR-Employment, Employee Relations & Compensation	335	6.3%	11.0%	17.0%	23.0%	42.7%	0%
HR-Professional Development	277	2.2%	3.6%	10.8%	32.9%	50.5%	0%
Inst. Effectiveness Assessment	66	6.1%	6.1%	19.7%	19.7%	48.5%	0%
Inst. Effectiveness Curriculum	50	6.0%	4.0%	10.0%	36.0%	44.0%	0%
Inst. Research Office	138	1.4%	5.8%	14.5%	31.2%	47.1%	0%
Public Relations	182	2.2%	9.3%	16.5%	21.4%	50.5%	0%
Transfer Programs	55	1.8%	0.0%	10.9%	29.1%	58.2%	0%

# Center for Scholarly Learning and Civic Engagement (2011 vs 2012)

## Faculty Survey

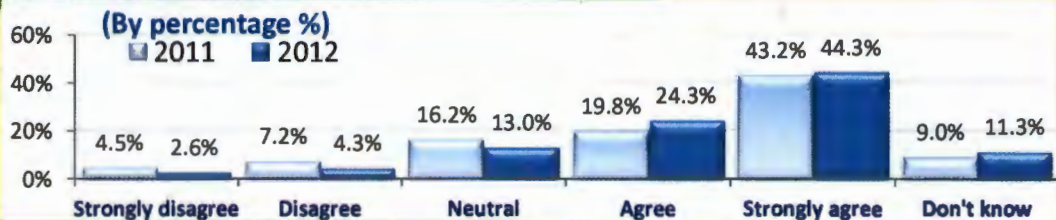
### 1. The unit procedures are user friendly.

Respondents	
2011	109
2012	116



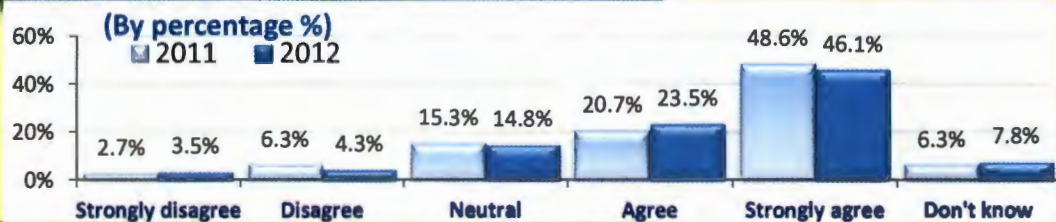
### 2. The unit procedures are efficient.

Respondents	
2011	111
2012	115



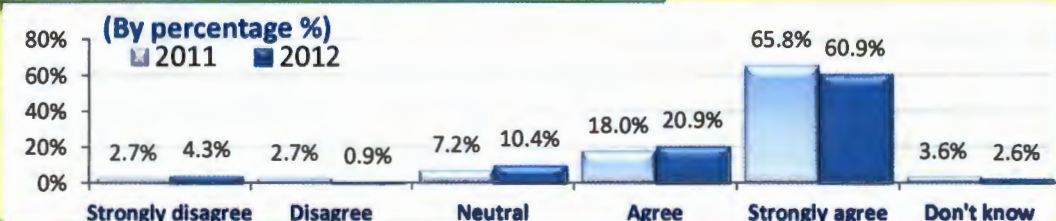
### 3. The unit met my needs in timely manner.

Respondents	
2011	111
2012	115



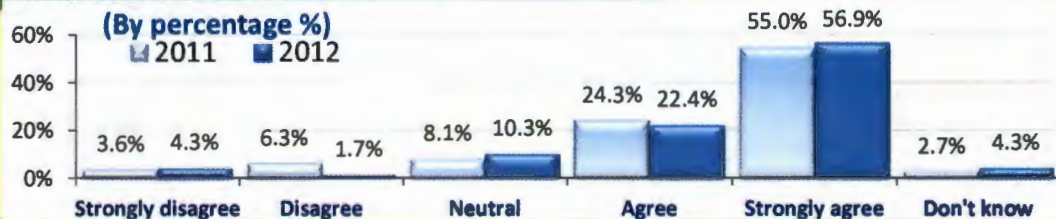
### 4. The unit staff are courteous.

Respondents	
2011	111
2012	115



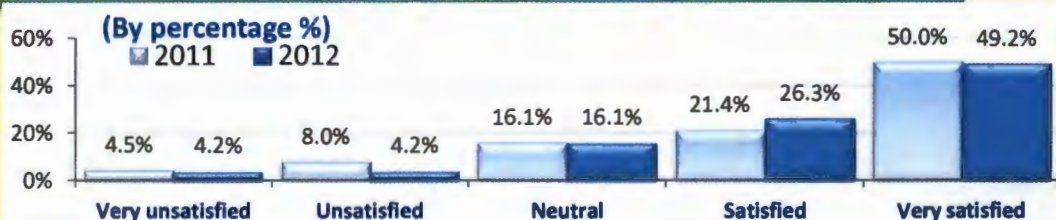
### 5. The unit staff are knowledgeable.

Respondents	
2011	111
2012	116



### 6. Overall satisfaction with the services/programs you said you have used.

Respondents	
2011	112
2012	118



## **Appendix G:**

# **Employee Resources**



# Vitae

## Terry L. Hockenbrough, Ph.D.

2400 Slalom Dr., McKinney, TX 75072

Cell: 214.697.8638 / Personal Email: terryhock@yahoo.com

Office Phone: 972.881.5900 / Business Email: thockenbrough@collin.edu

### KEY PROFESSIONAL SKILLS

---

- Strategic Planning
- Conflict Resolution
- Measurement and Assessment
- Project Design and Implementation
- Collaborative Leadership Style
- Application of Criteria to Certification Processing
- Teaching and Facilitation

### DEGREES and EDUCATION

---

- Ph.D. in Public Affairs - May 2012  
The University of Texas at Dallas, Richardson, Texas
- Masters of Public Affairs – May 2006  
GPA 3.9  
The University of Texas at Dallas, Richardson, Texas
- Bachelor of Arts in Interdisciplinary Studies – Dec. 2004  
Emphasis: Criminal Justice, Psychology, and Business  
GPA 3.8 - Magna Cum Laude  
The University of Texas at Dallas, Richardson, Texas
- Management Development Certification with HR Specialization – May 2002  
Collin County Community College District

### PROFESSIONAL TRAININGS and CERTIFICATIONS

---

- Master's Certification in Non Profit Management - May 2004  
The University of Texas at Dallas, Richardson, Texas
- PHI THETA KAPPA Leadership Development Series Trainer Certification (May 2013)
- MTI Mediation and Conflict Resolution Trainer Certification (August 2013)

### PROFESSIONAL EXPERIENCE

---

- Collin College, Plano, TX  
Position: Director of the Center for Scholarly and Civic Engagement  
Sept 2008-Present

- ✓ Provided leadership to numerous departments, faculty, staff, and students to design and implement twenty different programs across three Collin College district campuses, and to document and assess various aspects of academic and co-curricular programming. These programs included Service Learning, Auteur Film Series, Book in Common, Constitution Day, Community College Day at the Capitol, Debate Watch, Distinguished Speakers Series, Rock the Vote, and Student Leadership Academy.
- ✓ Developed and implemented various new programs including Community Ambassadors, IMPACT, Emergency Preparedness and Response training, Face of Homelessness, Poverty Simulation, Passport to the World, Alternative Spring Break, and Collin Serves (volunteerism), and Veterans' Day recognitions.
- ✓ Coordinated mentoring, evaluation, and professional development of CSCE staff.
- ✓ Managed hiring processes, performance evaluations, and project assignments for numerous staff, including full-time employee, student office workers, and a team of Federal Work Student Community Ambassadors.
- ✓ Facilitated conflict resolution of faculty challenges, individual student issues and concerns, student project teams, Phi Theta Kappa teams, departmental support, and district program faculty teams on consistent basis, insuring positive outcomes and professional growth.
- ✓ Provided leadership in the development and implementation of strategic plans for twenty District-wide academic and co-curricular programs over a five year period, including partner development, budgets, contracts, scheduling, program logistics, documentation and assessment, and marketing.
- ✓ Prepared reports and analyzed district wide program data for data-driven decisions and applications to national awards and recognitions.
  - Orchestrated application process for 2010 Elective Carnegie Community Engagement Classification award. Collin College awarded January 2011.
  - Orchestrated application process for 2012 President's Higher Education Community Service Honor Roll. Collin College awarded as Presidential Finalist March 2013.
  - Orchestrated application process for 2009 and 2010 President's Higher Education Community Service Honor Roll. Awarded both years.
- ✓ Designed and coordinated program impact and review processes for CSCE programs, utilizing surveys, focus groups, and interviews.
- ✓ Supervised the Center for Scholarly and Civic Engagement for five years, addressing faculty and student needs, and ensuring needs were met in a timely and effective manner.
- ✓ Served as liaison between the academic division and various departments, programs, community partners and services, including CSCE major programs and events, and Service Learning.
- ✓ Administrative oversight for Phi Theta Kappa, including budget management, travel arrangements, conflict resolution, and leadership training.
- ✓ Designed and implemented strategies for program improvement and program documentation streamlining.
- ✓ Provided leadership in the development of annual program and event calendar, and scheduling of approximately 100 different events a year, including facilities scheduling.

- ✓ Provided leadership in the development of Service Learning Core Objective Guidelines, including Collin College Core Values and the required learning objectives for the Texas Higher Education Coordinating Board.
  - ✓ Developed, implemented, and documented line-item \$93,000 budget for five years that incorporated line-items for twenty different CSCE programs and special events. Department came in under budget every year.
  - ✓ Provided leadership for program implementations, delegating responsibilities to lead faculty and insuring faculty input and buy-in on CSCE programming
  - ✓ Fostered effective communication between departments, faculty, staff, and students through one on one meetings, committee meetings, emails, and presentations. Fostered collaborative spirit throughout district to insure program success.
  - ✓ Financial Aid Appeals Committee (January 2014 – present)
  - ✓ ACE Fellow - Academy of Collegiate Excellence 2011 – 2012 Collin College
  - ✓ Chair / SACSCOC sub-committee (2012 – present)
  - ✓ Member of Strategies of Behavioral Intervention (SOBI) (2011 - present)
  - ✓ Member of Collin College Scholarship Selection Committee (2009-present)
  - ✓ Student Mentor – (2009 – present)
  - ✓ Volunteer McKinney Center's 2010 Community Education Volunteers of the Year. Collin College Service Learning faculty and students awarded April 2011.
  - ✓ Managed student organizations' leadership team in program presentation at the MLK, Jr. 2011, 2012, and 2013 Leadership Breakfasts
  - ✓ Successfully managed approximately \$93,000 budget for four years, coming in under budget each year
  - ✓ Wrote Jack Kemp Cook Scholarship application letter for SGA President. Student awarded in Spring 2012.
  - ✓ Wrote the 2011 Frank E. Newman Civic Fellows application letter for student. Student awarded in April 2011.
  - ✓ Wrote application reference for student for semester long NASA internship. Student awarded Fall 2011.
  - ✓ Student VOICE organization advisor 2010-2011.
- The University of Texas at Dallas, Richardson, TX  
Sept 2006-Sept 2008  
Position: Service Learning Coordinator – Student Development  
Special Assignments: Steering Committee for Presidential Community and Civic Engagement Initiative, UTD Community Emergency Response Team Coordinating Board Committee Chair, SECC Committee.
  - The University of Texas at Dallas, Richardson, TX  
June 2005-Sept 2006  
Position: Degree Plan Evaluator Office of the Registrar  
Special Assignments: Chairman of Student Affairs Staff Development Committee
  - Job Corps, McKinney, TX  
June 2002-June 2004  
Position: Leadership Development Coordinator 2003-2004  
Position: Former Enrollee Case Manager in Career Services 2002-2003

Special Assignments: Equal Opportunity Student Advocate  
**ADMINISTRATIVE AND/OR TEACHING EXPERIENCE**

---

**Administrative:**

Director of the Center for Scholarly and Civic Engagement (2008 – present)

**Faculty:**

The University of Texas at Dallas, Richardson, TX

Position: Faculty Adjunct for Freshman RHET/First Year Experience (2007)

**Teaching/Facilitator:**

- Collin College Service Learning Faculty Camps and Faculty Workshops ( 2008 – present)
- Collin College Student Leadership Camps (August 2012 - present)
- Collin College Student Leadership Academy – (Guest Presenter 2012)
- Best Practices in Service Learning. Faculty Workshop. University of North Texas – Dallas Campus. April 29, 2011.
- Serve! Learn! Lead! Keynote. Faculty Retreat. University of North Texas. March 2011. Denton, TX.
- The Power of Collaboration. Workshop. Gulf South Summit Conference on Service Learning. March 2011. Roanoke, VA.
- Together We Can: The Power of Collaborative Leadership. National Conference on Student Leadership. November 2010. Lake Buena Vista, F.L.
- Heart to Serve: The Power of Servant Leadership in Service Learning. National Conference on Student Leadership. November 2010. Lake Buena Vista, F.L.
- The Power of Service Learning. 39th Annual National Society for Experiential Education “Highway to the Future” Conference. October 2010. Charlotte, N.C.
- The Power of Critical Reflection (in Service Learning). 39th Annual National Society for Experiential Education “Highway to the Future” Conference. October 2010. Charlotte, N.C.
- Best Practices in Service Learning. Sept. 23-24, 2010. By invitation to The City University of New York. New York, New York.
- The Power of Service Learning. Faculty Workshop. Dallas Baptist University. June 2010. Dallas, TX.

- Assessing the Effect of Service Learning. Gulf South Summit Conference on Service Learning. Athens, GA. March 2010
- ASB and to the Moon: Planning Effective Alternative Break Trips. Gulf South Summit Conference on Service Learning. Athens, GA. March 2010
- The Power of Self Leadership. Collin College. Spring 2009.
- The Power of Servant Leadership. 4th Annual Conference on Applied Learning in Higher Education, St. Joseph, MS. Spring 2009.
- Transforming Our Community and Those We Serve. Texas Campus Compact. Austin, Texas. October 2008.
- Developing Community Connections. Region 11 Educational Service Center. Fort Worth, Texas. June 2008.
- Developing Volunteer Capital. Region 11 Educational Service Center. Fort Worth, Texas. June 2008.
- Financial Development, Management, and Compliance. Region 11 Educational Service Center. Fort Worth, Texas. June 2008.
- Leadership and Character. Women's Leadership Conference. The University of Texas at Dallas. Richardson, Texas. February 2008.
- Service Learning Project Design. Tarrant County Community College District. Fort Worth, Texas. December 2007
- Learning Outcomes, Measurements and Assessments. Tarrant County Community College District. Fort Worth, Texas. December 2007
- Developing Effective Leaders. Tarrant County Community College District. Fort Worth, Texas. December 2007
- Developing Effective Leaders. Presentation at the Governor's Volunteer and Leadership Conference (GVLC). Galveston, Texas. October 2007
- Service Learning presentation to Dallas Baptist University Faculty. August 2007
- Presentations at Developing Leaders through Service and Civic Engagement Conference. Campus Compact. New Orleans, Louisiana. July 2007
- Service Learning and Civic Engagement, The Influence of Servant Leadership, The Benefits of Volunteering, and The Power of Mentoring. The University of Texas at Dallas. 2007.

- Developing Effective Leaders. Texas Campus Compact Conference on Leadership and Civic Engagement. Austin, TX. February 2007.

## REFERENCES

---

Professor Michael Rose  
Former Director / Honors Institute  
Collin College  
[mrose@collin.edu](mailto:mrose@collin.edu)

Professor Ryan Rynbrandt  
Former Director / Honors Institute  
Collin College  
[rrynbrandt@collin.edu](mailto:rrynbrandt@collin.edu)

Donna Hatch  
Director of Nursing  
Collin College  
[dhatch@collin.edu](mailto:dhatch@collin.edu)

Sheila Miller  
Executive Director (Retired 10/28/2011)  
Volunteer McKinney Center  
[Rsmiller73@att.net](mailto:Rsmiller73@att.net)  
214.226.6750

# Deborah A. Hall

---

8161 Christie Drive  
Frisco, TX 75033

Phone: 972.439.8589  
E-mail: [tadah40@aol.com](mailto:tadah40@aol.com)

## Objective

To provide quality, professional support on a team at an institution of Higher Education

## Qualifications

Mature professional with command of most MicroSoft Office programs including Word, Excel, ACCESS. Customer Service award winner. Courteous, patient, diligent, detail-oriented, focused and committed to completing tasks.

## Work History

2008 to Current: Administrative Assistant, Collin College, Center for Scholarly and Civic Engagement  
Plano, TX

Job Responsibilities: Front desk duties including greeting customers, answering phones, directing customers to locations around campus, email correspondence, scheduling meetings and facilities, submitting work-orders, mail-runs, ordering and purchasing supplies. Train students new to the department, assist with tracking student payroll, set up semester schedules. Tracking of department budget, create and complete requisitions/purchase orders, assist with setting budgets for new fiscal year. Assist with event programming including securing facilities, food, décor, distributing marketing materials, seeing contracts through to completion, tracking of speaker expenses for reimbursement, securing of speaker lodging. Tracking of program statistics/input and running of various reports for the department and college.

2002 to 2007: Administrative Assistant, Baylor University, Student Activities  
Waco, TX

Job Responsibilities: Front desk duties including answering phones, greeting customers, mail runs, scheduling meetings, establishing travel itineraries for Director, budget tracking, ordering supplies. Responsible for annually securing contractors to decorate 40 foot Christmas tree and Barfield Drawing room for Christmas season. Assisting with ordering goods and tracking of the budget for the student organization, Baylor Chamber of Commerce. Organizing the stuffing of thousands of new student/parent sacks for the New Student Orientation division. Assisting with Christian Leadership Academy camp for High School juniors interested in attending Baylor in the future. Leader on the Move-in Day Team.

## Education

1979 to 1983, B.A., Michigan State University

## Training

Access in a Day— 2010

Non-verbal Communication—2010

Intermediate Microsoft Access 2007—2011



# Deborah A. Hall

---

## Awards Received

Unsung Heroine— Collin College 2010

National Society of Leadership & Success, Excellence to Students Award, Collin College 2011

Rose Award Winner, Collin College 2012

## Interests and Activities

Music, sports, arts

## Hobbies

Percussionists with several groups

## Volunteer Experience

Collin College: Discipline Appeals Task Force (DATF), Cabaret, Graduation, MLK Breakfast, Student Life awards banquet, Black History Month potluck

Collin County Medical Reserve Corps

Habitat for Humanity

St. Mark's Catholic Church-music ministry

Bowman Middle School mentor

**Appendix H:**  
**Previous Continuous Improvement**  
**Plans (CIPs)**

# 2011-2012

## Service Unit Continuous Improvement Plan (CIP)

**Date:** March 14, 2012

**Administrative or Educational Support Unit Name:** Center for Scholarly and Civic Engagement

**Primary contact name:** Terry Hockenbrough/Director of the CSCE

**Mission:** To enhance student education through academic and co-curricular experiential, leadership, scholarly and civic engagement learning opportunities that result in leadership, service, and scholarly knowledge, skills, and abilities.

**Goals:**

1. Support faculty leadership and initiatives in academic and scholarly programs.
2. Engage students in experiential leadership, service, and co-curricular learning opportunities

**Key Institutional Outcome Indicators:** Overall Satisfaction, Completers, Efficiency, Effectiveness

End Result/ Intended Outcome Statement(s) (Institutional Outcomes)	Measure(s)	Standard(s) (Criteria for determining success)	Actual Outcome Results/Findings	Improvement Action(s)
Increase student participation in Alternative Spring Break program. Increase community partner participation in ASB.	Registrations and/or sign-ins	Increase student engagements by 25%. Increase community partnerships by one.	Spring 2011 Students = 40 Spring 2012 Students = 52 <b>Student Increase = 30% increase</b> Spring 2011 CP =2 Spring 2012 CP =4 <b>CP increase = 2</b>	Expand Alternative Break program to summer opportunities with one major partner and 10 participants.
Access to Service Learning protocols	Faculty focus groups via Service Learning Faculty Coordinators	Understanding of Service Learning protocols as evidence by feedback of focus groups.	All full and part time faculty were sent the Service Learning brochure with protocols and generic information regarding Service Learning at Collin College.	Continue to distribute Service Learning protocols brochures to all full and part time faculty at beginning of fall semesters. Increase distribution to spring semester.
Increased faculty	Registrations and/or sign ins	Increase participation in	Camps (2010-2011) = 18	Continue to offer Service Learning

involvement at Service Learning Faculty Camps		Service Learning Faculty Camp by 25%	Camps (2011-2012) = 45+22=67  272% increase	Faculty Camps in Summer and Winter. Specific invites to Associate Faculty
---	--	--------------------------------------	---	---

SACS Principles of Accreditation

2010 Edition - Page 25

### 3.3 Institutional Effectiveness

#### 3.3.1

- **The institution identifies expected outcomes,**
- **assesses the extent to which it achieves these outcomes,**
- **and provides evidence of improvement based on analysis of the results in each of the following areas:**

3.3.1.1 Educational programs, student learning outcomes

3.3.1.2 [Administrative support services](#)

3.3.1.3 [Educational support services](#)

**Appendix I:**  
**CSCE Collaborative Programs**  
**Spring 2013**



# Center for Scholarly and Civic Engagement

## Collaborative Programs

### Spring 2013

#### Alternative Service Break – Spring 2013

---

<http://www.collin.edu/academics/csce/AlternativeBreaks.html>

**Registration Link:** <https://www.surveymonkey.com/s/ZKCJ2Q2>

Collin College's Alternative Breaks Programs offers volunteer and service opportunities to Collin College students during normal academic break periods. Alternative Breaks is free and open to all Collin College faculty, students, and staff.

Monday - March 11, 2013  
8 a.m. – 4 p.m.

Tuesday - March 12, 2013  
8 a.m. – 4 p.m.

#### Auteur Film Series

---

<http://www.collin.edu/academics/csce/AuteurFilmSeries.html>

##### THE GREAT DEBATERS

7 p.m.  
Thursday - Feb. 7, 2013  
Angelika Film Center in Plano  
(PG-13, 2007, dir. Denzel Washington, 126 minutes)  
In 1935, the first team of debaters from historically black Wiley College in Texas achieves tremendous success, culminating with a debate at Harvard. Based on a true story. Presented in conjunction with African American History Month

##### PAPER MOON

2:30 p.m.  
Wednesday - Feb. 27, 2013  
Spring Creek Campus Living Legends Conference Center

(PG, 1973, dir. Peter Bogdanovich, 102 minutes)

After her mother dies, a tough little girl forms a larcenous partnership with a con man who may or may not be her father. Together they trek across Depression-era Kansas, “selling Bibles.”

## **CABARET**

7 p.m.

Wednesday - March 27, 2013

Preston Ridge Campus Conference Center

(PG, 1972, dir. Bob Fosse, 124 minutes)

Against the backdrop of rising Nazi power, American Sally Bowles, a nightclub performer in Berlin, develops relationships with a reserved British academic and a wealthy German baron.

## **THE UNTOUCHABLES**

7 p.m.

Monday - April 22, 2013

Spring Creek Campus Living Legends Conference Center

(R, 1987, dir. Brian De Palma, 119 minutes)

Eliot Ness and his hand-picked team – an aging Irish beat cop, a rookie Italian sharpshooter, and a bookish accountant – wage a no-holds-barred battle with Al Capone in Prohibition-era Chicago.

## **Book in Common *My Dyslexia* by Philip Schultz**

---

<http://www.collin.edu/academics/bookincommon/>

### **Tuesday - March 5, 2013**

Author at Preston Ridge Campus

9700 Wade Boulevard Frisco, TX 75035

7 p.m.

Author Presentation, Q & A, and Book Signing

Preston Ridge Campus Conference Center

### **Wednesday - March 6, 2013**

Author at Spring Creek Campus

2800 E. Spring Creek Pkwy Plano, 75074

10 a.m.

Writer's Workshop

Spring Creek Campus Living Legends Center

7 p.m.

Author Presentation, Q & A, and Book Signing

Spring Creek Campus Living Legends Center



**Thursday - March 7, 2013**

Author at Central Park Campus  
2200 W. University Drive McKinney, TX 75070

1 p.m.

Author Presentation, Q & A, and Book Signing  
Central Park Campus Conference Center

## **Community College Day at the Capital**

---

**Information and Registration Link:** <https://www.surveymonkey.com/s/JGB5PL3>

**Tuesday – February 5, 2013**

This college sponsored trip to the Texas State Capital in Austin, Texas, provides an opportunity for community college students to meet their legislators and learn about the Texas legislative process. Each student will be responsible for scheduling appointments with their appropriate legislators PRIOR to the event.

Transportation and Meals:

Collin College will provide travel by bus and meals per diem.

Event is free and open to all Collin College faculty and students enrolled in Spring 2013.

All participants must complete a registration form and travel training.

## **Distinguished Speaker Series**

---

<http://www.collin.edu/academics/csce/DistinguishedSpeakerSeries.html>

**Excellence in Classical Rhetoric: The Six Most Astounding Discoveries About Literacy in the Ancient World in the Last 100 Years**

Dr. Richard Enos  
Texas Christian University

7 p.m.

Tuesday - April 9, 2013

Conference Center – Preston Ridge Campus  
9700 Wade Boulevard Frisco, TX 75035

## **Martin Luther King, Jr. Leadership Breakfast and Day of Service**

---

Information and Registration Link: <https://www.surveymonkey.com/s/JTN589X>

You are cordially invited to the annual MLK Leadership Breakfast and to the Afternoon of Service on January 19, 2013. Events are free.

### **Martin Luther King, Jr. Leadership Breakfast *Sponsored by President Cary A. Israel***

8:15 - 10:30 a.m.

Saturday - January 19, 2013

Living Legends Conference Center

Spring Creek Campus - Collin College

2800 E. Spring Creek Parkway, Plano, Texas 75074

### **Martin Luther King, Jr. Afternoon of Service**

1 - 5 p.m.

Saturday - January 19, 2013

City of Plano Administrative Offices (parking lot by flags)

1520 Avenue K, Plano, Texas 75074

City-wide job site assignments will be made day of projects.

## **Passport to the World: Collin College's Cultural Connections**

---

<http://www.collin.edu/academics/csce/PassporttotheWorld.html>

### **Israel: A Journey Through History**

Presenter: Professor Joan Kennedy

1 p.m. - 2:15 p.m.

Wednesday - February 13, 2013

Conference Center "S" - Preston Ridge Campus

9700 Wade Blvd., Frisco

### **Discovering the Russian Far East**

Presenters: Tom and Sharon Hudgins

12 noon - 2 p.m.

Wednesday - April 10, 2013

Living Legends Conference Center - AB

Spring Creek Campus

## Rock the Vote

---

<http://www.collin.edu/academics/csce/Vote.html>

### **Central Park Campus Voter Registration**

11 a.m. - 1 p.m.  
Monday - February 11, 2013  
Atrium  
2200 W. University Dr. McKinney

### **Preston Ridge Campus Voter Registration**

11 a.m. - 1 p.m.  
Tuesday - February 12, 2013  
Cougar Den - Preston Ridge Campus  
9700 Wade Boulevard, Frisco

### **Spring Creek Campus Voter Registration**

11 a.m. - 1 p.m.  
Wednesday - February 13, 2013  
Atrium - Spring Creek Campus  
2800 E. Spring Creek Pkwy, Plano

## Service Learning

---

<http://www.collin.edu/academics/servicelearning/index.html>

### **Service Learning Faculty Camp**

8:30 a.m. – 12:30 p.m.  
Wednesday - January 16, 2013  
Living Legends Conference Center – Section “C”  
Spring Creek Campus  
**REGISTRATION LINK:** <https://www.surveymonkey.com/s/25QGHZ7>

### **Service Learning and Community Partner Fairs**

Tuesday - February 5, 2013  
11 a.m. – 1 p.m.  
Spring Creek Campus Atrium

Wednesday - February 6, 2013  
11 a.m. – 1 p.m.  
Central Park Campus Atrium

Thursday - February 7, 2013  
11 a.m. – 1 p.m.  
Preston Ridge Campus Cougar Den

### **Service Learning Recognition and Reflection Events**

Monday – May 6, 2013  
Spring Creek Campus Atrium  
Time TBD

Tuesday – May 7, 2013  
Preston Ridge Campus Conference Center  
Time TBD

Thursday – May 9, 2013  
Central Park Campus  
Time and Location TBD

## **Special Events**

---

<http://www.collin.edu/academics/csce/CSCESpecialEvents.html>

### **The Face of Homelessness: Finding Solutions for Collin County**

7 - 9 p.m.  
Tuesday - January 29, 2013  
Living Legends Conference Center - Spring Creek Campus  
2800 E. Spring Creek Pkwy, Plano

Presentations by city representatives, school districts, social service agencies, and the Collin County Homeless Coalition regarding initiatives to resolve the homeless issue in Collin County. Question and Answer session to follow.

Event is free and open to the public.

For more information, contact the Center for Scholarly and Civic Engagement at [csce@collin.edu](mailto:csce@collin.edu) or call 972.881.5927.

## **Multi-Cultural Community Tables**

Sponsored by Collin College and City of Plano, MCOR Multicultural Outreach Roundtable

Monday - February 18, 2013  
7 – 8:30 p.m. (Sign in at 6:45 p.m.)  
Living Legends Conference Center  
Collin College Spring Creek Campus  
2800 E. Spring Creek Pkwy., Plano

Come experience a unique new program designed to build and strengthen our community! Enjoy coffee, tea and small-group discussions in discovery of unique backgrounds and perspectives.

RSVP by February 14, 2013 at <https://www.surveymonkey.com/s/T687Z9H>

## **Earth Day**

Monday - April 22, 2013  
Earth Day is typically observed on April 22<sup>nd</sup>. Look for Earth Day activities at your campus.

## **Student Leadership Academy**

---

<http://www.collin.edu/academics/sla/index.html>

### **Spring 2013 Course Information:**

LEAD 1301 - C01  
10 - 11:15 a.m.  
Tuesday/Thursday  
Central Park Campus – Professor Judi Wohead

LEAD 1301 - P01  
8:45 - 11:30 a.m.  
Friday  
Preston Ridge Campus – Professor Meredith Martin

**Appendix J:**  
**Next Continuous Improvement**  
**Plan (CIP)**



# Continuous Improvement Plan (CIP) Documentation

**Date:** February 1, 2014

**Name of Administrative or Educational Support Unit:** Center for Scholarly and Civic Engagement (CSCE)

**Contact name:** Terry Hockenbrough

**Contact email:** [thockenbrough@collin.edu](mailto:thockenbrough@collin.edu)

**Contact phone:** 972.881.5927

**Office Location:** SCC F-102

**Mission:**

The Center for Scholarly and Civic Engagement (CSCE) fosters student learning, leadership development and civic responsibility through student and community-centered experiential programming that engages students, faculty and community partners in interactive, collaborative, and reciprocal partnerships. These opportunities develop skills, strengthen character, challenge the intellect, and address community global, national, and local issues through critical thinking, research, service, and hands-on application of knowledge.

## PART I: Might not change from year to year

A. Outcome(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Student learning of discipline specific learning objectives through structured and active Service Learning program.	<ul style="list-style-type: none"><li>• Service Learning Student Survey Report (indirect measure of self-reported learning )</li><li>• Service Learning Faculty Survey</li><li>• President's Higher Education Community Service Honor Roll application (annual cycle)</li></ul>	<ul style="list-style-type: none"><li>• Average of 70% of students self-reporting on the Student Learning Student Survey indicate learning in specific outcome areas relating to Core Values and Texas Board of Higher Education Learning Objectives.</li><li>• President's Higher Education Community Service Honor Roll recognition.</li><li>• 1% increase in number of students' engagements in Service Learning opportunities.</li></ul>
Recognized student leaders resulting from participation in a structured program to cultivate leadership knowledge, skills, and abilities.	<ul style="list-style-type: none"><li>• Registration and sign-in of students participating in Collin College-sponsored Leadership program activities</li><li>• Student survey of Leadership program impact</li></ul>	<ul style="list-style-type: none"><li>• Average of 70% of students self-reporting on the Leadership Student Survey indicate learning in specific outcome areas to be decided by CSCE Director and LDI Task Force.</li><li>• Leadership Development opportunities on all campuses each semester.</li></ul>
Civically engaged students through a structured program promoting participatory opportunities in government and the election process, systematized volunteerism, and community issues education.	<ul style="list-style-type: none"><li>• Registration and sign-in sheets of students participating in Collin College-sponsored Civic Engagement (CE) events</li><li>• Student surveys of Civic Engagement program impact, which will be administered at certain CE programs and events</li></ul>	<ul style="list-style-type: none"><li>• Four (4) Civic Engagement program events at each campus per academic year.</li><li>• Average of 70% of student survey respondents at Civic Engagement opportunities indicate new gained knowledge.</li></ul>





# Continuous Improvement Plan (CIP) Documentation

A. Outcome(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Co-curricular support of faculty-led academic programming outside of the classroom, non-specific to Service Learning, through effective distribution of resources and program responsibility.	<ul style="list-style-type: none"> <li>Approved criteria for directing the organizational assignment of responsibility for miscellaneous co-curricular programs and activities not encompassed in the recognized programs for Service Learning, Leadership, and Civic Engagement</li> <li>Documentation of approval of redistribution of resources and programming</li> </ul>	<ul style="list-style-type: none"> <li>Distribution of resources and program responsibility for at least three (3) faculty-led academic programs through implementation of new criteria.</li> </ul>

## PART II: For academic year 2014-2015 (enter year i.e. 2011-12)

From Part I				
A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
Student learning of discipline specific learning objectives through structured and active Service Learning program.	Year 2: [Enter action plan here]  Year 5: [Enter action plan here]	<i>Design, develop, and distribute a "Best Practices in Service Learning at Collin College" Service Learning policies, procedures, and protocols manual.</i>	Year 2: [Summarize results here]  Year 4: [Summarize results here]	Year 2: [Enter conclusions here]  Year 4: [Enter conclusions here]
Recognized student leaders resulting from participation in a structured program to cultivate leadership knowledge, skills, and abilities.	Year 2: [Enter action plan here]  Year 5: [Enter action plan here]	<i>Implement plan and collect data.</i>	Year 2: [Summarize results here]  Year 4: [Summarize results here]	Year 2: [Enter conclusions here]  Year 4: [Enter conclusions here]



# Continuous Improvement Plan (CIP) Documentation

<b>A. Outcomes(s)</b>  Results expected in this department/program	<b>D. Action Plan Years 5 &amp; 2</b>  Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	<b>E. Implement Action Plan Years 1 &amp; 3</b>  Implement the action plan and collect data	<b>F. Data Results Summary Years 2 &amp; 4</b>  Summarize the data collected	<b>G. Findings Years 2 &amp; 4</b>  What does data say about outcome?
Civically engaged students through a structured program promoting participatory opportunities in government and the election process, systematized volunteerism, and community issues education.	Year 2: [Enter action plan here]  Year 5: [Enter action plan here]	<i>Form a faculty committee for Civic Engagement with faculty leads at each campus.</i>	Year 2: [Summarize results here]  Year 4: [Summarize results here]	Year 2: [Enter conclusions here]  Year 4: [Enter conclusions here]
Co-curricular support of faculty-led academic programming outside of the classroom, non-specific to Service Learning, through effective distribution of resources and program responsibility.	Year 2: [Enter action plan here]  Year 5: [Enter action plan here]	<i>Management plan for the redistribution of resources and program responsibility, with supervisor's approval.</i>	Year 2: [Summarize results here]  Year 4: [Summarize results here]	Year 2: [Enter conclusions here]  Year 4: [Enter conclusions here]