



**Southern Association of Colleges and Schools  
Commission on Colleges**

**PRELIMINARY REPORT OF THE REAFFIRMATION COMMITTEE**  
(Revised: January 2012  
Edited: March 2013)

**Statement Regarding the Report**

*The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.*

**Name of the Institution:** Collin County Community College District

**Date of the Review:** May 6-7, 2014

**COC Staff Member:** Dr. Barry D. Goldstein

**Chair of the Committee:** Dr. Diane M. Calhoun-French  
Provost and Vice President for Academic  
and Student Affairs  
Jefferson Community and Technical College

## Part I. Overview and Introduction to the Institution

*To be completed by the On-site Reaffirmation Committee.*

## Part II. Assessment of Compliance

*Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Reaffirmation Committee. An asterisk before the standard indicates that it will be reviewed by the On-Site Reaffirmation Committee even if the off-site review determines compliance.*

### A. Assessment of Compliance with Section 1: The Principle of Integrity

- 1.1 The institution operates with integrity in all matters. **(Integrity)**

#### Compliance

There is no evidence to suggest that the institution operates other than with integrity in all matters.

### B. Assessment of Compliance with Section 2: Core Requirements

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

#### Compliance

Collin College has provided documentation that it is duly authorized as a degree-granting authority under both the Constitution of the State of Texas and the Texas Education Code, and such authorization is memorialized in their Collin College Board policy. Section 130.001 of the Texas Education Code authorizes the creation of public junior colleges and the adequate local financial support of such. Texas Education Code Section 130.0011, as provided by Collin College in document 2\_1-TEC\_130-0011, states that public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas, and offer vocational, technical, and academic coursework for certification or associate degrees. Finally, Texas Education Code Section 130.175, as provided by Collin College in document 2\_1-TEC\_130-175, clearly outlines the service area of the Collin County Community College District. The district includes Collin and Rockwall counties and the part of Denton County that is within the municipality of The Colony, the municipality of Frisco, and the Celina and Prosper independent school districts.

- 2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the

institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

### **Compliance**

Collin has provided documentation that its governing board is composed of a nine-member, elected Board of Trustees. In the board policy document, the College has also provided the procedure by which board members are elected.

Collin College has provided board policies citing both the Constitution of the State of Texas and the Texas Education Code as granting legal authority to the board to govern the College District. The board policy document defines the College's authority to manage funds and approve the budget..

Collin offers evidence that a minority of board members does not control their board by providing their policies regarding quorum and board member election practices. Finally, the College provides documentation of their policy that outlines how to appropriately comply with conflict of interest disclosures. The College also provided minutes as evidence of their Board members' discretionary recusal in the event of a potential conflict of interest.

- 2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief Executive Officer).**

### **Compliance**

Collin College provides documentation that its chief executive officer is responsible to the Board for "ensuring that the College District's strategic direction and operations are consistent with its mission, purpose, and core values and in compliance with state and federal laws and regulations and accreditation guidelines." The College also provided a District Organization Chart showing that the District President is responsible to the board for the aforementioned purposes.

Additionally, the College provided documentation that their District President's primary responsibility is to the College. The College also provided Board minutes to show that the District President is not the presiding officer of the Board and does not preside at Board meetings.

- 2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

### **Compliance**

Collins College has a clearly defined and comprehensive mission statement that addresses teaching and learning as well as public service. The mission is accompanied by a philosophy and purpose statement. The statement addresses the full scope of the educational programs offered by the College, and it is in compliance with Texas Higher Education Coordinating Board Rule 9.53, which delineates the purposes for higher education in the state of Texas. The mission statement is published on the College's website as well as in the College catalog, the Faculty Handbook, the Student Handbook, and the Community Advisory Committee Handbook. It is also disseminated to new employees via a new employee information website and to the community via a newsletter.

- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

### **Non-Compliance**

Collin College appears to have an ongoing institution-wide planning and evaluation process. According to its compliance narrative for Core Requirement 2.5, Collin College develops a short-term strategic plan every three to four years. End of year status reports for fiscal year 2009 and fiscal year 2011 are offered as evidence that strategic plans for those years were implemented and assessed. The current strategic plan was adopted in August 2012 and revised in September 2012 for the 2012-2016 timeframe. A screen shot of a College web page indicates that strategic goals were set for the following years: 2001-2003, 2004-2006, 2007-2009, and 2010-2012. The College should provide the on-site committee with access to the reports that are identified on its webpage.

The College's narrative and the IE process figure indicate that eight effectiveness indicators have been adopted as one means of providing evidence that the College is accomplishing the six purposes related to its mission and the 2012-2016 strategic plan. Multiple measures are described for each of the eight indicators, although in a few instances evidence provided by the College indicates that additional work needs to be done to develop the measures. For example, the descriptions of the effectiveness measures for three effectiveness indicators (i.e., "Environmental Support for Student

Learning,” “Workforce Development,” and “Developmental Skills”) indicate that some measures are in the process of being developed.

According to the College, data related to the eight effectiveness indicators inform the Board of Trustees’ annual review of the mission and goals are used by College administration to make strategic decisions throughout the year and inform unit level planning. However, the College has not provided adequate evidence to support this contention.

Collin College achieves integrated planning and evaluation by linking unit level planning, assessment, and evaluation processes to the College’s strategic goals. Documentation provided by the College indicates that unit level expected results and target actions are keyed to the four college level strategic priorities adopted for the 2012-2016 plan. Prior to 2012, strategic priorities were linked to College goals through responsible staff rather than college units.

The College provides five examples of “Continuous Improvement Plans,” which appear to be for a strategic plan that was in effect prior to 2012, as evidence that assessment results are used to improve programs and services. The College also cites four institution-wide improvements (i.e., new library/learning centers at all campuses, a nationally-recognized service learning program, commitment to and development of comprehensive campuses, and the establishment of a higher education center that houses university partners) as evidence of improvements to institutional quality. These improvements, however, are not linked back to College goals or to key institutional outcome indicators.

Collins College should provide evidence that all units of the College align their unit level planning with College goals and key institutional outcome/effectiveness indicators. The College should also demonstrate that all units follow the institutional effectiveness process described in the narrative and as described by its institutional effectiveness process documentation.

In conclusion the College should provide evidence and documentation that it engages in ongoing, integrated, and institution-wide planning and evaluation processes that includes a systematic review of institutional mission, goals, and outcomes; results in continuing improvement in institutional quality; and demonstrates that it is accomplishing mission.

**2.6** The institution is in operation and has students enrolled in degree programs.  
**(Continuous Operation)**

**Compliance**

Collin College is in operation and has students as evidenced by official reports of enrollment data submitted to the Texas Higher Education Coordinating Board and to the US Department of Education’s Integrated Postsecondary Education Data System (IPEDS). The College has had students enrolled since 1985.

**2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the

equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

### **Compliance**

Texas Administrative Code and the Texas Higher Education Coordinating Board's (THECB) Guidelines for Instructional Programs in Workforce Education (GIPWE) provide overarching guidance for program length. These guidelines require a minimum of 60 semester hours for any associate degree. The unit of measure for the length of all programs within Collin College is semester credit hour. Every associate level degree offered at Collin College (A.A., A.S., A.A.T. and A.A.S.) equals at least 60 semester credit hours. The College also acknowledges that all Collin College degree requirements are consistent, regardless of location or manner of instructional delivery.

- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

### **Compliance**

Collin College degree programs represent a coherent course of study that is compatible with the College mission to develop skills, strengthen character, and challenge the intellect and consistent with quality associate programs. The institution offers four degrees—the Associate of Arts (A.A.), the Associate of Science (A.S.), the Associate of Arts in Teaching (A.A.T.) and the Associate of Applied Science (A.A.S.)—that are designed for transfer to senior institutions or to develop marketable skills and promote economic development all consistent with the College's mission and higher education aims.

Collin College's A.A, A.S, A.A.T, and A.A.S. degree programs are consistent with and are considered credible higher education degrees. Further, no distinction is made in program content between programs offered via distance education or online and programs offered via traditional delivery modes.

Collin College requires all degrees to be at least 60 semester credit hours (SCH), again consistent with higher education standards in the field. As mandated and outlined by the Texas Education Code (61.822), each state supported institution, to include Collin College, must follow a general education core curriculum which accounts for 42 of the 60 semester credit hours for all A.A., A.S. and A.A.T. degrees (as evidenced by the core curriculum). This core ensures transferability (within the state of Texas) and aligns with similar or like associate degree program offerings in the field of higher education. All courses for these degrees are included in the THECB's Lower Division Academic Course Guide listing of courses and are approved by the Collin College Curriculum Advisory Board.

For the Associate of Applied Science degrees, Collin College requires A.A.S. degree programs to include a minimum of 60 semester credit hours and to incorporate at least 16 SCHs in general education coursework. Again, this is consistent with A.A.S. degrees in similar or like community college systems in the field of higher education and speaks to the credibility of the programs offered. Further, at least half of the A.A.S. coursework must be drawn from a common technical specialty identified by the program. This ensures that each degree or certificate program has a clearly defined subject matter focus. These programs are also developed with input from business and industry advisory committees to satisfy a need for effective and timely workforce education, again, another common field practice within higher education settings.

- \*2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

### **Compliance**

All associate degree awarding programs (A.A., A.S. and A.A.T) at Collin College require a 42 credit general education course requirement, well beyond the 15 semester hour minimum required. Equally important, General Education courses are reasoned, analyzed, evaluated, and recommended by faculty and approved by the institution's Curriculum Advisory Board (as evidenced through meeting minutes). Further, general education courses (as outlined in the catalog descriptions) are broad and do not narrowly focus on specific skills, techniques, and/or procedures associated with a particular occupation or profession.

The elements of the transfer core curriculum for all A.A., A.S. and A.A.T degrees include courses from the following general education discipline areas:

Communication - 6 semester credit hours  
Mathematics - 3 semester credit hours  
Life and Physical Sciences - 8 semester credit hours  
Language, Philosophy and Culture - 3 semester credit hours  
Creative Arts - 3 semester credit hours  
American History - 6 semester credit hours  
Government - 6 semester credit hours  
Social and Behavioral Science - 3 semester credit hours.

For the A.A.S. degrees, students must complete sixteen semester credit hours of general education courses divided as follows:

Humanities/Fine Arts – 3 semester credit hours  
Social/Behavioral Sciences – 3 semester credit hours  
Mathematics/Natural Science – 3 semester credit hours  
Physical Education – 1 semester credit hour

A minimum of two additional general education courses are chosen to support each program as a result of collaborative decision making by the program faculty and the program advisory board--6 semester credit hours

To ensure breadth of knowledge for all graduates of Collin College, general education courses are selected from diverse general education disciplines defined by the Texas Higher Education Coordinating Board (THECB) (as evidence in reviewing their core objectives rubric) and have been adopted at Collin College by the Curriculum Advisory Board. The general education core curriculum for both the transfer program and for the workforce programs is determined through in-depth evaluation of all courses proposed for inclusion. In addition, prior to approving any course for inclusion in the general education core curriculum, faculty members of the Curriculum Advisory Board carefully evaluate the outcomes, objectives and assessments of the courses (as evidenced in Advisory Board minutes).

The rationale for inclusion of general education courses is sound at Collin College. Courses in the general education core curriculum are designed to contribute to the development of communication, critical thinking, empirical/quantitative skills, teamwork, social responsibility and personal responsibility as well as the discipline-specific foundational information inherent to the course. Thus, courses are broad, not narrow. General education core courses selected do not narrowly focus on techniques, procedures, or skills specific to a particular occupation or profession, as demonstrated by the course descriptions in the *Collin College Catalog*; they are also directly aligned with the general education courses that are found in the Texas Common Course Numbering System (TCCNS) for college level courses and in the Academic Course Guide Manual (ACGM) of courses designed for transfer directly to a baccalaureate program for credit.

- 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See the Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”)  
**(Course work for Degrees)**

### **Compliance**

The institution is accredited to award associate degrees, and it awards four different associate degrees; A.A., A.S., A.A.T., and A.A.S. The institution offers all of the courses



required for each of these degree types, as documented by student transcripts and the College's catalog.

- \*2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.  
**(Faculty)**

### **Compliance**

Collin College employs a sufficient number of full-time faculty to fulfill its mission. The College Board of Trustees has set a target whereby 50% or more of all credit contact hours are taught by full-time faculty. This target was adopted as a result of comparison to other community colleges, and the most recent available data from the Texas Higher Education Coordinating Board indicate Collin College faculty ratios compare favorably with other very large community colleges in Texas. The Board of Trustees approves all full-time faculty appointments.

The ratio of contact hours taught by full-time faculty (by discipline, by site, by instructional modality) to contact hours taught by part-time faculty is monitored with the use of a Faculty Workload Report prepared each fall by the Institutional Research office. According to the Faculty Workload Report, 53% of contact hours taught by faculty at Collins College are full-time faculty.

Teaching loads, load reductions, overloads, academic activities, and non-instructional activities of full-time faculty are governed by College policy and monitored and approved by academic administrators to ensure sufficient faculty are available to accomplish responsibilities as required by this standard.

Academic Deans and campus Vice President/Provosts annually evaluate the number of full-time faculty needed and provide annual recommendations for new faculty positions to the District Senior Vice President for Academic Affairs and Student Development, which are then discussed with the District President. The District President responds after considering criteria including availability of qualified associate faculty and curricular demands, instructional needs, available financial resources, and current full-time faculty ratios.

Exceptions to meeting the College target of 50% full-time occasionally occur due to unexpected retirements, small numbers of sections in a discipline or at a particular location, unexpected enrollment increases, part-time faculty being added to cover assignments normally filled by full-time faculty who have been assigned to temporary, non-teaching duties, or other intervening events. In these situations, a temporary, full-time employee (not tallied in the full-time faculty ratio calculations) is hired to fill the position while a search is conducted.

Although the off-site review committee found the institution has adequate full-time faculty, the institution may consider analyzing its evening and weekend faculty structure, for, while daytime offerings are taught by 60% of full time faculty, there is a severe drop in access to full-time faculty for evening and weekend program students. Full time faculty access shrinks to 27% and 15% respectively.

- 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

### **Compliance**

Collin College has provided evidence that supports compliance in the provision of adequate library collections, services, and other learning/information resources consistent with the degrees it offers at its teaching sites, including its distance learning classes. A wide variety of resources are available. The library provides access to over 199,969 print volumes, subscriptions to 800 journals in print and databases, both in print and electronic, and 43,267 electronic books; streaming video and audio resources are also available. The library enhances its holdings by membership in TexShare, a collection of electronic resources and databases offered through the Texas State Library and Archive Commission and TexSelect, a sponsored program allowing libraries to purchase electronic resources at substantial savings. Collin College libraries also participate in interlibrary loan agreements with OCLC, DocLine (a National Library of Medicine program), and HealthLine (A Regional Health Science organization). A reciprocal borrowing program is also available with the TexShare program. Through ownership and other arrangements, the College provides access to resources that support the research needs of its students, faculty, and staff.

The three primary teaching sites of Collin College provide library facilities. All are of sufficient size to support the library research needs of the campus. They have either been remodeled or built since 2005. They all provide study areas; stack space, meeting rooms, workrooms, group study rooms, classroom space and offices. Each has a computer lab for instruction. All have appropriate equipment available for student use.

Each campus provides adequate facilities, resources, and staffing. Library services include interlibrary loan, intra-library loan, bibliographic instruction, face-to-face and electronic reference assistance, circulation of equipment such as calculators and notebook computers, use of a mock trial facility, and a Consumer Health Information Center.

Library surveys indicate a high level of student satisfaction with library resources and services available to them. There was no indication of any use of the surveys to make any improvements or changes though.

- \*2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

### **Compliance**

The College provides a comprehensive range of student support services designed to support the mission of the College. These include academic advising, tutoring/support labs, accommodations for students with documented disabilities, admissions, records, financial aid, Veteran affairs, counseling and career services, writing labs, pre-admissions partnerships with universities, student life, testing, and athletics. Services

are available for both day and evening students. Critical student support services are provided at each of the campuses and for distance learning students. This is accomplished by adapting on-ground services, forms and procedures to the online environment to make them available to all students. Additionally, student technical support is available 24 hours a day.

**2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

**Compliance**

The Off-Site Reaffirmation Committee believes that Collin County Community College District (CCCCD) has a sound financial base and demonstrated financial stability that adequately supports the College's mission and the scope of its programs and services. CCCC's strong financial position is due in large part to its rigorous budgeting and planning processes as well as fiscally conservative management practices.

CCCCD's Administrative Services department prepares a Comprehensive Annual Financial Report (CAFR) and is required by Texas state statutes to be audited by independent certified public accountants every year. The audit is also conducted in accordance with generally accepted auditing standards in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. CCCC provided audited financial statements for the Off-Site Reaffirmation Committee's review for the years ending 2010, 2011, 2012, and 2013 for review. The most recent independent auditor's report expresses an unqualified opinion on the financial statements (Comprehensive Annual Financial Report 2013). In addition, the management letter dated November 22, 2013 reflects no findings or questioned costs related to the financial statements. No material weakness was identified in the most recent single audit and the College had properly addressed with corrective action plans three material weakness from the 2012 audit relating to federal awards. The most recent CAFR was presented to the Board of Trustees for approval on December 17, 2013.

CCCCD provided budget reports for the Off-Site Reaffirmation Committee's review for the years ending 2012, 2013, and 2014 for review. The Offsite Committee noted an extensive budget process with a multi-year budget model and a budget calendar which allows for college-wide participation in the budgeting process.

The Off-Site Reaffirmation Committee noted in the CAFR and in the Board of Trustees minutes from November 25, 2003 that the CCCC Board of Trustees passed a resolution establishing a minimum unrestricted fund balance which equals 25% of Total Current Funds Budgeted Expenditures less amounts budgeted for non-mandatory transfers, contracts and grants, current year reserves, and contingencies. According to the schedule provided to the Off-Site Reaffirmation Committee, the Unrestricted Net Assets, Exclusive of Plant and Related Debt, amount has grown to \$51M dollars for the year ended 2013. That is an increase of almost \$16M in four years.

CCCCD has also maintained a AAA bond rating from Standard and Poor's. The September 30, 2013 report cited a very strong financial position coupled with good management practices and diverse revenue streams. The Off-Site Reaffirmation Committee also reviewed the September 21, 2010 document from Moody's Investor Service which gave CCCC an AAA rating which is the highest rating offered by the credit rating agency.

The Off-Site Reaffirmation Committee also noted the College's financial ratios. The College's Composite Financial Index (CFI) indicates the College is very healthy financially based on the four core ratios that are used to create the CFI.

- 2.11.2** The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

#### **Non-Compliance**

CCCCD provided 2012-2013 physical inventory list of buildings and number of parking spaces and acreage. The Institution also provided a master facilities plan which contained maps and photos of current campuses and their beautiful facilities. There were also architect drawings of planned facilities and campuses to meet the goals outlined in the College's strategic plans to serve Collin County.

In addition, students gave the College high marks for facilities in the Noel Levitz survey. The Faculty Survey provided by the Institution also indicated that most faculty members were satisfied by the conditions of the grounds and facilities.

However, the institution did not provide enough detailed information in regards to how the College is using the Master Plan and physical assets to meet the needs of its programs offered. The College did discuss how the institution added square footage to the Spring Creek Campus to accommodate a tremendous growth in enrollment. The College also discussed plans for a new Health Sciences Building to meet the needs of students on the Central Park Campus. However, the institution did not provide adequate information in regards to programmatic needs. There were no assessments provided by campus of spatial needs and allocation to meet the educational mission of the programs. It is unclear to the committee whether or not the institution has adequate physical resources to support its programs and services on each of the campuses.

- 2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting

student learning and accomplishing the mission of the institution. **(Quality Enhancement Plan)**

**C. Assessment of Compliance with Section 3: Comprehensive Standards**

- 3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**.

**Compliance**

Collin College has demonstrated that its mission statement is current, having been approved by the College's Board of Trustees in August 2012. The College has provided evidence that the Board has reviewed and revised the mission on a periodic basis since the College's founding in 1985. The Board also affirms the mission annually during the College's budgeting process. Collin College communicates its mission via its website and via print-based means, including the College catalog, the student handbook, the faculty handbook, budget presentations, and community advisory handbook.

- 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

**Compliance**

The College provided documentation that the governing board is responsible for of both the selection of their current chief executive officer, as well as his annual evaluation. Both the selection method and evaluation method are compliant with the Texas Education Code and is outlined in the Board policy.

- 3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

**3.2.2.1** the institution's mission

**Compliance**

The Board is granted legal governing authority by the Texas Education Code. The Texas Education Code provides a clear definition of the role and mission of each Texas public junior college (3\_2\_2\_1-EDUCATION-CODE-CHAPT-130\_0011). The College's mission is included in its Board Policy and is periodically updated and reviewed by the Board (documentation of 1988, 1992, 2001, and 2012 revisions provided).

**3.2.2.2** the fiscal stability of the institution

**Compliance**

Collin College has provided documentation showing that its Board is granted legal authority by the Texas Education Code to ensure the College is fiscally stable. According to the Texas Education Code, the Board has the authority to set and collect any amount of tuition, rentals, rates, charges or fees the Board considers necessary for the efficient operation of the College District. The Board is also duly authorized to adopt a tax rate each fiscal year, levy and collect taxes and issue bonds, approve an itemized current operating budget on or before September 1 of each year, have accounts audited in accordance with the approved financial reporting system, submit the required annual reports to the governor and comptroller, receive bequests and donations or other monies or funds coming legally into their hands, establish an endowment fund outside the state treasury in a depository selected by the Board, and select a depository for College District funds. For each of the above listed areas in which the Board is authorized to act, the College has provided sufficient documentation to show the applicable Texas Education Code statutes. The College has also submitted minutes from miscellaneous meetings documenting review of finance statements, examination of bids and proposals, and approves purchases of times more than \$25,000. Finally, documentation has been provided of minutes from two previous August meetings in which the annual operating budget for the College is approved.

### 3.2.2.3 institutional policy

#### **Compliance**

The Texas Education Code also authorizes Collin College's Board to adopt rules, regulations and bylaws as it deems advisable (Texas Education Code 130.082(d)). The College has provided documentation of such authority to adopt policy in its legal and local Board Policies. The College has also provided evidence of the policy approval process, which involves multiple readings of each potential policy at open Board meetings to ensure transparency .

### 3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

#### **Compliance**

The College has provided its ethics policy which states board members should "avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain." The College's Board ethics policy also provides conflict of interest disclosure requirements and forms that can be used to show compliance with the disclosure requirements.

Each board member has access to the Board Policy Manual on the College website and is required to attend at least one established training program; they also receive New Board Member Orientation. Additionally, newly elected board members sign an Oath of Office and Statement of Elected/Appointed Officer swearing they "have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which he/she was elected or as a reward to secure his/her appointment or confirmation."

- 3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

#### **Compliance**

The College states that the board members are elected at large and represent the entire county, resulting in no board members representing a specific constituency. Each elected board member signs an Oath of Office and Statement of Elected/Appointed Officer in which he/she swears under penalty of perjury they “have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which he/she was elected or as a reward to secure his/her appointment or confirmation.”

The Board’s policy also contains a Statement of Ethics for board members that requires each board member to render all decisions based on facts and independent judgment and avoiding undue influence from political, religious or other special interest groups, and thus protecting the institution from influence.

Each board member has access to the Board Policy Manual on the College website and is required to attend at least one established training program; they also go through a New Board Member Orientation.

- 3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

#### **Compliance**

The College’s Board policy and Texas law govern the removal of board members from office. The College has had no cause to dismiss a board member, and therefore no dismissals have taken place, resulting in no documentation showing implementation of this policy.

- 3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

#### **Compliance**

The College’s board policy states that the Board of Trustees has the authority to determine and interpret College policy, appoint the College president and any necessary personnel deemed necessary for carrying out the duties of the Board, act as a fiduciary in the management of College funds, and, at the District President’s recommendation, employ faculty and administrators. The Board is a policy-making body and does not administer or implement policy, as evidenced by minutes provided.

The College's administration and faculty are responsible for administering and implementing the policies approved by the Board. Documentation of this distinction has been provided in the following documents: 3\_2\_6-Board-Policy-DNA-Local.pdf; 3\_2\_6-Board-Policy-BGC-Local.pdf; 3\_2\_6-Board-Policy-BFA-Local.pdf; and 3\_2\_6-Job-Descriptions.pdf. The College has also provided an organization chart which shows the lines of responsibility. Minutes evidencing faculty and administrative policy implementation have also been appropriately provided.

- 3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

**Compliance**

As shown on the College's organization chart, Collin College operations are divided into four units: Academic Affairs and Student Development, Administrative Services, Human Resources and Organizational Effectiveness, Public Relations and College Development. Each area is supervised by a district vice president, or in the case of Academic Affairs and Student Development, a district senior vice president, who reports directly to the president. With five exceptions all other positions at the College report through these four positions as laid out in the provided College organization chart. The College also outlines and

provides appropriate documentation demonstrating the reporting structure for College personnel.

- \*3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

**Compliance**

The organizational chart for Collin College identifies administrative and academic officer positions responsible for College operations. The terminal degree and years of related experience are listed, and associated job descriptions are provided for each individual in an administrative and instructional leadership position. A review of this information confirms and that the institution employs administrators and academic leaders who are qualified to fulfill the position responsibilities.

- 3.2.9** The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

**Compliance**

The institution develops and publishes policies that pertain to the appointment, employment and evaluation for employees on all levels and in all positions. This includes full-time and part-time staff and full-time and part-time faculty. Policies are developed and reviewed by the institution's Board of Directors and those policies are published in



College Board Policy Manual. New employees are made aware of the policy manual during orientation.

In addition, the institution maintains a Human Resources web page, and policies regarding appointment, employment and evaluation can be found on that web page. The institution also has hard copies of policies and procedures available through Human Resources.

**3.2.10** The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

**Compliance**

Collin College board policy requires that administrative staff is evaluated on an annual basis and that the president be evaluated annually by the Board of Trustees. Documentation, in the form of completed evaluations, is provided that the evaluations occur. Completed evaluations are stored electronically. Staff are evaluated against goals and performance indicators which include essential job functions, customer/client service, communication, decision making and problem solving, initiative, balance of quality/quantity of work, demonstration of core values, effective hiring, performance management, delegation, teambuilding, and disciplinary actions.

**3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

**Compliance**

Collin College has provided a job description for the District President that indicates one of the job duties of the President is to "maintain responsibility for and exercise administrative and fiscal control over the College District's intercollegiate athletics program and related budgets to promote high standards of academics, athletic achievement, and integrity for its student athletes, employees and support groups.". This same description is included in the Board policy.

The President is responsible for signing all National Junior College Athletic Association required documents, and Collin College provided examples of various documents with their President's signature.

**3.2.12** The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities).**

**Compliance**

Collin College's chief executive officer controls the institution's fund-raising activities.

The College's board policy includes community relations and fund-raising in the College president's job duties and that same duty is included on the president's job description .

The College provided an organizational chart demonstrating that fundraising staff reports to a College vice president, who, in turn, reports directly to the president.

- 3.2.13** For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.  
**(Institution-related entities)**

### **Non-Compliance**

The Off-Site Reaffirmation Committee reviewed the materials provided and found two entities that were organized separately from the institution and were formed primarily for the purpose of supporting the CCCC. The two entities are Collin College Foundation (CCF) and CCCDF Student Housing Foundation. Both were formed as 501(c)(3) entities.

The Off-Site Reaffirmation Committee was also provided with a Letter of Understanding between CCCC and CCF that was completed in November of 1989 and approved by the CCCC Board in the same month. The Letter states the Foundation raises and administers funds from private sources on behalf of CCCC and CCCC provides CCF with office space, professional, and clerical support. The letter also confirms that CCF functions as a separate entity apart from the College and is governed by an independent board of directors that is directly accountable for the operation of the foundation. The Institution provided the 2012 CCF audited financial statements which demonstrated financial viability and separation from the College.

The Off-Site Reaffirmation Committee reviewed the CCF bylaws and noted that the President of CCCC "shall be elected for the term of his/her tenure in the position of ex-officio director". The bylaws also state that the President or his/her designee will recommend the hiring of the Executive Director of the CCF. The Executive Director has been delegated the task of soliciting gifts and managing fundraising per the job description provided to the Off-Site Reaffirmation Committee. The Off-Site Reaffirmation Committee also reviewed the CCF Integrated Development plan which provided targeted fund raising goals and provided an overview of planned actions.

The Off-Site Reaffirmation Committee reviewed the CCCDF Student Housing Foundation, Inc. Articles of Incorporation and Bylaws. The Institution provided the 2012 CCF audited financial statements which demonstrated separation from the College and provided general discussion regarding the terms of the agreement with CCF and CCCDF. However, the Committee was not provided the contractual agreement for review. Therefore, the committee could not determine the relationship between the College and CCCDF.

- 3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all

intellectual property. These policies apply to students, faculty, and staff. (**Intellectual property rights**)

### **Compliance**

The institution has a clear and comprehensive policy that defines intellectual property rights. The policy is developed and reviewed by the institution's board. The policy defines intellectual property rights as they relate to staff, faculty and students. The policy is published in the institution's Board Policy Manual, the Faculty Handbook, the Associate Faculty Handbook and the Student Handbook. In addition the institution maintains documentation on all intellectual property agreements.

**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 (**Institutional Effectiveness**):

**\*3.3.1.1** educational programs, to include student learning outcomes

### **Compliance**

Collins College identifies expected outcomes, assesses the extent to which they are achieved, and provides evidence of improvements based on an analysis of results. All educational programs that require a specific course of study create program files that identify expected students learning outcomes, assessment measures, and targets. The outcomes, measures, and targets apply to all delivery methods.

Collin College's methodology for assessing the effectiveness of education programs has changed over the years. From 2004-2005 to 2010-2011, courses were mapped to program outcomes which were assessed at the course level. In addition, during that time period the Collegiate Learning Assessment (CLA) was administered to supplement assessments developed by faculty. The College has provided evidence that expected outcomes, assessment methods and improvements based on results were implemented during this time period. A report submitted to the Texas Higher Education Board provides documentation that both college-wide and discipline/course-based improvements were made as a result of assessment findings.

After 2011, a course embedded assessment methodology was implemented to assess student learning outcomes in the general educational/core curriculum. Course syllabi confirm general education SLOs are embedded in discipline syllabi. Common rubrics are used to assess artifacts collected from courses. The Collegiate Learning Assessment (CLA) continues to be used as a supplement to the course-embedded methodology. Workforce programs collect assessment data during capstone and co-op courses as well as licensure exams.

A sample of reports from six programs (Culinary Arts, Respiratory Care, Cisco Systems Computer Networking Technology, Emergency Medical Services Professions, Communications as a Field of Study, and Real Estate) demonstrate how learning outcomes assessment is incorporated into the College's program review process and provide evidence that data were collected. A summary document provides further evidence that assessment results were collected and action plans implemented for

academic years 2010-2011 through 2013-2014 (3.3.1.1 Continuous Improvements Results and Action Plan).

The institution provided a general template as evidence that the College's program review process is the means by which it assesses program outcomes that are not directly related to student learning (3.3.1 CIP Process with templates). Example program review reports from 2013 are provided for the following programs: Animation, Firefighter, Communications Field of Study, Computer Networking, Marketing, Real Estate, and Surgical Technology.

### **3.3.1.2 administrative support services**

#### **Compliance**

Collin College defines administrative support units as departments that provide infrastructure support services. The College's "Service Unit Continuous Improvement Process Workbook" describes how administrative units identify and assess expected outcomes and use assessment results for improvement purposes.

Collin College identified expected outcomes for 21 administrative support services that fall under the following five areas: Business Services, Human Resources, Information Technology, Public Relations, and Research and Institutional Effectiveness and Curriculum. Expected outcomes, results and findings, and action plans (improvement plans) are provided for assessment cycles that cover academic years 2010-2011 through 2013-2014.

Some units identify smaller, functional units to address more specific improvement needs during particular two-year improvement cycles. Outcomes, measures, and targets for these areas are provided in documents that have January and February 2012 dates. While the reports provided for these smaller units do not contain assessment results or evidence of improvements based on an analysis of the assessment results, improvements for these smaller areas are included in a document titled "Continuous Improvement Actions and Results," which addresses the academic years 2010-2011 through 2013-2014.

### **3.3.1.3 academic and student support services**

#### **Non-Compliance**

The College has demonstrated that it has identified expected outcomes, assessments and targets for 12 academic and student support areas (Academic Partnerships, Academic Success, ACCESS/Counseling, Admissions/ Registration, Athletics and Wellness, Developmental Education, E-Learning Centers, Financial Aid/Veterans Affairs, Library, Math Centers and Labs, Student Life, Writing Center), as well as for smaller, functional units that fall under 6 of the 12 areas (Table 8). This evidence is provided in Part I of each area's Continuous Improvement Plan (CIP) document. Three areas (counseling, library, and new student orientation) have clearly shown that results

were collected and improvements as demonstrated by the completion of Part II of the CIP template.

A summary of Academic and Student Support Services continuous improvement actions and results is provided in a document (3.3.1.3 Academic Student Support Improvement Action Plans). However, it is not clear how the information provided in this document ties back to Part II of the Continuous Improvement Plan. The institution should provide evidence that all areas under academic and student support programs, besides the three noted above, follow the College's institutional effectiveness process, and that they identify expected outcomes and makes improvements based on an analysis of results for all areas that fall under academic and student support services.

#### **3.3.1.4** research within its mission, if appropriate

##### **Not Applicable**

Research is not part of the mission of Collin College. As a result 3.3.1.4 is not applicable to the College.

#### **3.3.1.5** community/public service within its mission, if appropriate

##### **Non-Compliance**

Collin College addresses the "community-centered institution" component of its mission by providing continuing education, service learning, and public service to the residents of Collin County. The College addresses public service by operating a Small business Development Center and its Center for Workforce and Economic Development.

The institutional effectiveness process employed by these units is the same as that followed by educational programs, administrative support services, and student support services.

Part I of the Institution's Continuous Improvement Plan (CIP) document is completed for the Center for Scholarly and Civic Engagement, the Center for Workforce and Economic Development, Continuing Education, the Small Business Development Center, and the Law Enforcement Academy, thereby demonstrating that these units identify expected outcomes, measures, and targets.

Data results summaries, findings and action plans are provided in Part II of the College's CIP form. Some areas do not provide complete documentation as evidenced by blank cells. In addition, continuous improvement activities identified in the document titled "Activities Resulting from Continuous Improvement Findings" are not linked back to assessment results. Collins College should provide evidence that units that fall under community/public service follow the College's identified institutional effectiveness process.

- 3.3.2** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and

proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

#### **Compliance**

Each educational program for which academic credit is awarded is approved by both Collin College faculty and administration.

All new program and course proposals or proposals for changes to existing programs and courses are governed by the College Curriculum Management Process and are initiated by program or discipline faculty, individual faculty members, or by academic administrators. These proposals are submitted to the Collin College Curriculum Advisory Board comprised of representatives from full-time faculty. Board Policy EFA (LOCAL) demands a peer review process for course and program additions, deletions or revisions. If a proposal is approved by the Curriculum Advisory Board, a recommendation in favor of the proposal is submitted to Leadership Team members and, depending on the scope and nature of the change, may be submitted for approval to the Board of Trustees, the Texas Higher Education Coordinating Board, the Southern Association of Colleges and Schools and other appropriate accreditation agencies.

- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

#### **Compliance**

Collin College offers an impressive array of continuing education efforts, outreach initiatives, and service programs that are intrinsically tied to the College's mission to be both "student and community-centered" and focused on "developing skills, strengthening character and challenging intellect."

The institution has a Center for Scholarly and Civic Engagement (CSCE) which focuses on the College's Core Values of "Service and Involvement" to support the mission to be a "student and community-centered institution." CSCE facilitates collaborations between faculty, students, administrators, departments and community partners. As a result, the center designs and facilitates numerous programs, scholarly experiences, community and civic engagement opportunities, service learning, volunteerism, and leadership development outreach.

Collin College also has a Continuing Education & Workforce Development (CEWD) program which boast thousands of participants (ranging in ages) annually. Community courses and programs are offered that support the academic, professional, occupational, cultural, workforce, economic and community needs, as the mission also focuses on (as evidenced by the course titles offered within the CEWD program).

CWED services include customized contract training and consulting for businesses and government entities, workforce development grants, small business assistance through the Collin Small Business Development Center (SBDC) and outreach to seniors through Seniors Active in Learning (SAIL). All programs work to support the mission of Collin College by connecting to the community and fostering and stimulating intellectual growth and development of all citizens.

**\*3.4.3 The institution publishes admissions policies that are consistent with its mission. (Admissions policies)**

**Compliance**

The College has an admissions policy that is compliance with their mission and the Texas Administrative Code which states the College will be open admissions and serve primarily the local taxing district and service area. General and special admission policies are published in the College catalog, registration guide and online Admissions web page.

**3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.") (Acceptance of academic credit)**

**Compliance**

Collin College has board policy in place for evaluating, awarding, and accepting academic credit from other institutions and student learning experiences. The Registrar/Director of Admissions at the College oversees the acceptance of credit for courses that are at the collegiate level and comparable to courses in the College's degree programs.

The College awards transfer credit for lower division college-level work earned at regionally accredited institutions of higher education. Students are awarded credit for Collin College courses with the same learning outcomes as the course being considered for credit. As part of the Texas higher education system, the College participates in the Texas Common Course Numbering System and follows the Texas Higher Education Coordinating Board Lower Division Academic Course Guide Manual for academic courses and the Workforce Education Course Manual for workforce courses. These manuals describe how courses transfer from other Texas higher education institutions. Courses not found in these documents may require approval from the relevant academic dean from the originating institution. Finally courses earned at an accredited higher education institution, but for which no similar Collin College course can be found, are assigned elective credit.

A review of the College's Catalog 2013-2014 indicates that policies are published so students can determine how college credit can be awarded for Non-Traditional College

Credit (NTCC), Tech Prep/Career Pathways courses completed in high school, Advanced Placement Examination (AP), Armed Forces credit, College-Level Examination Program (CLEP), Credit by Exam (Departmental Exams), Credit for Prior Learning through Continuing Education, International Baccalaureate Diploma (IB), and Portfolio Review for Credit.

- 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

#### **Compliance**

Collin College adopts academic policies that adhere to good educational practice by incorporating requirements from external sources including mandates from the Texas Higher Education Coordinating Board (THECB), state laws, program and regional accreditor requirements, and federal regulation. Additionally, the College adopts input from internal parties impacted by the policies, including but not limited to, academic policy recommendations from standing committees. The process of changing or updating Collin College Board policies is described in College policy 3.2.2.3.

Institutional policies are disseminated to students, faculty, and other interested parties via the Collin College Catalog, the Student Handbook and the Collin College Board Policy Manual, all which are available on the College website, and via the Faculty Handbook located on the College intranet, which is available to all faculty. Accuracy of policy communications is assured through internal stakeholder review and routine update and publication of the College catalog, Faculty Handbook and the Student Handbook.

- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

#### **Compliance**

Collin College follows the Texas Administrative Code Rule 4.6, which establishes the minimum contact hours per credit hour. Further, the College's credit courses are consistent with the Texas Common Course Numbering System and adhere to the Lower-Division Academic Course Guide Manual and the Guide for Instructional Programs in Workforce Education. A review of these Manuals and the College catalog confirms compliance with these guidelines promulgated by the Texas Higher Education Coordinating Board. Finally, the institution utilizes a faculty led Online Advisory Board to ensure courses taught in non-traditional modalities are equivalent to traditional modes.

- 3.4.7** The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. *(See the Commission policy "Agreements Involving*



*Joint and Dual Academic Awards: Policy and Procedures.”) (Consortia relationships/contractual agreements)*

**Not applicable**

Collin College does not offer any credit courses or programs through contracts or consortia.

- 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

**Compliance**

Collin College publishes in its catalog that it does award academic credit for noncredit coursework in two specific program areas: Real Estate and CISCO Networking. The catalog also provides information on the specific requirements for college credit to be awarded in these two areas. Further, the two programs are taught simultaneously in the same classroom with the same teacher, therefore establishing that the noncredit work is equivalent to the credit work.

- 3.4.9** The institution provides appropriate academic support services. **(Academic support services)**

**Compliance**

Collin College provides evidence that they provide academic support services to students and faculty. Services to students include academic advising; tutoring, access to computer labs tailored to academic programs and services, academic skills workshops, academic support software, media assistance, and technical and eLearning support.

Information about academic support services is provided through the College website, student orientations, faculty orientations, handbooks, signage and announcements. The College provided a roster which outlines the locations at which academic support services are provided.

- 3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

**Non-Compliance**

The institution has developed a plan that defines how faculty develop and modify curriculum through its Curriculum Advisory Board, but there is no evidence provided that the plan has been implemented.

In addition, the institution has developed a plan to review courses that are taught on-line, but there is no evidence that the plan has been implemented.

- \*3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

### **Compliance**

Collin College assigns responsibility for programs and curriculum development to academically qualified Program Directors, Coordinators and discipline leads. In assessing the credentials of each stated direct, coordinator and discipline leads, all had appropriate and sufficient qualifications and experience (as outlined under the standard).

Program Directors and Program Coordinators serve in key leadership roles by planning, developing, budgeting, coordinating, scheduling, managing and evaluating their individual programs. Directors and Coordinators provide guidance and supervision to their program's full-time faculty, associate faculty and staff. They are actively involved in ensuring compliance with appropriate regulatory and educational accreditation standards.

For curricular areas or programs, Discipline Leads coordinate curriculum development, program review, continuous program improvement processes and the district-wide input into assessment of student learning outcomes. Discipline leads provide leadership for curriculum coordination, development, assessment and review, as outlined in the position description.

- 3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

### **Non-Compliance**

The College makes use of a variety of instructional technology resources in its delivery of both traditional and distance learning courses. The college uses the Blackboard learning management system for delivery of course content for all online courses; it is also used by many faculty as a supplemental learning resource in many of their traditional course sections. Most classrooms are equipped with computer and media equipment for instructor use. Wireless access is available on all campuses. The College provides a wide variety of computer labs designed for academic programs and services.

While the College provided documentation attesting to the widespread availability of technology for faculty and student use, no evidence was provided to show that technology enhances student learning. In addition, while the College provided examples of how students in specific courses and programs receive training in the use of particular types of technology, no evidence was provided that all students were trained in the general use of technology.

- 3.5.1** The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

### **Compliance**

Collin College identifies college-level competencies within its general education core curriculum, the extent to which students have attained them, and communicates findings in a continuous improvement effort.

The Collin College general education core, through a wide variety of courses, offers students “a foundation of knowledge of human cultures and the physical and natural world, principles of personal and social responsibility for living in a diverse, global world and advanced intellectual and practical skills that are essential for all learning.” The College adopted core curriculum competencies that coincided with the six general education core curriculum competencies identified by the Texas Higher Education Coordinating Board (THECB) for all Texas higher education institutions, including, (1) Communication Skills; (2) Critical Thinking; (3) Teamwork; (4) Empirical/Quantitative Skills; (5) Personal Responsibility; and (6) Social Responsibility.

Assessment of general education competency attainment is embedded within every general education course, and is cyclically assessed at course level using a variety of methods chosen by academic discipline faculty and are overseen by respective faculty discipline lead personnel. External measures such as the Collegiate Learning Assessment (CLA) are also used to assess general education competency attainment.

Analysis of assessment results is completed by Institutional Effectiveness staff and reported to a faculty Core Objectives Assessment Team (COAT), after which findings are shared with faculty college-wide. After dissemination of institutional-level findings, faculty from each discipline, in conjunction with the office of Teaching and Learning, develop 2-year discipline-level improvement action plans, the results which in aggregate serve as the basis for the 5-year Program Review of the Collin College general education core certificate program.

- 3.5.2.** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.”)* **(Institutional credits for a degree).**

### **Compliance**

The institution requires all of its graduates to take at least 25% of their course work at the institution. This requirement is published in the institution’s catalog as “must earn a minimum of 18 semester credit hours as Collin College”. This requirement fulfills the 25% requirement for all of the institution’s degrees.

In addition, every candidate for graduation is manually audited to ensure that they have met this requirement.

- 3.5.3** The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly

accepted standards and practices for degree programs. (See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”) **(Undergraduate program requirements)**

## **Compliance**

Collin College provided evidence that it publishes the requirements for all its programs, including its general education requirements, in the College catalog and on the College website. The College also publishes general education core curriculum and program brochures that include the requirements for both the general education components and the additional components of specific programs offered by the College.

Collin College offers Associate of Arts (A.A.), the Associate of Science (A.S.), the Associate of Arts in Teaching (A.A.T.) and the Associate of Applied Science (A.A.S.) degrees (as outlined in the institution catalog). To complete each degree, the student must complete 60 semester credit hours (42 credits of which are general education). For the A.A., the A.S. and the A.A.T., the state of Texas mandates a general education core curriculum of forty-two semester hours. This mandate conforms to standard higher education practices for associate level degree programs. The Collin College Curriculum Advisory Board (which is made up of faculty on a 3-year rotation cycle) has adopted a general education core curriculum that complies with this rule.

The Collin College Curriculum Advisory Board reviews all new degree and certificate plans for evidence of appropriate general education foundation courses. Proposed degrees and certificates are also reviewed for increasing complexity and sequence of courses. Criteria include consideration of curriculum at peer institutions, standards set by professional organizations when available and the degree to which the curriculum applies to related baccalaureate programs.

As is recognized and customary within higher education practice, to establish course equivalency, Collin College uses the THECB’s Lower Division Academic Course Guide Manual (ACGM) and for workforce courses, the Workforce Education Course Manual (WECM). Course listings, course descriptions, and course learning outcomes for each course in the ACGM and the WECM are developed by statewide committees of discipline faculty. For the ACGM, committee members represent both two-year and four-year public higher education institutions. Course offerings in the ACGM inventory must match those listed in the Texas Common Course Numbering System to ensure that these courses are fully transferable toward a baccalaureate degree and that they are recognized by all public institutions of higher education in Texas as being collegiate-level courses.

Any courses intended for transfer that are not listed in the ACGM must go through a rigorous evaluation process by discipline faculty, the Curriculum Advisory Board, the THECB and any program-specific accrediting bodies.

- 3.5.4** At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

**Not applicable**

- 3.6.1** The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

**Not applicable**

- 3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

**Not applicable**

- 3.6.3** At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Institutional credits for a degree)**

**Not applicable**

- 3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

**Not applicable**

- 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

### **Non-Compliance**

Collin College strives to hire faculty consistent with the Southern Association Commission on Colleges and Schools Guidelines for Faculty Credentials, the Texas Administrative Code Section 7.4(11), and applicable program-level accrediting agency requirements. In addition to academic credentials, other demonstrated competencies and achievements that contribute to effective teaching and successful student learning outcomes are also considered during the selection process, including professional licensure and certifications, appropriate teaching effectiveness, related work experience, honors, awards, service, research and publication.

Whereas a faculty roster was submitted as part of the compliance documentation, and while the faculty generally possess appropriate qualifications in most areas, there were fifty-eight (58) instances where justifying documentation was insufficient. Teaching discipline areas represented by these instances include Accounting/Office Systems, Communication Design-Graphics, Government, Hotel/Restaurant Management, Hotel-Management, English, Education, Mathematics, Reading, Speech, Biology, Child Development, Chemistry, Emergency Medical Services, Physical Education, Surgical Technology, Computer Systems, Computer Science, Computer Maintenance Tech, Geology, German, Desktop Publishing Word, History, Humanities, Computer Media/Graphic Design, Psychology, Interpreter Preparation/Deaf, Sociology, and Spanish.

Consequently, further information or justification is required. (Refer to Request for Justifying and Documenting Qualifications of Faculty).

- 3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

#### **Non-Compliance**

According to Collin College, faculty are evaluated annually, regardless of their contractual status. The procedures and criteria that govern faculty evaluations are outlined within the faculty evaluation form. This form is published on the Council of Excellence (CoE) website and is linked on the Human Resources (HR) website (as observed). The Faculty Handbook directs faculty to these two sites for faculty evaluation and multi-year contract information. For part-time faculty, information pertaining to the evaluation process is located in the Associate Faculty Handbook (as documented).

Collin College reported that faculty are evaluated annually, regardless of their contractual status. Full-time faculty are evaluated by their respective deans 90 days following their initial employment as evidenced by the Faculty 90-day Probationary Evaluation Form. Following the initial evaluation, all faculty, including those who received a 90-day evaluation, receive an annual evaluation, conducted by the faculty members' respective deans on the Faculty Performance Appraisal Form using the following components:

- Self-evaluation
- Student evaluations
- Classroom visits

Results from self-evaluations, student evaluations, and classroom visits are assessed and used to indicate whether or not a faculty member needs to improve. If so, targeted Improvement Plans are used in order to identify faculty weaknesses and work to assist and improve the quality of performance.

Overall, Collin College appears to have a comprehensive faculty evaluation system. However, given the size of the institution in terms of the number of faculty it employs and the scope of its programs, the institution did not provide a sufficient number of samples to document compliance. Hence, the institution should provide a larger and more representative sample size which better supports its evaluation processes.

Further, according to Collin College, Associate Faculty (part-time faculty) throughout the institution are evaluated for classroom teaching and professionalism by their Academic Chairs. Classroom observations/visits are conducted annually for Associate Faculty, and student evaluations are conducted on the same schedule as the student evaluations for full-time faculty. Associate Faculty members do not complete self-evaluations. However, no evidence was provided to document that this is being implemented college wide annually (as reported). Further, in reading the Associate Faculty Handbook there is a contradiction between what was reported in the compliance document and what is published in the handbook. According to the published records, Associate Faculty evaluation changes after six terms teaching at the institution, however the compliance report counters this assertion. The institution is should provide documentation that reflect the accuracy of their own evaluation processes.

**3.7.3** The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

**Compliance**

Collin College provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. Full-time and part-time faculty participate in planned professional development so as to satisfy requirements of their annual evaluations and, for the full-time faculty, as part of their multi-year contract eligibility. Additionally, professional development is required of workforce faculty to maintain current licensure requirements for program accreditation standards.

The Collin College Board of Trustees provides annual financial support for faculty professional development activities. The eLearning Centers, Office for Teaching and Learning, Continuing Education Division of the College, and the Human Resources Office provide a variety of local professional development activities throughout the academic year. Every faculty member who teaches online courses must complete the Collin College Compliance Certification Class.

The College also encourages faculty to attain additional advanced degrees through a tuition reimbursement plan and a partnership with the University of Texas at Dallas supported with sabbaticals and study grants.

Administrators conduct annual appraisals of faculty members, including a review of discipline-relevant professional development activities. A faculty member recommended by their supervisor for a multi-year contract will undergo further peer which also considers recent professional development.

**3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

**Compliance**

Collin College ensures adequate procedures for safeguarding and protecting academic freedom. Policies and procedures to ensure academic freedom include Board Policy

("All faculty members (full-time and associate) shall be entitled to academic freedom and bear a concomitant dedication to academic responsibility"), the Collin College Faculty Council mission statement ("The Faculty Council represents full-time teaching faculty in college matters and is responsible for ... safeguarding academic freedom and promoting academic excellence in the classroom, the College District and the community"), and adherence by the Collin College libraries to the Intellectual Freedom Statement published by the American Library Association.

Established procedures exist should a College employee believe a concern exists relative to expression of academic freedom. As of this date, there have not been any academic freedom complaints filed.

**3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

**Compliance**

The institution engages faculty in all aspects of academic and governance matters, and the policies regarding this are published and made available to faculty and staff in a variety of ways. The institution maintains a web page that describes the councils of the College. Also, the faculty job description and faculty handbooks include the role of faculty in institutional governance. In addition there is evidence that faculty are engaged in short-term and long-term planning for the institution, including, budget planning, goal setting, and strategic planning.

**3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

**Compliance**

Collin College provides adequate library facilities for the libraries at its primary teaching campuses. The facilities have adequate footage to house the collections and provide services at each of the campuses. The Preston Ridge library was remodeled in 2005 and is now a 50,000 square foot facility. The Central Park library is a 47,000 square foot facility that opened in 2009. The Spring Creek campus library opened in 2013 and is a 57,792 square foot facility. Each has adequate study areas, book stacks, work rooms, offices, group study rooms, and a computer lab for library instruction activities.

Collin College provides a wide variety of library resources appropriate for the College's academic programs. The libraries house a collection of 199,969 print volumes, 26,278 videos, 5,971 music CD titles, 3,688 audio books. Users have access to over 120 databases. Streaming videos and audio resources are also available. Interlibrary loan resources are also available. All students, faculty, and staff have access to the electronic resources, whether on campus or off campus. Collections at each campus library are chosen to support the educational programs offered at that campus.



- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

#### **Compliance**

The Collin College librarians provide library instruction in a variety of ways, both in face-to-face and online formats. Librarians provide classroom instruction when requested by faculty. These sessions include things like providing instruction in basic library research in the use of databases and the online catalog. Other sessions are customized for specific course assignments. During the 2012-2013 academic year, 18,339 students attended 1,236 library instruction classes. Librarians have developed electronic subject guides that tailor specific collections of information and resources for particular courses or projects. Reference assistance is provided face-to-face as well as email, telephone, text and chat services. Audio and video tutorials have also been developed to assist patrons with the use of databases, the catalog, electronic journals and other electronic resources. The subject guides and tutorials are available on the library tab in CougarWeb.

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

#### **Compliance**

Collin College employs sufficient qualified librarians and staff in its libraries. All librarians have at a minimum a master's degree in library science. Years of experience range from 4 years to 43 years. Each primary teaching campus employs a librarian who serves as the executive director of the library. Each location employs full time and part time reference librarians. All librarians participate in reference service, including online reference. The Director of Library Technical Services serves as the district-wide director. A librarian at the Preston Ridge Campus functions as the Distance Learning and Digital Services librarian who works with the College's online faculty. Librarians are involved in professional development activities and participate in local and regional consortia.

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

#### **Compliance**

The institution publishes a statement of student rights and responsibilities in the Student Code of Conduct which is included in both the Student Handbook and College Catalog. Student rights and student responsibilities pertaining to specific student concerns are available on student areas of the institution's website. The institution ensures broad distribution of the information by embedding it within these significant College publications which are disseminated on the web and in print to new students at the new student orientation.

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records)**.

#### **Compliance**

Board policies on the use of Technology Resources regulates the security, confidentiality, and integrity of technology resources, the format in which most student records are maintained. The policy on Student Records names the registrar as the custodian of the records, outlines what constitutes a student record, defines who may access to the records, and outlines procedures for amending the records. Individual student information is secured through use of a randomly assigned student number. To maintain student record confidentiality and integrity, the College strictly adheres to the Family Education Rights and Privacy Act through policy, faculty and staff training, and information provided to students. The Chief Information Systems officer is responsible for the protection and back up of student data, including electronic retrieval of data following a major disaster. This is achieved through daily and weekly back up tapes which are stored on a campus in a fireproof location as well as an off-site location.

- 3.9.3** The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

#### **Compliance**

The institution has presented a roster of student services staff that documents the job descriptions, credentials required, and credentials held for all staff members. In all cases, the roster documents that staff possess educational and experiential credentials commensurate with their duties. In addition, the institution has provided the board policy which regulates this issue. As evidence that the College provides a sufficient number of staff, the College provided a student survey which documents overall student satisfaction regarding student services staffing levels.

- 3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial stability)**

#### **Compliance**

The Off-Site Reaffirmation Committee believes that Collin County Community College District (CCCCD) has a sound financial base and demonstrated financial stability that adequately supports the College's mission and the scope of its programs and services. CCCC's strong financial position is due in large part to its rigorous budgeting and planning processes as well as fiscally conservative management practices.

CCCCD's Administrative Services department prepares a Comprehensive Annual Financial Report (CAFR) and is required by Texas state statutes to be audited by independent certified public accountants every year. The audit was also conducted in accordance with generally accepted auditing standards in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. CCCC provided audited financial statements for the Off-Site Reaffirmation

Committee's review for the years ending 2010, 2011, 2012, and 2013 for review. The most recent independent auditor's report expresses an unqualified opinion on the financial statements (Comprehensive Annual Financial Report 2013) In addition, the management letter Dated November 22, 2013 reflects no findings or questioned costs related to the financial statements. The most recent CAFR was presented to the Board of Trustees for approval on December 17, 2013.

The CCCCD Comprehensive Annual Financial Audit Report demonstrates that the institution has enjoyed a consistent growth in ad valorem taxes and a steady source or tuition revenue and state appropriations in the past five years. Operating revenues have increased by over \$10M in five years and total revenues have increased by over \$26M. The College's long term debt has decreased by \$8M in the last three years while the College's net position has increased by over \$20M each year. In addition, the College has seen a healthy increase in total net position over the past three years and maintains a healthy unrestricted net position of \$218M for the year ended August 31, 2013. As a result, the institution's financial ratios used to measure the overall health of an organization reveal that CCCCD is very healthy compared with other community colleges in the state of Texas. The College's viability ratio is 66.86 and the College's equity ratio is 86.3%. Those are very healthy numbers.

Finally, the Off-Site Reaffirmation Committee observed that student enrollment was moving in a positive direction. Student headcount was up approximately 5,000 students and credit hours increased by over 97,000 hours in five years.

**\*3.10.2 The institution audits financial aid programs as required by federal and state regulations. (Financial aid audits)**

**Compliance**

The Off-Site Reaffirmation Committee observed that CCCCD has contracted with an external auditing firm to perform a single financial audit every year in accordance with the guidelines of the U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Nonprofit Organizations* and Texas Higher Education Coordinating Boards regulations. The Off-Site Reaffirmation Committee reviewed the single audits for the fiscal years 2009-2013. The Committee noted that the College's federal expenditures had increased by almost \$60M in five years.

The College received an unqualified opinion for financial reporting for the years 2009-2013 and no material weaknesses or any significant deficiencies in internal controls were reported. However, the 2010 Federal Single Audit reported a significant deficiency in internal controls over major programs. The deficiency was corrected in the next year.

In 2012, CCCCD received a material weakness and material noncompliance finding on compliance over major programs relating to verification of (EFC) expected family contribution processing in financial aid. In addition, CCCCD received a significant deficiency and noncompliance finding relating to return to Title IV funds and a control deficiency in the over awarding of a student in the 2012 audit. CCCCD corrected all of the deficiencies in the 2013 audit.

In March 2013, the Department of Education performed a 100% file review of all Title IV recipients and recalculated (EFC) contributions for all students in the 2012 year. The College received a final audit determination letter from the Department of Education requesting \$378,526 for overpayment of students. The College reimbursed the Department of Education and contracted with a third party to verify EFC contributions.

**3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)**

**Compliance**

Administrative Services is structured to facilitate control over financial resources and is centrally organized under the District Vice President of Administrative Services/Chief Financial Officer (CFO), who reports directly to the District President. The Off-Site Reaffirmation Committee reviewed the qualifications of the District Vice President of Administrative Services /CFO who has been in that role for 23 years and is a member of a number of professional associations. The District Vice President of Administrative Services/CFO presents monthly financial and investment reports to the District President and the Board of Trustees

The Off-Site Reaffirmation Committee also reviewed the CCCCC Business Administrative Services Procedures Manual which provides the College with the necessary internal controls to create an environment to ensure appropriate control over all of its financial resources. The Business Office Procedures Manual requires that the cashier's office at each campus utilize College software to record and deposit all funds received. All funds are locked in a vault nightly and deposited daily. All purchasing and expense reimbursements over \$100 are processed by Accounts Payable. Accounts Payable procedures are also defined in the Business Office Procedures Manual in Section 9. Before payment can be processed, the financial software currently in use requires a three-way match among the approved purchase order, the receiver and the vendor invoice. Direct invoice payments and check requests are limited and require appropriate approval.

CCCCD provided budget books for the Off-Site Reaffirmation Committee's review for the years ending 2012, 2013, and 2014. The Committee noted an extensive budgeting process with a multiyear budget model and a budget calendar which allows for college wide participation in the budgeting process.

The College received an unqualified opinion for financial reporting for the years 2009-2013 and no material weaknesses or any significant deficiencies in internal controls were reported. However, the 2010 Federal Single Audit reported a significant deficiency in internal controls over major programs. The deficiency was corrected in the next year.

CCCCD employs an Internal Auditor who reports to Vice President of Organizational Effectiveness and Human Resources with a dotted line reporting relationship to the President. An internal audit schedule is developed by the College's leadership team. The Off-Site Team reviewed one example of an internal audit report related to Petty Cash that was dated October 2, 2013.

The Off-Site Reaffirmation Committee noted that the Administrative Services Team has won numerous awards for their work. The Certificate of Achievement for Excellence in Financial Reporting was received for the 16<sup>th</sup> straight year in 2012. The College won the Gold Leadership Circle Award for Transparency from the Texas Comptroller's office in August 2013. Finally, the Committee noted the Purchasing Department received the Achievement of Excellence in Procurement for eight consecutive years.

**3.10.4** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

**Compliance**

The Off-Site Reaffirmation Committee observed that CCCCD does not engage in externally funded research programs. However, the College does seek external funds to support academic and student support activities that further the College's mission, vision, values, and strategic imperatives.

Board Policy (BFA Local) charges the College president with initiating resource development strategies and reviewing internal and external proposals for grants and contracts. Once the president and vice presidents approve the grant, the reporting requirements relating to the program requirements are assigned to the principle investigator. Reporting requirements relating to the financial requirements of the grant are assigned to Grant Accounting. Required financial reports are prepared by the grant accountants, reviewed by the Associate Vice President-Controller and/or the District Vice President of Administrative Services/CFO and filed with the granting agency in a timely manner.

The Off-Site Reaffirmation Committee detected that for each grant award received; CCCCD maintains funds in a separate account. The management of external funds is a joint responsibility between the Principle investigator and College's Grants Department. The Principle Investigator manages the grant funds per requirements stipulated by the funding agency/organization. Upon receipt of an externally funded project, the Principle Investigator is provided a copy of the CCCCD Grants Management Handbook to assist in the management of the grant funds. In addition, the externally funded programs are accounted for in the same manner consistent with the College Policies outlined in the CCCCD Business Office Procedures Manual. No

The Off-Site Reaffirmation Committee also reviewed the current indirect cost agreement for CCCD. This agreement was approved by the Department of Health and Human Services in February, 2012, and is effective until September 2016.

**3.11.1** The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

**Compliance**

The District Vice President of Administration/Chief Financial Officer has primary responsibility for control over the College physical resource and is responsible for establishing and communicating procedures that ensure appropriate levels of control

over physical resources. The Off-Site Reaffirmation Committee reviewed the CCCCD Business Administrative Services Procedures Manual and noted purchasing policies and asset control procedures that were designed to maintain control over physical resources. According to the CCCCD business manual, assets are tagged with a bar code assigned to a custodian and tracked in the ERP system until salvaged. The Off-Site Reaffirmation Committee reviewed monthly asset reconciliations and annual physical inventory reports. The Fixed Asset accountant performs an annual physical inventory of all tagged assets purchased with state or federal funds and generates a follow up report based on actions that need to be taken with equipment. The Off-Site Reaffirmation Committee also reviewed a website where salvaged items were taken for public auction.

The District Director of Safety, Security and Facility Services is responsible for overseeing the planning, administration, construction, routine and preventive maintenance, and overall security of College physical assets. CCCCD uses a computerized work order management system is used to track requests for routine maintenance issues. Maintenance issues are resolved as they arise, or they are included on the renewal and replacement schedule. CCCCD claims to not have any deferred maintenance items. The District Director of Safety, Security and Facility Services and campus Facility Managers develop a three year renewal and replacement schedule and submit the list to the District Vice President of Administrative Services/Chief Financial Officer for review and approval.

The Offsite Committee reviewed the CCCCD insurance program which provided a summary of insurance coverage for each campus along with information on crime policies, workers compensation policies, and auto policies. The College appears to have considered the risk associated with its physical resources.

- 3.11.2** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

### **Compliance**

The Off-Site Reaffirmation Committee reviewed the CCCCD Emergency Management and Procedures Manual. The manual provides detailed information and instructions related to safety and environmental procedures and emergency contact information. The manual also gives good guidelines on how to handle a number of scenarios. According to the CCCCD emergency manual, the CCCCD has the primary responsibility for providing a safe environment to faculty, staff, and students. The officers are vested with the powers and rights of any Texas Peace Officer. The Committee also noted the CCCCD website which contained instructions for a number of safety procedures. The Off-Site Reaffirmation Committee noted the crime statistics required by the Cleary Act and reviewed the website link for the Strategies of Behavior Intervention (SOBI). The Off-Site Reaffirmation Committee thought SOBI could be a great preventative measure for the College.

The Off-Site Reaffirmation Committee examined the president's email on January 24, 2014 in which he encouraged the College community to register for the Cougar Alert Emergency System. The system is used to deliver emergency messages via text, e-mail, and phones. The president's email also encouraged the College to watch a video

on safety in the event of a shooting on campus. The Off-Site Reaffirmation Committee thought that was significant and demonstrates that the President thought safety was important enough to deliver a personal message to all of the CCCCD community.

The Offsite Committee noted that the facilities and grounds were regularly reviewed by the local government inspectors. The Committee also reviewed the College's EPA Compliance report. The College conducted an environmental self-audit and issued a report to the EPA and the Texas Commission of Environmental Quality. As a result, the College agreed to work on some corrective actions to obtain compliance.

- \*3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

### **Non-Compliance**

The Off -Site Committee noted that the CCCCD provided a table listing all of their campuses with notes on classroom spaces, specialized programs at each campus, and square foot capacity. The institution also provided a master facilities plan which contained maps and photos of current campuses and their facilities. There were also architect drawings of planned facilities and campuses to meet the goals outlined in the College's strategic plans to serve Collin County.

In addition, students gave the College high marks for facilities in the Noel Levitz survey. The Faculty Survey provided by the institution also indicated that most faculty members were satisfied by the conditions of the grounds and facilities.

The District Director of Safety, Security and Facility Services is responsible for overseeing the planning, administration, construction, routine and preventive maintenance, and overall security of College physical assets. CCCCD uses a computerized work order management system is used to track requests for routine maintenance issues. Maintenance issues are resolved as they arise or they are included on the renewal and replacement schedule. CCCCD claims to not have any deferred maintenance items and allows for \$2 million annually for renewal and replacement. The District Director of Safety, Security and Facility Services and campus Facility Managers develop a three year renewal and replacement schedule and submit the list to the District Vice President of Administrative Services/Chief Financial Officer for review and approval.

As was noted in Core Requirement 2.11.2, the Off-Site Reaffirmation Committee was unable to determine whether or not the institution operates and maintains facilities that adequately meet the need of the programs, support services, and other mission related activities. The College did discuss how the institution added square footage to the Spring Creek Campus to accommodate a tremendous growth in enrollment. The College also discussed plans for a new Health Sciences Building to meet the needs of students on the Central Park Campus. However, the committee was not provided adequate information or specific examples in regards to programmatic needs being met nor were there any visual aids to assist in determining the functionality and condition of the common space, labs and classrooms. There were also no assessments provided by

campus of spatial needs and allocations to meet the educational mission of the programs.

The institution should provide appropriate documentation to confirm the College operates facilities that adequately meet the needs of the College's programs and services.

- 3.12.1** The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (*See the Commission policy "Substantive Changes for Accredited Institutions."*) **(Substantive change)**

### **Compliance**

Collin College notifies the Commission on Colleges of changes in accordance with Substantive Change Policy and, when required, seeks approval prior to the initiation of changes. The College provided an extensive list of notifications from 2007 to the present, which included new or expanded geographical locations (with notations when 25 or 50% of a credential was offered at each), the addition or deletions of certificates and degree programs, the renaming of a program, an address change, and a notification of a prospective collaborative academic arrangement, for which they are prepared to provide a prospectus. The College has a well-defined curriculum management process that ensures appropriate notification and/or approval from SACS during curriculum modification, addition, or deletion.

- 3.13.1** The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

### **\*3.13.1. "Accrediting Decisions of Other Agencies"**

**Applicable Policy Statement.** Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

**Documentation:** The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

### **Compliance**

Collin College provided a list of federal recognized agencies that currently recognize the institution--The American Dental Association Commission on Dental Accreditation and



the Accreditation Commission for Education in Nursing—and their dates of last affirmation, 2013 and 2007 respectively. No negative actions have been taken by either agency. A review of accreditation reports provides evidence that Collin College represents its mission in identical terms to each of its accrediting agencies and that it represents itself similarly with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies.

### **3.13.2 “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures”**

**Applicable Policy Statement.** Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

**Documentation:** The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

#### **Not applicable**

Collin College does not offer any joint or dual degrees according to the definitions provided of such degrees in the Southern Association of Colleges and Schools Commission on Colleges Policy Statement “Agreements Involving Joint and Dual Academic Awards.”

### **\*3.13.3 “Complaint Procedures Against the Commission or Its Accredited Institutions”**

**Applicable Policy Statement.** Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See *FR 4.5*). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

**Documentation:** When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

#### **Compliance**

The College has in place policies, procedures, and forms to address student, employee, and community member complaints. A reasonable complaint resolution process is widely publicized on appropriate College web pages, in the Student Handbook and brochures in strategic campus locations including Human Resources and Student Disability Services offices. To address student complaints, processes exist for grade appeals, general complaints, and complaints/grievances which relate to discrimination, harassment, retaliation, and/or sexual violence. Elements of the complaint maintained in a College complaint log include date filed, complainant's names, respondent's name, person and department responsible for resolving the complaint and maintaining the file. While the log is centralized, the individual files are maintained in the appropriate offices.

### 3.13.4 “Reaffirmation of Accreditation and Subsequent Reports”

**\*3.13.4.a. Applicable Policy Statement.** An institution includes a review of its distance learning programs in the Compliance Certification.

**Documentation:** In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

#### **Non-Compliance**

Collin College provided sufficient evidence with regard to the application of the *Principles of Accreditation* to distance education in the areas of student identify verification, curriculum and instruction, technology support, intellectual property, program length, program content, practices for awarding credit, consortial/contractual agreements, faculty, faculty development, institutional effectiveness, learning and library resources, student recruitment materials, student security, student privacy, and facilities and finances.

However, insufficient evidence is provided with regard to application of *Principles of Accreditation* to distance education in the areas of academic support services (3.4.9), faculty evaluation (3.7.2), student services (3.9.1), and student complaints (4.5).

The institution should address distance education and provide evidence of how it is being addressed under each listed standard outlined above.

**3.13.4.b. Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.

**Not applicable**

### 3.13.5 “Separate Accreditation for Units of a Member Institution”

**\*3.13.5.a. Applicable Policy Statement.** All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

**Documentation:** For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

**Not applicable**

Collin College does not have any branch campuses as defined in 3.13.5a.

**3.13.5.b. Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

**Implementation:** If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

**Not applicable**

**3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

**Compliance**

Collin College accurately represents its accredited status in a statement that includes the name, address, and telephone number of the Commission. This statement appears in the College catalog, faculty handbook, and student handbook, and on the institution's website.

#### **D. Assessment of Compliance with Section 4: Federal Requirements**

- \*4.1** The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

##### **Compliance**

Collin College evaluates student achievement using a variety of measures including course completion rates, state licensure exam pass rates, job placement rates, transfer and graduation rates, and student success after transfer. These measures align with the College's mission to develop skills, strengthen character, and challenge the intellect. They are also consistent with the College's six purpose statements which align with requirements set forth by the statutory charge to provide academic courses in the arts and sciences to transfer to senior institutions and to provide technical programs that lead to associate degrees or certifications, designed to develop marketable skills and promote economic development.

The College demonstrates that it monitors student achievement for each measure by comparing its performance to either internally set targets or benchmarks available from a variety of sources as described below:

Course completion rates: Benchmark against statewide community college average

State licensing examinations: Texas Higher Education Coordinating Board target of 90% pass rate

Job placement rates: College set target of 75% job placement within first year after graduation

Percentage of total credit hours offered as transfer courses: Comparative data from the National Community College Benchmark Project

Transfer rates: data from IPEDS/comparison to national peers

Graduation rates: Comparison to peer institutions participating in the National Community College Benchmarking Project and IPEDS data feedback reports

Success after transfer: Data from the Texas Higher Education Coordinating Board on the average GPA of transfer students to Texas public universities compared to all transfer students after one academic year

**\*4.2** The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**  
**Compliance**

Collin College’s curriculum is directly related and appropriate to the mission and goals of the institution and the diploma, certificates and degrees awarded by the institution. According to its mission, Collin College “is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.” The purpose statements related outline a statutory charge to provide “academic courses in the arts and science to transfer to senior institutions” and “technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.”

Hence, in support of this purpose, the College offers Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Teaching (AAT) degrees for transfer to senior institutions. The curricula for these degrees are determined by the faculty and approved by the College Curriculum Advisory Board, the College administration and, when applicable, by the Collin College Board of Trustees. The Curriculum Advisory Board ensures that all curricula are directly related to the mission, purpose and goals of the institution and align with curricular guidelines established by the THECB. No distinction is made in program content between programs offered via distance education or online and programs offered via traditional delivery modes.

Collin College also offers Associate of Applied Science (AAS) degrees and certificates. The curricula for these degrees and certificates are determined by the faculty and approved by the College’s Curriculum Advisory Board, the College administration and, when applicable, by the Collin College Board of Trustees.

When developing the curricula for degrees and certificates “designed to develop marketable skills and promote economic development,” faculty draw on their own discipline expertise as well as a variety of external sources. These external sources include the Texas Higher Education Coordinating Board (THECB) requirements in the Guidelines for Instructional Programs in Workforce Education (GIPWE), recommendations from business and industry resulting from program-specific Advisory Committees and any required accrediting requirements mandated by regional or program-level accreditors.

**\*4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

**Compliance**

The College makes available to students and the public the current academic calendar, grading policies, and refund policies through publications and on the College website. The academic calendar is on the College homepage, within the student portal and in the College catalog, registration guide, and student handbook. Grading policies are available online and in print in the College catalog; course-specific grading policies are available in all College syllabi which are available on the College website. The refund policy is available online and in print in the College catalog and registration guide.

- \*4.4** Program length is appropriate for each of the institution's educational programs. **(Program length)**

**Compliance**

Program length for all programs is recommended and approved by departmental faculty, the Curriculum Advisory Board and the College administration. Regardless of location or modality, instruction program length for each program is sufficient to encompass the appropriate curriculum, and adhere to Texas Higher Education Coordinating Board (THECB) rules for program length as presented in Texas Administrative Code Title 19, Part 1, Chapter 9, Rule 9.183 and in the Guidelines for Instructional Programs in Workforce Education.

- \*4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*) **(Student complaints)**

**Compliance**

The College has adequate procedures in place for addressing written student complaints, including academic grade appeals; academic suspension appeals; disciplinary appeals; financial aid appeal; harassment, discrimination, sexual misconduct, or sexual violence grievances; and other general complaints. Relevant policies, procedures, deadlines, and examples are provided by the College for each of these types of complaints. Online forms which may be accessed from the College website are available for each type of complaint.

- \*4.6** Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

**Compliance**

A review of recruiting publications confirms that information in recruitment materials is consistent with institutional practices and policies. The institution maintains both consistency and quality of recruitment publications utilizing a process which includes content experts, Public Relations staff, and a five-year review process by the academic departments. Quality and consistency of recruitment presentations are maintained through mandatory training of presenters about the College, and review of the first presentation of each presenter is done by the Dean of Enrollment and Student Success, who oversees recruitment

- \*4.7** The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

## Compliance

The Off-Site Reaffirmation Committee observed that CCCCD contracted with an external auditing firm to perform a single financial audit every year in accordance with the guidelines of the U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Nonprofit Organizations* and Texas Higher Education Coordinating Boards regulations. The Off-Site Reaffirmation Committee reviewed the single audits for the fiscal years 2009-2013. The Committee noted that the College's federal expenditures had increased by almost \$60M in five years.

The College received an unqualified opinion for financial reporting for the years 2009-2013 and no material weaknesses or any significant deficiencies in internal controls were reported. However, the 2010 Federal Single Audit reported a significant deficiency in internal controls over major programs. The deficiency was corrected in the next year.

In 2012, CCCCD received a material weakness and material noncompliance finding on compliance over major programs relating to verification of (EFC) expected family contribution processing in financial aid. In addition, CCCCD received a significant deficiency and noncompliance finding relating to return to Title IV funds and a control deficiency in the over awarding of a student in the 2012 audit. CCCCD corrected all of the deficiencies in the 2013 audit.

In March 2013, the Department of Education performed a 100% file review of all Title IV recipients and recalculated (EFC) contributions for all students in the 2012 year. The College received a final audit determination letter from the Department of Education requesting \$378,526 for overpayment of students. The College reimbursed the Department of Education and contracted with a third party to verify EFC contributions.

The Off-Site Reaffirmation Committee noted that CCCCD's three year 2010 cohort default rate (CDR) for direct student loans is 18.4%. The CCCCD 2011 draft default rate for Collin College is 15%.

The College is in good standing in accordance with the Program Participation Agreement (PPA) and the Eligibility Certification Approval Report (ECAR) signed with the U. S. Department of Education and authorizing GTC to participate in Title IV financial aid programs. Reauthorization was completed in August 2011, and the College's PPA is effective until June 30, 2016.

The Off-Site Reaffirmation Committee observed the CCCD Fiscal Operations Report and Application to Participate (FISAP) to the Department of Education which has been submitted in a timely manner and CCCCD has not been placed on the reimbursement method, nor has the College been required to obtain a letter of credit in favor of the Department of Education. In addition, CCCCD is in compliance with its responsibilities under Title IV of the 1998 Higher Education Act as amended. The Department of Education has authorized CCCCD Student Financial Aid Services to participate in Title IV programs under a Program Participation Agreement (PPA). The College received its most recent recertification on February 6, 2014.

- \*4.8 An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

**4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

### **Compliance**

The College verifies identity of students enrolled in distance education classes by assigning a unique login and password to each student, enabling secure identification within the required learning management system for all online courses. Additionally, faculty and programs at Collin College may use other means to assure student identity, including proctored exams, online remote proctored testing services, or verification through face-to-face meetings and on-site clinical assessments.

**4.8.2** has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

### **Compliance**

The College has a variety of written procedures for protecting the privacy of all students, including those who are enrolled in distance and correspondence education courses or programs.

The College assigns each student a random identification number that is used in place of a student Social Security number. This number is used on all student records, except the official College transcript. All student information is protected through the use of unique credentials including usernames and passwords.

The College maintains strict adherence to the Family Education Rights and Privacy Act (FERPA), its rules and regulations being distributed in writing as a brochure and are posted on the College website. Faculty and staff are periodically apprised of FERPA laws during professional development activities.

**4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

### **Compliance**

No additional student charges associated with verification of student identity are assessed; consequently no procedures to communicate them exist.

**\*4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (*See the Commission policy "Credit Hours."*)  
**(Definition of credit hours)**



## **Compliance**

Collin College follows the Texas Administrative Code Rule 4.6 which requires a minimum of 15 contact hours per credit hour, considered consistent with commonly accepted practices in higher education. Further, the College's credit courses are part of the Texas Common Course Numbering System (TCCNS), adhering to a shared, uniform set of course designations for determining course equivalency and degree applicability of transfer credit on a statewide basis. Finally, all credit course offerings comply with the Lower-Division Academic Course Guide Manual (ACGM) or the Guide for Instructional Programs in Workforce Education (GIPWE), depending on the nature of the credit course. Collectively, these manuals provide guidance consistent with commonly accepted practices in higher education.

**Additional observations regarding strengths and weaknesses of the institution. (optional).**

Preliminary Findings

### Part III. Assessment of the Quality Enhancement Plan

*To be completed by the On-Site Reaffirmation Committee.*

#### A. Brief description of the institution's Quality Enhancement Plan

#### B. Analysis of the Acceptability of the Quality Enhancement Plan

1. **An Institutional Process.** *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*

2. **Focus of the Plan.** *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

3. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

4. **Broad-based Involvement of Institutional Constituencies.** *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*

5. **Assessment of the Plan.** *The institution identifies goals and a plan to assess the achievement of those goals.*

#### C. Analysis and Comments for Strengthening the QEP

#### Part IV. Third-Party Comments

*To be completed by the On-Site Reaffirmation Committee.*

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

\_\_\_ No Third-Party Comments submitted.

\_\_\_ Third-Party Comments submitted. **(Address the items below.)**

1. *Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;*

2. *Indicate whether the Committee found evidence in support of any allegations of non-compliance.*

*If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.*

*If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.*

**APPENDIX A**

Roster of the Off-Site Reaffirmation Committee	Roster of the On-Site Reaffirmation Committee
<p>Dr. Diane M. Calhoun-French - <b>CHAIR</b> Provost and Vice President for Academic And Student Affairs Jefferson Community and Technical College</p> <p>Mr. David J. Barrish Dean, School of Business J. Sargeant Reynolds Community College</p> <p>Dr. Sherri C. Davis Academic Dean and Director of Developmental Programs T.A. Lawson State Community College</p> <p>Dr. Barbara J. Gill Director of Educational Research Tallahassee Community College</p> <p>Dr. Mary S. Graham President Mississippi Gulf Coast Community College</p> <p>Dr. Carol J. Martin-Osorio Dean for Student Services Nashville State Community College</p> <p>Mrs. Nina W. McPherson Librarian Pellissippi State Community College</p> <p>Mr. Russell D. Shaw Vice President for Business Services Hinds Community College</p> <p>Dr. Michael D. Summers Provost - Virginia Beach Campus Tidewater Community College</p> <p>Mr. Ron Webb Dean of Health Sciences Chattahoochee Technical College</p> <p><b><u>SACSCOC Staff</u></b> Dr. Barry D. Goldstein Vice President SACS Commission on Colleges</p>	

*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*

**APPENDIX B**

**Off-Campus Sites or Distance Learning Programs Reviewed**

*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*

Preliminary Findings

**APPENDIX C**

**List of Recommendations**

**Cited in the Report of the Reaffirmation Committee**

*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*

Preliminary Findings