COLLIN COLLEGE

(Collin County Community College District)

SACSCOC
Compliance Certification
Class of 2015

Submitted March 2014

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SECTION 2: CORE REQUIREMENTS

2.1   Degree-granting Authority

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College Board policy AA(LEGAL) states that "The College District derives its legal status from the Constitution of the State of Texas and from the Texas Education Code that authorizes a public junior college and/or district." Collin College receives its degree granting authority from the state of Texas and the Texas Higher Education Coordinating Board (THECB). Texas Education Code (TEC) 130.0011 states that "Texas public junior colleges shall be two-year institutions primarily serving their local taxing district and service areas in Texas and offering vocational, technical and academic courses for certification or associates degrees." TEC 130.175 lists Collin College and its district, named Collin County Community College District, as approved by the THECB according to TEC 130.001(b)(1), which assigns the authority to authorize the creation of public junior college districts as provided in the statutes.

2.2   Governing Board

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College is governed by a nine-member, elected Board of Trustees. As described in Board Policies AA(LEGAL), BAA(LEGAL) and BA(LEGAL), the Collin College Board derives its legal authority from the Texas Constitution and the State Legislature. Board member authority is outlined in Board policies BBE(LEGAL) and BBE(LOCAL), identifying the board as a policy-making body with fiduciary responsibility for the management of college funds. Board policies BCB(LEGAL) and BCB(LOCAL) specifically identify standing committees of Board members, including the Organization, Education and Policy Committee and the Budget and Finance Committee.

The Organization, Education and Policy Committee makes recommendations to the Board regarding college policy. Per Board policies BE(LEGAL) and BE(LOCAL), proposed policies or amendments are introduced and recommended to the Board for consideration at one meeting but may not be adopted until the subsequent meeting. This multiple reading of potential policy at open Board meetings assures transparency and provides the opportunity for public comment.

The Budget and Finance Committee reviews monthly financial reports, is responsible for overseeing the budget review and approval process and reviews the annual, external audit. On the recommendation of the committee, the Board as a whole approves all budget and finance decisions.

Each Collin College Board member is elected on an at-large basis in a general election held in Collin County, Texas, thereby reducing the opportunity for any organizations or special interests to gain influence over any one or multiple Board members. All Collin College Board policy decisions require a majority vote of a quorum of the Collin College Board of Trustees at public meetings posted in accordance with Open Meetings policies in the State of Texas. According to Board policy BD(LEGAL), a majority of the Board, or five members, regardless of the number of vacancies, constitutes a quorum of the board.

According to Board policy BBFA(LEGAL), any Board member, including the presiding officer, who has any contractual, employment, or personal or familial financial interest in any decision of the Board must disclose the conflict of interest by signing the appropriate affidavit. That Board member, then, does not participate in any decision process relating to that interest. The same is true for conflict of interest in property under Government Code, Chapter 553, Subchapter A. However, there have been no instances of Board members' conflict of interest in property under Government Code, Chapter 553, Subchapter A. Nevertheless, Board members do regularly recuse themselves from voting if they are concerned that there will be a perception of conflict.

2.3   Chief Executive Officer

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 Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief Executive Officer)** (**Note**: *If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.*)

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

The District President of Collin College is designated as the chief executive officer of the college. As required by Board policy BFA(LOCAL), the District President is responsible to the Board of Trustees for effectively implementing policies and regulations established by the Board and 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 job description of the District President, in conjunction with Board policy BFA(LOCAL), shows the president's primary responsibility is to the college. The District President is not the presiding officer of the Board and does not preside at board meetings.

2.4   Institutional Mission

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has a clearly defined mission, along with philosophy and purpose statements and core values developed in support of the mission. These statements read as follows:

Mission

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect.

Philosophy and Purpose

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

- Academic courses in the arts and sciences to transfer to senior institutions.

- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.

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

- Developmental education and literacy programs designed to improve the basic skills of students.

- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.

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

- Other purposes as may be directed by the Collin Board of Trustees and/or the laws of the State of Texas.

Collin Core Values

We have a passion for:

- Learning

- Service and Involvement

- Creativity and Innovation

- Academic Excellence

- Dignity and Respect

- Integrity

The Collin College philosophy and purpose statements and core values, along with the mission statement, fulfill the six statutory purposes for higher education institutions required by Texas Education Code 61.0511 and Texas Higher Education Coordinating Board rule 9.53.

The mission statement is periodically reviewed and was last approved by the Board of Trustees at the August 28, 2012, meeting with the adoption of Collin College: Vision 2016. As a part of Vision 2016, the current mission statement is a comprehensive guide for the strategic planning and operations of the entire college district. This mission statement is specific to Collin College and has been reviewed and revised to meet the needs of the growing institution.

The college mission statement, its philosophy and purpose statement and its core values are published on the Mission and Core Values page in the "About Us" section of the Collin College website. The college catalog, the *Faculty Handbook*, *the Student Handbook,* the *Community Advisory Committee Handbook*, *the 2013-2014 Annual Budget,* the Human Resources' New Employee Information webpage and the community newsletter, *Connections*, all have one, two or all three of these statements prominently displayed.

In support of teaching and learning, the Collin College Mission, Philosophy and Purpose statements and Core Values call for the college to be a "student ... centered institution committed to developing skills ... and challenging the intellect." Collin College provides "academic courses in the arts and sciences," "programs, leading to associate degrees or certificates," "continuing adult education" and "developmental education." In addition, the college "has a passion for learning, ... creativity and innovation [and] academic excellence."

In support of public service, the Collin College Mission, Philosophy and Purpose statements and Core Values call for the college to be a "community-centered institution committed to … strengthening character." The college provides workforce, economic, and community development initiatives designed to meet local and statewide needs. In addition, the college has a passion for "service and involvement, … dignity and respect [and] integrity."

2.5   Institutional Effectiveness

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)**

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College has an institution-wide system of planning and evaluation. A clearly defined strategic planning and institutional effectiveness process provides periodic evaluation and updating of the college mission and goals. The Office of Institutional Effectiveness coordinates the use of a wide variety of assessment activities to support and document effective completion of the college mission to be a "student- and community-centered institution committed to developing skills, strengthening character and challenging the intellect."

Eight categories of effectiveness indicators have been identified in order to clearly assess for the six mission purposes of Collin College. These include outcome data for General Education, Learning Outcomes, Environment Supporting Student Learning, Transfer Preparation, Workforce Development, Community/Public Service, State and Local Economic Initiatives, and Developmental Skills,

These data, as shown in the Strategic Planning/IE Process figure, inform the Board's periodic review of the college mission and goals as part of strategic planning. The college administration also uses the data from these mission indicators to make decisions throughout the year.

The Institutional Effectiveness Indicators provide ongoing evidence regarding the extent to which the college is fulfilling the purposes of its mission. Each indicator reflects data from a variety of sources to provide a broad scan of relevant perspectives, both internal and external. As shown in the Strategic Planning/IE Process figure, the data are considered in formulating strategic decisions that are reflected in resulting institutional and unit planning. Documentation of this planning is compiled by the Institutional Effectiveness office.

Collin College develops a short-term strategic plan every three to four years. The year prior to the completion of any strategic plan, all college constituents have the opportunity to participate in this process through workshops, face-to-face and electronic planning meetings, round table discussions, focus groups and surveys. The Board of Trustees, faculty, staff and students contribute ideas and suggestions for

improvement at Collin College. Also during this process, the Collin College mission, philosophy and purpose statements and core values are evaluated and amended as needed.

Once this self-study process has been completed, the Board of Trustees holds a planning retreat to determine the direction and priorities for the plan. Using both internal and external data, goal teams are employed to refine the information, identify specific goals and, where appropriate, develop projects that lead to the achievement of the goals. The new strategic plan is presented and posted on the college website, so each unit of the college can identify the applicable goals and, where appropriate, incorporate action plans that will address specific goals into its Continuous Improvement activity.

The institutional effectiveness activity of the college is integrated through this process of college-wide strategic planning and unit level Continuous Improvement activity supporting strategic plans. The Collin College Continuous Improvement Process, described in detail in 3.3.1, is the backbone of Institutional Effectiveness activity at the college. Each college program identifies outcomes, measures and targets to be evaluated on a two-year cycle. In year one, the program implements its improvement action plan and collects the data. In year two, the program analyzes the data, makes changes and develops an action plan for the following year.

All of the institution's planning units participate in the institutional effectiveness process through their continuous improvement activity and through Program Review. The first and second items of every Program Review ask the unit to evaluate its contribution to the mission of the college and to the strategic plan of the college, reinforcing the integration of unit activity and the college-wide vision. Planning units that have direct responsibility for elements of the college strategic plan coordinate their continuous improvement activity with specific strategic planning goals. Other units target program or unit outcomes for effectiveness, efficiency and customer satisfaction through action plans based on analysis of results obtained in the previous year, thus providing continuous improvement for day-to-day processes as well as for the goals of the strategic plan.

The planning, assessment and evaluation that takes place through Program Review and Continuous Improvement activity occurs on a five-year cycle. There are two Continuous Improvement Plan (CIP) cycles, of two years each, preceding the comprehensive self-study prepared and presented in the fifth year.

- Year One Units implement improvement activities and collect data on the results of those activities.

- Year Two Units analyze the data collected, determine findings against set standards and develop improvement plans to be implemented the following year.

- Year Three repeats Year One-Units implement improvement activities developed in year two and collect data on the results of those activities.

- Year Four repeats Year Two- Units analyze and evaluate the data collected in Year Three and begin formulating an improvement plan to be submitted with the Program Review Report in Year Five.

- Year Five Units participate in a comprehensive and rigorous self-study by a program review committee. At the conclusion of the Program Review in Year Five, the review committee finalizes an action plan for continuous improvement and incorporates it into the completed Program Review document. This Continuous Improvement Plan is implemented the year following the program review year–Year One of the next five-year cycle.

Program Review incorporates several different types of data: program resource data (personnel, inventory, etc.), program results data (student satisfaction, graduates, etc.) and external data (Advisory Committee and professional organization input, market demand, competitor's curricular offerings). The action plans incorporated into the fifth year program review are based on consideration of data from the two previous Continuous Improvement cycles, as well as data collected via the program review process.

Program Review committee members include unit or program employees and are chaired by a faculty or staff member external to the unit or program under review. The Program Review for each unit is evaluated by the unit supervisor, by a Program Review Steering Committee made up of individuals from across the college and by the college Leadership Team.

All areas of the college, both instructional and non-instructional, complete a Program Review as part of this process. Program reviews are scheduled according to a staggered plan that provides for 20% of the college to undergo program review each year. Some planning units, particularly non-instructional units, break out into sub-units for the two-year continuous improvement cycles and come together every five years for the program review. The Continuous Improvement Planning cycles that fold into Program Review provide for a healthy culture of planning, assessment and improvement at Collin College.

Program review activity for each year is scheduled to be completed prior to the budget process so that both the planning unit and the college Leadership Team can incorporate the findings into upcoming funding deliberations. Each unit documents its resource strengths, its weaknesses, proposes improvements within its base budget and, optionally, proposes improvements requiring a budget supplement. Annually, unit managers meet with the Leadership Team to present a data-based defense of their budgetary requests. These request and defense sessions are known as budget hearings. Budget hearings are open to all members of the college, thus providing transparency in decision making using assessment data.

Evidence of continuing improvements in institutional quality include but are not limited to the following institution-wide actions:

- outstanding new Library/Learning Centers at all campuses;

- a nationally-recognized college-wide service learning program;

- commitment to and development of Comprehensive Campuses;

- establishment of a Collin Higher Education Center (CHEC) housing university partners.

College Strategic Plans and each step in the cycle of the Program Review process are posted to the Program Review pages on the Collin College intranet site, available to all Collin College employees. The Strategic Plan is also posted on the college website. College employees are encouraged to access the Program Review pages on the intranet to look at the current status, activity and findings of the Program Review process. These findings are used to inform decision making and contribute to Continuous Improvement Process activity, support for program reviews, budget evaluations, strategic planning and program development.

The Offices of Teaching and Learning, Institutional Effectiveness and Institutional Research all have budgets that support college-wide strategic planning and/or assessment activities. In addition, academic departments and service units throughout the college provide financial and human resources as they participate in the college planning and assessment activities that inform institutional improvement.

External constituents participate in strategic assessment and analysis through participation in Workforce Advisory Committees, periodic town hall meetings, a biennial community survey and feedback sought by college leaders though their roles in community organizations such as chambers of commerce and economic development agencies. Faculty and staff gather external input through participation in professional groups and conferences and exposure to a wide variety of higher

education media, including publications, discipline-related listservs and collaborative outreach activities.

Internal stakeholders participate in the strategic planning and assessment process through academic and service unit participation in Continuous Improvement Planning, as well as committee participation for cross-disciplinary analysis and planning activities. The data gathering, analysis and planning involved in development of the latest Strategic Plan, which also resulted in the topic for the college Quality Enhancement Plan, demonstrates the extent to which stakeholders play an active role in the planning and assessment process at Collin College.

2.6   Continuous Operation

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College is in operation and has had students enrolled in degree programs since 1985. The Texas Higher Education Coordinating Board (THECB) requires institutions of higher education in the state of Texas to report semester enrollment data. The information is used to generate the THECB Online Institutional Resume that compares three years of enrollment data. The CBM 001, the *2013-2014 Collin College Catalog*, the THECB Online Resume and the current class schedules confirm that the college is in operation and has students enrolled in degree programs. Collin College enrollment data is also submitted to the US Department of Education's Integrated Postsecondary Education Data System (IPEDS).

Collin College offers Associate of Arts, Associate of Arts in Teaching, Associate of Science and Associate of Applied Science degrees. Detailed information about each of the degrees can be found online and in the college catalog. CBM reports reflect students enrolled at the reporting institution. The CBM student data for Collin College has been used to generate the table below, providing current information about the numbers of students enrolled in each degree program at Collin College.

Table 1:   Headcount Enrollment of Students Declaring a Degree by Program for Fall 2011, Fall 2012 and Fall 2013

Degree Type	Degree	Fall 2011	Fall 2012	Fall 2013
Associate of Arts	Associate of Arts	13,239	11,619	9,659
Associate of Arts in Teaching	Associate of Arts in Teaching	754	727	849
Associate of Science	Associate of Science	8,352	8,944	7,208
Associate of Applied Science	Animation and Game Art	149	119	149
	Biotechnology	42	65	42
	Business Management	502	481	1,409
	Child Development	77	77	167
	Cisco Systems Computer Networking Technology	61	61	21
	Commercial Music	115	83	98
	Commercial Photography	37	38	59
	Computer-Aided Drafting & Design	55	54	71
	Computer Networking	114	123	245
	Computer Systems	122	198	255

Degree Type	Degree	Fall 2011	Fall 2012	Fall 2013
	Convergence Technology	13	15	13
	Culinary Arts	144	109	82
	Dental Hygiene	178	217	316
	Digital Video	12	20	50
	E-Business Development	59	58	62
	Electronic Engineering Technology	134	168	207
	Emergency Medical Services	58	62	107
	Fire Officer	34	22	24
	Firefighter-Basic	87	70	146
	Geospatial Information Science	9	13	17
	Graphic Design	107	103	203
	Green Interior & Architectural Design	60	67	78
	Health Information and Management	227	283	336
	Hospitality & Food Service Management	59	63	85
	Information Systems Cybersecurity	39	61	115
	Interpreter Preparation Program/Deaf	57	59	74
	Marketing	54	69	199
	Nursing	1,071	1,302	1,682
	Office Systems Technology	38	44	38
	Paralegal/Legal Assistant	155	139	180
	Pastry Arts	39	57	51
	Poloysomnographic Technology	n/a	16	32
	Real Estate	44	43	53
	Respiratory Therapy	96	102	120
	Semiconductor Manufacturing Technology	2	n/a	n/a
	Surgical Technology	62	92	113
	Total Associate of Applied Science	4,112	4,553	6,899
Total Declared Degrees		26,457	25,843	24,615

2.7.1   Program Length

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

All associate level degrees (A.A., A.S., A.A.T. and A.A.S.) are at least 60 semester credit hours. Collin College uses the semester credit hour uniformly across its degree programs as its basic unit of instruction. Academic programs must conform to statutorily determined guidelines that address program length as found in the Texas Administrative Code and, for workforce degrees, in the Texas Higher Education Coordinating Board's (THECB) Guidelines for Instructional Programs in Workforce Education (GIPWE). These guidelines require a minimum of 60 semester hours for any associate degree.

The table below shows the number of semester credit hours required for each degree awarded by Collin College. No degree offered is less than 60 semester credit hours. All Collin College degree requirements are consistent, regardless of location or modality of instruction as detailed in the *2013-2014 College Catalog*.

Table 2:   Semester Credit Hours for Degrees

Degree	Semester Credit Hours Required
Associate of Arts Degree	60
Associate of Arts in Teaching Degree	60-61
Associate of Science Degree	60
Associate of Applied Science Degrees	
Animation	72
Basic Firefighter Certification	70-71
Business Management	61-63
Child Development	62-65
Cisco Systems Computer Networking Technology	69-72
Computer-Aided Drafting and Design	64-65
Computer Networking Technology	69-70
Computer Systems	61-65
Convergence Technology	69-71
Culinary Arts	70-71
Dental Hygienist	72
Digital Video	69
E-Business Development	61-64
Electronic Engineering Technology	68-71
Emergency Medical Services Professions	66-67

Degree	Semester Credit Hours Required
Fire Officer Certification	62-65
Geospatial Information Science (GIS)	60-64
Graphic Design	72
Green Interior and Architectural Design	72
Health Information Management	68
Hospitality and Food Service Management	64-69
Information Systems Cybersecurity	71-72
Interpreter Preparation Program/Deaf	69-70
Marketing	61-63
Music, Commercial	61-65
Nursing	72
Nursing: Nursing Innovation Grant (NIG) Pilot	60
Office Systems Technology	60
Paralegal/Legal Assistant	63-64
Pastry Arts	70-71
Photography, Commercial	66
Polysomnographic Technology	67
Real Estate	61
Respiratory Care	72
Semiconductor Manufacturing Technology	63-67
Surgical Technology	64-66

2.7.2   Program Content

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College degree programs embody a coherent course of study that is compatible with the college mission to develop skills, strengthen character and challenge the intellect. Collin College 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 Collin College degree programs are generally accepted higher education degrees designated by the Texas Higher Education Coordinating Board (THECB) and accepted for transfer by other institutions of higher education. No distinction is made in program content between programs offered via distance education or online and programs offered via traditional delivery modes.

All degree programs at Collin College require completion of a general education core made up of courses chosen from Communication, Mathematics, Life/Physical Sciences, Languages/Philosophy/Culture, Creative Arts, American History, Government and Social/Behavioral Sciences as prescribed by the THECB and defined in Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28. The courses in the Collin College general education core curriculum work together to "provide students a foundation of knowledge of human cultures and 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," as prescribed by the Collin College curriculum committee Purpose for the Core Curriculum.

All degree programs offered by Collin College are based on curriculum plans appropriate to higher education. Programs are designed to include prerequisites and courses in sequence to build on foundational knowledge appropriate to an associate degree. The Collin College curriculum committee, known as the Curriculum Advisory Board, reviews all associate degree programs and fields of study curricula to ensure the rigor, content and sequencing are appropriate to higher education and to ensure compliance with THECB standards found in the Lower Division Academic Course Guide Manual (ACGM), the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM). Collin

College remains in compliance with THECB guidelines, submitting courses, field of study curricula and degree programs for approval as needed.

Collin College requires all degrees to be at least 60 semester credit hours (SCH). Integral to the A.A., A.S. and A.A.T. degrees is the core curriculum of 42 SCHs. As described above, every general academic institution, community college and health-related institution in Texas is required to design and implement a core curriculum of 42 lower-division SCHs for all programs leading to, or transferable to a baccalaureate degree. Texas Education Code 61.822 mandates that all Texas state-supported institutions must accept in transfer the core curriculum from another Texas state-supported institution of higher education. In addition to this core curriculum requirement, students must also complete other courses to reach the 60 SCH requirement for the A.A., A.S. and A.A.T. degrees. 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.

Collin College requires A.A.S. Degree programs to include a minimum of 60 SCHs and to incorporate at least 16 SCHs in general education coursework. As required by the GIPWE, each workforce education program "consists of a coherent sequence of courses designed to prepare students for employment in a career field." 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 developed with input from business and industry advisory committees to satisfy a need for effective and timely workforce education.

2.7.3   General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) 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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

SUBSTANTIAL COMPONENT OF EACH UNDERGRADUATE DEGREE

All degrees awarded by Collin College require students to complete a substantial number of specific general education courses at the college level. The A.A., A.S. and A.A.T. degrees in the Collin College transfer program require students to complete a minimum forty-two hour general education core curriculum, constituting 70% of the degree. A.A.S. degrees require students to complete at least sixteen semester credit hours of college-level, general education courses, comprising a minimum of 22% of the degree. For all potential graduates, the Collin College registrar's office performs a degree audit in which they verify that all requirements have been satisfied prior to awarding degrees. This process ensures graduates complete all the degree requirements, including fulfilling the general education course requirements.

These general education degree requirements are shared with students via print, online and face-to-face communication. Students are made aware of the general education core curriculum during orientation. All advisors are familiar with Collin College general education core curriculum requirements and provide students with that information during advising visits. The Collin College general education core curriculum requirements can also be found in the *Collin College Catalog*, the Roadmap brochure outlining graduation requirements and online.

ENSURES BREADTH OF KNOWLEDGE, CONSTITUTES A MINIMUM OF 15 SEMESTER HOURS, INCLUDES COURSES FROM REQUISITE AREAS

To ensure breadth of knowledge for all graduates of Texas public institutions, the courses in the general education, transfer program (A.A., A.S., A.A.T.) core curriculum must be selected from diverse general education disciplines defined by the Texas Higher Education Coordinating Board (THECB) in their core objectives rubric and adopted at Collin College by the Curriculum Advisory Board. All Collin College degrees require the completion of at least three semester credit hours of Humanities, at least three semester credit hours of Math or Natural Sciences, at least three semester credit hours of Behavioral or Social Science and at least six additional semester credit hours of general education, college-level courses. Degrees intended for transfer to a baccalaureate require considerably more.

The elements of the transfer core curriculum 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

BASED ON A COHERENT RATIONALE AND DOES NOT NARROWLY FOCUS ON THOSE SKILLS, TECHNIQUES, AND PROCEDURES SPECIFIC TO A PARTICULAR OCCUPATION OR PROFESSION

At Collin College, the general education core curriculum for both the transfer program and for the workforce programs was determined through in-depth evaluation of all courses proposed for inclusion. 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. Courses in the Collin College 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. By requiring all students to experience a variety of disciplines and, as a result, be exposed to a wide range of college-level perspectives and methodologies, the general education courses at Collin College ensure the breadth of foundational knowledge appropriate for an associate's degree.

These general education core courses 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*. All general education courses can be 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. All Collin College degrees, both academic transfer degrees and workforce degrees, include college level, transferable courses from the ACGM to fulfill the general education requirements. These requirements are supported and enforced at Collin College by the Curriculum Advisory Board.

The roster of ACGM, college-level courses is determined by a state-wide committee of faculty from public two- and four-year institutions who meet at least annually to consider the courses in the ACGM, their descriptions and learning outcomes. The committee evaluates new courses submitted for inclusion in the ACGM according to course outcomes and descriptions, as well as transferability. Before a course is approved for the ACGM, it must already be transferable directly to a baccalaureate program offered by at least five state universities.

All Collin College graduates, regardless of whether they begin at Collin College or transfer to Collin College, must complete the general education core courses. As previously described, these courses are all compulsory and fulfill specific requirements, including meeting the objectives developed by the state's Undergraduate Education Advisory Committee (UEAC) and the Collin College General Educational Outcomes process.

These courses are based on a coherent rationale and taught via multiple modalities, making it possible for both local and distance learning students to complete the general education core curriculum. The Collin College General Education Outcomes Committee, made up of faculty from a wide variety of disciplines, met for several months to evaluate the state's general education recommendations. The committee considered the general education objectives proposed by the state in light of the Collin College mission and purpose. This faculty committee ultimately identified a rationale that integrated smoothly with the Texas Common Core rationale, developed by faculty from public colleges and universities across the state. The Collin College rationale for its general education core curriculum is the provision of course options drawn from eight disciplinary areas that allow students to gain a foundational knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world and advance intellectual and practical skills that are essential for all learning.

The Collin College general education requirements are approved by the Collin College Board of Trustees. The Texas Higher Education Coordinating Board accepted the Collin College core for transfer and determined that the college used appropriate development processes to identify its general education core requirements and has appropriate assessment plans in place. The Collin College general education core curriculum meets the standards set by the Texas legislature and encoded in Rule 4.28 of Title 19 in the Texas Administrative Code.

2.7.4   Course work for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which if 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 Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.")* **(Course work for Degrees)** **(Note**: *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College provides instruction for all the coursework required for all the [degrees](#) offered by the institution. For example, student transcripts show [A.A.](#), [A.S.](#), [A.A.T.](#) and [A.A.S.](#) degrees earned entirely via courses taught at Collin College. All of these representative sample degrees are associate degrees, the only level degree offered at Collin College, demonstrating that the institution provides instruction for all coursework required for at least one degree program at the level at which it awards degrees.

Course requirements for degrees are published in the [college catalog](#), on the [college website](#) and in various [program brochures](#). The [schedule](#) of courses offered is available each semester on the college website.

2.8   Faculty

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.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications **(Faculty).**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College employs a sufficient number of full-time faculty to fulfill its mission as "a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect." Full-time faculty contribute to the mission by providing instruction, curriculum oversight, student mentoring and service to the college. Academic administrators monitor the teaching loads and institutional commitments of full-time faculty to ensure faculty are available to fulfill these responsibilities.

FACULTY LOAD

Full-time faculty are defined as individuals employed by the college and approved by the Board of Trustees to teach on a regular appointment for a one-year or a three-year full-time contract and whose primary role is teaching, as described in Board Policy DDA(LEGAL). Full-time faculty members teach approximately 15-18 credit hours each fall and spring semester as a part of their required load. They also participate in college service/committee/task force activities and maintain six or more weekly office hours, during which they are available to meet with students.

Part-time faculty members are employed by the college with an assignment of less than a full-year and, generally, with an assignment of three or fewer course sections in any regular semester. Although they do schedule time for meeting with students, no college service/committee/task force activities are included in the expectations of part-time faculty.

The calculation of workload for each faculty member considers such factors as the nature of the subject matter, the number of preparations, and participation in teaching off-campus and/or via distance education. The Faculty Load Guidelines document defines limits on teaching and non-teaching assignments, overloads and academic chair assignments to ensure that faculty members have appropriate time each week to prepare and teach assigned courses, participate in college committees and service activities and meet with students during office hours.

While acknowledging that the primary function of the faculty is to teach, Collin College recognizes the critical role and responsibilities of the faculty with regard to shared governance. These responsibilities include curriculum development, curriculum review, college service and community service. It also includes the academic discipline leadership necessary to support the mission of the college and to ensure achievement of Collin's institutional goals, core values and purposes. Both the Curriculum Advisory Board and the Core Objectives Assessment Team are essential to the development and management of the Collin College instructional programs. Both committees are made up of faculty from across the district representing all disciplines. In order to support faculty participation on these and other committees, faculty load guidelines are in place to assure sufficient time for full-time faculty to serve in the leadership roles vital to the college mission.

FACULTY DISTRIBUTION

Overload, or extra-service assignments, may not exceed seven instructional units where an instructional unit is equal to one lecture hour. Only 11% of course contact hours are taught as overloads. Faculty who serve in leadership roles on committees such as the Council on Excellence (CoE) or the Faculty Council receive load reductions to allow them sufficient time to effectively complete the additional duties. Faculty who serve as department chairs receive both load reductions and stipends so that they can provide the training, evaluation and mentorship that associate faculty need. Therefore, the quality and integrity of the curriculum is maintained, regardless of whether the instructor is full or part-time.

The Collin College Board of Trustees is committed to maintaining an appropriate full-time to part-time faculty ratio. Despite significant enrollment growth since the last reaffirmation of accreditation, Collin College has consistently endeavored to have 50% or more of all credit contact hours taught by full-time faculty. The college uses contact hours in order to remain consistent with required state reporting that figures contact hours by the number of classroom hours multiplied by the number of students. For example, a traditional three credit hour course that meets three hours per week for sixteen weeks and has two students enrolled would count as ninety-six contact hours (3x16x2=96).

The ratio of contact hours taught by full-time faculty to contact hours taught by part-time faculty is tracked via the Faculty Workload Report prepared each fall by the Institutional Research office. This report identifies the percentage of contact hours taught, breaking them out by discipline, site and teaching modality. College administrators use this data to ensure adequate numbers of full-time faculty are participating in various aspects of the academic program. For example, day, evening and distance learning classes are all evaluated for sufficient full-time participation.

Academic Deans and campus Vice President/Provosts evaluate the number of full-time faculty needed each year, with annual recommendations for new faculty positions being presented to the District Senior Vice President for Academic Affairs and Student Development. Ultimately, recommendations for new faculty positions are discussed with the District President. Campus Vice President/Provosts submit prioritized requests for new faculty in late fall each academic year with a goal to maintain at least 50% of contact hours taught by full-time faculty. Factors such as the availability of qualified associate faculty and curricular demands are considered in the decision of appropriate full-time to part-time faculty ratios. Considering instructional needs, available financial resources and full-time faculty ratios, the District President approves new full-time faculty positions in time for advertising and recruiting to begin in December.

In each semester, there may be a few disciplines, locations or times that do not reach the college target of 50% full-time. This occurs for a variety of reasons. When unexpected retirements or other events reduce the full-time faculty roster shortly before a semester begins, a temporary, full-time employee is hired to fill the position while a search is conducted. These temporary employees are not counted in the full-time faculty numbers. Other reasons for not reaching 50% include small numbers of sections in a discipline or at a particular location, unexpected enrollment increases and part-time faculty being added to cover assignments normally filled by full-time faculty who have been assigned to temporary, non-teaching duties.

Collin College compares its faculty ratios to the faculty ratios at other community colleges as a measure of adequacy. 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. Collin College maintains a full-time to part-time faculty ratio similar to the average of other very large Texas community colleges when growth in student enrollment is taken into account. From 2000 to 2011, Collin College enrollment increased 114% compared to the average of 83%. The growth in Collin's full-time faculty for that same period was 126% compared to the very large community college average of 53%. Part-time faculty growth at Collin College was 34% compared to the very large community college average of 45%.

In the face of significant enrollment growth, Collin College has employed an aggressive hiring policy that provides for sufficient full-time faculty to ensure ongoing quality and integrity of academic programs. Between 2009 and 2013, the college increased the number of full-time faculty 15.5%, adding 51 new full-time faculty positions. By fall 2013, Collin College employed 379 full-time and 745 part-time faculty.

Figure 1: Contact Hours Taught by Full-Time Faculty, Growth in Student Enrollment, and Growth in Faculty by Faculty Status; Comparison of Collin College versus Very Large Texas Community Colleges
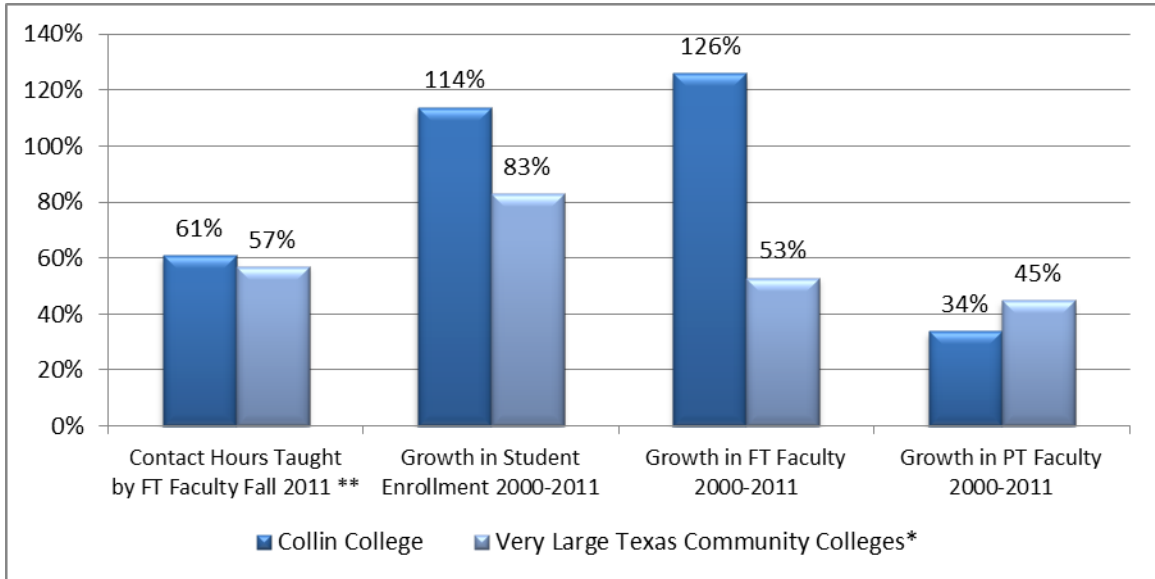
Source: Texas Higher Education Coordinating Board Accountability System Data calculated from the state reports.

*   Very large community colleges in Texas include Alamo Community College District, Austin community College district, Collin County Community College District, Dallas County Community College District, El Paso Community College District, Houston Community College District, Lone Star College System District, San Jacinto community College District, South Texas College and Tarrant County College District.

**   The contact hours used for the above table are those reported according to THECB reporting standards and may differ from contact hour reports used internally.

2.9   Learning Resources and Services

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

The Collin College network of three campus libraries, with a combined budget of $2.8 million, provides access and patron privileges for students, faculty, staff and community members to extensive library collections as well as other learning and information resources. Collin College libraries provide full service to all Collin students and faculty. All off-campus classes such as dual credit and online have access to electronic collections, instructional and other services through the use of the Library's [web portal](#) on Cougar Web. The [library page](#) on the Collin College public website directs students to the library portal on Cougar Web.

All Collin College libraries provide collections, both print and electronic, and services to support the courses leading to the associate's degree. All libraries also provide for courses in developmental education and English as a Second Language classes. In addition, each campus provides enhanced collections and services in support of those programs specific to that campus. For example, since the Health Sciences and Fire Science degrees are taught at the Central Park Campus, the Central Park Library collection relating to Health Sciences and Fire Science is significantly larger than the collection relating to those topics at the other campuses.

The Collin College libraries share 199,969 print volumes, subscribe to more than 800 journal publications, both in electronic and print format, and provide access to 43,267 electronic books. The [libraries](#) also provide other electronic resources encompassing aggregated article databases with over 40,000 titles available in full text, streaming video, audio and digital image collections. [Discipline-specific collections](#) of both print and digital materials are also available. Collin College libraries maintain membership in TexShare's program of shared electronic resources and databases offered through the Texas State Library and Archive Commission and

TexSelect, a sponsored program allowing libraries to purchase more specialized electronic resources at substantial savings.

Faculty drive Collin College library collection development and weeding policies. Liaison librarians work closely with professors to deliver the journals, databases, books, and video materials that are requested. When considering weeding of the collection, liaison librarians use the following criteria: frequency of use, curriculum needs, currency of information, number of copies in existence, superseded works, physical condition, materials in other formats and items with regional or special interest.

Student suggestions for materials and subjects are also collected by librarians and circulation staff. These suggestions frequently help determine purchases, but materials are predominantly chosen to support the instructional programs of the college. In a 2012 Institutional Research Office library survey of students, only 3 of 181 respondents disagreed with the statement "The library has the books that I need to be successful in my courses."

If students, faculty or staff need access to material not included in the Collin College library collections, there are a variety of options available. Collin College libraries participate in interlibrary loan agreements with OCLC, DocLine (a National Library of Medicine program) and HealthLINE (a regional Health Science organization). Students, faculty and staff can request interlibrary loans either in person or online at the libraries' website. These affiliations allow the libraries to support specialized subject areas and more advanced research by faculty and students. The libraries also participate in the TexShare card program. Another program from Texas State Library TexShare consortium, the TexShare card is a reciprocal borrowing program designed to allow registered users to borrow materials directly from the libraries of participating institutions.

All Collin College library facilities have been newly constructed or remodeled within the last 10 years. The Preston Ridge library re-opened in January of 2005, and is now a 50,000 square foot facility. The Central Park library, a 46,000 square foot facility, opened in June of 2009. The Spring Creek Library opened its new 57,792 square foot facility in January of 2013. In each facility, library space is apportioned to provide study areas, stacks, research support, meeting rooms, workrooms, group study rooms, classroom space and offices. Each campus has designated library instructional space featuring computers, Smart Boards, laptops for faculty/student checkout and other media resources. All Collin College libraries are fully accessible and offer assistive learning equipment, scanners, printers (both color and black and white), computers in designated areas, and circulation of not only print and media materials, but also of equipment such as calculators and notebook computers to be

used in the library and on campus. Collin College libraries also include special features like a mock trial facility, Science model study rooms, a Wireless Lounge, the Central Perks Café and a Consumer Health Information Center.

In addition to the collections and facilities, Collin College libraries provide services to students, faculty, staff and the community. In the 2012-2013 academic year, 18,339 students attended 1,236 library instruction classes. Professors typically schedule these classes early in the semester to orient students to the library and may schedule a second, in-depth session, when research papers are assigned. As a result, 77% of students agreed that they "have many opportunities to get instruction in using the library" in the 2012 Institutional Research Office Library Survey.

Librarians also offer many library instruction classes that are available for students to attend at will. These classes cover topics that vary from Art, Business or Technology resources to presentation skills. Occasionally, classes are offered on job searching, new search engines and presentation software. Classes are also offered in Academic Traditions and Cultures for students who have had difficulties with academic dishonesty. Librarians work with the Writing Center to offer courses on proper citation methods, scholarly sources and organizing research.

Individually requested RAPS, Research Assistance Program Sessions, are provided each semester. In addition to research assistance, librarians help students with disabilities to use the software provided for their assistance, including the Kurzweil reader for reading aloud scanned books and texts, Dragon Naturally Speaking for typing material that is read aloud, and JAWS screen reading software. Librarians are available to assist with interlibrary loans, requests for material to be sent from one campus to another, requests for assistance using "Ask a Librarian" and with searching the catalog and databases.

Collin College libraries provide all students with the online equivalent of the instruction that is available to students who physically walk into a campus library. The Distance Learning and Digital Services Librarian has prepared twenty online video and audio tutorials concerning the use of the various databases, the online catalog, electronic journals and the electronic library in general. The tutorials are available both for computer access and for mobile devices. This Distance Learning and Digital Services Librarian is also available through Twitter, texting, voicemail, e-mail and chat. Librarians regularly offer instruction and reference services via e-mail and telephone. Librarians also offer instruction at local high schools where dual credit students are enrolled.

Collin College libraries are open to adult residents of Collin County for community use. Community patrons may obtain library cards upon providing proof of residency.

Community members check out books, videos, music recordings, multimedia software and audio-books. They also have access to tens of thousands of electronic books through the online catalog. Collin College librarians provide reference services to community members, as well.

Library surveys indicate students who use the libraries are satisfied with the learning resources provided. In a 2012 survey of health sciences students, 55% of students indicated that they used the library in person more than twice per semester, and 74% indicated that they used the library online more than twice per semester. An average of 88% of them agreed that the libraries provided the materials needed for success in their courses.

Another 2012 survey was administered electronically to a random sample of all students at the college. An average of 78% of respondents agreed with four statements indicating that the Collin College libraries have the books, magazines/journals, media and electronic resources and computer equipment they needed to ensure success in their courses.

Collin College students ranked their libraries significantly higher than did other community college students nationally in the 2012 Noel-Levitz 2-year College Student Satisfaction Inventory. The two survey items related to libraries garnered among the most positive responses of the 95 items surveyed. According to the Noel-Levitz Executive Report from the same year, Collin students ranked the Library Resources and Services in the upper quartile (25%) of satisfaction scores.

2.10   Student Support Services

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**)

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College provides comprehensive student support programs, services and activities that are consistent with its mission of being "a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect."

Student support services function as an integral part of the educational experience for students throughout the multi-campus district and for distance education students. Comprehensive student support programs, services and activities are housed at the Central Park Campus, Preston Ridge Campus, Spring Creek Campus and online. Student support services provide both distance and on-site services, and student development offices offer evening hours on all major campuses.

The *Collin College Student Handbook* provides the college community with an overview of support programs, services and activities. In addition, the handbook publishes the Student Code of Conduct and disciplinary process, and it provides an overview of college functions and procedures. A comprehensive calendar of events and activities can be found online.

STUDENT SUPPORT PROGRAMS, SERVICES AND ACTIVITIES

Collin College offers an array of student support programs, services and activities that support learning and enhance development for all students. The table below provides a list of student support services with a brief description of each service and an indication of its availability through the Internet. All students enrolled in Collin College courses are eligible to participate in any student support program, service or activity, regardless of course location or modality.

Table 3:   Collin College Student Support Programs, Services and Activities

Student Support	Description	Also available through Internet
Academic Advising	Helps students: clarify educational goals; develop educational plans; select academic programs; register for classes; evaluate transcripts; facilitate transfer; adjust to college environment.	X

Student Support	Description	Also available through Internet
Accommodations at Collin College for Equal Support Services (ACCESS)	Provides specialized services, including tutoring services, and reasonable academic accommodations for students with documented disabilities.	X
Admissions & Records Office (ARO)	Admits students to the college; registers and withdraws students from courses; determines residency; maintains educational records; evaluates transcripts of incoming students and degree/certificate completers.	X
Counseling & Career Services	Assist with career exploration, decisions, employment search and job-seeking skills; provide a clearinghouse for on- and off-campus employment opportunities; support and assist students who have personal issues that impact their college experience.	X
Dean of Student Development Office	Advocates for student success within an interdependent, safe, and respectful community while upholding academic integrity and responsible behavior through a fair and consistent process; upholds Student Code of Conduct and facilitates the student disciplinary process.	X
eCollin Student Learning Center	Assists all students in the online environment, including online student orientations and student training for use of Blackboard and other online tools and technologies; serves as a resource for students who are taking online, blended, hybrid or face-to-face courses.	X
Financial Aid & Veterans Affairs	Administers a financial aid program that includes grants, loans, and part-time employment; assists veterans and eligible dependents with filing required documents for educational benefits with the Veterans Administration.	X
Honor Societies	Provide opportunities for students who distinguish themselves academically to develop leadership and social skills while emphasizing service to the community.	X
International Student Office (ISO)	Promotes academic success, personal growth, and development of Collin College's international student population by providing services in the areas of admission, immigration advising, academic advising, and compliance with U.S. governmental regulations.	X
New Student Orientation	Offers new students an interactive orientation session to learn about academic and community expectations, campus culture, and the services and resources available on all of Collin College's campuses.	X
Online Writing Lab (OWL)	Provides a free resource for students who seek writing help but are unable to visit any of the campus Writing Centers during operating hours.	X
Pre-Admission Partnerships/TransferU	Provides pre-admission agreements for qualified students who want to begin their university experience while attending Collin College by allowing students to complete the first two years of their bachelor's degrees, pay Collin's tuition rates, obtain university perks and receive guaranteed admission to the partner university if admission requirements are met; through TransferU, provides a student-friendly clearinghouse of information relevant to any student with plans to transfer to a four-year university.	X

Student Support	Description	Also available through Internet
Student Ambassadors	Enhances students' college experience through involvement in campus activities and community events; allows students represent Collin College at campus and outreach activities, provide campus tours and assist with recruiting activities.	
Strategies of Behavioral Intervention (SOBI)	Provides a process for reporting, assessing, responding to and assisting students who may display various levels of distressed, disruptive, disturbed and/or unregulated behavior to thwart and redirect behaviors that might otherwise undermine instruction and negatively impact student learning before they rise to a level that would necessitate formal disciplinary action.	X
Student Life	Provides co-curricular, civic, educational, leadership and social programs for campus-based students.	
Student Organizations	Help students develop social, educational and leadership skills; give students the opportunity to network, represent the college, and become engaged in service activities both on-campus and in the community; include groups focused on religious, political, social, service and discipline-based issues.	Some available for online participation
Testing Services	Provide student access to secure testing environments at the Central Park, Preston Ridge, and Spring Creek campuses for instruction, course placement, ESL and college readiness.	
Turnitin.com	Through a web-based anti-plagiarism tool, allows students to submit their papers and receive feedback regarding their citations before turning in the papers for grading; provides grading and digital peer review services.	X
Tutoring services	Provides all enrolled students through the ACCESS Office. Group and online tutoring services for the most requested courses.	X
Wellness and Sports Activities	Provide students with opportunities to exercise, manage stress and relax through the use of Fitness Centers, basketball, racquetball, and tennis courts at the Central Park, Preston Ridge, and Spring Creek campuses.	

SUPPORT SERVICES FOR DISTANCE LEARNING, OFF-SITE AND WEEKEND COLLEGE STUDENTS

Collin College provides comparable support services for on-site, distance education and off-site students. The eCollin Learning Center assists the Collin College community in the online environment by offering online student orientations, use of Blackboard CE and other online tools and technologies and assists all students with the skills needed to use technology effectively in the classroom. Additionally, the eCollin Learning Center serves as a resource for students who experience difficulty navigating the online learning environment. Technical logon assistance is available by phone 24 hours a day, seven days a week. Student Technical Support offers technical assistance online and face-to-face during normal working hours through the week.

The Student Development Division has adapted many of the services, forms and procedures found within its various departments to the online environment. The majority of these forms and services (e.g., admissions application, forms for students on academic action, transcript requests) are directly accessible through the Collin College public access website. Forms and services that are not located on the public access website (e.g., Financial Aid Award Letter) are located in CougarWeb, the Collin College secure student and employee portal.

Collin College has also developed TransferU as a section of the college website that houses information related to the transfer of credits, Collin College university partnerships, course equivalencies and transfer admissions. TransferU gives students who cannot come to campus to meet with a representative from a partner university access to the information they need to initiate and successfully complete the transfer process.

ADDITIONAL PROGRAMS, SERVICES AND ACTIVITIES THAT SUPPORT THE MISSION

Examples of programs, services and activities that support the Collin College mission to be "a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect" are outlined below.

Student Support Programs, Services or Activities that "Develop Skills"

Collin College provides students numerous opportunities to participate in activities that develop leadership skills. Student Ambassadors and Student Orientation Leaders conduct campus tours and presentations. These students represent the college at outreach events on and off campus. Another opportunity is a student leadership program facilitated by the Center for Scholarly and Civic Engagement.

Student Support Programs, Services or Activities that "Strengthen Character"

Student Organizations: Collin College students have the opportunity to assemble recognized student organizations focused on a specified purpose. Currently, 65 student organizations are active on campus. The majority of Collin College student organizations include a strong emphasis on service. They engage in a broad range of activities, including health services, cleaning and beautifying community streets, constructing houses with Habitat for Humanity and providing other support for non-profit organizations in the community.

Dean of Student Development Offices: As members of an academic community, Collin College students are expected to abide by the Collin College Core Values and Student Code of Conduct. The Dean of Student Development Offices assist students in understanding academic integrity, how to make positive choices and how individual actions impact the larger academic community. The focus of these offices

is to help students learn to make responsible decisions, build character and become aware of consequences.

Student Support Programs, Services or Activities that "Challenge the Intellect"

Center for Advanced Study in Mathematics and Natural Sciences (CASMNS): CASMNS offers opportunities for students studying biology, chemistry, geology, mathematics and physics to participate in undergraduate research projects. Students are encouraged to work with a faculty member to develop a proposal, conduct research, analyze data and document their findings. Additionally, CASMNS brings in guest speakers throughout the academic year to discuss various topics related to the fields of mathematics and the natural sciences.

Honors Institute: Honors Institute classes are highly interactive, participatory learning experiences. Smaller class sizes and a highly motivated and driven student population create an atmosphere that allows students to push themselves. The resulting experience is a mix of mutual encouragement, collaboration and heightened expectations.

Student Support Programs, Services or Activities that Promote Student Learning and Enhance Their Development

Center for Scholarly and Civic Engagement (CSCE): CSCE connects faculty, students and community partners through academic initiatives that focus on scholarship, leadership, community involvement, service and civic engagement. CSCE serves as a resource to expand and enhance students' learning experiences outside the classroom. CSCE coordinates the Collin College Service Learning Program. This program integrates volunteer service with the academic class room showing students the importance of volunteer service in the community.

Book In Common, the Auteur Film Festival, the Distinguished Speaker Series and Community College Day at the State Capitol are also examples of CSCE activities. Each year, students can be involved in campus-wide, themed events and an author visit based on a book chosen for use across disciplines and campuses as part of the Book In Common activities. The Auteur Film Series teaches through movie storytelling. The panel discussion following each showing is lead by Collin College faculty. The Distinguished Speaker Series brings nationally recognized scholars from a variety of disciplines to engage with Collin College students. On Community College Day, the CSCE office coordinates a student trip to Austin, Texas, where students meet with and question their state legislators, observe the legislature in session and engage with students from other community colleges.

Collin College consistently promotes and develops activities, programs, services and personnel that are intended to promote student learning and enhance the development of students.

2.11.1   Financial Resources

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.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions. **(Financial Resources)**

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College maintains a sound financial base and demonstrates financial stability for the support of the mission and scope of its programs and services as evidenced by the following:

- an institutional audit and management letter from an independent certified public accounting firm

- 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 fiscal year

- the creation of an annual budget that is preceded by sound planning, subject to sound fiscal procedures, and approved by the Board of Trustees.

Collin College operates on a September 1 through August 31 fiscal year. The college is audited annually in accordance with auditing standards generally accepted in the United States and established by the American Institute of Certified Public Accountants and in accordance with standards applicable to financial audits and

contained in Government Auditing Standards, issued by the Comptroller General of the United States. Since the 2006 fiscal year, the annual audit has been conducted by Grant Thornton, LLP. Collin College is reported as a special purpose government entity engaged solely in business type activity, adhering to Government Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments* and No. 35, *Basic Financial Statements – Management's Discussion and Analysis for Colleges and Universities*. The financial statements presented focus on the financial condition of the college, the results of operations and cash flows of the college as a whole.

There are three financial statements presented:

- [Statement of Net Assets](#)

- [Statement of Revenues, Expenses and Changes in Net Assets](#)

- [Statement of Cash Flows](#)

Collin College net assets are an indicator of the improvement or erosion of the college financial health when considered with the non-financial data, including enrollment levels and the condition of the college facilities. The college provides, in the *[Comprehensive Annual Financial Report](#)* (CAFR), an unaudited [Management Discussion and Analysis](#) (MD&A) to address the financial health of the institution. Included in the MD&A are summary schedules with three year comparisons of Net Assets and Revenues, Expenses and Changes in Net Assets. Narrative discussion of significant changes is detailed and explained in the context of operations and planning.

For all fiscal years presented, including fiscal years ending 2009, 2010, 2011, 2012 and 2013, Collin College received unqualified opinions on the financial statements. At the conclusion of the audit each year, the CAFR is presented to the Budget and Finance Committee of the Board of Trustees, followed by the entire Board of Trustees for discussion and [approval](#) as mandated by [Board policy](#). The Collin College CAFR is then distributed to all state, federal and regulatory agencies required to receive the report.

The Collin College unrestricted net assets are assets with no external restriction as to use or purpose. They can be used for any purpose designated by the Board of Trustees, as distinguished from funds restricted externally for specific purposes. Unrestricted net assets result from accumulated excesses of revenue over expenses derived from college current fund operations. The primary sources of unrestricted current funds for Collin College are state appropriations, ad valorem taxes, student tuition and fees, institutional revenue and auxiliary operations that are not restricted

for specific purposes. The Board of Trustees has designated reserves for stabilization of maintenance and operations and for health care. In the course of annual operations, a limited amount of unrestricted net assets may be accumulated as reserves so that resources are available for emergencies that may arise. The unrestricted net assets are typically not used to fund recurring operations. Instead, they are desirable to cover sudden shortfalls in revenue, unanticipated expenses and extraordinary one-time investments. The excess of operating funds indicates the District is meeting budgetary goals. The current surplus is the result of a conscientious effort to retain a portion of operating revenue for use in future years. This effort is illustrated in a four year schedule of Unrestricted Net Assets Exclusive of Plant Assets and Plant-related Debt (UNAEP) and is included in the table below. In addition, the 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.

From the table below, between FY2009 to FY2013 Total Net Assets have increased $98.8 million, and UNA have increased $35.8 million. These and other measures shown below indicate a strong and stable financial condition for the college.

Table 4:   Total Net Assets and Unrestricted Net Assets

	FY2013	FY2012	FY2011	FY2010	FY2009
Total Net Assets	$439,323,204	$418,013,848	$392,872,804	$369,214,446	$340,497,581
Annual Change	$ 21,309,356	$ 25,141,044	$ 23,658,358	$ 28,716,865	$31,435,306
UNA, exclusive of plant & related debt	$218,899,001	$204,678,278	$200,654,069	$195,298,234	$183,091,871
Annual Change	$ 14,220,723	$ 4,024,209	$ 5,355,835	$ 12,206,363	($14,322,260)
Operating Expenses	$147,082,590	$135,946.689	$135,283,345	$126,724,873	$110,219,110
% UNA to Operating Expenses	149%	151%	148%	154%	166%
Board Designated Reserves	$ 59,850,000	$54,850,000	$48,850,000	$40,100,000	$30,100,000
25% Minimum Fund Unrestricted	$ 29,470,551	$29,169,535	$23,445,367	$24,034,851	$22,254,973

Source: Collin College CAFR FY ended 2013, 2012, 2011, 2010, 2009

Collin College annually prepares a balanced operating budget. As noted in the *Collin College Annual Budget Book*, the budget represents the detailed financial plan reflecting the finances required to support institutional programs, student programs and support services.

The budget development begins in January by reviewing and updating a multiyear budget model to ensure adequate funding is available to implement current as well as long-term initiatives. Revenues and expenses are projected for the upcoming year and initial base allocations are developed for each organizational manager. Funds are also set aside for capital equipment, new personnel and supplemental requests. Organization managers within the college receive lists of full-time employees to review for accuracy, and adjustments are made for vacant positions. Budget allocations are prepared based on budgets from the prior years with reductions for non-recurring expenditures. The allocations are distributed in March, according to the Budget Development calendar issued each year. A detailed description of the budget process is included each year in the *Annual Budget Book*. Collin College utilizes an encumbrance system, a control feature that reduces the potential for overspending the approved budget.

Throughout the year, organization managers may move operating funds between accounts, creating a working budget. A midyear budget is prepared at the end of February, incorporating the adjustments made to the original approved budget. The revised budget is approved by the Board of Trustees, allowing the revisions made throughout the year to become the new approved budget.

A resolution for Board of Trustee budget approval is contained in each *Budget Book* presented to the Board at the August board meeting as required by Board policy and state statute.

Further evidence of sound financial condition includes the ability to maintain the highest rating offered by the credit rating agencies. In 2013, Standard and Poor's reaffirmed a AAA rating for Collin College. In 2010, the most recent rating available, Moody's Investors Service also gave Collin College a Aaa rating. The Collin College decision to provide an advance refund of $24.83 million in bonds contributed to these ratings.

Enrollment trends over the last decade, as demonstrated in the table below, help determine and maintain the sound financial condition of Collin College. From 2004 until 2013, the number of credit students rose from 16,574 to 27,424 for fall or 65%, and 16,466 to 26,124, or 59% in the spring.

Figure 2:   Fall and Spring Credit Enrollment; FY 2004 through FY 2013

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Fall	16,574	17,702	18,457	19,332	20,143	21,000	24,872	27,069	27,593	27,424
Spring	16,466	17,118	17,178	17,923	19,273	21,304	24,704	25,909	25,622	26,124
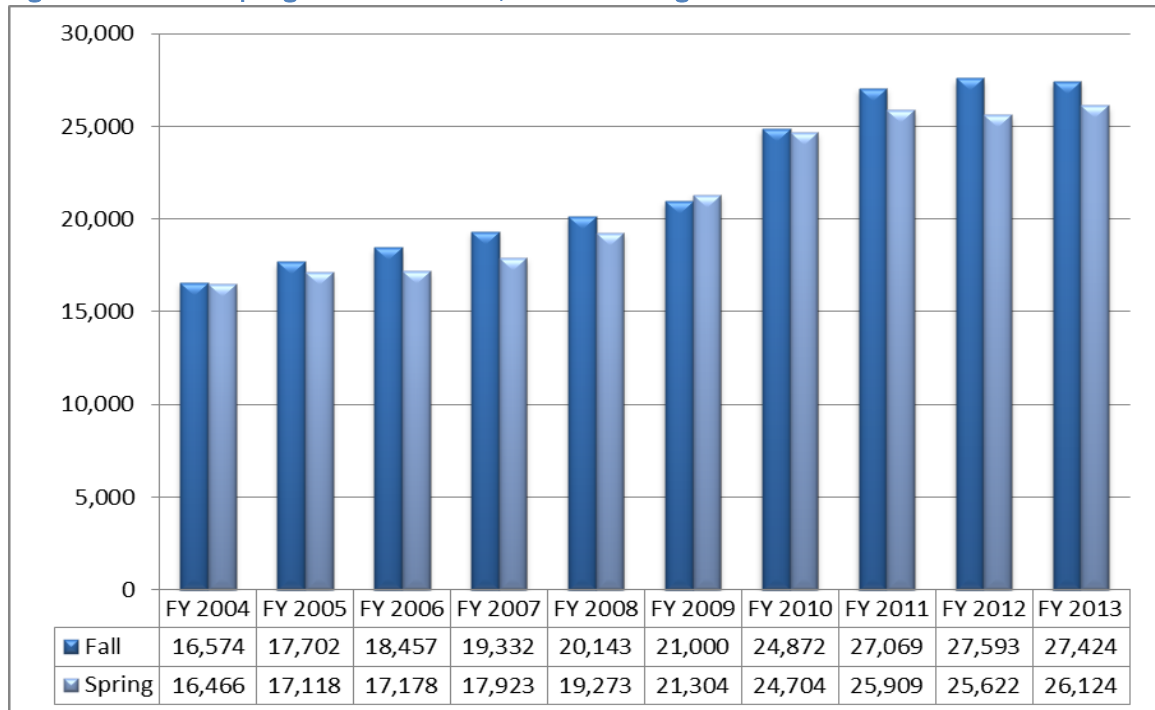
Data Source: Collin Headcount Statistics, Fall 2003 through Spring 2013

When taking into account both credit and noncredit students, the increase in headcount from 2004 to 2013 is 12,700 or 31%.

Figure 3:   Number of Individual Credit and Non-Credit Students Enrolled; FY 2004 through FY 2013

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Non-Credit	13,953	13,035	12,796	14,320	13,452	13,772	12,766	12,520	12,688	12,752
Credit	26,785	28,174	29,197	30,247	31,952	34,233	38,895	40,930	40,420	40,686
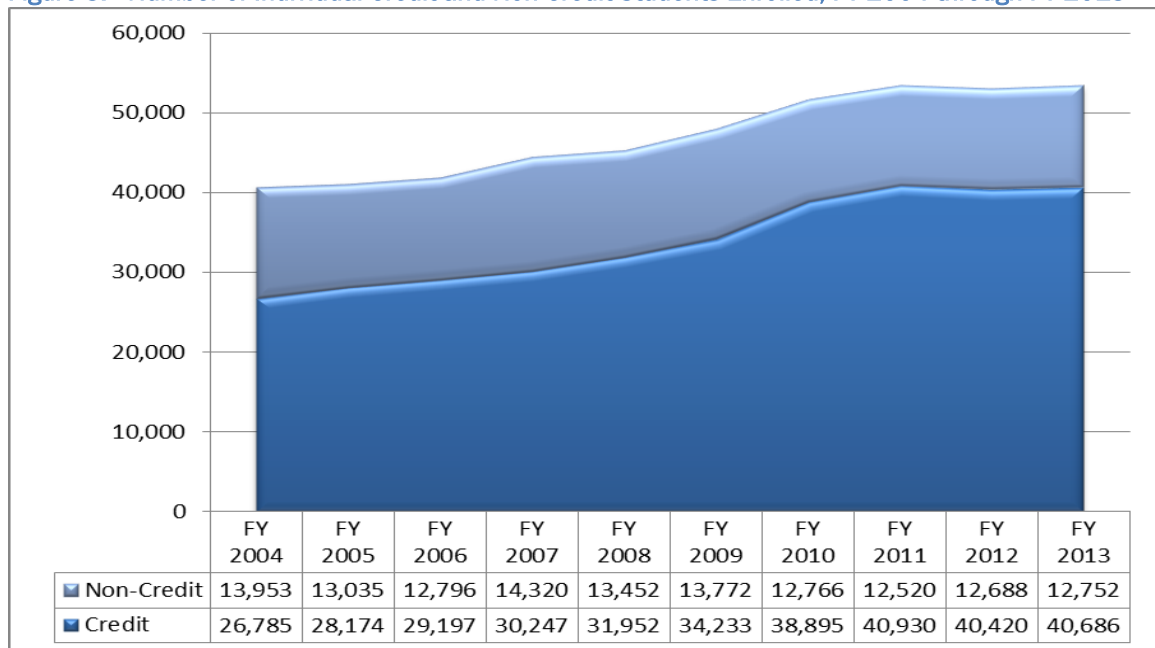
Data Source: Collin Banner Student Information System, ARGOS query 10/04/2013
Note: Since some students enroll in both credit and noncredit courses, the sum of credit and noncredit headcount
     in this figure is greater than the overall unduplicated headcount reported in the Enrollment History figure.

The financial health of the college can also be evaluated through the use of industry benchmarks and ratios. The Composite Financial Index (CFI) creates one overall financial measurement of the institution's health based on the four core ratios: primary reserve ratio, net operating revenues ratio, return on net assets ratio and viability ratio. By blending these four key measures of financial health into a single number, a more balanced view of the state of college finances is possible because a weakness in one measure may be offset by the strength of another measure. The CFI is a measure of the institution's overall financial health based on the sufficiency and flexibility of resources, the management of debt, the performance of assets and the results of operations. In general, a score of 3.0 represents a relatively strong financial position while a 10 is the top range of the scale. The District's CFI exceeds even the high benchmark, as demonstrated in the figure below.

Figure 4: Composite Financial Index

	FY09	FY10	FY11	FY12	FY13
Low Benchmark	3.00	3.00	3.00	3.00	3.00
High Benchmark	10.00	10.00	10.00	10.00	10.00
CCCCD Actual	11.40	10.80	10.30	10.80	
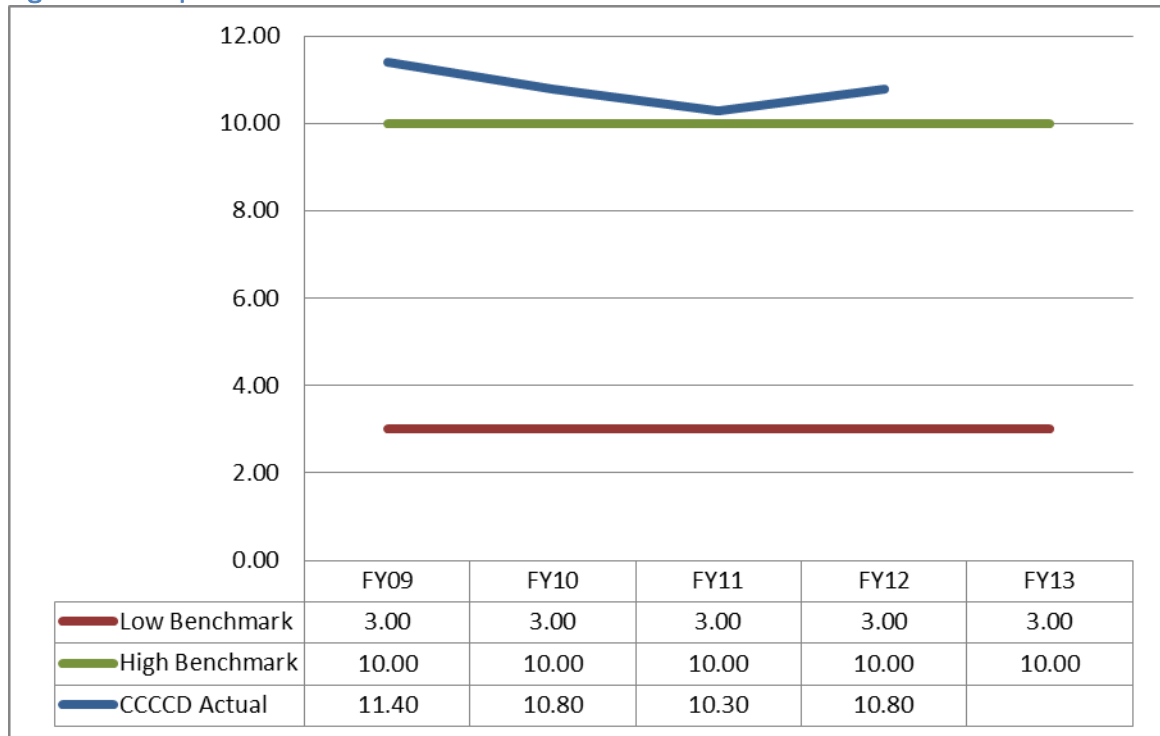
2.11.2   Physical Resources

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has ample facilities to meet the needs of its student and community-centered programs for developing skills, strengthening character and challenging the intellect. The college maintains and operates multiple facilities comprising over 1.6 million square feet within Collin County, Texas. Three of its five campuses - Spring Creek (SCC), Central Park (CPC) and Preston Ridge (PRC) – are comprehensive and include a library, a testing center, a bookstore, a fitness center, science labs and complete student services facilities. A variety of dedicated labs (i.e. developmental mathematics, writing, photography, mock trial, respiratory therapy, etc.) are available to students studying in specialized programs at each campus. Students can also access instructional computing labs (classrooms equipped with computers used for instructional purposes only), as well as open-use computer labs (computers available for public use in common-use areas, such as libraries). At each of these campuses, there is an eLearning Center located within the library to support students, faculty and staff with technology for teaching and learning. In addition to the general curriculum offered at the three main campuses, each of the five largest locations provides support for its specific instructional focus.

Located in Plano, SCC is the largest campus representing 614,627 square feet, constructed on 103 acres. Although the majority of the Fine Arts programs are taught on this campus which includes dance and art studios, performance spaces, a scene shop, and an art gallery, the other comprehensive campuses do teach various visual arts, theatre and dance appreciation courses. Athletics programs (tennis and basketball) are based entirely on the Spring Creek campus where the gymnasium and tennis courts are located. The campus was originally built for an enrollment of approximately 7,000 students. By the fall of 2013, the student population had increased to 13,267. The recent completion and opening of the 88,000 square foot library building provided additional classrooms, computer space, faculty office spaces and collaborative learning spaces to accommodate the growth.

The CPC location in north McKinney houses facilities totaling 379,529 square feet, including a 90,725 square foot library building, on an 80 acre campus. In addition to the general education curriculum required for students to complete a degree, the college health and public services programs are primarily located at the Central Park Campus. The Health Sciences programs are teaching to their student enrollment

capacity, and many qualified students are turned away. For example, 222 student applications were received for the current Nursing class, and only 48 students could be accepted. The Nursing Program is the only "Center of Excellence" in Texas, designated by the National League of Nursing. Planning for a new Health Sciences building is under way to meet the needs of students and local health care providers as the Collin County population continues to expand.

The PRC campus is located on 90 acres in Frisco and also provides a comprehensive general education curriculum required to obtain the associate degree. Although the courses necessary for degrees and certificates in both engineering and computer technology reside primarily on this campus, the other campuses do provide business courses, upper level mathematics courses and computer courses. The Preston Ridge campus buildings total 457,586 square feet. A state of the art culinary and hospitality center, a 20,000 square foot conference center, and a 103,000 square foot library building are included in the Preston Ridge facility.

Courtyard Center (CYC) in Plano, Texas, supports the district's continuing education programs in a four-story, 80,733 square foot building. Through consistent planning, the college has continued to update this facility with the addition of health-care labs, computer labs and learning technology to meet the needs of local business and industry with contract training and continuing education for current employers and for displaced workers.

The four-story, 125,000 square foot Collin Higher Education Center (CHEC) in south McKinney is located right next to Allen. CHEC provides classroom space for the university partners program, thus allowing place-bound students the opportunity to continue their education through the bachelor's and master's degree. CHEC also houses the offices for the central district-wide administration. Due to the overflow in the Nursing Program, the college is currently providing some of the nursing lecture courses at this site as well.

The Rockwall Center and the Allen Center (at Allen High School), located in the cities of Rockwall and Allen, provide specific courses and do not offer degrees. These centers also provide opportunities for high school students to earn dual credit. Continuing education, developmental math and business education programs are also offered at these sites.

Each campus is described in the following table and shows the physical capacity of each site/location along with its specialized programmatic spaces that meet the unique needs of the students and the educational programs at that site.

Table 5:   Collin College Educational Facilities

Name of Site/Location	Sq. ft.	Headcount Fall 2013	Specialized Programs in Addition to General Academics	Number of Classrooms and Specific Use Areas ***
Allen Center Allen, TX	2,100 leased space	477	Dual credit, continuing education programs	4 general purpose classrooms and 2 specific use areas
Central Park Campus McKinney, TX	379,529	4,913	Health and public service programs, physical education courses	50 general purpose classrooms and 55 specific use areas
Collin Higher Education Center McKinney, TX	125,000	District administrative offices & university partners*	Classes taught by university partner institutions	19 general purpose classrooms,13 specific use areas
Courtyard Center Plano, TX	80,733	2,907**	Continuing education programs	27 general purpose classrooms, 26 specific use areas
Preston Ridge Campus Frisco, TX	457,586	8,377	Engineering technology, business and culinary arts programs, physical education courses	71 general purpose classrooms, 59 specific use areas
Rockwall Center Rockwall, TX	3,894 leased space	246	Dual credit, developmental math and business programs	3 general purpose classrooms, 1 specific use area
Spring Creek Campus Plano, TX	614,627	13,267	Theatres, art gallery and athletic programs	96 general purpose classrooms, 108 specific use areas

*   No Collin College general academic courses are taught in the Collin Higher Education Center.
**   The Courtyard Center provides continuing education courses. This number represents 1st Quarter (Sep., Oct., and Nov. 2013) unduplicated enrollment.
***   Specific Use Areas are instructional spaces designed for use by specific programs. For Example, culinary instruction kitchens, computer labs, gymnasium, simulation labs, etc. Source: Ad Astra

According to Noel Levitz and a faculty survey conducted by the Collin College Institutional Research Office (IRO), the physical facilities of the college are viewed very favorably by students and faculty.

PLANNING

Collin College facility needs are reviewed annually by the Board of Trustees, the President and the Leadership Team as part of the strategic planning and budgeting processes. All updates and changes to the Master Facilities Plan are reviewed in detail by the Board of Trustees, and all major construction projects must have Board Approval in advance.

The Board of Trustees subcommittee on Campus Facilities and Construction meets regularly to review campus site selection criteria, major building modifications, significant change orders and architecture selection processes. The committee serves as a liaison with city officials regarding activities related to site and building construction as required by Board Policy BCB(LOCAL). The Board also hears

community opinions on facility decisions through the strategic planning process and the open comment period of regular board meetings. Collin College continues to utilize data from population demographics and projections, surveys, advisory councils, strategic planning, etc., for decision making in facilities planning. Between 2000 and 2012, Collin County population grew by 71%. During the same time period, Collin College enrollment growth increased by 111%. This population growth has been a major factor in decisions made by the Board of Trustees to meet the increasing need for education and services to students and the communities served by the college. The Master Facilities Plan and the Strategic Plan demonstrate how the college will continue to meet these needs in the future.

2.12   Quality Enhancement Plan

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. **(Quality Enhancement Plan).** *(Note: This requirement is not addressed by the institution in its Compliance Certification.)*

SECTION 3: COMPREHENSIVE STANDARDS

3.1   Institutional Mission

3.1.1   Mission

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has current mission and philosophy and purpose statements that read as follows:

Mission Statement

Collin County Community College District is a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

Philosophy and Purpose Statement

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

- Academic courses in the arts and sciences to transfer to senior institutions.

- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.

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

- Developmental education and literacy programs designed to improve the basic skills of students.

- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.

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

- Other purposes as may be directed by the CCCCD Board of Trustees and/or the laws of the State of Texas.

Core Values

We have a passion for:

- Learning
- Service and Involvement
- Creativity and Innovation
- Academic Excellence
- Dignity and Respect
- Integrity

The mission statement and supporting core values and statement of philosophy and purpose were last approved by the Board of Trustees at the August 28, 2012, meeting with the adoption of Collin College: Vision 2016. As a part of Vision 2016, the current mission statement is a comprehensive guide for the strategic planning and the operation of the entire college district. Evidence of how the mission statement guides college operations can be found in the Strategic Plan as well as in Board of Trustee minutes and in the annual budget.

The college mission statement has undergone several revisions since the college was founded in 1985. Each change to the mission statement reflected changes in the scope and operation of the college as it grew. The original mission statement was adopted by the Founding Committee in September, 1984, even before the April 6, 1985, referendum passed which officially formed the college. In December, 1985, the mission statement underwent a minor revision and was adopted by the Board of Trustees.

Prior to opening the second Collin College campus in the fall of 1988, the mission statement was revised based on recommendations of faculty and staff. The Board of Trustees adopted the third mission statement in August, 1988. In 1992, the college began an institutional self-study in preparation for a reaffirmation of accreditation visit in 1994. Faculty and staff thoroughly reviewed the mission statement and recommended changes that were adopted by the Board of Trustees in September, 1992.

During fiscal year 2001, at the direction of the Board of Trustees, the President appointed a task force to review the college mission statement to ensure that it reflected the institution's current role within its service area and that it complied with all legal requirements of the State of Texas. The group made recommendations for revisions that were adopted as local Board policy in early 2001.

Each year, the Board of Trustees reviews and reaffirms the college mission statement, purpose and philosophy statement and core values along with the college budget. The Collin College mission, philosophy and purpose and core values are communicated to constituencies via web and print publications, spirit shirts, campus signage and oral presentations.

3.2   Governance and Administration

3.2.1   CEO evaluation/selection

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College Board of Trustees is responsible for the selection and the periodic evaluation of the District president, the college chief executive officer, as required by Texas statute and Board policy.

The Board selected the current chief executive officer in 1999. The Collin College Board of Trustees conducts an annual evaluation of the District President's performance which is discussed in executive session and confirmed at a meeting of the Board.

3.2.2   Governing board control

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   institution's mission

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The legal authority and operating control are clearly defined for the institution's mission.

Collin College Board Policy AD(LOCAL) includes the college mission statement as follows, "The College District is a student- and community-centered institution committed to developing skills, strengthening character and challenging the intellect." Board Policy AD(LOCAL) further provides context for that mission by adding statements of philosophy and purpose and identifying the core values of Collin College. Board Policy AD(LEGAL) identifies the criteria below as the role, mission and purpose of Collin College, along with the specific Texas Education Code that assigns such authority to the college:

> Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas-- instruction, research, and public service. Texas Education Code 130.0011
>
> (e) The purpose of each public community college shall be to provide:
>   (1) technical programs up to two years in length leading to associate degrees or certificates;
>   (2) vocational programs leading directly to employment in semi-skilled and skilled occupations;
>   (3) freshman and sophomore courses in arts and sciences;
>   (4) continuing adult education programs for occupational or cultural upgrading;
>   (5) compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;

(6) a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;

(7) work force development programs designed to meet local and statewide needs;

(8) adult literacy and other basic skills programs for adults; and

(9) such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.
Section 130.003 of Texas Education Code

The Collin College mission statement is approved by the Board of Trustees and undergoes periodic review by the Board of Trustees. The original mission statement was adopted in 1985, then revised, reviewed and reapproved in 1988, 1992, and 2001. The most recent review of the mission statement occurred during the development of the strategic plan, Vision 2016. The Collin College mission was reapproved as part of the Board approval of Vision 2016 in 2012.

The Collin College mission, purpose and core values are communicated clearly to all stakeholders of the institution, including faculty, staff, students and community members. It is posted on the college website and printed in college publications like the catalog and faculty handbook. It is also posted throughout the campus in various offices and public spaces.

3.2.2.2   the fiscal stability of the institution

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The legal authority and operating control is clearly defined for the institution's fiscal stability.

The overall fiscal stability of Collin College is the responsibility of the Board of Trustees. Board responsibility for the fiscal stability of the college is demonstrated in Board Policy BAA(LEGAL) which includes the following:

- All authority not vested by this chapter or by other laws of the state in the coordinating board or in the Central Education Agency is reserved and retained locally in each of the respective public junior college districts or in the governing boards of such junior colleges as provided in the laws applicable." Texas Education Code Sec. 130.002

- The Board shall have specific powers and duties imposed by statutes of the state. The Board has the legal power and duty to:

  o set and collect any amount of tuition, rentals, rates, charges or fees the Board considers necessary for the efficient operation of the College District, except that a tuition rate set under this subsection must satisfy the requirements of Section 54.051(n). The Board may set a different tuition rate for each program, course, or course level offered by the College District, including a program, course or course level to which a provision of Section 54.051 applies, as the Board considers appropriate to reflect course costs or to promote efficiency or another rational purpose. Texas Education Code 130.084

  o adopt a tax rate each fiscal year as required by Tax Code 26.05. Texas Education Code 130.121

  o levy and collect taxes and issue bonds. Texas Education Code 130.121(a), 130.122(a)

  o approve an itemized current operating budget on or before September 1 of each year. 19 Texas Administrative Code 13.42

  o have the accounts audited in accordance with the approved financial reporting system. Texas Education Code 61.065

    o   submit the required annual reports to the governor and comptroller. Gov't Code 403.013

    o   receive bequests and donations or other monies or funds coming legally into their hands. Texas Education Code 11.151(a)

    o   establish an endowment fund outside the state treasury in a depository selected by the Board. Texas Education Code 130.007

    o   select a depository for College District funds. Texas Education Code 51.003

In Board Policies CAK(LEGAL), CAK(LOCAL), CC(LOCAL), CDA(LEGAL), CDA(LOCAL), the Collin College Board of Trustees is assigned responsibility for approving various financial reports, the college investment policy and budget amendments. As reflected in the Board of Trustees minutes, the Board reviews monthly financial statements, examines bids and proposals, and approves purchases of items more than $25,000. In addition, the Board reviews regular external audits and financial reports. The Board approves the annual operating budget for the college every August, as evidenced in the Board minutes from August 28, 2012 and August 27, 2013.

3.2.2.3   institutional policy

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The legal authority and operating control of the institution is clearly defined for institutional policy.

Board Policy BE(LEGAL) states that the "Board shall adopt such rules, regulations and bylaws as it deems advisable and consistent with law." This Board Policy references Texas Education Code 130.082(d) which assigns to the college governing board the authority to "adopt such rules, regulations and bylaws as it deems advisable."

Board Policy BE(LOCAL) states, "The Board shall have the sole right to adopt policies," and describes the parameters and processes used by the Collin College Board of Trustees in making college policy. The Organization, Education and Policy Committee of the Board makes recommendations to the Board regarding college policy. Proposed policies or amendments are introduced and recommended to the Board at one meeting, but may not be adopted until the subsequent meeting. This multiple reading of potential policy at open Board meetings assures transparency and provides the opportunity for public comment.

3.2.3   Board conflict of interest

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has Board Policies that address conflicts of interest for Collin College Board of Trustees members. Board Policy BBF(LOCAL) contains the Statement of Ethics for Board members and states in part:

> "As a member of the Board, I will strive to improve community college education, and to that end I shall adhere to the following ethical standards: … 11. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain."

Board Policy BBFA(LEGAL) addresses conflict of interest disclosure requirements, such as disclosure of interest in businesses, investments, and properties. It also addresses misuse of public office, nepotism (including employment by the college of a Board member's relatives) and gifts/bribery. Board Policy BBFA(Exhibit) provides forms that may be used for compliance with such disclosure requirements. This policy requires Board members with such conflicts of interest to abstain from participating in matters in which they have an applicable conflict of interest. Additionally, Board Policy BBFB(LEGAL) addresses prohibited practices for public servants, including bribery, accepting illegal gifts, honoraria and expenses and abuse of office.

Board members are made aware of these policies in numerous ways. All Board members are provided with access to the Board Policy Manual which contains all Board Policies for Collin College and is found on the college website. All Board members are required to attend at least one training program established by the Coordinating Board within the member's first two years of service as a Board Member. This training includes the requirements of conflict of interest laws and other laws relating to public officials.

Newly elected Board members sign an Oath of Office and Statement of Elected/Appointed Officer swearing or affirming under penalties of perjury that 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 …."

Newly elected Board members receive New Board Member Orientation with the District President as required in Board Policy BBD(LOCAL) and are provided with a Trustee Orientation Manual. During the orientation with the District President, all of the above-referenced Board Policies are covered.

These conflict of interest policies apply to actions and/or inactions of individual Board members as well as the actions and/or inactions of the Board as a whole. Collin College documents its compliance with all conflict of interest policies through signed conflict of interest forms (when applicable) and published Board Minutes.

3.2.4   External influence

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has Board Policies that address and protect the institution from undue external influences.

All Collin College board members are elected at large and represent the entire county. As a result, no board member can be elected from a specific constituency to represent that constituency.

Newly elected Board Members sign an Oath of Office and Statement of Elected/Appointed Officer swearing or affirming under penalties of perjury that 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…."

Board Policy BBF(LOCAL) contains the Statement of Ethics for Board Members and states in part:

> As a member of the Board, I will strive to improve community college education, and to that end I shall adhere to the following ethical standards:
>
> 6.   Render all decisions based on the available facts and my independent judgment, while avoiding undue influence from political, religious or other special interest groups, and thus protecting the institution from such influence.
>
> 12. Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law.
>
> 13. Remember always that my first and greatest concern must be the educational welfare of the students attending the College District.

Board members are made aware of these policies in numerous ways. All Board members are provided with access to the Board Policy Manual which contains all Board Policies for Collin College and is found on the college website. All Board members are required to attend at least one training program established by the

Texas Higher Education Coordinating Board within the member's first two years of service as a Board Member. This training includes the requirements of conflict of interest laws and other laws relating to public officials. Newly elected Board members receive New Board Member Orientation with the District President as required in Board Policy BBD(LOCAL) and are provided with a Trustee Orientation Manual. During the orientation with the District President, all of the above-referenced Board Policies are covered.

No Collin College Trustee has ever been accused of being subject to any inappropriate or undue external influence.

3.2.5   Board dismissal

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College Board of Trustees has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Collin College Board policy BBC(LEGAL) and Texas law govern the removal of Board members from office. Reasons Board members may be removed from office are incompetency, official misconduct, intoxication, conviction by a jury for any felony or for misdemeanor official misconduct or nonattendance at board meetings.

The attorney general or the county district attorney may bring an action to remove a Board member from office. A resident of the state who has lived in the county for at least six months, and who is not currently under indictment in the county, may file a petition in a district court of the county in which the Board member resides, to remove the Board member from office for one of the reasons listed above. A trial in the appropriate district court ensures a fair process for dismissal.

Collin College has had no cause to dismiss a Board member, and therefore, no dismissals have taken place. Since there has not been a dismissal, there is no example of implementation of this policy.

3.2.6   Board/administration distinction

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

According to Board policies BBE(LOCAL), BBE(LEGAL) and BAA(LEGAL), the Collin College Board of Trustees has the authority to determine and interpret college policy, appoint the college president and any personnel deemed necessary for carrying out the duties of the Board, act as a fiduciary in the management of the college funds and, at the District President's recommendation, employ faculty and administrators. The duties and responsibilities listed in Board policy are further designated as functions of the Board by state administrative codes cited within the policies. Meeting minutes of the Collin College Board of Trustees demonstrate that the Board acts as a policy-making body and does not administer or implement policy.

The administration and the faculty are responsible for administering and implementing the policies approved by the Board, as shown in Board policies DNA(LOCAL), BGC(LOCAL) and BFA(LOCAL) and in job descriptions of administrators, faculty and the District President. Lines of responsibility are clearly defined in the college organization chart. Evidence of faculty and administrative policy implementation and application of specific expertise can be found in the minutes of various committees, as well as in Program Review and Continuous Improvement reports. These minutes and reports document the participation of faculty, administration and other college employees in the implementation of policy and the management of college functions.

3.2.7   Organizational structure

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has a clearly defined organizational structure that delineates responsibility for the administration of policies.

As shown on the college organization chart, 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 (described below), all other positions at the college report through these four positions as laid out in the college [organization chart]().

Each of the three comprehensive campuses is supervised by a [Vice President/Provost]() (VP/P) who serves on the president's Leadership Team and reports to the District Senior Vice President of Academic Affairs and Student Development. The [Deans of Academic Affairs]() on each campus report to a VP/P, and all [full-time faculty]() report to a designated dean as shown on the college organization chart. All other college operations are managed as district-wide activity and report through the appropriate Vice President. Each VP/P has some of these district-wide responsibilities.

As noted above, there are five positions that do not report through one of the vice presidents. The VP/P for the Central Park Campus serves as the [district athletic director]() and in that capacity only, reports directly to the president. The [Executive Assistant to the District President/Secretary to the Board of Trustees/Facilities Scheduling Supervisor]() reports directly to the District President. The two Campus Facilities Schedule Coordinators report through this position. The [internal auditor]() position also reports directly to the president for audit results.

The positions and reporting sequence laid out in the college organization chart accurately reflect the assignment of policy administration responsibility and the relationship between the Board of Trustees, the president, the administration, the faculty and the staff. Job descriptions accurately detail the responsibilities of Collin College administrators, demonstrating that college administrators implement and

administer board policy. The organization chart and institutional job descriptions are published on the college website and updated regularly.

3.2.8   Qualified administrative/academic officers

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The administrative and academic officers of Collin College possess the experience and the competence to lead the institution. In addition to the District President, senior administrative officers include a district senior vice president, four vice presidents with District-wide responsibilities, and three vice-president/provosts with both campus-specific responsibilities and district-wide responsibilities. These nine senior officers comprise the President's Leadership Team. Additional administrative positions include one chief information systems officer, seven associate vice presidents, six executive directors and 11 directors. The team of key academic and student affairs officers includes 14 deans and eight associate deans. Individuals are chosen as administrators only after careful examination of education and experience that would qualify them to fulfill the positions to which they are assigned.

Job descriptions for administrative positions have been designed so that as a whole, all the required tasks and oversight responsibilities necessary for competent leadership of the institution are included. The table below lists all Collin College administrators, the required credentials for their position, their earned credentials and their years of experience. It also provides links to their resumes. A complete organization chart is also provided.

Table 6:   Collin College Administrators

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
District President	Doctoral Degree	Juris Doctorate	27
Associate Dean of Academic Partnerships	Master's Degree	M.Ed., Counselor Education	24
Associate Dean of Counseling and Career Services	Master's Degree	Ph.D., Student Personnel Services/Counselor Education	35
Associate Dean of Distance Learning	Master's Degree	Ph.D., Educational Technology	16
Associate Dean of Health Sciences	Master's Degree	M.A., Organizational Management	15
Associate Dean of Institutional Effectiveness	Master's Degree	Ph.D., Education Research & Evaluation Methodology	25
Associate Dean of Students, Central Park Campus	Master's Degree	M.A., Clinical and Counseling Psychology	11

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Associate Dean of Students, Preston Ridge Campus	Master's Degree	M.S., Counseling Education	25
Associate Dean of Students, Spring Creek Campus	Master's Degree	M.A., Literature	15
Associate Vice President – Controller/Student Financial Services	Bachelor's Degree	M.P.A., Accounting	25
Associate Vice President of Academic Outreach	Master's Degree	M.S., Mathematics	22
Associate Vice President of Continuing Education and Workforce Development	Master's Degree	M.B.A.	33
Associate Vice President of Financial Services and Reporting	Bachelor's Degree	M.B.A.	22
Associate Vice President of Human Resources and Organizational Development	Master's Degree	M.B.A. Juris Doctorate	19
Associate Vice President of Research and Institutional Effectiveness	Master's Degree	Ph.D., Educational Administration	27
Associate Vice President of Teaching and Learning	Master's Degree	M.A., English	32
Chief Information Systems Officer	Bachelor's Degree	M.S., Industrial Engineering	27
Dean of Academic Affairs, Business and Computer Systems	Master's Degree	M.S. Computer Systems	24
Dean of Academic Affairs, Central Park Campus	Master's Degree	M.S., Educational Psychology	27
Dean of Academic Affairs, Communication and Humanities	Master's Degree	Ph.D., Applied Linguistics	34
Dean of Academic Affairs, Developmental Education	Master's Degree	M.B.A. M.R.E., Educational Pedagogy	14
Dean of Academic Affairs, Fine Arts	Master's Degree	M.A., Organizational Management	20
Dean of Academic Affairs, Health Sciences	Master's Degree	Th.M., Bible Exposition B.A., Family Life Education	27
Dean of Academic Affairs, Math and Natural Sciences	Master's Degree	Ph.D., Mathematics Education	36
Dean of Academic Affairs, Preston Ridge Campus	Master's Degree	M.S., History	25
Dean of Academic Affairs, Science, Technology, Engineering and Math	Master's Degree	Ph.D., Chemistry	21
Dean of Academic Affairs, Social and Behavioral Sciences	Master's Degree	M.A., Sociology	39

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Dean of Enrollment and Student Success	Master's Degree	Ph.D., Higher Education Administration	14
Dean of Student Development, Central Park Campus	Master's Degree	M.Ed., Student Personnel Administration	28
Dean of Student Development, Preston Ridge Campus	Master's Degree	M.Ed., Education	29
Dean of Student Development, Spring Creek Campus	Master's Degree	M.A., Professional Development/Organizational Management Specialization	16
Director of Administrative Software Support Services	Bachelor's Degree	Ph.D., Information Systems & Industrial Engineering	30
Director of Auxiliary Services	Bachelor's Degree	B.S., Public Relations and Advertising	30
Director of Dental Hygiene	Master's Degree	B.S., Dental Hygiene	37
Director of Engineering Transfer and Technologies Programs	Master's Degree	M.S., Electrical Engineering	34
Director of Fire Science and Emergency Medical Services	Bachelor's Degree	B.S., Technical Education	30
Director of Health Information Management	Master's Degree or equivalent education/work experience	A.A.S., Health Information Technology B.S., Marketing & Advertising	24
Director of Nursing	Master's Degree	M.S., Nursing/Education	10
Director of Purchasing	Bachelor's Degree	B.S., Home Economics	20
District Director of Financial Aid and Veteran Affairs	Master's Degree	M.B.A.	21
District Director of Safety, Security and Facility Services	Bachelor's Degree	B.S., Business Management	18
District Senior Vice President of Academic Affairs and Student Development	Doctoral Degree	Ph.D., Dance & Related Arts	32
District Vice President of Administrative Services and Chief Financial Officer	Bachelor's Degree	B.S., Accounting	40
Executive Director of Academic Technology and Network Services	Bachelor's Degree	B.B.A., Computer Information Systems	26
Executive Director of Emerging Technology Grants	Master's Degree	Ph.D., Education	18
Executive Director of Foundation	Bachelor's Degree	M.A., Journalism	15

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Executive Director of Library, Central Park Campus	Master's Degree	M.L.S.	43
Executive Director of Library, Preston Ridge Campus	Master's Degree	M.L.S. and Information Science	30
Executive Director of Library, Spring Creek Campus	Master's Degree	M.L.S.	38
Registrar and Director of Admissions	Bachelor's Degree	B.S., Office Administration	24
Vice President and Provost of Central Park Campus	Doctoral Degree	Ph.D., Higher Education	31
Vice President and Provost of Preston Ridge Campus	Doctoral Degree	Ph.D., Public Affairs	23
Vice President and Provost of Spring Creek Campus	Doctoral Degree	Ph.D., Higher Education Administration	33
Vice President of Organizational Effectiveness and Human Resources	Master's Degree	M.S., Labor & Industrial Relations	32
Vice President of Public Relations and College Development	Bachelor's Degree	B.A., Journalism & PR	24
Vice President of Student Development	Master's Degree	Ph.D., Leadership in Higher Education	42

3.2.9   Personnel appointment

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College publishes its policies regarding appointment, employment and evaluation of personnel in the Collin College Board Policy Manual. Specifically, policies DC(LEGAL) and DC(LOCAL), DD(LOCAL), DDA(LEGAL) and DDA(LOCAL), DDC(LEGAL) and DDC(LOCAL) and DLA(LEGAL) and DLA(LOCAL) reference appointment, employment and evaluation policies for faculty and staff. These policies are available to students, employees and the general public on the Collin College website.

New employees are informed of the policy manual during online orientation, specifically in Module #3, the policies and procedures module. The Human Resources Department directs all new employees to complete this and other online orientation modules in the employment offer letter received via e-mail.

All college employees are made aware of changes to Board policies through a variety of communications. Monthly college-wide board and college update e-mails are sent to all employees by the District President following each monthly Board meeting. The District President summarizes all action taken during the meeting, including any new or updated policies. The Human Resources Department maintains a Board Policy Updates section on the Human Resources website and monthly Board meeting minutes are posted on the Board of Trustees website.

Collin College publishes additional procedures and guidelines for employees and supervisors regarding personnel appointment, employment and evaluation on the Human Resources website. Additionally, hard copies of all Board policies and college procedures regarding appointment, employment and evaluation of personnel are available in the Human Resources office.

3.2.10   Administrative staff evaluations

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College requires all administrators and academic officers to be evaluated annually to ensure their level of performance meets expected standards and that their goals are accomplished. The Board of Trustees evaluates the president, and immediate supervisors evaluate all other administrators. Board Policy DLA(LOCAL) describes the evaluation process for administrators, including academic officers, and the timeframes for annual evaluations.

The Leadership Team (LT) is evaluated using standards listed on the LT Performance Evaluation Form. The standards by which each LT member is evaluated are as follows:

- Four criteria related to "Relationship with the President" or "Relationship with the District Senior Vice President." These criteria comprise 30% of the overall evaluation rating.

- Eleven criteria regarding "Leadership" abilities, comprising 40% of the overall evaluation rating.

- Six criteria addressing "Communications," and comprising 20% of the overall evaluation rating.

- Seven criteria in a category labeled "Other." Examples of items in this category include ratings for motivating others and effective planning. This last category comprises 10% of the overall evaluation rating.

This annual evaluation is written by the District President for the president's direct reports and by the District Senior Vice President of Academic Affairs and Student Development for this vice president's direct reports. Leadership Team members meet annually with their respective supervisors to discuss their evaluations. Completed evaluation forms are retained by the Human Resources office as a part of each employee's electronic personnel records file.

Other administrators and academic officers are evaluated each year using the Annual Staff Performance Appraisal Form; the completed evaluations completed are stored electronically in an evaluation database. Each person is evaluated against Goals and Performance Indicators. The goals are established individually, but all administrators

evaluated according to this form are measured against the same Performance Indicators:

- Essential Job Functions
- Customer/Client Service
- Communication
- Decision Making & Problem Solving
- Initiative
- Balance of Quality/Quantity of Work
- Demonstration of Core Values
- Effective Hiring (if applicable)
- Performance Management
- Delegation
- Teambuilding
- Disciplinary Actions (if applicable)

In this evaluation process, supervisors meet with the administrators to discuss the written evaluation, and then sign the document electronically. The administrator may add comments to the evaluation prior to submitting the final electronic signature page.

3.2.11   Control of intercollegiate athletics

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The chief executive officer of Collin College has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics programs. The District President, who serves as chief executive officer, is responsible for the administrative and fiscal operation of the entire college, including intercollegiate athletics. The District President's job description and Board Policy BFA(LOCAL) lists essential functions including, but not limited to, the following:

a) Maintain responsibility for, and exercise administrative and fiscal control over, the institution'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.

b) Implement district policies and develop appropriate controls and management practices that achieve efficient and effective use of the district's resources.

c) Direct the strategic planning efforts of the district, including the development of the master plan and annual budget recommendations, toward meeting established strategic goals and achievement indicators in support of the district's mission and consistent with its purpose and core values.

Additionally, Board Policy CC(LOCAL) indicates the responsibility for expenditure of funds be under the direction of the District President or designee and in accordance with the adopted budget. The intercollegiate athletics budgets are reviewed, recommended by the District President and approved by the Board of Trustees as a component of the college annual budget development and approval process.

The District President signs all National Junior College Athletic Association (NJCAA) required documents, including Letters of Intent (Scholarship Awards), Release Agreements and Second-Year Signing Agreements. The District President has designated the Central Park Campus Vice President/Provost to serve as Athletic Director and to oversee the day-to-day operations and finances of the athletic program. A dotted line relationship exists between the Vice President/Provost/ Athletic Director and the District President. The District President participates in NJCAA meetings and votes on all North Texas Junior College Athletic Conference and

NJCAA Region V proposals. In the absence of the District President, the District President assigns his [proxy](#) to the Athletic Director or other designee.

3.2.12   Fund raising activities

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College District President, who serves as the chief executive officer of the college, controls the institution's fund-raising activities as directed by Board policy [BFA(LOCAL)](). As established by the Board of Trustees, the president's [job description]() includes responsibilities related to fund-raising and community relations.

Fund-raising staff and activities are supervised on a daily basis by the Vice President of Public Relations and College Development who reports directly to the President as shown in the [organizational chart](). The Vice President of Public Relations and College Development serves as an integral component of the college [Leadership Team](), ensuring that the President has full oversight and control of all fund-raising activities and that activities support institutional priorities as established in the college strategic plan.

3.2.13   Institution-related entities

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

At Collin College, two organizations are classified as institutionally related foundations: the Collin College Foundation (formerly known as the Collin College Community College District Foundation) and the CCCCDF Student Housing Foundation, Inc. Both are separate non-profit entities organized under the Internal Revenue Code Section 501(c)(3).

The Collin College Foundation was organized in 1987. The Foundation is [audited](#) independently and is governed by an autonomous, volunteer [board of directors](#). The Foundation coordinates solicitation and management of external resources, and all assets of the Foundation are designated to solely benefit Collin College. The Foundation's [Articles of Incorporation](#) clearly state that the Foundation "shall be operated exclusively for charitable, educational and scientific purposes … of the Collin County Community College District." In addition, a [Letter of Understanding](#) was created in 1989 between Collin College and the Foundation, which further defines the relationship between the two entities, stating that the Foundation raises and administers funds from private sources on behalf of the college, and the college provides the Foundation with office space, professional and clerical support.

In addition, the Collin College District President serves on the Foundation's board of directors and its [executive committee](#). According to the Foundation's [bylaws](#), the purpose of the Foundation is to receive gifts for the advancement of Collin College and its objectives. The bylaws further state, "The individual who shall hold the position of College President shall be elected for the term of his/her tenure in the position as ex-officio Director."

While the District President ultimately controls fundraising, he delegates coordination of the activities to the [Executive Director of the Foundation](#) who is charged with soliciting gifts and managing the evaluation of fundraising programs through

collaboration with the President, Board of Trustees, Vice President of Public Relations and College Development and the Foundation Board of Directors. The Executive Director reports to the Vice President of Public Relations and College Development, who reports to the President.

The Collin College Foundation's Integrated Development Plan provides an overview of fundraising goals and objectives that parallel the college strategic plan. The development plan was created pursuant to the District President's directives to create measurable, aggressive fundraising targets and was subsequently approved by the District President and the Foundation's board of directors.

The Collin College Foundation also has a contractual agreement with the CCCCDF Student Housing Foundation, Inc., which was organized in 1998. The agreement outlines the terms of the lease of 5.3 acres of land located on the Spring Creek Campus. This property is the site of the Century Court Apartments, owned by the CCCCDF Student Housing Foundation, Inc., for the sole purpose of providing Collin College students with convenient housing. The CCCCDF Student Housing Foundation, Inc. is a separate subsidiary of the Collin College Foundation that is audited independently and is governed by an autonomous, volunteer board of directors.

3.2.14   Intellectual property rights

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College intellectual property policy is clearly described in Board Policy CT(LOCAL) which says:

> Ownership to all copyrights, trademarks, patents and other intellectual property rights shall remain with the College District at all times.

> Unless herein stated otherwise, a student shall retain all rights to work created as part of instruction or using College District technology resources.

> As an agent of the College District, an employee, including a student employee, shall not have rights to a work he or she creates on College District time or using College District technology resources or College District intellectual property. The College District shall own any work or work product created by a College District employee in the course and scope of his or her employment, including the right to obtain copyrights and patents.

> A College District employee shall own any work or work product not in the College District employee's course and scope of his or her employment, produced on his or her own time, away from his or her job and with personal equipment and materials, including the right to obtain patents or copyrights.

Collin College Board Policy CT(LEGAL) provides clear definitions for all terminology related to intellectual property, including "copyrighted material," "fair use," "trademark" and "infringement." Collin College intellectual property policies apply, regardless of the modality in which or for which the property was created.

These policies are available in the Board Policy Manual on the college website. Information about intellectual property rights is available in the *Student Handbook,* in the *Faculty Handbook* and in the *Associate Faculty Handbook*.

Collin College documents intellectual property agreements as they occur and maintains that documentation in the Human Resources offices.

3.3   Institutional Effectiveness

3.3.1   Institutional Effectiveness

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)**

An overview of the Institutional Effectiveness process at Collin College is provided in the following pages. This information applies to the detailed descriptions of Institutional Effectiveness activity provided for each segment of the college in 3.3.1.1, 3.3.1.2, 3.3.1.3 and 3.3.1.5.

Collin College identifies mission driven outcomes, assesses the extent to which the outcomes are achieved and makes improvements based on that assessment. The Collin College mission is supported by six statutory purposes identified in the college philosophy and purpose statement. The mission purposes are mapped to Key Effectiveness Indicators and used to assess college success in achieving the mission.

For educational programs, administrative support services, academic and student support services and community/public service, the Collin College Continuous Improvement Process is the backbone of Institutional Effectiveness activity. Each college program identifies outcomes, measures and targets to be evaluated on a two-year cycle. In year one, the program implements its improvement action plan and collects the data. In year two, the program analyzes the data, makes changes and develops an action plan for the following year. The second cycle follows the first with the exception of developing recommendations for a Program Review report in the fifth year. This Program Review includes the development of an action plan for the program to implement as it begins a new cycle.

The Program Review schedule is clearly specified, and the five-year Program Review process is well-defined. Approximately 20% of all instructional and service programs at Collin College complete a Program Review each year. The Collin College Program Review process requires each program to provide an overall picture of its progress during the previous four years, with special focus being placed on the results of its Continuous Improvement projects. The Program Review Report is developed by a committee made up of faculty and/or staff from the program and chaired by an employee from outside the program. The report is first submitted to the program supervisor and then to a Program Review Steering Committee appointed for that purpose each spring. A final review is conducted by the college Leadership Team. At each stage of the process, notes are made and attached to the report for use by the program in making improvements during the next cycle. These Program Review

Reports are ultimately [posted](#) on the college intranet site for easy access by all program personnel.

The college maintains a database of Program Review Reports, making it possible to generate reports across programs and years. Such reports are used to supply effectiveness data for college-wide decision making. Consequently, assessment results are available to make informed, data-based decisions about [institutional improvements](#), using evidence from multiple program assessment processes.

3.3.1.1   educational programs, to include student learning outcomes

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

All Collin College educational programs that require a specific course of study identify expected student learning outcomes that lead to the completion of program objectives. For example, the Associate of Applied Science (A.A.S.) degrees at Collin College require students to take both general education courses and an identified slate of courses specific to the area of study for each degree. The Associate of Arts (A.A.) and the Associate of Science (A.S.) degrees require extensive general education components. However, students are not required to select courses towards a specific area of study for the A.A. or the A.S. Separate from the associate degrees, Collin College offers Field of Study certificates which align with statewide transfer agreements for specific, discipline-related slates of courses.

Outcomes are described for all Collin College programs in program profiles. The profiles also include the assessment and standards used to determine student level of attainment with regard to these program outcomes. Outcomes and assessment for all programs apply across delivery modalities, time of day and faculty status.

Prior to the 2010-2011 academic year, Collin College used a course-based method of program assessment. Courses were mapped to the program-level outcomes. Student learning outcomes were assessed at the course level, and the data rolled up to the institutional level. The decennial Institutional Core Curriculum report, prepared for the Texas Higher Education Coordinating Board (THECB), documents this process and resulting changes.

In anticipation of the new, statewide general education core curriculum, Collin College faculty began experimenting with rubric development and institution-wide assessment in 2009-2010. Systematic changes were instituted in the instructional program assessment process beginning in 2010-2011. The new process incorporates both elements of the previous process and new components. The general education assessment process was piloted in 2011-2012, tweaked and piloted again in 2012-2013. The redesigned Program Review process was initiated during the 2013-2014 academic year. The following information describes the systems currently in place.

Program-level outcomes are assessed through participation in the five-year Program Review cycle that incorporates two 2-year cycles of Continuous Improvement Plans. Each program objective is associated with specific measures for which the program has determined achievement targets. During years one and three of the Program Review Cycle, each program collects the data from these measures. During years two

and four of the Program Review Cycle, the data from the previous years is analyzed to determine findings that will inform the next Continuous Improvement action plan.

Workforce programs primarily use capstone and co-op courses, as well as industry licensure exams, to measure the extent to which students have achieved the objectives or outcomes of the program. For the transfer education program, the Collin College Core Objectives Assessment Team (COAT), consisting of faculty representatives from across transfer program disciplines, and including some workforce faculty, developed rubrics for each of the six general education core curriculum objectives. The rubrics apply across the institution to assess general education student outcomes that are a part of all transfer degrees. Courses in the general education core curriculum must each address a minimum of three of the six program objectives. These college-level competencies are integrated into the learning outcomes for the A.A. and the A.S. degrees.

For each course in the general education core curriculum, general education student learning outcomes (SLOs) are embedded in the discipline-based outcomes. In order to apply for inclusion on the roster of general education core curriculum courses, discipline faculty must submit a competed application to the Curriculum Advisory Board for review. As a part of this application, faculty submit the instructional activities that will be used to teach the basic skills and knowledge required by the outcomes of the course. The application also requires submission of the assessment activities that will generate student artifacts to be assessed when measuring the general education program objectives for that course.

Student work created in response to these assignments is collected from a rotation of general education core courses during each assessment cycle. For each objective assessed during a particular cycle, the selection of courses from which work is collected includes courses from multiple disciplines and all delivery modes, as well as locations, times of day and faculty status. COAT then applies the program objective rubrics to the selected work of students who have completed at least 30 hours of general education core curriculum courses.

During the following year, the results from the previous year's student work analysis, along with any corroborating classroom evidence from instructors and external measures such as the Collegiate Learning Assessment (CLA), are shared with faculty college-wide. The use of student artifact assessment, classroom observations and national exam results enables faculty to triangulate the findings for greater validity of conclusions regarding student achievement of program objectives.

Faculty in the workforce and the transfer programs, led by designated discipline leads and Program Directors/Coordinators, analyze and discuss the results of the

previous year's assessment activity during fall discipline meetings. Continuous Improvement Plans are also developed or reviewed for implementation and data collection during these discipline meetings and further refined during the academic year.

Documentation of data-based action plans for continuous improvement of learning outcomes are housed in the Institutional Effectiveness database. The faculty within each workforce and academic transfer program work throughout the upcoming year to develop or implement data-based action plans that will contribute to the improvement of student learning in their affiliated programs, including online and dual credit sections of courses.

Previously, changes to educational programs resulting from action plans developed in response to assessment activity were reported via the Continuous Improvement Process and, when the action plans had been incorporated into the college Strategic Plan, via Strategic Plan reports. While this process is expected to continue providing a mechanism for recording changes resulting from action plans, the revised Program Reviews are expected to provide a locus for program-focused results documentation.

3.3.1.2   administrative support services

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College administrative support service units are those departments that provide infrastructure support services; these units are not included in student services units, community service units or instructional units. Collin College administrative support services participate in the college-wide institutional effectiveness processes that are described in 2.5 and in 3.3.1.

In administrative support units, continuous improvement assessment and planning focus on the design and improvement of the institutional environment to support and enhance student learning. Outcomes are linked to the institutional mission and the role of these service units. Improvement actions focus on improving effectiveness, efficiency and service delivery for client satisfaction. The program profiles in the table below are maintained in the Institutional Effectiveness database.

Administrative support unit participation in the Program Review process includes the completion of two Continuous Improvement projects during each five-year Program Review cycle. However, some units divide into smaller, functional units in order to target different institutional improvement needs during a specific two-year Continuous Improvement cycle, as noted in the table below.

Table 7:   Administrative Support Services

Support Unit *(click on unit name for profile)*
Business Services
Controller/Financial Services - Accounting, Payroll & Audit
Financial Reporting/Operations - AP, Budget & Inventory Control
Financial Reporting/Operations - Contracted Services: Bookstore & Food Services
Financial Reporting/Operations - Bursar
Purchasing
Facilities and Grounds
Human Resources
Information & Services/Benefits
Internal Audit (Compliance)
Employment, Employee Relations & Compensation
Professional Development
Information Technology
Admin - Telecommunications
Admin - Operating Systems/Information Systems

Support Unit *(click on unit name for profile)*
Administrative Software Support Services
Help Desk
Instructional/Academic - Academic Computing & Labs
Instructional/Academic - Media Services
Instructional/Academic - Web Services
Public Relations
Public Relations
Foundation
Institutional Effectiveness/Curriculum and Institutional Research
Institutional Effectiveness/Curriculum
Institutional Research

3.3.1.3   academic and student support services

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College academic and student support service units participate in the college-wide institutional effectiveness processes that are described in 2.5 and in 3.3.1. Each service unit ties its mission to the college mission and creates a program profile that identifies its outcomes, assessment measures and targets. Each academic and student support service unit participates in the five-year Program Review process for institutional effectiveness, including two 2-year continuous improvement cycles. Some units divide into smaller, functional units, according to the table below, in order to target different institutional improvement needs during a specific two-year Continuous Improvement cycle.

Academic and student support service units collect and analyze data to determine whether the standards have been met. Improvement actions are then designed to improve one or more of the identified outcomes. Each unit documents evidence of assessment activities and a plan for improvement based on results in their Continuous Improvement Plans and in fifth year Program Review documents.

Table 8:   Academic and Student Support Services

Academic and Student Support Service Units *(click on unit name for profile)*
Academic Partnerships
Transfer Programs
CHEC
Dual Credit
Academic Success
Advising
Testing Centers
ACCESS/Counseling
Admissions/Registration
Athletics and Wellness
Athletics
Fitness Center
Wellness
Developmental Education
eLearning Centers
Distance Education
eLearning Center

Academic and Student Support Service Units *(click on unit name for profile)*
Financial Aid/Veteran's Affairs
Library
Math Centers and Labs
Academic Computer Labs
Math Centers (Center for Academic Assistance)– Central Park Campus
Math Centers (Center for Academic Assistance) – Preston Ridge Campus
Math Lab Center (Center for Academic Assistance) – Spring Creek Campus
Science Den – Preston Ridge Campus
Student Life
Writing Center
Writing Centers (Center for Academic Assistance) – Central Park Campus
Writing Centers (Center for Academic Assistance) – Preston Ridge Campus
Writing Centers (Center for Academic Assistance) - Spring Creek Campus

3.3.1.4   research within its mission, if appropriate

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College District does not include research as a part of its mission statement, purpose statement or core values. Consequently, this section does not apply.

3.3.1.5   community/public service within its mission, if appropriate

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College takes a three-pronged approach to providing community/public service for Collin County residents. Continuing education, service learning and public service combine to address the college mission to be a "community-centered institution."

- Continuing education offers non-credit programming for professionals to meet licensing requirements and to keep current in their fields. In addition, continuing education provides non-credit classes in a variety of topics of interest to Collin County residents, including providing educational space for the Seniors Active in Learning (SAIL) program.

- Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen the 44 communities in Collin County.

- Public service brings the expertise of the college faculty and staff to address local issues through the operation of the Small Business Development Center and the Center for Workforce and Economic Development.

Continuing Education, Service Learning and Public Service participate in the college-wide institutional effectiveness processes that are described in 2.5 and in 3.3.1. Continuing Education, Service Learning and Public Service, or each program serving as a subset of these, has identified outcomes. These outcomes are measured according to effectiveness indicators spanning multiple assessment methods. Continuing Education, Service Learning and Public Service participate in Collin's 5-year Program Review process which is based on the roll-up of two 2-year Continuous Improvement cycles, culminating in a comprehensive self-study.

The data and findings in these reports are used to make changes and spur innovation in the community/public service mission of the institution. Results are used to drive the selection of topics offered for Continuing Education Units and non-credit courses and to focus marketing campaigns. Dental Hygienist students participate in the dental services project developed as a result of service learning program assessment. Changes in the preparation of candidates for the Texas Peace Officer licensure exam through the college law enforcement academy have been made in response to findings resulting from the assessment process.

3.3.2   Quality Enhancement Plan

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)** *(Note: This requirement is not addressed by the institution in its Compliance Certification.)*

3.4   All Educational Programs

3.4.1   Academic program approval

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Each educational program for which academic credit is awarded is approved by both Collin College faculty and Collin College administration. All curriculum proposals, whether for new programs and courses or for changes to existing programs and courses, follow the college Curriculum Management Process. Such proposals may be initiated by program or discipline faculty, by individual faculty members or by instructional administrators.

Faculty and administrators review proposed changes to determine potential need and to consider compliance and budgetary requirements prior to submitting a formal proposal to the Collin College Curriculum Advisory Board. Board Policy EFA(LOCAL) requires a peer review process for course and program additions, deletions or revisions. The Curriculum Advisory Board is comprised of representatives from full-time faculty and is "charged with reviewing all changes in curricula or catalog listings."

If the 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 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   Continuing education/service programs

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

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

The continuing education, outreach and service programs of Collin College are consistent with the institution's mission to be a "student and community-centered institution committed to developing skills, strengthening character and challenging the intellect."

The Center for Scholarly and Civic Engagement (CSCE) focuses on the college 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. The Center designs and facilitates numerous programs, scholarly experiences, community and civic engagement opportunities, service learning, volunteerism and leadership development outreach. This commitment to service and involvement is evidence by repeated designations as an awardee of the President's Higher Education Community Service Honor Roll and an awardee of the 2010 Carnegie Foundation's Designation for Civic Excellence.

Continuing Education & Workforce Development (CEWD) courses and programs are specifically addressed in the nine elements required by Texas Education Code Section 130.003 (e). They are highlighted in the college mission and purpose statement as follows:

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

- continuing adult education programs for academic, professional, occupational and cultural enhancement;

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

All activities of the CEWD division are centered on the development, delivery and evaluation of lifelong learning for adults in Collin County and the surrounding community. Over 12,000 adult students participate annually in Continuing Education and Contract Training. Participants range in age from 18 to over 55. The single largest age group is 41 to 54 year olds.

Approximately [500 entry-level to advanced-level course titles](#) are offered three times a year. The curricula are focused on career and skill development that positively impact the local workforce community. 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). SAIL is modeled after Elderhostel International and provides a forum for senior citizens to design educational opportunities of interest to themselves and their organizations.

3.4.3   Admissions policies

The institution publishes admissions policies consistent with its mission. **(Admissions policies**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College publishes admissions policies consistent with the stated college mission to be "a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect." Collin College has an "open door" admission policy as prescribed by Texas Administrative Code, providing all community members the opportunity to pursue higher education. This open admissions policy permits acceptance of all students who have completed high school (or the equivalent) and applied for admission to Collin College. All students who meet these qualifications are admitted.

Policies and procedures governing Collin College general admissions are published annually in the *Collin College Catalog,* in each semester's Registration Guide and on the "Admissions" page of the Collin College website. In accordance with Board policies FA(LEGAL) and FBA(LOCAL) and with federal law, Collin College does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, veteran status or other legally protected class in any of its admissions policies and practices. Further, Collin College admissions policies are in compliance with federal regulations governing services to individuals with disabilities as mandated in the Rehabilitation Act and Americans with Disabilities Act.

Students may also be admitted prior to earning a high school diploma, according to the regulations set forth in Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, Rule §4.85. These admission requirements are outlined in the Collin College Dual Credit and Concurrent Enrollment Manual.

Admission to Collin College, however, does not ensure admission to a specific program offered by the college. Eight programs practice selective admission, using standards established by program faculty and consistent with program accrediting standards. These programs use discipline-specific, competitive, criterion-based, non-discriminatory admissions scoring systems developed by faculty to ensure selection of students who have the potential to successfully complete the program.

Selective admissions programs have individual webpages and promotional materials which communicate general program information. These materials can also provide information about admissions requirements, application deadlines and course requirements.

3.4.4   Acceptance of academic credit

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 the Commission policy "Collaborative Academic Arrangements: Policy and Procedures."*) **Acceptance of academic credit)   Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College policy for evaluating, awarding and accepting academic credit from other institutions or other student learning experiences is found in Board policy EGA(LEGAL). Information about acceptance of credit can be found in the college catalog that is posted on the college website. By following established processes and state guidelines, Collin College ensures that coursework is assigned only for courses that are at the collegiate level and comparable to courses in Collin College degree programs. The Registrar/Director of Admissions oversees acceptance of credit at Collin College.

Collin College awards transfer credit for all college-level work earned at a regionally accredited institution of higher education. Students are assigned credit for Collin College courses that have the same learning outcomes as the course being presented for credit. This process is facilitated between Texas institutions of higher education by the Texas Common Course Numbering System and the statewide rosters of college-level courses: the Lower Division Academic Course Guide Manual for academic courses and the Workforce Education Course Manual for workforce courses. Courses not found in these documents may require approval from the relevant academic dean who identifies the appropriate course credit based on course descriptions and syllabi from the originating institution. Courses earned at an accredited higher education institution, but for which no similar Collin College course can be found, are assigned elective credit.

Students may be assigned credit for courses based on non-traditional learning experiences. Credit for non-traditional learning experiences is available only to those students who have been enrolled at Collin College within the last twelve months or those students who are currently enrolled at Collin College. Non-traditional credit will only be added to a student transcript after six hours of traditional, non-transferred-in

credit is earned from Collin College. Credit awarded through any of the non-traditional credit options described in the table below is transcribed with a grade of "CR" and does not impact the student's grade point average.

Table 9:   Credit for Non-Traditional Learning Experiences

Non-Traditional Learning Experience	Description
Advanced Placement Examination (AP)	Students who have received college-level training in secondary school and who have scored three, four or five on the appropriate Advanced Placement Examination may be granted, on request, placement and credit for comparable courses at Collin College. After enrolling, students must complete six semester hours at Collin College before credit is given.
Armed Forces Credit	Students may receive college-level credit by presenting evidence of having satisfactorily completed a program of military training for which equivalent college credit may be given in accordance with the American Council on Education Standards and Recommendations. Armed Forces credit is evaluated by the Collin College Degree Plan/Graduation Associates. Credit for military training will be awarded upon receipt of a student's DD214 (Honorable Discharge).
College-Level Examination Program (CLEP)	Collin College uses the following criteria for the evaluation of CLEP Subject Examinations (CLEP General Exams are not evaluated for credit at Collin College): 1. CLEP credit is recorded on transcripts with a "CR" in order to be clearly recognized as credit earned by examination. 2. Collin College will not replace an existing grade with CLEP credit, including a grade of "W." 3. Credit is awarded for CLEP Subject Examination scores at or above the 70th percentile. Official score reports should be sent to the Director of Testing. 4. A non-refundable processing fee will be charged for each CLEP examination in addition to the required fee for the CLEP examination.

Non-Traditional Learning Experience	Description
Credit by Exam (Departmental Exams)	College credit may be granted upon successful completion of a comprehensive examination over the content of the course. A non-refundable fee is charged for each course examination. Students must be currently or previously enrolled and have earned credit at the college prior to receiving credit by examination. Credit by exam may be attempted only once for any given course. Students currently enrolled in the course for which they wish to place out, via the exam, must test or withdraw prior to the census date of the enrolled semester. The student must score at or above 70% to receive credit for the course. Some credit by exam may require a portfolio review.
International Baccalaureate Diploma (IB)	Collin College will award up to 24 hours of course-specific college credit in subject-appropriate areas for all International Baccalaureate (IB) exam scores of 4 or above. Students must have an official IB transcript sent to Collin College.

3.4.5   Academic policies

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College adopts academic policies that adhere to good educational practice by incorporating both requirements from external sources and input from parties impacted by the policies. External sources include mandates from the Texas Higher Education Coordinating Board (THECB), state laws, program and regional accreditor requirements and federal regulations. Internal input includes, but is not limited to, academic policy recommendations from standing committees such as the Curriculum Advisory Board, the Core Objectives Assessment Team (COAT) and the Faculty Council.

Academic policies can be found in the *Collin College Catalog*, the *Student Handbook,* the *Faculty Handbook* and the Collin College Board Policy Manual. The catalog, the *Student Handbook* and the Board Policy Manual can be found on the college website. The *Faculty Handbook* is located on the college intranet, which is available to all faculty.

The college catalog is updated and published annually. All sections of the catalog are reviewed by the relevant departments, and changes are input by the Curriculum Office and the Student Development Office. A final draft is reviewed by the Associate Vice President of Teaching and Learning and the Vice President of Student Development. After these approvals, the catalog is sent to the Public Relations department for final review and publication. The *Faculty Handbook* and the *Student Handbook* are updated in conjunction with the catalog, and new versions are posted by August of each year. The process of changing or updating Collin College Board policies is described in 3.2.2.3.

Collin College academic policies and academic Board policies are easily accessible to students, faculty, staff and the public via the Collin College public website. Proposed Board policy changes, additions and revisions are presented at any board meeting during which policy changes will be considered.

3.4.6   Practices for awarding credit

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)**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. Statewide standards established by the Texas Higher Education Coordinating Board (THECB) and published in the Lower Division Academic Course Guide Manual (ACGM) and the Guide for Instructional Programs in Workforce Education (GIPWE) are used to determine credit assigned for both transfer and workforce courses.

The ACGM is the roster of transfer-level courses that may be offered by community colleges in Texas for funding. This roster designates course descriptions, level of credit, maximum number of contact hours, maximum number of semester credit hours and, in some cases, student learning outcomes. Courses in the ACGM use the Texas Common Course Numbering System, a set of shared course designations.

Chapter 4 of the GIPWE incorporates the Workforce Education Course Manual (WECM), a roster of workforce education courses that may be offered by Texas community colleges for funding. The WECM includes learning outcomes, range of semester credit hours and range of contact hours for each course on the roster.

All courses included on the Collin College roster of courses have been approved by the Collin College Curriculum Advisory Board. As demonstrated by course syllabi, the same student learning outcomes are required, regardless of mode of delivery (i.e. face-to-face, online, dual credit, hybrid, etc.). In addition, the Curriculum Advisory Board, (and in the case of distance learning courses, the Online Advisory Board, as well,) ensures that all credit assigned for recommended courses complies with the standards set out in the ACGM and the WECM and with Collin College Board policy and Texas Administrative Code.

In Board Policy EFA(LEGAL), Collin College defines a credit hour in accordance with Texas Administrative Code. Rule 4.6 of this code states that "traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam" and that "courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a

normal semester." It further states that "every college course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection."

3.4.7   Consortia relationships/contractual agreements

The institution ensures the quality of educational programs/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 "Collaborative Academic Arrangements."*) **(Consortia relationships/contractual agreements)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College does not offer credit educational programs and courses through consortial relationships or contractual agreements.

3.4.8   Noncredit to credit

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College may award academic credit for coursework taken on a non-credit basis in two programs, Cisco Networking and Real Estate. The requirements to receive college credit are as follows:

1. The student must have completed specifically-designated continuing education (CE), non-credit course(s) from Collin College within the past 12 months. The credit and the non-credit sections of the designated courses are taught simultaneously, in the same classrooms and by the same instructors.

2. The student must successfully complete the same end-of-course final assessment as the credit students.

3. The student may not have repeated the course more than once.

4. The student must pay a non-refundable fee for each course that is transcripted.

A maximum of 50% of the courses required for the industry certification/license and taken as CE courses can be applied toward a credit certificate or degree. Non-traditional credit will be added to the transcript only after 6 hours of traditional, non-transferred credit is achieved at Collin College. No more than 18 hours of non-traditional credit may be counted toward a degree.

This information is published in the college catalog.

3.4.9   Academic support services

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

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College provides appropriate academic support services for both faculty and students. These services provide the assistance and encouragement students need to be successful in "developing skills ... and challenging the intellect." Information about academic support services is provided to students and faculty via the college website, student and faculty orientation programs, the *Student Handbook*, the *Faculty Handbook*, the libraries, campus signage and class announcements in both face-to-face and online courses.

Academic support services are available throughout the multi-campus district and for distance education students. The table below provides a list of academic support services, a brief description of each service and an indication of its availability. Particular services may vary by campus, based on the differing needs of students in programs specific to each campus.

Table 10: Academic Support Services

Academic Support Service	Description	Location
Academic Advising	Academic advisors are available in person or online to assist prospective students, current students and alumni in clarifying educational goals and developing an educational plan.	Allen CHEC CPC CYC ONL PRC Rockwall SCC
Accounting Labs	Tutoring sessions are one night a week at the two campuses. Also, each tutoring session is 3 hours in duration for a total of 6 hours per week district wide.	PRC SCC
The American Sign Language and Interpreting Laboratory	Designed to simulate a Deaf culture environment on the college campus. The laboratory is open every week of the fall, spring and summer semesters.	SCC
Center for Academic Assistance	Students have access to an open seating study area and ten computers for editing papers and accessing CougarWeb, the Collin portal. The Central Park Campus (CPC) Writing Center is located inside the Center for Academic Assistance, and the CPC Math lab is located in C220 on the second floor of the C-wing. Group tutoring arranged by the ACCESS Office is often scheduled in the Center.	CPC
The Center for Advanced Studies in Mathematics and Natural Sciences (CASMNS)	CASMNS offers students advanced learning and research opportunities in biology, chemistry, geology, mathematics and physics under direct faculty supervision. Students complete a defined project as a component of their math or science course. Upon completion, the student receives an "Advanced Study" notation on their official Collin transcript.	SCC

Academic Support Service	Description	Location
Child Development Lab School	The Lab School serves as a laboratory site for child development and early childhood education.	SCC
College Readiness Workshops	College Readiness Workshops are available at all campuses by Counseling Services and the Developmental Education Division.	CPC PRC SCC
Library Computer Labs	The library computer labs are open to all students and provide access to MS Office and Internet. The library also has laptops for students to check out.	CPC PRC SCC
Computer Labs	MS Office, Internet, Visual Studio 2010 and more are available for student use. There are also tutors at the BIET Computer Lab for MS Office and Programming.	Allen CHEC CPC PRC Rockwall SCC
Networking Lab	The Networking Labs are equipped with a variety of modern routers and switches that allow students to obtain hands-on experience with setting up and administering a modern computer network.	PRC SCC
Convergence Lab	The Convergence Lab is equipped with modern networking and telecommunications equipment that students use to experience the integration of voice, video and data traffic on a common network connection.	PRC
eLearning Centers	The mission of the eLearning Centers (eLCs) is to help Collin College faculty, staff and students master learning technologies online and in the classroom. The staff of experienced instructional designers provides workshops and orientations, creates tutorials and is available by appointment for one-on-one assistance and consultations. There are eLCs on the Central Park, Preston Ridge and Spring Creek campuses.	CPC ONL PRC SCC
Instruction Offices and Faculty Support Services	Faculty Support Services provides office space, filing cabinets computer access for student conferences and course preparation. It also provides typing assistance, fulfills requests for support materials, maintains a walk-up copier and handles mail services, especially for part-time faculty.	CHEC CPC CYC PRC SCC
Library Services	Collin College libraries provide regular and timely instruction in the use of the library and the information resources it provides. These instruction services are designed and scheduled to meet the needs of both students and faculty, in face-to-face and in online formats.	Allen CHEC CPC CYC ONL PRC Rockwall SCC
Math Labs	The Math Labs assist Collin College students enrolled in developmental math, college-level math and natural sciences courses that have math-based assignments. The staff includes faculty, lab instructors and student tutors. Study sessions are scheduled for the lab components of college algebra, trigonometry, business pre-calculus and business calculus. Hours for drop-in assistance vary and are posted at each campus.	CPC PRC SCC
Media Services Support	Media Services technicians and equipment are provided on each campus to support the instructional programs.	CPC SCC PRC CYC CHEC

Academic Support Service	Description	Location
Online Writing Lab (OWL)	The Online Writing Lab provides Tutortext and other free resources for students who seek writing help but are unable to visit any of the campus Writing Centers during operating hours.	ONL
The Science Den	Free Anatomy and Physiology, Biology, Chemistry, Environmental Science, Geology and Physics tutoring is available for all students.	PRC
Study Skills Seminars	Developmental Education Division present study skills seminars to students and community members.	CPC SCC PRC
Turnitin.com	This web-based, anti-plagiarism tool allows students to submit their papers and receive feedback regarding their citations before turning in the papers for grading. Other services provided by Turnitin.com are grading and digital peer review.	ONL
Tutoring Services	Tutoring services are provided to all enrolled students through the ACCESS Office. Group and online tutoring services are available for the most requested courses.	CPC ONL PRC SCC
Tutoring Den	The Tutoring Den offers free tutoring in the following areas: Cybersecurity, Geospatial Technology, Programming, Network Data Communication and more for IT students. (Sponsored by U. S. Department of Labor.)	PRC
Writing Centers	The primary purpose of the Writing Centers is to help students become better writers by guiding them through the various stages of the writing process. English instructors and other qualified tutors are available to assist students with writing assignments and research papers from any class, in any subject. Students can make appointments or drop in (at specific times) for consultations. The Writing Centers also offer workshops geared toward specific student needs throughout the year.	CPC PRC SCC

3.4.10   Responsibility for curriculum

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College places the primary responsibility for the content, quality and effectiveness of its curriculum with its faculty. Individual faculty members develop courses and oversee course organization, content delivery and academic rigor.

Curriculum development is a faculty-led process that begins at the discipline, department or program-level followed by appropriate approvals within and external to the institution. The Collin College Curriculum Advisory Board is charged with reviewing all changes in curricula, catalog listings or other academic issues, including the addition of new courses and programs. The Curriculum Advisory Board, one of five district-wide councils whose primary charge is to consider and make recommendations regarding broad policy issues in their respective areas of focus, is made up of faculty from across disciplines using a specific formula to assure broad representation of curricula areas. All curriculum changes must be approved by the faculty representatives on the Curriculum Advisory Board before being recommended to the administration. If the Curriculum Advisory Board identifies a proposed change to be consistent with good practice, the policies of the Collin College Board of Trustees, the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Curriculum Advisory Board makes its recommendations to the designated Academic Officer (AO).

Collin College faculty periodically assess the curriculum for quality and effectiveness and make changes as appropriate. For each discipline, faculty discipline leads are appointed to coordinate assessment within the discipline, allocating the evaluation of curriculum quality and effectiveness to the faculty. The Collin College Core Objectives Assessment Team *(COAT)* develops and maintains rubrics, organizes assessment logistics, consults with faculty on assessment issues and conducts assessments of general education courses. Members of COAT are full-time faculty appointed from across the institution to ensure broad representation of curricular areas.

Responsibility for faculty oversight of distance learning courses rests with the discipline faculty, supported by the Online Advisory Board (OAB). The OAB is charged with the continuous review of online courses to ensure that they meet the same standards of quality and rigor as face-to-face courses. OAB members are Collin

College faculty who teach online. Each academic division is represented on the OAB by a faculty member.

3.4.11   Academic program coordination

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College assigns responsibility for programs and curriculum development to academically qualified Program Directors, Coordinators and discipline leads. Full-time faculty members with the appropriate credentials to teach in the workforce program or the transfer discipline serve as district-wide leads. For their curricular area or program, they coordinate curriculum development, program review, continuous program improvement processes and the district-wide input into assessment of student learning outcomes. The table below includes earned degrees, experience and any required certifications for Program Directors and discipline leads. Credentials and other qualifications for Program Directors and discipline leads are verified by the dean of the respective department.

For curricular areas in the academic transfer disciplines, discipline leads are selected by peers from among the full-time faculty qualified to teach in that discipline area. Discipline leads provide leadership for curriculum coordination, development, assessment and review, as outlined in the position description.

Program Directors and Coordinators are appointed or hired from among applicants qualified to serve as faculty in each workforce program. 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 manage facilities and resources to accomplish safe and effective program delivery and coordination of division activities and projects. They are actively involved in ensuring compliance with appropriate regulatory and educational accreditation standards.

Table 11: Discipline Leads/Program Directors Fall 2013

Program	Academic or Workforce	Lead/Director/Coordinator (click on name for credentials)	Credential Summary
Associate of Arts	Academic	Mary McRae	Ph.D. - Higher Education Administration
Associate of Science	Academic	Sherry Schumann	Ph.D. - Higher Education
Core Curriculum	Academic	Dani Day	Ed.D. (ABD) - Education M.A. - English

Program	Academic or Workforce	Lead/Director/Coordinator (click on name for credentials)	Credential Summary
Business (FOS)	Academic	Dean Wallace	Juris Doctorate M.B.A. - Accounting
Communication (FOS)	Academic	Ceilidh Charleson Jennings	M.S. - Communications
Computer Science (FOS)	Academic	Bill Slater	M.S. - Computer Science
Criminal Justice (FOS)	Academic	Stephanie Abramoske-James	Ph.D. - Criminology M.S. - Criminology M.S. - Forensic Science
Education (A.A.T.)	Academic	Elaine Zweig	Ph.D. - Child Development M.E. - Administration
Engineering (FOS)	Academic	Dave Galley	M.S. - Electrical Engineering M.B.A. - Business Administration
Engineering Technology (FOS)	Academic	Dave Galley	M.S. - Electrical Engineering M.B.A. - Business Administration
Music (FOS)	Academic	Chris Morgan	Ph.D. - Music Composition
Nursing (FOS)	Academic	Donna Hatch	Masters in Nursing
American Sign Language/Interpreter	Workforce	Ana Giron	M.A. - Spanish
Animation and Game Art Digital Video	Workforce	Tom Ottinger	B.F.A. - Studio Art
Biotechnology	Workforce	Bridgette Kirkpatrick	Ph.D. - Animal Science
Business Management	Workforce	Christine DeLaTorre	Ph.D. - Public Affairs M.S. - Human Relations & Business
Child Development/ Early Childhood	Workforce	Elaine Zweig	Ph.D. - Child Development M.E. - Administration
Computer Aided Drafting and Design	Workforce	Andrea B. Szlachtowski	B.S. - Teacher of Technical Subjects
Computer Information Systems	Workforce	Ann Cervantez	Ph.D. - Higher Education M.S. - Systems Management M.S. - Curriculum and Instruction
Computer Networking Technology	Workforce	Cope Crisson	M.S. - Liberal Studies B.S. - Computer Science
Convergence Technology	Workforce	Peter Brierley	M.S. - Telecommunications
Culinary Arts	Workforce	Thomas Nixon	A.A.S. - Food & Hospitality Service
Information Systems Cybersecurity	Workforce	Stephen Willis	M.S. - Information Systems
Dental Hygiene	Workforce	Susan Moss	B.S. - Dental Hygiene
e-Business Development	Workforce	Elizabeth Pannell	Ed. D. - Supervision, Curriculum and Instruction-Higher Education M.S. - Learning Technology/Info Systems, Educational Computing
Electronic Engineering Technology	Workforce	Bob Meeks	Ph.D. - Electrical Engineering
Emergency Medical Services	Workforce	James Shiplet	A.A.S. - Paramedicine Licensed Paramedic
Semiconductor Manufacturing Technology	Workforce	Dave Galley	M.S. - Electrical Engineering M.B.A. - Business Administration
Fire Science/Fire Academy	Workforce	(Thomas) Pat McAuliff	B.S. - Technical Education Licensed Fire Instructor III - Master

Program	Academic or Workforce	Lead/Director/Coordinator (click on name for credentials)	Credential Summary
Geospatial Information Science	Workforce	George Jackson	Ph.D. (ABD) - Geospatial Information Systems M.S. - Management and Admin Services
Graphic Design	Workforce	Laura Flores	M.F.A. - Applied Graphic Design Tech
Green Interior and Architectural Design	Workforce	Ali Kholdi	M.F.A. - Interior Design
Health Information Management	Workforce	Michelle Millen	B.S. - Management Marketing Registered Health Information Technician
Hospitality and Food Service Management	Workforce	Karen Musa	M.B.A. - Management B.S. - Hotel/Restaurant Management
Marketing	Workforce	Gloria Cockerell	M.A. - Interdisciplinary Studies M.A. - English
Music, Commercial	Workforce	Chris Morgan	Ph.D. - Music Composition
Nursing	Workforce	Donna Hatch	Masters in Nursing
Office Systems Technology	Workforce	Linda Thompson	M.S. - Vocational Counseling Education B.S. in Education - Business Management
Paralegal/Legal Assistant	Workforce	Cindy Gruver	Juris Doctorate
Pastry Arts	Workforce	Thomas Nixon	A.A.S. - Food & Hospitality Service
Photography	Workforce	Elizabeth (Lisa) Mellott	M.F.A. – Photography
Polysomnographic Technology	Workforce	Amber Allen	B.A. - Business Communication Registered Polysmnographic Technologist Registered Sleep Technologist
Real Estate	Workforce	Mary Milford	Juris Doctorate B.B.A. - General Business
Respiratory Care	Workforce	Araceli Solis	B.S. - Respiratory Care Licensed Respiratory Care Practitioner
Surgical Technology	Workforce	Jeanne Glapion	M.B.A. - Business Administration B.S. - Allied Health Professions Certificated Surgical Technologist

3.4.12   Technology use

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College makes extensive use of appropriate technology to enhance student learning throughout the college. In the computer networking programs, students are specifically trained in how to manage computer networks through instruction in the hardware and corresponding software that controls the flow of network traffic. Both the hardware and the software are installed in the computer networking labs so that students can develop hands-on as well as theoretical expertise. This theory and practice training is also available to students taking Electronics Engineering courses, where students are trained on state-of-the art electronics testing equipment, including oscilloscopes, waveform generators and programmable power supplies.

Science labs all feature the Pasco system of electronic instruments and probes that are linked to software for data analysis. Students have access to a Nuclear Magnetic Resonance instrument to compare atomic structures, a real-time Polymerase Chain Reaction instrument to compare genetic structures, a Gas Chromatograph-Mass Spectrometer to compare and quantify atomic structures, an Atomic Absorption instrument and a Liquid Chromatograph. Training in the use of Science laboratory equipment is provided to students as a part of their Science lab curriculum and by research mentors for students pursuing individual projects.

Health Sciences programs make extensive use of technology resources like simulation labs, smart manikins and hospital and emergency services equipment. Students and faculty have access to this equipment for use during laboratory and simulated clinical sessions. The college also provides extensive audio visual support for these courses so that participant students can review the experience, faculty can provide in-depth critiques and, when appropriate, other students can view the exercises for training and supplemental instruction purposes. Health Sciences curricula incorporate training in the use of all the program-required technology resources. Special simulation lab instructors are available to support both students and other faculty during lab sessions.

Many courses use publisher-based, online, supplemental resources like My Math Lab or My Accounting Lab. Some faculty have developed eBooks to replace traditional texts. In all such cases, computer labs are available for faculty and student use, both

one-on-one and as a class, so that students can receive any necessary instruction in the use of these resources.

The majority of classrooms are equipped with full media capabilities, and wireless access is available across all campuses. General use student computer labs and specific classroom computer labs are available as needed at all Collin College locations.

Collin College uses Blackboard as the Learning Management System for the district, with the majority of faculty using this system for their online classes and to supplement instruction for face-to-face classes. Students have access to a variety of resources through Backboard, whether they are taking a class online or face-to-face, since all faculty may use Blackboard to post course information such as syllabi and course calendars, to conduct threaded discussions and chats and to develop course-based Wikis. Through the eLearning Centers, faculty may enhance their courses with access to products such as TechSmith Camtasia to create video tutorials, orientations, and voice-over lectures that enhance student learning. A remote, online testing environment is also available for distance learning students.

Collin College libraries provide online resources that give the students 24-hour-per-day access to databases of articles from popular magazines, newspapers, scholarly journals, digital reproductions of artworks, streaming video and music and online books. The library also provides research guides that can be crafted for specific courses and/or assignments. Computers are available for use in the libraries, and laptops are available for student and faculty check-out. Through the Collin College online digital library portal, all Collin College students (on-site, distance learning, off-site, dual credit, credit, non-credit) have access to library resources and services. A distance learning and digital services librarian is employed to assist both students and faculty.

Collin College ensures students and faculty have access to and training in the use of the technology provided by the college. eLearning Centers (eLCs) provide support and resources to all students and faculty needing assistance with technology resources, including students studying with Collin College via dual credit, distance learning and off-site locations. The eLCs offer group workshops and presentations, individualized support and instruction and hands-on training, as well as online and face-to-face orientations for online students. The eLCs provide faculty with workshops on a variety of technological and online pedagogical topics, including Training Certification for potential online faculty via a fully online, multi-module course. The eLCs also develop and distribute tutorials, webinars and needs assessments for Collin College instructional programs and provide logs and documentation for all activities in order

to support faculty development. Students also have access to a 24-hour-per-day Helpdesk hotline for Blackboard logon assistance.

Collin College monitors technology resources to ensure faculty and students are receiving necessary support. The college Instructional Technology Committee serves as a medium for communication between the Institutional Technology Department and Academic Affairs on current and new uses of technology for instruction. This committee plans for the appropriate support infrastructure, identifies standard interfaces for instructional technology, researches, evaluates and recommends new instructional technology.

Collin College also monitors the results from several surveys, including the *2012 ECAR Student Technology Survey,* primarily Section 3: Technology and the College/University Experience. These results are used in conjunction with other data, including the Noel-Levitz Student Satisfaction Survey, to insure that technology is appropriately meeting the needs of Collin College students. The eLCs routinely survey students to ensure that the services offered by the eLCs are appropriate for students and to discover if students need additional assistance with technology.

3.5   Educational Programs: Undergraduate Programs

3.5.1   General education competencies

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College identifies college-level competencies within its general education core curriculum and the extent to which students have attained them. In conjunction with a statewide curriculum evaluation in 2010, Collin College appointed a committee of faculty to serve on a General Education Outcomes Forum II (GEO Forum II). This committee was charged with developing a rationale for the general education core curriculum, proposing criteria for determining general education courses and developing a plan for systematic assessment of the general education core curriculum.

The committee defined the purpose of the Collin College general education core as follows:

> Through a wide variety of courses, Collin College's general education core curriculum 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.

Following the GEO Forum II recommendation, the Collin College faculty-led Curriculum Advisory Board adopted core curriculum competencies that coincided with the general education core curriculum competencies identified by the Texas Higher Education Coordinating Board (THECB) for all Texas higher education institutions. The six general education core competencies required of all Texas higher education institutions are

- Communication Skills

- Critical Thinking

- Teamwork

- Empirical/Quantitative Skills

- Personal Responsibility

- Social Responsibility

These objectives were recommended for college level general education by the Texas Undergraduate Education Advisory Committee after several years of study, including careful consideration of the core curricula of a number of public and private colleges and universities across the U.S. and the Liberal Education and America's Promise (LEAP) initiative of the American Association of Colleges and Universities (AAC&U). Finally, the Curriculum Advisory Board reviewed all proposed general education courses for consistency with the adopted purpose, alignment with general education competencies and sample assignments for assessing competencies. The Collin College revised general education core curriculum and associated objectives were approved by the Collin College Board of Trustees in June, 2013.

Assessment of general education competencies is part of every general education course at Collin College. Core competencies and student learning outcomes are identified in every syllabus and assessed using a variety of methods chosen by academic discipline faculty and overseen by the faculty discipline lead. During academic years 1999-2000 through 2009-2010, Collin assessed attainment of its general education outcomes at the course level. The process and the student level of attainment are documented in the ten-year Institutional Core Curriculum Report submitted to the THECB.

With implementation of the new general education core, Collin College developed a general education core curriculum competency assessment that is a college-wide process, directed by the faculty Core Objectives Assessment Team (COAT). The COAT assessment process is cyclical, evaluating student attainment of three of the six general education objectives each academic year. The assessment plan was developed in 2010-2011 and piloted in phases during 2011-2012 and 2012-2013. The 2013-2014 assessment process integrates assessment and process lessons learned during the two previous pilots in a run-through of the entire general education assessment.

The assessment process begins by collecting student artifacts from a rotation of general education core courses that encompasses all delivery modes, including distance education, as well as different locations, times of day and faculty status. Professors send copies of completed course-embedded work intended to assess a particular core objective. From the submitted artifacts, only work from those students who have completed at least 70%, or 30 hours, of the general education core curriculum courses are assessed by COAT. At the conclusion of each semester, all eligible student artifacts to be assessed according to a particular rubric are compiled, stripped of personally identifiable information and assigned a tracking code.

Members of COAT then assess the student artifacts with faculty-developed common scoring rubrics for each of the six core competencies. The scoring rubrics are based on the AAC&U VALUE rubrics, which are designed to measure competency at the completion of a four-year degree. COAT uses the 4 point scale of the VALUE rubrics to benchmark the criteria for student attainment of competency, designating level 3 on the rubric as the target for Collin College core completers. COAT members selected level 3 as the rating level that reflects the desired behaviors for students completing two-year associate's degrees. Prior to the assessment of student artifacts, all COAT members complete an inter-rater reliability training that serves to normalize the workgroup's interpretation of the rubric elements. All student artifacts to be assessed according to a particular rubric are then scored within a single work session.

The analysis of assessment results is completed by Institutional Effectiveness staff and reported to COAT. Attainment of general education competencies, along with any corroborating classroom evidence from instructors and results of external measures such as the Collegiate Learning Assessment (CLA), are shared with faculty college-wide. The use of results from student artifact assessment, classroom observation and a nationally-normed exam enables faculty to triangulate the findings for greater validity.

After dissemination of institutional-level analysis, the faculty from each discipline discuss the findings in their fall discipline meetings as a basis for a discipline-level improvement action. The office of Teaching and Learning works with the discipline faculty to formulate a 2-year action plan for continuous improvement of the general education curriculum based on COAT's findings. Two of the 2-year Continuous Improvement Plans are the basis for the 5-year Program Review of the Collin College general education core certificate program.

3.5.2   Institutional credits for a degree

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 "Collaborative Academic Arrangements."*) (**Institutional credits for a degree**).

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College awards degrees only to those students who earn at least 25% of the credit hours required for the degree through instruction offered by Collin College. As stated in the *2013-2014 Catalog*, each degree offered requires students to earn a minimum of 18 credit hours in residency at Collin College, regardless of the total credit hour requirement. The following table identifies the total number of credits required for each degree and the minimum number of credit hours required to be earned at Collin.

Table 12: Institutional Credits for a Degree

Degree Type	Total Credit Hours	Credit Hours Required at Collin	% of Collin Hours
Associate of Arts	60	18	30%
Associate of Science	60	18	30%
Associate of Arts in Teaching	60-61	18	30%-28.57%
Associate of Applied Science	60-72	18	30%-25%

The Registrar/Admissions Office at Collin verifies that all students receiving a degree from Collin College have completed at least 25% of their coursework with Collin College. An automated report identifies students who have met the requirements for a degree or certificate. The transcripts of the candidates identified in the report are manually checked for the institutional credit requirement. As shown in the table above, all students with 18 semester credit hours from Collin College have at least 25% of their credits towards their degree earned from Collin College.

3.5.3   Undergraduate program requirements

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**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College 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 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.) degrees. The A.A. and the A.S. degrees are general education degrees designed for transfer to a four-year college or university. The A.A.T. is intended for those students who are pursuing a degree in education. The Associate of Applied Science degree is awarded for successful completion of a two-year workforce education program. General education is a major component of all degrees, as specified in the college catalog.

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. The Collin College Curriculum Advisory Board has adopted a general education core curriculum that complies with this rule. The components of the core curriculum conform to guidance from the Texas Higher Education Coordinating Board (THECB) and have been approved by the Collin College Curriculum Advisory Board.

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. These two characteristics help to ensure the courses provide the necessary foundational knowledge and basic skills needed to support identified program outcomes. 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.

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. Collin College offers seven transfer level courses known as Unique Need courses that are not listed in the ACGM. These Unique Need courses are approved for college transfer by the THECB in order to fulfill lower division course requirements for students transferring into specific baccalaureate programs. For example, four of the Collin College Unique Need courses are college freshman and sophomore level courses required by the Engineering program at the University of Texas at Dallas.

Twelve workforce courses external to the Texas workforce course inventory, the WECM, are also offered at Collin College. These courses have been approved by the Collin College Curriculum Advisory Board, the THECB, and the Texas State Board of Nursing for the Pilot 60 Semester Credit Hour Nursing Program, a statewide curriculum pilot.

Collin College has identified a general education core for all A.A.S. degrees, drawing courses from the collection of courses that make up the transfer degree core curriculum. Program-specific courses for the A.A.S. degrees are chosen according to the guidelines identified by the THECB and recommendations from faculty, program-specific advisory boards and the Curriculum Advisory Board. Non-general education courses are primarily chosen from the WECM and are not intended for transfer. Some courses are developed to meet the needs of the local workforce, and all courses have been approved by the THECB.

In addition to the previously described degrees, Collin College also offers academic and workforce certificates ranging from fifteen to fifty-four credit hours. Certificate length and curriculum are determined by the faculty and approved by the Collin College Curriculum Advisory Board in accordance with the THECB guidelines posted on the THECB website for academic certificates and in the Guide to Instructional Programs in Workforce Education (GIPWE) for workforce certificates.

3.5.4   Terminal degrees of faculty

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College does not award baccalaureate degrees. Therefore, Comprehensive Standard 3.5.4 is not applicable.

3.6   Educational Programs: Graduate and Post Baccalaureate Professional Programs

3.6.1   Post-baccalaureate program rigor

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

_X_ Compliance ___ Partial Compliance ___ Non-Compliance _X_Not applicable

Collin College does not offer post-baccalaureate, master's, or doctoral programs.

3.6.2   Graduate curriculum

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)**

___ Compliance ___ Partial Compliance   ___ Non-Compliance _X_Not applicable

Collin College does not offer graduate programs.

3.6.3   Institutional credits for a degree

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 "Collaborative Academic Arrangements."*) **(Institutional credits for a degree)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College does not offer graduate or post-baccalaureate professional degree programs.

3.6.4   Post-baccalaureate program requirements

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

___ Compliance ___ Partial Compliance   ___ Non-Compliance _X_Not applicable

Collin College does not offer graduate or post-baccalaureate professional degree programs.

3.7   Faculty

3.7.1   Faculty competence

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 the Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College employs competent faculty who have the credentials necessary for "developing skills, strengthening character and challenging the intellect" at a "student and community-centered" institution offering associate degrees and certificates. To ensure ongoing competence and adherence to the college mission and core values, all faculty members must participate in the faculty evaluation system described in 3.7.2.

All faculty members are credentialed consistent with the Southern Association Commission on Colleges and Schools Guidelines for Faculty Credentials, the Texas Administrative Code Section 7.4(11), and program-level accrediting agency requirements that apply. Faculty teaching in workforce programs must also meet the requirements found in the Guidelines for Instructional Programs in Workforce Education. Other demonstrated competencies and achievements that contribute to effective teaching and successful student learning outcomes are also considered during the hiring process. Faculty teaching courses not designed for transfer may have a bachelor's degree in the teaching discipline or an associate's degree or certificate, professional work experience and demonstrated competencies in the teaching discipline as required by the specific program. For all cases, Collin College provides justifying documentation of the qualifications of its faculty.

In determining whether a potential applicant has the qualifications to be a faculty member at Collin College, a hiring grid is used, and the following criteria are reviewed: appropriate graduate or undergraduate degrees and coursework, professional licensure and certifications, appropriate teaching effectiveness, related

work experience, honors, awards, service, research and publication. The criteria listed are not inclusive; faculty applicants are individually evaluated for each specific position.

Collin College faculty credential requirements are the same, regardless of location, time of day, day of the week or modality of the course to be taught. Collin College does not distinguish, for the purpose of faculty qualifications, between full-time or associate (part-time) positions. After being hired, faculty who wish to teach distance learning sections of a course are required to participate in online training modules prior to receiving an assignment in that modality.

Collin College uses a Faculty Credential Inventory to standardize the presentation of credential information. Lists of degrees and certificates, teaching fields, applicable licenses and work experience, academic concentrations and relevant coursework are consolidated in a one-page format so that the credentials for all faculty members can be readily reviewed whenever appropriate.

The Human Resources Office maintains all official transcripts and documented professional development materials for both full-time and associate faculty. The Human Resources Office is responsible for the Faculty Credential Roster depository. The depository serves as a single location for collection of all relevant credential information for faculty who teach at Collin College.

3.7.2   Faculty evaluation

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

All Collin College faculty are evaluated annually, regardless of their contractual status. Collin College does not have a faculty tenure system. Instead, Collin College has a multi-year contract system. The procedures and criteria that govern faculty evaluations are included in the faculty evaluation form. This form can be found on the Council of Excellence (CoE) website and on the Human Resources (HR) website. The *Faculty Handbook* directs faculty to these two sites for faculty evaluation and multi-year contract information. Numerous Board Policies regarding all the types and components of faculty evaluations are located in the Board Policy Manual.

Full-time Faculty are evaluated by their respective deans 90 days following their initial employment using the Faculty 90-day Probationary Evaluation Form located on both the CoE and HR websites. All faculty, including those who received a 90-day evaluation, receive an annual evaluation, written by the faculty members' respective deans on the Faculty Performance Appraisal Form using the following components:

- Self-evaluation - An optional form is available on the CoE website for faculty use, but some deans accept a Word document or the Faculty Performance Appraisal Form completed by the faculty member as the faculty's self-evaluation; faculty who serve as Academic Chairs also address their chair responsibilities in the self-evaluation. The self-evaluation is expected to include teaching and learning activities, as well as activities in service to the college and professional development.

- Student evaluations – Student evaluations for face-to-face and online courses are conducted every long semester in each class, using standard forms provided by and returned to the Institutional Research Office (IRO). The IRO aggregates the evaluations for each faculty member and returns the individual forms as well as statistical results to the Academic Deans' offices. Online student evaluations are opened in the system at the same time the face-to-face classes receive the forms for completion.

- Classroom visits - The Dean or Program Director conducts a classroom visit using criteria listed on the Evaluation Form for Classroom Visit. For full-time faculty on a one-year contract, this evaluation is conducted annually; for full-time faculty on a

multi-year contract, a classroom visit is conducted twice during the contract period.

Part-time faculty, known as Associate Faculty at Collin College, 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 for Associate Faculty on the same schedule as the student evaluations for full-time faculty. Associate Faculty members do not complete self-evaluations.

Full-time faculty members are made aware of this evaluation process and criteria during new faculty academy sessions and during their 90-day probationary evaluation. Associate faculty are made aware of the evaluation procedures as part of their orientation with their department chair and via the *Associate Faculty Handbook*. The academic division offices keep evaluations of full-time faculty until the multi-year contract process is complete. All evaluation materials except for student evaluation documents are provided to the HR office to be kept in the employees' electronic personnel files. Student evaluation documents are forwarded to the Records Center to be kept for the appropriate records retention period.

Full-time faculty members who receive an overall annual performance rating of Improvement Needed receive a Performance Improvement Plan from their deans. This plan describes any performance deficiencies and identifies steps for remediating those deficiencies. As a part of the improvement process, progress meetings are held periodically during the following year to discuss progress and make any adjustments that may be needed to the plan. The Performance Improvement Plan form is located on the HR Forms website.

The institution's contract extension and multi-year contract processes use the annual dean's appraisals, the multi-year contract self-evaluation by the faculty member, the student evaluations and the class observations/visits to determine whether or not a faculty member will be recommended for a multi-year contract or a contract extension.

3.7.3   Faculty development

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College provides evidence of ongoing professional development of faculty as teachers, scholars and practitioners. Both full-time and part-time faculty participate in planned professional development in order to fulfill the requirements of their annual evaluations and, for the full-time faculty, as part of their preparation to apply for a multi-year contract.

A faculty member's annual appraisal by the dean or the chair includes a review of professional development activities. Professional development must be related to the faculty member's teaching assignment but can address the discipline or pedagogy. Workforce faculty are required to participate in professional development and to show evidence of having completed any professional development necessary in order to maintain current licensure requirements for program accreditation standards.

Faculty members may be recommended for a multi-year contract after a careful multi-level review which begins with a peer review by the members of the Council on Excellence. An important element of the application for a multi-year contract is the ongoing professional development completed by the faculty member during the previous contract period.

The Collin College Board of Trustees provides $200,000 in annual financial support for faculty professional development activities. The majority of these funds are dispersed by the Council on Excellence for individual faculty professional development travel.

In order to promote faculty development and make it convenient for faculty, Collin College has developed a variety of formal faculty development opportunities. Through the Office for Teaching and Learning, a wide range of professional development activities are provided to enhance faculty skills. Faculty Development Week, All College Day workshops, and focused, topical events are held throughout the academic year. Some events are scheduled for a Saturday in order to accommodate any part-time faculty who may have other commitments during the regular work week.

The eLearning Centers provide faculty with training in Distance Learning pedagogy and course design. All faculty members who teach online courses must complete the

Distance Learning professional development [training](#) provided by doctoral and master's level instructional designers and educators.

The Human Resources Office provides all employees, including faculty, with regular training in topics relevant to higher education. These include [FERPA](#), [Retaliation Laws](#), [Legal Issues Related to Harassment](#) and [Academic Freedom](#). The Continuing Education Division of the college provides training for faculty and staff in [specific technologies](#), such as programming languages and Web design.

Collin College also promotes individual faculty efforts to pursue professional development. The college encourages faculty to pursue more advanced degrees through a [tuition reimbursement plan](#) available to all Collin College employees, as well as a [partnership with the University of Texas at Dallas](#) offering tuition-free enrollment in doctoral plans for up to ten full-time Collin College faculty. [Sabbaticals](#) and [study grants](#) to pursue in-depth investigation into discipline or pedagogical interests are also available. Results of these projects are shared through workshop and seminar presentations during the academic year, adding to the professional development opportunities for all faculty.

3.7.4   Academic freedom

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College ensures adequate procedures for safeguarding and protecting academic freedom. The college documents its commitment to academic freedom in a number of formats. Board Policy DGC(LOCAL) states "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 supports academic freedom through its mission statement which says, "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." Academic freedom is reinforced by the Collin College libraries that adhere to the Intellectual Freedom Statement published by the American Library Association.

In the event, however, that a concern arises related to academic freedom, the established employee complaint procedures are available to address that concern. There have not been any academic freedom complaints filed.

3.7.5   Faculty role in governance

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College overview of shared governance describes the responsibilities and the authority of faculty in academic and governance matters. This information is available to all faculty, staff, students and the general public on the college website. It is also included in the *Faculty* and *Associate Faculty* Handbooks.

Board policy BGC(LOCAL) states that "College District faculty members serve the College District in academic, governance and strategic planning matters through membership and involvement in committees and task forces." This policy is available to all college employees and to the public in the Collin College Board Policy Manual, located on the college website. College councils, boards, committees and task forces, their membership, their charges and their procedures are found on the college intranet, accessible by all college employees.

The academic authority and responsibilities of faculty are established in Board policies DNA(LOCAL) and DGC(LOCAL) and in the faculty job description.

In addition to the work of councils, boards, committees and task forces, some of the key, district-wide shared governance activities at Collin College in the last two years have included:

- Confronting Challenges/Establishing Priorities - Round table discussions among a large group of faculty, staff and administrators to identify challenges and needs at Collin College occurred in February, 2011. This was followed by additional review by the Leadership Team that spring and culminated with a Board of Trustees workshop in the fall of 2011 to identify the strategic goals.

- Focus Groups were conducted to review these draft goals, including
  - 4 student groups – student volunteers participated in response to Student Life's publicity.
  - 2 faculty-only groups
  - 2 combination faculty/staff groups in which members were recruited by Vice President/Provosts and deans.

- [All College Planning Day 2012](#) - All full-time college employees participated in planning meetings in January, 2012, that solicited institution-wide input regarding the needs of the college and a review of the Board's draft strategic goals. The meetings resulted in a recommendation for a fourth strategic goal. Responding to faculty/staff feedback from prior All College Day events, this meeting utilized technology (pod casts from the District President) for the opening presentation viewed by all groups across the district in campus-based meetings, which eliminated travel between campuses.

- [Goal Teams](#) - Teams of faculty and staff were created in spring of 2012 to begin identifying targeted actions and associated results for each of the four major goals resulting from the planning activity.

- [Completion and Core Values: Where Do We Go From Here](#) – Faculty and administrators participated in round table discussions in April, 2012. These discussions were planned and facilitated by Faculty Council.

- [White Papers](#) - White papers were drafted in May, 2012, for the purpose of giving direction to the future of Collin College. These were based on input and recommendations gathered over the previous year through the workshops, round table discussions, departmental meetings, focus groups and Goal Teams listed above, as well as information about the college that was derived from Noel-Levitz surveys, the National Community College Benchmark Project and student surveys.

- [Strategic Plan](#) – A draft plan was created in the spring of 2012 with input from a strategic planning team and four goal teams, intended for refinement throughout the summer. This draft included the targeted actions and expected results identified as important supporting activities for achieving the strategic planning goals developed during the previous year's institutional self-assessment process.

- [Budget Hearing](#) – The college hosted its annual open budget hearing in June, 2012, during which organization managers presented their budgets and responded to questions in an open forum. This annual meeting is a crucial component in ensuring open communication about building the district-wide budget and ensuring that discipline, departmental and division budget

allocations support the college strategic plan and institutional priorities.

- Health Sciences and Emergency Services Facilities Planning – Several meetings with architects were conducted in the fall of 2012 and the spring of 2013 to start the planning process for new Health Sciences and Emergency Services facilities. Collaboration with and input provided by faculty members within these disciplines was essential to helping the architects understand the requirements for flow, space utilization and functionality of the facilities being designed.

- All College Planning Day 2013 – All full-time college employees participated in planning meetings in January, 2013, that solicited institution-wide input regarding the QEP. The meetings resulted in establishing strategies, ideas and action items for the QEP as well as a motto and the design for a logo to be used in marketing and communicating information about the QEP across the college to students, faculty and staff.

3.8   Library and Other Learning Resources

3.8.1   Learning/information resources

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College libraries provide facilities and learning/information resources that are appropriate to support the college teaching and service mission. Students, faculty, staff and community members have access and patron privileges to extensive library collections and other learning and information resources. The library catalog is available to the public on the college website. All off-campus classes, such as dual credit classes and online classes, have access to electronic collections. Instructional services and other online library services are available to students and faculty through the library [web portal](#) on CougarWeb. The [library page](#) on the Collin College public website directs students to the CougarWeb library portal.

Collin College libraries house a [collection](#) of 199,969 print volumes, 26,278 video titles, 5,971 music CD titles, 3,688 audio book titles and 945 software titles. During FY 2013, the Collin College libraries added 14,320 print titles and 4,223 video titles. Of the print titles added, 1,268 were permanent electronic monograph titles. Collin College libraries subscribe to over 120 databases and other electronic resources. Over 40,000 periodical titles are available online, either through electronic databases or electronic subscription. Collin College libraries subscribe to 861 print journal titles, of which more than 250 are available in both print and electronic formats.

Collin College libraries maintain an institutional membership with [TexShare](#), the Texas State Library consortial program. Through TexShare, Collin College library patrons have access to the shared electronic resources and databases offered through the Texas State Library and Archive Commission and TexSelect. This program also allows member libraries to purchase more specialized electronic resources at substantial savings.

Collin College library print and electronic collections and services support comprehensive core classes leading to the associate's degree, developmental education classes, English-as-a-Second-Language classes and workforce programs. Each campus library also provides enhanced collections and services in support of those programs specific to that campus.

Because the Central Park Campus is home to nationally recognized Health Science programs, as well as to the Law Enforcement and Fire Science Academies, the on-site print, video and journal collections in these areas are extremely well developed. Nine thousand current books on various aspects of medicine are available to be checked out. The Spring Creek Campus has been the college fine arts hub, and the library hard copy collections at Spring Creek reflect that fact. Wide-ranging and in-depth materials are available for research on painting, sculpture, architecture, and decorative arts, as well as music and photography. Fourteen thousand books on these subjects are available to be checked out. Similarly, the Legal Assistant Program is supported by a law library of several thousand up-to-date volumes, subscriptions, and online collections at Spring Creek. The Culinary Arts program at the Preston Ridge Campus is enhanced by the Preston Ridge Library's especially large collection of books, journals, and video materials on culinary topics.

Since print materials can go out-of-date within months, books, visual materials and journals are increasingly hosted online. This allows many collections to be shared online, frequently updated and consistently available to students at any campus. For example, thousands of up-to-date, full-text, computer technology books are available to students at any time through the libraries' subscription to Safari Tech Books, and nearly 10,000 books on Allied Health topics are available through Ebrary. But if students do want hard copy materials from the library on another campus, the Collin College online library catalog allows students to request books be delivered from any Collin College Library.

If students, faculty or staff need access to material not included in the Collin College library collections, there are a variety of options available. Collin College libraries participate in interlibrary loan agreements with Online Computer Library Center, DocLine (a National Library of Medicine program) and HealthLINE (a regional Health Science organization). Students, faculty and staff can request interlibrary loans either in person or online at the libraries' website. These affiliations allow the libraries to support specialized subject areas and more advanced research by faculty and students. The libraries also participate in the TexShare card program, another aspect of the Texas State Library TexShare consortial agreement. The TexShare card is a reciprocal borrowing program designed to allow registered users to borrow materials directly from the libraries of participating institutions.

All Collin College library facilities have been newly constructed or remodeled within the last 10 years. The Preston Ridge library re-opened in January of 2005 and is now a 50,000 square foot facility. The Central Park library, a 47,000 square foot facility, opened in June of 2009. The Spring Creek Library opened its new 57,792 square foot facility in January of 2013. In each facility, library space is apportioned to provide study areas, stacks, research support, meeting rooms, workrooms, group study

rooms, classroom space and offices. Each campus has designated library instructional space featuring computers, Smart Boards, laptops for faculty/student checkout and other media resources. All Collin College libraries are fully accessible and offer assistive learning equipment, scanners, printers (both color and black-and-white), computers in designated areas and circulation of not only print and media materials, but also equipment such as calculators and notebook computers to be used in the library and on campus.

3.8.2   Instruction of library use

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)**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Collin College libraries provide regular and timely instruction in the use of the library and the information resources it provides. Library instructional services are designed and scheduled to meet the needs of students and faculty in face-to-face and online formats. Library services are also made available to the community.

Collin College libraries offer classes covering a variety of topics. In 2012-2013, 18,339 students attended 1,236 library instruction classes. Professors typically schedule these classes early in the semester to orient students to the library. Some professors schedule second, in-depth sessions when research papers are assigned. Librarians also offer a wide variety of library classes that are available for students to attend at will. These classes cover topics that vary from Art, Business, or Technology resources to presentation skills. Occasionally, classes are offered on job hunting, new search engines and presentation software. Classes are also offered in Academic Traditions and Cultures for students who have had difficulties with academic dishonesty. Librarians work with the Writing Center to offer courses on proper citation methods, scholarly sources and organizing research. Library events and workshops are placed on the Collin College online calendar and on the Library Facebook page.

Research Assistance Program Sessions are provided each semester to help individual students prepare specific research assignments. In addition to research assistance, librarians help students with disabilities to use hardware and software provided for their use, including the Kurzweil reader for reading aloud scanned books and texts, Dragon Naturally Speaking for typing material that is read aloud and JAWS screen reading software. Librarians are available to assist with interlibrary loans, requests for material to be sent from one campus to another, requests for assistance with searching the catalog and databases and with using "Ask a Librarian."

Collin College libraries provide all students with the online equivalent of the instruction that is available to students who physically visit a campus library. The Distance Learning and Digital Services Librarian has prepared twenty online video and audio tutorials concerning the use of the various databases, the online catalog, electronic journals and the electronic library in general. The tutorials are available both for computer access and for mobile devices. The Distance Learning and Digital Services Librarian is also available through Twitter, texting, voicemail, e-mail and

chat. Librarians regularly offer instruction and reference services via e-mail and telephone. Librarians also offer instruction at local high schools where dual credit students are enrolled.

Collin College libraries provide assistance and instruction to all library patrons. Liaison librarians collaborate with faculty to develop quality library collections in all subject areas taught by the college. They also tailor specific collections of information and resources to meet faculty needs for particular courses or projects, using the Libguides system. All Libguides are made available for use by the Collin College community through the Library tab on CougarWeb. Liaison librarians also provide instruction for faculty in using and evaluating any of the research tools available through the libraries, especially any new resources as they become available. Faculty can schedule instruction directly with their liaison librarian or send a request for instruction via the form available on the "Services for Faculty" section of the libraries' intranet site.

Students are made aware of the library resources during orientation and via the library page on the Collin College website. A handout describing library services is available on each campus. Faculty members are made aware of the libraries and the library resources and services through the New Faculty Academy and faculty development conferences. The Collin College libraries also reach out to students, faculty and staff through their Facebook page and Twitter.

3.8.3 Qualified staff

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)**

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College employs library professional staff and library support staff who have the appropriate education and experience to provide library services for the student and community-centered programs offered by the college. Each of the three comprehensive campuses, Spring Creek, Preston Ridge and Central Park, have an executive director to oversee the library operations and facilities at those sites. Library Technical Services employs a full-time librarian as a district-wide Director. Various instructional specialties are served by designated liaison librarians with expertise in providing library support to that specialty. For example, the Earth Sciences liaison librarian holds a Master Naturalist certification, and the Health Sciences liaison librarian has a second master's degree in Health Studies. A Distance Learning/Electronic Resources Librarian works with the online faculty, developing tutorials and collections to be embedded in faculty online course pages. All librarians participate in online reference work, using the "Ask a Reference Librarian" link on the Library webpage.

All professional librarians employed by Collin College have, at a minimum, a Master of Library Science (MLS) degree from a graduate library science program accredited by the American Library Association (see table below). All library support staff have the appropriate education and experience needed to accomplish the responsibilities of their positions. In cooperation with the Human Resources Office, Collin College libraries are committed to providing professional development to meet the demands of the rapidly growing and changing library environment. All staff have yearly goals that include participation in professional development classes online, in a classroom or at a conference.

Professional staff are active in local, regional, state and national organizations such as the Texas Library Association, the American Library Association, the Medical Library Association, HealthLINE (a regional health-science library group) and the South Central Chapter of the Medical Library Association, to name a few. The professional staff participates in local and regional consortia such as North Texas Community College Consortum, the Cross Timbers Library Collaborative and the Texas Council of Academic Libraries.

The table below includes all the Collin College librarians and their credentials, demonstrating that the college has a well-qualified and sufficient library staff to support its programs.

Table 13: Library Personnel

Position (Click on title for job description)	Campus	Degree(s) Required	Degree(s) Held	Years Related Experience (Click for resume)
Director of Library Technical Services	SCC	Master's Degree	M.S., Library Science	20
Distance Learning & Digital Services Librarian	PRC	Master's Degree	M.S., Library Science	30
Executive Director of Library	CPC	Master's Degree	M.S., Library Science	43
Executive Director of Library	PRC	Master's Degree	M.S., Library Information Science	30
Executive Director of Library	SCC	Master's Degree	M.S., Library Science	38
Learning Resources Specialist	PRC	Associate's Degree or equivalent education/ experience	M.A., Psychology	20
Reference Associate, Part-time	CPC	Bachelor's Degree	M.S., Library & Information Science	16
Reference Librarian	CPC	Master's Degree	M.S., Library Science and M.S., Health Studies	11
Reference Librarian	CPC	Master's Degree	M.S., Library & Information Science; M.B.A.	24
Reference Librarian	PRC	Master's Degree	M.S., Library Science	17
Reference Librarian	PRC	Master's Degree	M.S., Library Science	8
Reference Librarian	PRC	Master's Degree	M.S., Library Science	16
Reference Librarian	SCC	Master's Degree	M.S., Library Science	43
Reference Librarian	SCC	Master's Degree	M.S., Library Science	18
Reference Librarian	SCC	Master's Degree	M.S., Library Science and M.A., Philosophy	10
Reference Librarian	SCC	Master's Degree	M.S., Library Science	29
Reference Librarian	SCC	Master's Degree	M.S., Library & Information Science	7
Reference Librarian	SCC	Master's Degree	M.S., Library Science	4
Reference Librarian, Part-time	SCC	Master's Degree	M.S., Library Science	6
Reference Librarian, Part-time	CPC	Master's Degree	M.S., Library Science and M.F.A., Poetry	5
Reference Librarian, Part-time	CPC	Master's Degree	M.S., Library Science	31
Reference Librarian, Part-time	SCC	Master's Degree	M.S., Library Science and M.Ed., Educational Psychology	21

3.9   Student Affairs and Services

3.9.1   Student rights

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The Collin College "Student Code of Conduct" identifies both student rights and responsibilities. The opening premise lists two basic standards of behavior required of all students:

1. they shall adhere to Collin College policies and municipal, county, state and federal laws, and

2. they shall not interfere with or disrupt the orderly educational processes of Collin College.

The code further states that students have rights and obligations by virtue of their membership with the institution. Freedom of speech, right of petition, right to peaceful assembly and freedom from retaliation, hazing and harassment are some of the rights students within the Collin College academic community can expect.

By upholding the standards set out in the code and by preserving student rights, Collin College provides a student and community-centered environment that supports developing skills, strengthening character and challenging the intellect.

The Collin College "Student Code of Conduct" is shared with the campus community via both print and online resources. It is printed in the *Student Handbook,* which is published annually and made available to all students and Collin College employees through the Dean of Student Development Offices, Student Life Offices, campus Information Centers and site coordinators. The *Student Handbook* is also distributed to new students at orientation, and it is provided to new faculty at their orientation. Faculty members may request copies of the *Student Handbook* to distribute to their classes. The current student handbook is also available on the college website.

The "Student Code of Conduct" is referenced in the current *Collin College Catalog*, which is updated annually and available on the college website. Other online resources for information about Collin College student rights include the Dean of

Student Development webpage, Student Complaints webpage and the Student Conduct webpage.

Student grievances and code violations are addressed through the student complaint processes described in 4.5 and disciplinary procedures outlined in the *Student Handbook*. Students may also contact one of the Dean of Student Development Offices for assistance or for more information.

3.9.2   Student records

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Student records at Collin College are primarily maintained as electronic files; however, there are some student records which must be kept as hard copy files. In both cases, the college protects the security, confidentiality and integrity of the records, including records of those students who are enrolled in distance education courses or programs, as required by Board policies CR(LOCAL) and FJ(LOCAL).

In order to prevent identity theft, Collin College assigns each student a random College Wide Identification Number (CWID) instead of using a student Social Security number. The CWID is noted on all student records except the official Collin College transcript. All student information is protected through the use of unique usernames and passwords.

Collin College maintains strict adherence to the Family Education Rights and Privacy Act (FERPA) that protects the privacy of student information. All faculty and staff are provided with periodic training in FERPA requirements, and faculty receive additional information related to student records privacy during New Faculty Academy sessions. FERPA rules and regulations are distributed in writing as a brochure and are posted on the college website. The *Collin College Student Handbook*, section 7-1.12 Student Education Records, provides an outline of written procedures for maintaining compliance with FERPA. This information includes how to request examination of student records, to request that directory information not be disclosed and to file a complaint under FERPA.

Collin College has a records retention schedule that requires all records be retained as least as long as is required by the Texas state government retention regulations, published by the Texas State Library and Archive Commission. The college retention schedule lists the retention period developed by federal or state law in the case of each record for which a period is prescribed. The college retention schedule also defines the retention period for all records not listed in the state retention schedule. The retention period identified in the Collin College retention schedule applies to all Collin College records, regardless of the medium in which they are maintained. The software and hardware necessary to access electronically-stored data must be maintained along with any electronic records.

The Chief Information Systems Officer oversees the security of all electronic student records. All electronic records are kept on Collin College servers at the Central Park Campus in McKinney. Archive logs of database transactions are written to disks located at the Preston Ridge Campus. The data centers have controlled access with electronic combination locking systems.

Student record data in Banner, the college Enterprise Resource Planning (ERP) system, is backed up to tape on a daily and weekly basis. The backup tapes are kept in a fireproof safe at the Central Park Campus and are rotated to One Safe Place, a company that specializes in off-site data storage. Access to Banner student data through normal system interfaces is controlled by the Registrar and/or the registrar's designee. No one gains access to Banner student records unless approved by the Registrar who serves as the data owner for student record data, as required by Board Policy FJ(LOCAL).

The Collin College Records Center provides storage for all hard-copy records of the college. Archival or permanent records are scanned at the Records Management Center and become a part of the electronic records collection. Non-permanent or temporary hard-copy records are destroyed according to the district retention schedule. Access to the Records Center storage room is limited to authorized personnel only. College employees are prohibited from disclosing records with confidential information and from allowing unauthorized access to records. Access may be provided on a case-by-case basis and documented via the Record Access Authorization form. Procedures are in place that prompt Human Resources to notify designated security staff in Information Technology and other departments, including the Registrar's office, when employees are separated from the college so that access can be rescinded.

In the case of a major disaster, the Chief Information Systems Officer oversees electronic data retrieval, using back-up tapes periodically shipped to a commercial, data storage facility. If the disaster impacts the Central Park Campus data center, the test/development/business recovery systems at the Preston Ridge Campus will be temporarily converted to production servers until the Central Park data center has been recovered, or an alternative data center is brought online.

3.9.3   Qualified staff

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has sufficient staff, qualified with appropriate education and experience in student affairs areas, to meet the needs of "a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect."

Collin College is committed to maintaining sufficient staff to meet student needs. Between 2000 and 2012, Collin County population grew by 71%. During the same time period, Collin College enrollment growth increased by 111%, and Collin College student services personnel grew by 75.5%. In addition to increasing the numbers of personnel, Collin College began outsourcing some services in order to reduce workloads and provide students with better response time and more accurate information. For example, the Financial Aid office outsources all student aid verification, allowing the Financial Aid counselors to focus on the student needs in face-to-face and phone meetings.

All Collin College student services personnel are appropriately qualified for the positions they fill. As required by Board policy DC(LOCAL), "In no event shall an employee be assigned to a position for which the employee is not qualified as determined by the College District, using the job description for a particular position." This is demonstrated in the table below, showing job descriptions and credentials for student services personnel.

Formal and informal professional development for student services personnel is accomplished in both as-required and as-needed efforts. For example, all employees participate in standardized EEO and FERPA training. Student services personnel also participate in Student Development Retreats designed to emphasize particular elements of the college mission. And individually, various student services employees attend conferences and workshops as needed to enhance their expertise and maintain currency.

The Student Survey of Collin Educational Programs demonstrates that the student services described in 2.10 are staffed appropriately to provide students with satisfactory support. On a scale of one to five, with five being the highest rating, all student services areas rated above a 3.5, with most areas rating 4 or above. In

addition, all of the program-level accreditors for Collin College programs identify student services as meeting student needs.

Table 14: Collin College Student Services Staff

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Advisor	Bachelor's degree	M.S., Rehabilitation Counseling	26
Advisor	Bachelor's degree	M.S., Student Personnel Administration	35
Advisor	Bachelor's degree	M.S., Student Personnel Administration	4
Advisor	Bachelor's degree	M.S., Counseling	5
Advisor	Bachelor's degree	M.A., Liberal Arts	27
Advisor	Bachelor's degree	M.Ed., Workforce Development Education	4
Advisor	Bachelor's degree	M.S., Counseling	7
Advisor	Bachelor's degree	B.S., Interdisciplinary Studies	18
Advisor	Bachelor's degree	B.S., Public Administration	18
Advisor	Bachelor's degree	B.A., History	7
Advisor	Bachelor's degree	M.S., Higher Education/Student Affairs	16
Advisor	Bachelor's degree	B.A., Interdisciplinary Studies	13
Advisor	Bachelor's degree	B.S., Geopolitical Studies	15
Advisor Disabilities Services III	Bachelor's degree	B.A., Teaching	26
Advisor Disabilities Services III	Bachelor's degree or equivalent work experience	Work/Education Experience	19
Advisor Disability/Mental Health	Master's Degree	M.A., Human Resources	13
Advisor Disability/Mental Health	Master's Degree	M.S., Health Science M.A., Education	10
Assistant Director Financial Aid/Veteran Affairs	Bachelor's degree	B.S., Exceptional Student Education/Specific Learning Disabilities	25
Assistant Director of Student Life	Bachelor's degree	M.Ed., Student Affairs Administration in Higher Education	23
Assistant Director of Student Life	Bachelor's degree	M.A., Women's Studies	32
Associate Dean Counseling & Career Services	Master's Degree	Ph.D., Student Personnel Services/ Counselor Education	35

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Associate Dean of Distance Learning	Master's Degree	Ph.D., Educational Technology	16
Associate Dean of Students	Master's Degree	M.A., Literature	15
Associate Dean of Students	Master's Degree	M.S., Counselor Education	25
Associate Dean of Students	Master's Degree	M.A., Clinical and Counseling Psychology	11
Associate Registrar	Bachelor's degree	B.A., Sociology	26
Associate Registrar	Bachelor's degree	B.A., Psychology	11
Associate Registrar	Bachelor's degree	M.Ed., Enrollment Management	21
Associate Registrar	Bachelor's degree or equivalent work experience	Work/Education Experience	31
Career Services Specialist	Associate's degree or equivalent work experience	Work Experience	16
Coordinator of Career Pathways	Bachelor's degree	M.S., Clinical Psychology	4
Coordinator of Co-op Job Development and Recruitment	Bachelor's degree	B.A., Visual Arts	26
Coordinator of Curriculum	Bachelor's degree	B.S., Office Administration	15
Coordinator of E-Collin Support Centers	Bachelor's degree	M.S., Computer Education/Cognitive Science	24
Coordinator of Financial Aid/Veteran Affairs Special Programs	Bachelor's degree	M.A., Human Relations	28
Coordinator of Financial Aid/Veteran Affairs - Techical Programs	Bachelor's degree	B.B.A., Management and Marketing	19
Coordinator of Financial Aid/Veteran Affairs –Technical Programs	Bachelor's degree	B.A.A.S., Technology & Professional Development	19
Coordinator of International Students/Advisor Associate	Bachelor's degree or equivalent work/education experience	Work/Education Experience	40
Coordinator of Interpreters	Bachelor's degree or equivalent work/education experience	A.S. Interpreter Preparation Program B.A., Psychology	17
Coordinator of Outreach/Student Success	Bachelor's degree	M.S., Business Administration	12

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Coordinator of Outreach/Student Success	Bachelor's degree	B.A., Liberal Arts, English Literature	8
Coordinator of Program for New Students	Bachelor's degree	M.S., College Student Personnel	8
Coordinator of Schedule and Curriculum	Bachelor's degree	B.S., Elementary/Special Education	32
Coordinator of Special Admissions/Advisor	Bachelor's degree	M.Ed., Higher Education	8
Coordinator of Special Admissions/Advisor	Bachelor's degree	M.A., Leadership Education	9
Coordinator of Special Admissions/Advisor	Bachelor's degree	M.S., Human Resources and Adult Learning	13
Coordinator of Special Admissions/Advisor	Bachelor's degree	M.S., Sociology	10
Coordinator of Student Support Services	Master's Degree	M.A., Professional Development	30
Coordinator of University Partnerships	Bachelor's degree	M.Ed., Human Performance & Health Promotion	9
Counselor	Master's Degree	M.A., Clinical Psychology	21
Counselor	Master's Degree	M.A. Counseling	12
Counselor	Master's Degree	M.A., Counseling	2
Counselor	Master's Degree	M.S., Counseling and Personnel Services	17
Counselor	Master's Degree	M.A., Counseling & Psychology in Education	16
Counselor	Master's Degree	M.S., Counseling & Guidance	19
Counselor	Master's Degree	M.A., Counseling Psychology	10
Dean of Enrollment and Student Success	Master's Degree	Ph.D., Higher Education Administration	14
Dean of Student Development, CPC	Master's Degree	M.Ed., Student Personnel Administration	28
Dean of Student Development, PRC	Master's Degree	M.Ed., Education	29
Dean of Student Development, SCC	Master's Degree	M.A., Professional Development/ Organizational Management Specialization	16
Degree Plan Coordinator	Associate's degree or equivalent work experience	A.A.S., Office Systems Technology	31
Degree Plan Coordinator	Associate's degree or equivalent work experience	B.A., Sociology	14

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Degree Plan Coordinator	Associate's degree or equivalent work experience	A.A., General Studies	5
Degree Plan Specialist	Associate's degree or equivalent work experience	Work Experience	20
Destination College Coordinator	Master's Degree	M.Ed., Adult and Higher Education Administration	9
Director of Student Life and Case Management	Master's Degree	M.A., Counseling	20
Director of Access	Master's Degree	M.Ed., Counseling and Student Services	20
Director of Advising and Testing	Master's Degree	M.A., Teaching	16
Director of Staff Technical Training	Master's Degree	Ph.D., Education	35
Director of Testing	Master's Degree or equivalent work experience	B.S., Speech and Language Therapy	19
Disability Advisor, Learning Disability Specialist	Master's Degree	M.Ed., Educational Diagnostician Certificate	26
District Director of Financial Aid & Veteran Affairs	Master's Degree	M.B.A.	21
Financial Aid & Veteran Affairs Data Technician	Bachelor's degree	B.B.A., Business Finance	27
Financial Aid & Veteran Affairs Data Technician	Bachelor's degree	B.S., Marketing Management	11
Financial Aid & Veteran Affairs Specialist	Associate's degree or equivalent work experience	A.A. Commercial Art/Graphic Design	11
Financial Aid & Veteran Affairs Specialist	Associate's degree or equivalent work experience	B.S., Business/HR Management	13
Financial Aid & Veteran Affairs Specialist	Associate's degree or equivalent work experience	B.A., Radio and Television	4
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	B.S., General Studies	17
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	B.A., Psychology	8
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	M.S., Accounting & Information Technology Management	19
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	M.A., Education Administration	21
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	M.S., Human Services	17

Position (Click on title for job description)	Degree(s) Required	Degree(s) Held	Years Related Experience (Click on experience for resume)
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	M.Ed., Educational Administration	10
Financial Aid & Veteran Affairs Advisor	Bachelor's degree	M.A., Sociology	6
Instructional Designer	Master's Degree	M.S., Management/ Administrative Science	37
Instructional Designer	Master's Degree	M.S., Computer Education/Cognitive Science	13
Instructional Designer	Master's Degree	Ph.D., Family Sciences	14
Manager Records Systems	Bachelor's degree	B.S., Business Administration	17
Registrar & Director of Admissions	Bachelor's degree	B.S., Office Administration	24
Registration Coordinator	Bachelor's degree or equivalent work/education experience	Work/Education Experience	24
Staff Interpreter III	Associate's degree or combination of training/experience	B.A., Deaf Studies	3
Staff Interpreter III	Associate's degree or combination of training/experience	BEI Certification III and Work Experience	13
Student Development Specialist	Associate's degree or equivalent work experience	A.A.S, Office Administration	20
Student Development Specialist	Associate's degree or equivalent work experience	M. Ed. Adult Education/Training	12
Student Development Specialist	Associate's degree or equivalent work experience	A.A.	10
Student Development Technical Coordinator	Associate's degree or equivalent work experience	B.S., Computer Engineering	24
Student Life Promotional and Publicity Specialist	Associate's degree or equivalent work experience	B.A.A.S., Volunteer & Community Resource Management	18
Technical Advisor, Financial Aid & Veterans Affairs	Bachelor's degree	B.S., Computer Science	11
Testing Center Supervisor	Associate's degree or work experience	Work Experience	34
Testing Center Supervisor	Associate's degree	M.A., Liberal Studies	11
Testing Center Supervisor	Associate's degree	B.A.A.S., Anthropology	6
Transcript Evaluator Specialist	Associate's degree	B.S.	26
Vice President of Student Development	Master's degree	Ph.D., Leadership in Higher Education	42

Note: The Student Services support staff also includes five assistant to the dean positions, one admissions associate and one counseling and career services assistant.

3.10   Financial Resources

3.10.1   Financial stability

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has a long history of financial stability. Financial resources are sufficient for the college mission and the scope of its programs and services. From the annual adoption of a balanced budget to the preparation of year-ending financial statements, Collin College administration strives to maintain a consistent operating performance. The 2009, 2010, 2011, 2012 and 2013 Comprehensive Audited Financial Reports are provided. An analysis of revenues, expenses and net assets for the past five years shows college revenues continue to exceed expenses by at least $23 million each year. The figure below shows college revenues are more than sufficient to support expenses. The percentage of annual net assets earned over the past five years has been between 15% and 22%.

Figure 5:   Increase in Annual Net Assets 2009-2013

	2009	2010	2011	2012	2013
Revenues	144,098,713	157,828,444	160,796,168	163,016,888	170,189,039
Expenses	112,671,944	129,112,704	137,137,810	137,875,844	148,879,683
Increase in Net Assets (exclusive of capital assets)	31,426,769	28,715,740	23,658,358	25,141,044	21,309,356
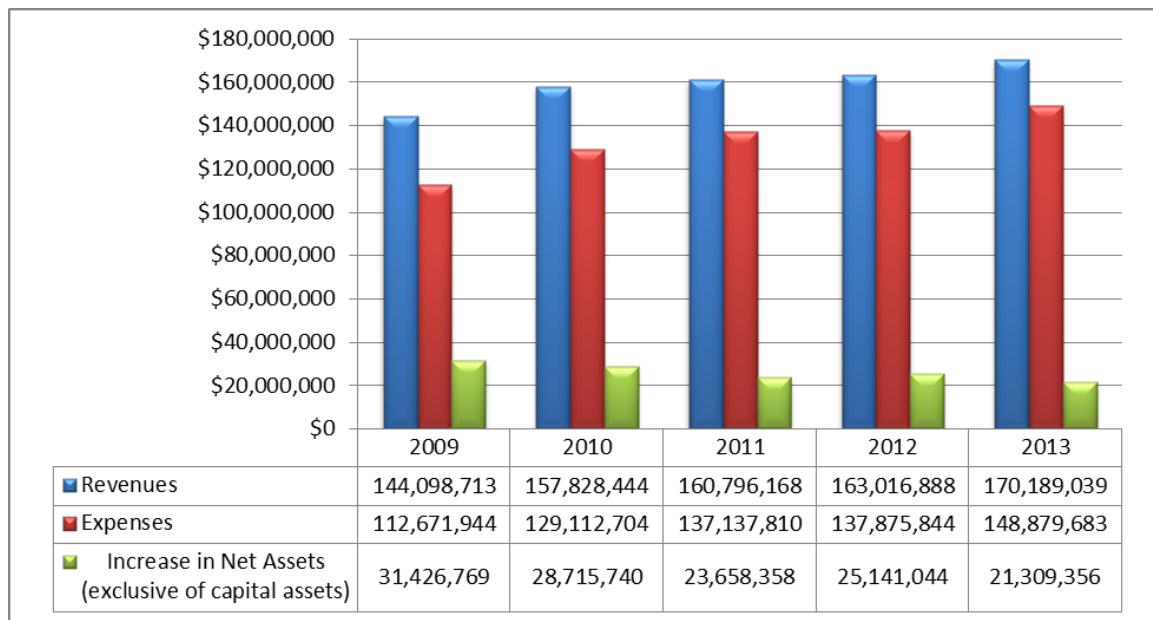
The "Major Revenue Streams 2006-2013" figure below displays the three main sources of revenue - ad valorem taxes, state appropriations and tuition. Revenues from tuition and state appropriations are steady. The largest revenue stream, ad valorem taxes, has consistently increased and produced the most significant revenues over the last five years. The steady stream of revenues and sound

budgeting procedures which ensure controls over expenses have resulted in financial stability for the college.

Figure 6:   Major Revenue Streams 2006-2013

	2006	2007	2008	2009	2010	2011	2012	2013
Tuition	17,035,800	18,277,273	19,489,224	22,498,442	24,934,426	24,395,778	23,740,042	26,569,192
State Appropriations	30,034,523	30,348,597	34,531,169	34,736,692	36,806,088	36,545,683	34,416,713	35,504,958
Ad Valorem	49,784,859	54,007,568	59,342,814	62,453,402	62,548,821	61,837,754	63,326,803	65,149,280
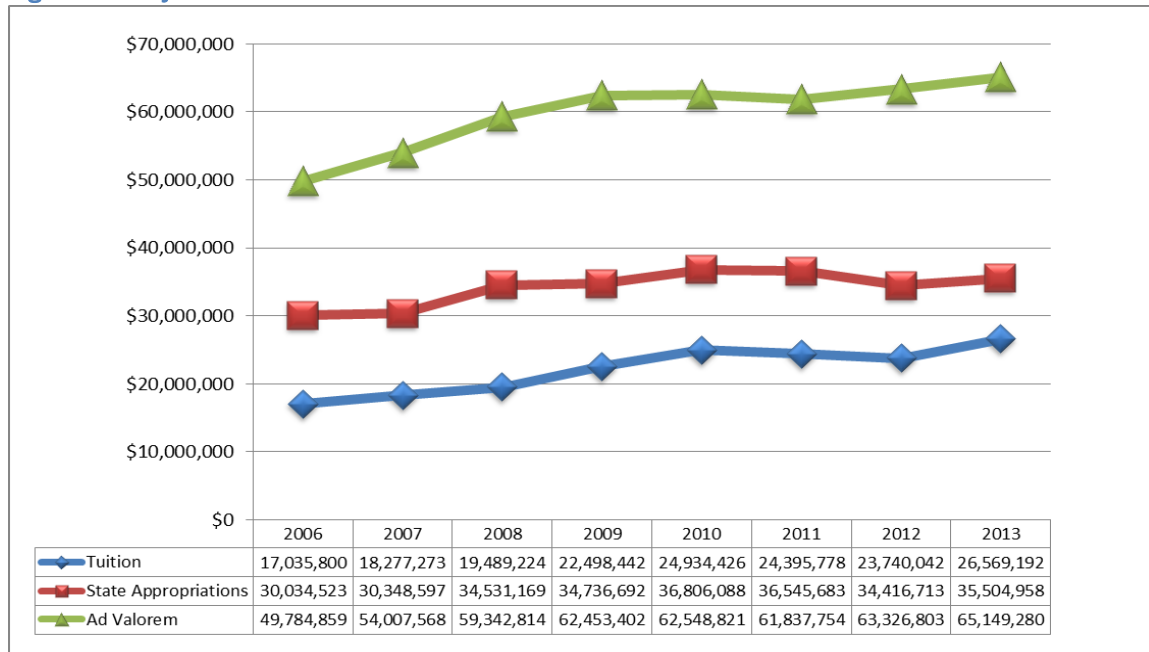
An analysis of the change in net assets highlights the steady and consistent increase in net assets from $340,497,581 in 2009 to $439,323,204 in 2013. Collin College continues to produce adequate revenue to support its mission and operation. Both the increase in revenue and the increase in expenses can be partially attributed to increases in student enrollment. As can be noted in the figure below, student enrollment over the last six years shows a steady increase in both credit hours and headcount.

Figure 7:   Credit Hour and Headcount Enrollment 2007-2013

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Credit Hours	383,616	412,203	442,157	514,000	529,829	533,689	539,787
Headcount	43,913	44,771	47,412	51,065	52,812	52,411	52,579
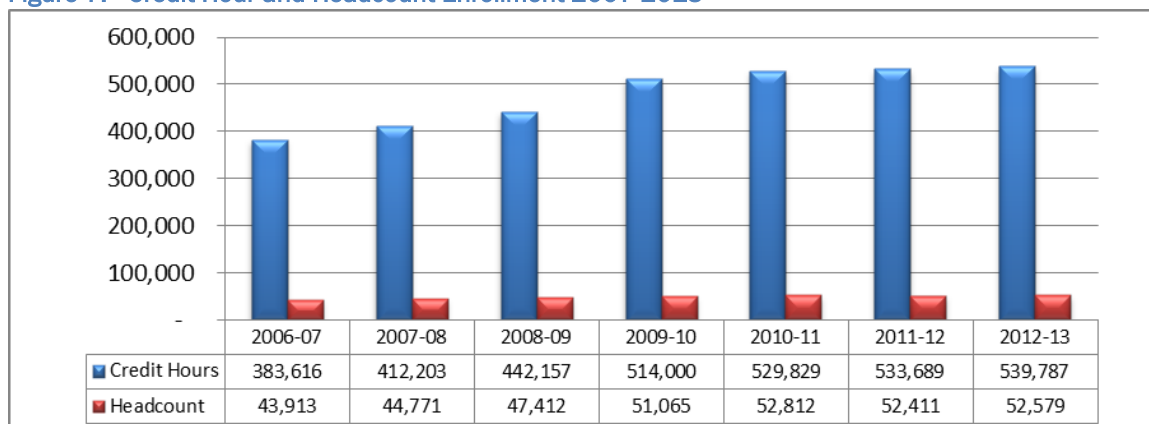
A review of the Collin College [Elements of Institutional Costs](#) reveals the institution's commitment to providing adequate funding to support the educational mission with an average annual increase in expenses over the last ten years of 7.41%.

When comparing Collin College [financial ratios](#) with the other 49 community colleges in Texas, Collin College ranks second overall in the composite financial index ratio and third overall in the equity ratio. All other ratios indicate the institution's sound and stable financial condition.

The Collin College commitment to maintaining adequate facilities is exhibited by its capital expenditures, noted in the table below. In addition, the college budgets $2 million annually for renewal and replacement of existing facilities.

Table 15: Capital Project 2008-2013

Year	Campus	Project	Cost
2008-2010	Central Park Campus	Library Parking Garage Expansion	$ 47,781,615
2009-2010	Collin Higher Education Center	Administration Building Classrooms	31,521,837
2010-2011	Courtyard Campus	Renovation	4,540,236
2011-2012	Preston Ridge Campus	New Parking Lot	1,044,620
		Conference Center Classroom Building Parking Garage	25,681,676
2012-2013	Spring Creek Campus	Library Campus Renovation	21,845,721 6,800,000
			$ 139,215,705

3.10.2   Financial aid audits

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College audits financial aid programs as required by federal and state regulations and by Board policies CDC(LEGAL) and CDC(LOCAL). In accordance with Office of Management and Budget Circular A-133 and Texas Higher Education Coordinating Board (THECB) regulation, Grant Thornton, the Collin College external auditor, reports on Compliance Related to Major Programs and on Internal Control over Compliance. Collin College federal expenditures, primarily student financial aid, increased dramatically over the past five years as noted in the figure below:

Figure 8:   Schedule of Federal Expenditures 2009-2013
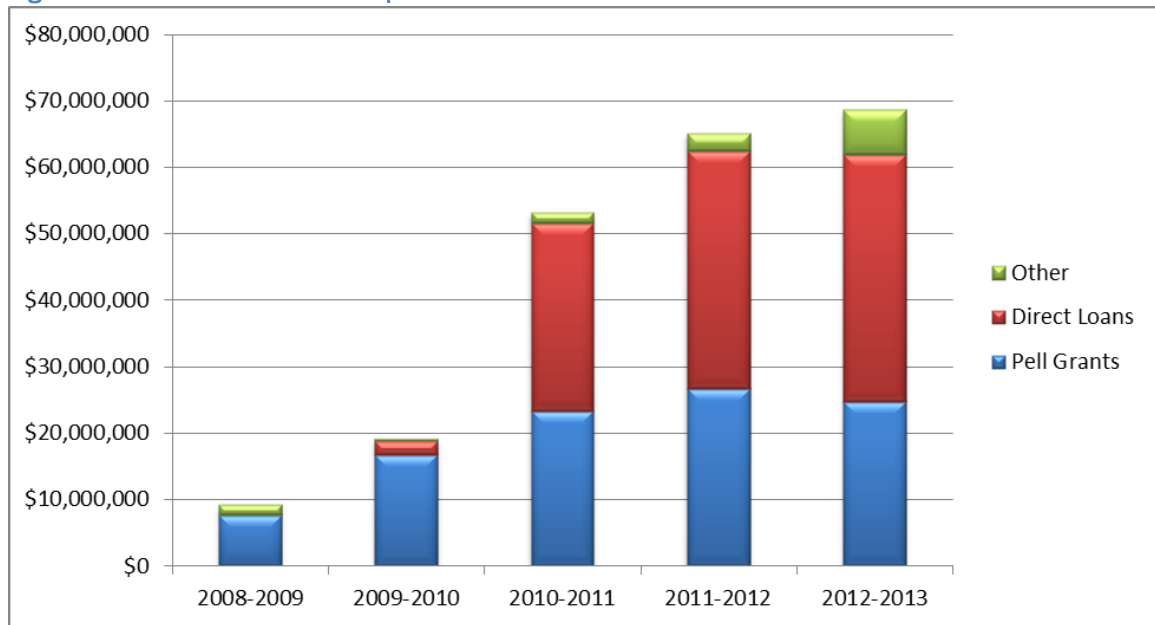
Audits

Results of the Collin College A-133 single audit for the last five years are presented in the table below:

Table 16: A-133 Single Audits 2009-2013

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Schedule E of the *Comprehensive Annual Financial Report* (CAFR)					
Total Federal Disbursements, Expenses	$9,217,860	$19,151,693	$53,195,673	$65,140,353	$68,598,193
Internal Control over Financial Reporting:					
Material Weakness Identified	No	No	No	No	No

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Significant Deficiencies identified that are not considered to be material weaknesses	No	No	No	No	No
Internal Control over Major Programs:					
Material Weakness Identified	No	No	No	Yes	No
Significant Deficiencies identified that are not considered to be material weaknesses	No	Yes	No	Yes	No
Type of Auditors report issued on Compliance for major programs:					
	Unqualified	Unqualified	Unqualified	Unqualified, except for Student Financial Assistance Cluster, which is qualified for Special Tests and Provision /Verification	Unqualified
Any Audit Findings Disclosed that are required to be reported in accordance with section 510(a) of Circular A-133					
	Yes	Yes	Yes	Yes	No

No material weaknesses or any significant deficiencies in internal controls for financial reporting were identified in the Collin College Federal Single Audit for the years 2008-2013. The college received unqualified opinions for financial reporting for the years 2008-2013.

The fiscal year 2009-2010 Federal Single Audit revealed a significant deficiency in internal controls over major programs. The deficiency, inadequate verification of suspension and debarment for vendors receiving federal funds, was not considered to be a material weakness. Although no suspended or debarred vendors were found to have received federal funds, procedures were not in place to detect suspension and debarment prior to federal funds being paid. Collin College instituted purchasing procedures to incorporate verifying and certifying that vendors are not on the Excluded Parties List System (EPLS) when federal funds are being used to make purchases. Subsequent audits confirmed compliance with this regulation.

In 2011-2012, Collin College received a material weakness for special tests and provisions related to verification. As disclosed in the 2011-2012 Schedule of Findings and Questioned Costs related to this non-compliance issue, Collin College acknowledged that the resources assigned to the verification process did not allow for accurate verification processing. In fiscal year 2011-2012, Collin College began

using a third party financial aid services vendor to assist in the verification process. No verification findings were noted in the subsequent Federal Single Audit for fiscal year 2012-2013.

A significant deficiency was noted in the 2011-2012 Single Audit that did not result in a material weakness. The significant deficiency was found in procedures related to Return of Title IV funds. Adequate controls have been established to ensure proper calculations are being made when Return of Title IV funds have been identified. The subsequent Federal Single Audit for fiscal year ending 2012-2013 did not reveal any repeat or new audit findings.

In March, 2013, Collin College received a request from the Department of Education to perform a 100% file review of all Title IV recipients for which the college performed verification during the period covered by the 2011-2012 audit. This file review was to determine the extent to which students whose expected family contribution (EFC) was calculated incorrectly after verification was performed and to identify those with incorrect EFC calculations. As a result of the 100% file review, the college received a final audit determination letter requesting Collin College to reimburse the Department of Education $378,526 for financial aid paid to students in error, based on verification errors. Collin College has reimbursed the Department of Education for the federal aid paid to students in error. In addition, conditions leading to verification errors have changed. The Collin College financial aid verification process is now being performed by a third party financial aid services provider.

3.10.3   Control of finances

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College exercises appropriate control over all its financial resources through effective policies, procedures and internal controls.

Policies and procedures to maintain these controls are outlined in Collin College Board [policies](#) and the [Business Office Procedures Guide](#). 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 District Vice President of Administrative Services/CFO possesses the appropriate [credentials](#) and training to lead Administrative Services. The organization of Administrative Services is set up to provide appropriate control over all financial services and maintain proper segregation of duties. The areas reporting to the District Vice President of Administrative Services/CFO include the following: auxiliary services, business and financial services, facilities planning and construction, financial aid, information technology, purchasing, safety and security.

The District Vice President of Administrative Services/CFO [presents monthly financial and investment reports](#) to the District President and the Board of Trustees.

The financial reporting and accounting system follows state mandates, federal mandates and generally accepted accounting principles. Each year, the college hires an external auditor to audit the college financial statements, internal control procedures and grant compliance. The annual [audit report and management letter](#) are presented to the [Budget and Finance Committee](#) of the Board and then [approved](#) by the full Board of Trustees.

The Government Finance Officers Association of the United States and Canada awarded a [Certificate of Achievement for Excellence in Financial Reporting](#) to Collin College for its comprehensive annual financial report for the fiscal year ending August 31, 2012. This was the sixteenth consecutive year that the college has earned this award.

Collin College also received the [Gold Leadership Circle Award for Transparency](#) from the Texas Comptroller's Office in August, 2013. The award spotlights local government agencies that are making their financial information available online for the public and taxpayers.

The District Vice President of Administrative Services/CFO, under the direction of the District President, is responsible for coordinating the development of the annual balanced operating budget. As noted in the *Collin College Annual Budget Book*, the budget represents the detailed financial plan reflecting the finances required to support instructional programs, student services programs and support services.

Budget development begins in January with a review and update by the District Vice President of Administrative Services/CFO of the multiyear budget model. This review ensures adequate funding is available to implement both current and long-term initiatives. Revenues and expenses are projected for the upcoming year, and initial base allocations are developed for each organizational manager. Funds are also set aside for capital equipment, new personnel and supplemental requests. Organization managers within the college receive lists of full-time employees to review for accuracy, and adjustments are made for vacant positions. Budget allocations are prepared based on budgets from the prior years with reductions for non-recurring expenditures. The allocations are distributed in March, according to the year's Budget Development calendar. A detailed description of the budget process is included each year in the *Annual Budget Book*. Collin College utilizes an encumbrance system, a control feature that reduces the potential for overspending the approved budget. By resolution, the budget is approved by the Board of Trustees at the August board meeting as required by Board policies CC(LEGAL) and CC(LOCAL) and by state statutes 51.0051 and 44.004.

Throughout the year, organization managers may move operating funds between accounts, creating a working budget. The Business Office generates monthly budgetary status reports for each organization manager to review. A midyear budget is prepared at the end of February, incorporating the adjustments made to the original approved budget. The revised budget is approved by the Board of Trustees, allowing the revisions made throughout the year to become the new, approved budget.

Collin College has a centralized purchasing department that follows purchasing thresholds as required by Board policies CF(LEGAL) and CF(LOCAL) and by Texas Education Code 44.031. The Purchasing Department is responsible for identifying sources of required goods and securing the purchase while adhering to applicable Board of Trustees policies and governmental codes. Collin College purchasing policies are defined on the intranet site so that all college employees have access to purchasing policy and process information. The Collin College Purchasing Department has received the Achievement of Excellence in Procurement award from the National Procurement Institute for eight consecutive years.

Collin College exercises appropriate control over cash, disbursements and receivables as referenced in the Business Office Procedures Manual. Each campus has a cashier's office that utilizes college software to record and deposit all funds received. All funds are locked in a vault nightly and deposited daily. Petty cash transactions are minimal and must be under $100. All purchasing and expense reimbursements over $100 are processed by Accounts Payable. Accounts Payable procedures are defined in the Business Office Procedures Manual. 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.

The Business Office Procedures Manual outlines processes that ensure employees are paid in compliance with compensation policies. These processes ensure that payroll is completed accurately and in a timely manner. These processes also ensure that taxes and other deductions are calculated correctly and remitted to the appropriate agencies.

Collin College investment policy is clearly defined, and the objectives are listed. The college invests public funds in a manner that provides the highest investment return with the minimum risk while meeting its daily cash flow demands and conforming to all state and local statutes governing the investment of public funds. The District Vice President of Administrative Services/CFO provides quarterly investment reports to the President and Board of Trustees.

The District Vice President of Administrative Services/CFO is responsible for recommending the insurance coverage for the college to the District President and the Board. The goal of Administrative Services is to ensure the protection and preservation of the human, physical and financial assets of the college. The goal is accomplished by evaluation and implementation of the best method for handling risk, whether it is through risk avoidance, prevention, assumption or transfer. Insurance plays an integral part in the preservation of these assets.

Collin College employs an Internal Auditor that reports, operationally, to the Vice President of Organizational Effectiveness and Human Resources. The position of internal auditor has a dotted-line reporting relationship to the District President. An annual internal audit schedule is developed each year through discussion with Leadership Team members. The final plan is approved by the District President. Internal audit reports are distributed to management once the internal auditor has completed a review. The Internal Audit Report contains the following information: responsible party, objective, scope, findings, management response, overall risk exposure, audit conclusion and planned follow-up by internal audit.

3.10.4   Control of sponsored research/external funds

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

The primary mission of Collin College is to be a "student and community-centered institution." Collin College fulfills this mission primarily through its instructional programs and does not participate in sponsored research programs. Collin College does exercise the same financial diligence and control procedures for both internally and externally funded programs and activities; thus, externally funded programs are accounted for in a manner consistent with college financial policies and procedures. Collin College also adheres to all financial requirements of the granting organization for any grant-funded program. Adherence to these policies and procedures is tested annually as part of the annual financial audit which includes the A-133 Federal Single Audit.

Board policy BFA(LOCAL) requires the District President to initiate resource development and enhancement strategies on behalf of the college. This same Board policy also directs the District President to review internal and external proposals for funding from grants and contracts. Such external funding proposals are designed to enhance and strengthen programs and opportunities offered through the college to its students. Once approved by the Collin College Leadership Team, the post-award management of the grant is handled by a principal investigator and the grant accountant. The grant accountant is responsible for administering grant accounting procedures and for the timely submission of grant reports. Grant funds are recorded in segregated funds in the current operating ledger. Expenditures from grant funds must be approved by the principal investigator, grant accountant and Associate Vice President-Controller/Student Financial Services.

Upon acceptance of an externally-funded grant, reporting requirements are evaluated and assigned to the appropriate personnel. 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.

Collin College is operating under the indirect cost rate agreement (ICR) using modified total direct costs. This agreement was approved by the Department of Health and Human Services in February, 2012, and is effective until September,

2016. Based on the agreement and subject to certain limitations for subgrants or subcontracts, the college receives 36% for modified direct costs, including salaries and wages, fringe benefits, materials, supplies, services and travel. The agreement excludes equipment, capital expenditures, student tuition remission and off-site facilities rental. The ICR received for some grants has been negotiated as part of the agreement with the granting agency and may be less than the standard Collin College ICR.

The figure below outlines externally funded grant expenditures as disclosed in the Collin College Schedule of Expenditures of Federal Assistance, contained in the *Comprehensive Annual Financial Report* (excluding student financial aid) from fiscal years ended August 31, 2009 through 2013.

Figure 9:   Federally Funded Grant Expenditures 2009-2013
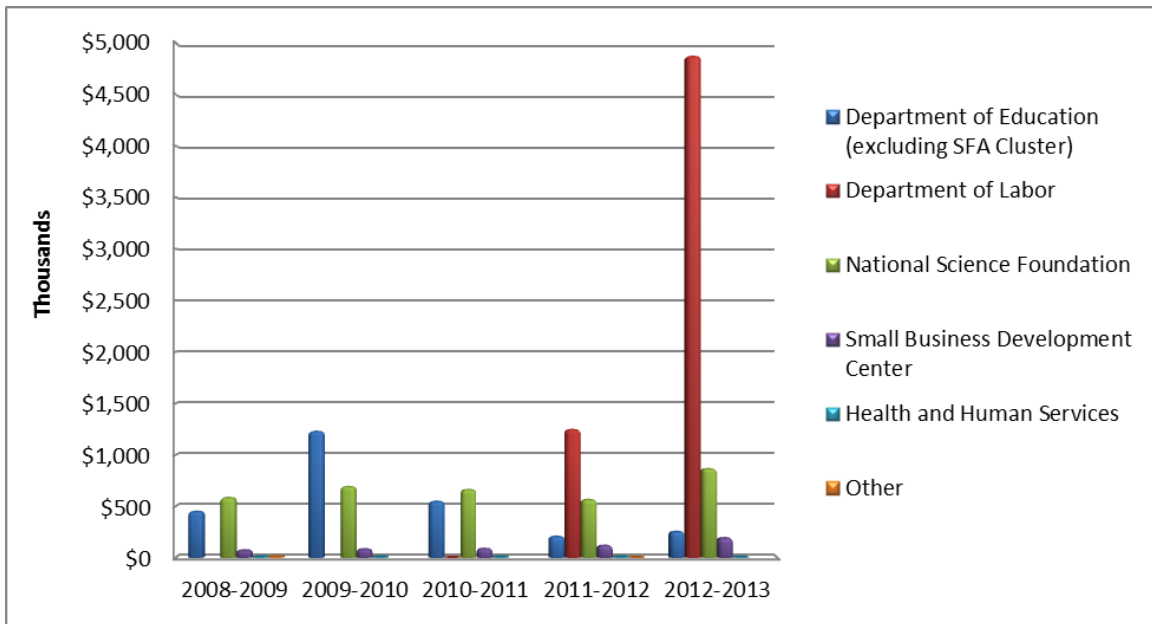
Compliance audits conducted by granting agencies have been performed by the Department of Labor and the Texas Higher Education Coordinating Board.

3.11   Physical Resources

3.11.1   Control of physical resources

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College exercises appropriate control over all its physical resources. The District Vice President of Administration/Chief Financial Officer has primary responsibility for control over the college physical resources and provides broad direction and guidance for all areas of business and financial services, information technology, purchasing, financial aid, facilities planning and construction, safety and security and auxiliary services. The District Vice President of Administration/Chief Financial Officer is responsible for establishing and communicating procedures that ensure appropriate levels of control over physical resources.

Collin College maintains appropriate controls over its physical resources by following documented purchasing procedures and asset control procedures. An automated purchasing system, Sciquest, is used to purchase all assets. Pertinent information is collected and entered into an automated property accounting system that is a part of Banner, the college Enterprise Resource Planning system (ERP). Controls are also maintained through monthly asset reconciliations, annual physical inventories and external audits.

Business office procedures guide the initial tagging of equipment and any subsequent transfer, sale or disposal of equipment. The Fixed Asset Accountant is responsible for tracking and monitoring college fixed assets and inventory in the Banner Fixed Asset module. All equipment with a cost of $5,000 or greater is recorded in the Banner Fixed Asset module and tagged with a barcode. All equipment with a cost of $500 or greater and acquired with state or federal grant funds is also recorded in the Banner Fixed Asset module and tagged with a barcode. All remaining equipment valued between $500 and $4,999 is tagged with a label that identifies the equipment as property of the college. A monthly reconciliation is done of all capital and grant assets. The Fixed Asset Accountant also performs an annual physical inventory of all capital assets and all tagged assets purchased with state or federal grant funds. A follow-up report is generated to identify any action that needs to be taken regarding items that appeared in the original inventory. A website is used to post surplus equipment available to other campus offices. Salvaged equipment is sold at 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. Organization managers are also responsible for the specific assets under their control. 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. Collin College currently does not have 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 approved listing for the next fiscal year is reviewed by the Leadership Team and incorporated in the proposed annual budget approved by the Board of Trustees. As a general rule, the college budgets $2 million annually for renewal and replacement.

The Collin College Chief of Police is responsible for the safety and security of college facilities and equipment and oversees a licensed police force of 28 officers. Cameras have been installed at all campuses to deter theft. All campus exterior doors that can provide access when the campus is closed require special Inteli keys that identify the user whenever the key is inserted into a lock. The Officers are responsible for collecting information and investigating incidents and thefts that result in loss of college assets.

Collin College ensures the protection and preservation of human, physical and financial assets by evaluating and implementing the best methods for handling risk. These methods include preventive maintenance, safety training, security and insurance. Insurance plays an integral part in the preservation of these assets. The District Vice President of Administrative Services/Chief Financial Officer is responsible for the oversight of the college insurance program.

3.11.2   Institutional environment

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

SAFETY AND SECURITY

Collin College places primary importance on the health and safety of its students, faculty and staff as evidenced by the [communication from the District President](#) sent out at the beginning of the spring semester in 2014.

The Collin College Police Department has the primary responsibility for providing a safe environment to faculty, staff and students and safeguarding Collin College assets. Operationally, the police department is charged with patrolling the campuses, investigating criminal activity, assisting motorists, escorting students and staff and responding to emergencies. In addition, the department conducts periodic seminars related to crime prevention and personal safety.

The Collin College Police Department employs peace officers and dispatchers licensed by the State of Texas Commission on Law Enforcement Officer Standards and Education. The officers and staff of the police department are fully vested with all the powers and rights of any Texas Peace Officer. Each employee has met or exceeded the minimum training for their position and receives recurrent [training](#) on various law enforcement and public safety topics such as first aid, emergency response and acts of violence.

The Collin College Police Department maintains pages on the Collin College [website](#) that include procedures for Fire/Explosion, Injury/Illness, Bomb Threats, Civil Disturbances, Evacuations, Weather, Hazardous Materials and Work Place Violence. [Emergency/Safety Procedures](#) are posted in every classroom, and periodic safety and security meetings are held at each campus. Further information on [emergency plans](#) and procedures is available on the college-wide intranet. Recently, the Collin College Police Department developed an educational video providing information to the college community on responding to an act of violence. The [video](#) is available to all college constituencies.

Collin College uses the [CougarAlert Emergency System](#) as the primary means of emergency communication to students, staff and faculty during situations involving public safety issues. Additionally, the campus police department offices can communicate directly to other offices and to classrooms on the same campus with

that Police Department office or district-wide, via networked phones. An extensive camera surveillance system is maintained and monitored by the Police Department from anywhere inside or outside of the district.

Crime statistics concerning Collin College are collected, documented and maintained by the police department. This information is reported to the Department of Education in accordance with the Clery Act and to the general public. These statistics along with emergency information, crime reporting information, parking guidelines, etc. can be reviewed on the police department website. The Human Resources Department takes the lead in providing all employees with training in preventing workplace harassment and discrimination.

Collin College employee data safety is overseen by the Information Technology Department. The system of record for employee data is the Enterprise Resource Planning system (ERP), Ellucian Banner. The Banner database is only accessible from campus or through the Collin College Virtual Private Network (VPN). Employee data is backed up daily and transported to a contracted, third party, climate-controlled, storage facility in the Dallas/Fort Worth area.

Access to employee data can only be authorized by the Human Resources data owner, the Assistant Director HR/Compensation and HR Systems. The HR department provides all Collin College employees access to training resources for personal data safety and information regarding the appropriate steps to take should an individual suspect unauthorized access has occurred.

Collin College laboratory safety is overseen by the instructional faculty using the labs. All lab classes begin with instruction in lab safety, designed specifically for the laboratory environment of that course. This instruction must include the information required by the district-wide science laboratory health and safety procedures. Some programs, like Emergency Medical Services, provide safety training for their program according to safety procedures included in a program-specific student handbook.

REGULATORY COMPLIANCE

Facility Plant Operations Managers are responsible for building operations, air quality, cleanliness of the facilities, repairs, preventative maintenance and workplace safety. As a part of this responsibility, these managers obtain and maintain building compliance with all appropriate regulations, such as the Americans with Disabilities Act of 1990 (ADA) guidelines.

All facilities are required to undergo annual inspections by certified licensed contractors to verify compliance with state and local regulations. Issues reported in

these inspections are corrected as soon as possible and within the legally allotted time.

In 2009, Collin College notified the Environmental Protection Agency (EPA) that it would conduct an environmental self-audit under the basic terms of the EPA's "Incentives for Self-Policing: Discovery, Disclosure, Correction and Prevention of Violations" policy. A team of peer auditors investigated college facilities for evidence of compliance issues with state and federal environmental regulations during the week of March 22-25, 2011. Collin College issued a final report to the EPA and the Texas Commission on Environmental Quality (TCEQ) on April 9, 2012, detailing the corrective actions completed by the college to obtain compliance.

Collin College has until April 9, 2015, to develop an environmental management system to insure and maintain compliance with EPA regulations. The Collin College EPA Compliance Report is a major component of this effort to document and monitor compliance activities.

Any hazardous substances used by Collin College are included in the EPA Program file, available on a shared drive to authorized users. The location of any hazardous substance is documented in the file so that information will be easily accessible by first responders in the case of an emergency or public safety situation. The EPA Program file also houses the Occupational Safety and Health Administration (OSHA) required Material Safety Data Sheet (MSDS) information. Copies of these MSDS sheets are available in hard copy form at the various departmental locations where the materials are stored and used.

WELLNESS

Collin College is committed to promoting a safe and healthy campus for faculty and staff. Authorization for the employee wellness program is stated in Board policy DEB(LOCAL). The purpose of the college Wellness Program is to provide all employees the incentive and time to participate in wellness activities. Full-time faculty and staff may participate in any of the college sports or exercise programs and receive matched time for their exercise efforts. For every 30 minutes of exercise by a faculty/staff employee, the college will match 30 minutes of free exercise time, within defined parameters.

STRATEGIES OF BEHAVIOR INTERVENTION (SOBI)

The Strategies of Behavioral Intervention (SOBI) team is a central network focused on preventive and timely intervention before a crisis arises. SOBI is a student, faculty and staff resource designed to respond to distressed and threatening behavior in order to thwart and redirect behavior that might otherwise undermine instruction and negatively impact student learning. The SOBI Team has designed a process that

reflects the best practices for referring, assessing, responding to and assisting students who may display various levels of distressed, disturbed and/or unregulated behavior. SOBI has proven to be an effective resource for Collin College faculty, staff and students for reporting student behaviors of concern.

3.11.3   Physical facilities

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**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College maintains multiple facilities comprising over 1.6 million square feet and owns approximately 435 acres within Collin County, Texas. Collin College facility needs are reviewed annually by the Board of Trustees, the President and the Leadership Team as part of the strategic planning and budgeting processes. All updates and changes to the Master Facilities Plan are reviewed in detail by the Board of Trustees, and all major construction projects must have Board Approval in advance.

The Board of Trustees subcommittee on Campus Facilities and Construction meets regularly to review campus site selection criteria, major building modifications, significant change orders and architecture selection processes. The committee serves as a liaison with city officials regarding activities related to site and building construction as required by Board Policy BCB(LOCAL). The Board also hears community opinions on facility decisions through the strategic planning process and the open comment period of regular board meetings. Collin College continues to utilize data from population demographics and projections, surveys, advisory councils, strategic planning, etc., for decision-making in facilities planning. Between 2000 and 2012, Collin County population grew by 71%. During the same time period, Collin College enrollment growth increased by 111%. This population growth has been a major factor in decisions made by the Board of Trustees to meet the increasing need for education and services to students and the communities served by the college. The Master Facilities Plan and the Strategic Plan demonstrate how the college will continue to meet these needs in the future.

CAMPUS EDUCATIONAL FACILITIES

In 2002, the Collin College Board of Trustees decided to make comprehensive general education courses available on all campuses. Since libraries have, historically, been considered a visual and philosophical symbol of the higher education campus, libraries were chosen as the central focus for each campus. Further, the Board recognized that the process of learning must include the opportunity for students to dialogue outside the classroom. As a result, the Board decided that each Collin College campus would also provide spaces for students to gather to meet with professors and peers and to engage with others outside of the

classroom. Toward this end, Collin College has implemented multiple construction projects, completing much of the current master facilities plan.

Comprehensive Collin College campuses – Central Park, Preston Ridge and Spring Creek – provide facilities that support all students enrolled in courses held on-campus, off-campus or online. Each of these locations includes a library, testing center, bookstore, fitness center, tutoring centers, advising and comprehensive student services. Students can also access specialized mathematics and writing labs, computing labs (classrooms equipped with computers used for instructional purposes), as well as open-use computer labs (computers available for out-or-class use in common use areas such as libraries). Each of these locations also includes a Teaching and Learning Center to support faculty using instructional technologies.

In addition to general education facilities and support services, each campus provides facilities to support specific educational programs. The Preston Ridge Campus has a state-of-the-art hospitality and culinary teaching center. In 2012, additions to the Preston Ridge campus included a new 73,862 sq. ft. classroom building, 20,000 sq. ft. conference center and a 350 space parking garage.

The Central Park Campus, home to the Health Sciences and Emergency Services department, includes a Healthcare Simulation Center, which consists of a hospital wing with nine individual patient bays, fully-functioning hospital equipment and high-fidelity, computer controlled, interactive manikins. In 2009, a new 74,000 sq. ft. library building, 27,000 sq. ft. admissions/records and bookstore wing and a 350 space parking garage were added to the campus. Plans have been completed for a new 125,000 sq. ft. Health Science Facility, 25,000 sq. ft. Conference Center and a 750 space parking lot at the Central Park Campus with construction scheduled to begin in 2014.

The Spring Creek Campus houses the nationally recognized fine arts programs. To support these programs, the Spring Creek Campus includes a 360-seat theater, an art gallery and multiple special feature classrooms that support visual and performing art instruction. A new 88,000 sq. ft. library building was completed in 2012 along with a new 925 space parking lot. The core of the Spring Creek campus was renovated in 2013 to add classroom space, science labs, computer labs and staff/faculty offices.

The 125,000 sq. ft. Collin Higher Education Center provides office and classroom space for Collin College University Partners. Collin College executive and business administrative offices and a 450 space parking garage are also located at the Collin Higher Education Center.

Continuing education programs are located in the 80,733 sq. ft. Courtyard Center. The Courtyard Center includes a bookstore, advising office and admissions facilities. Besides the main building, the Courtyard Campus provides garage and surface parking for 445 cars.

Dual credit and workforce education classes are provided at the Allen and Rockwall locations. A new campus consisting of a Fire/Law Enforcement training facility has been proposed and is in the design phase. This campus would include a burn building, fire training building and a live fire police training facility.

The table below provides information related to both the physical capacity of each site/location and the specialized facilities that meet the unique needs of the students and educational programs on each campus.

Table 17: Primary Educational Facilities

Name of Site/Location	Sq. ft. or Capacity	Headcount Fall 2013	Specialized Programs in Addition to General Academic	Classrooms and Specific Use Areas ***	Offices
Allen Center Allen, TX	2,100 leased space	477	Dual credit, continuing education programs	4 general purpose classrooms, 2 specific use areas	4 Staff & Faculty Offices
Central Park Campus McKinney, TX	379,529	4,913	Health and public service programs, physical education programs	50 general purpose classrooms, 55 specific use areas	205 Faculty & Staff Offices
Collin Higher Education Center McKinney, TX	125,000	District administrative offices & university partners*	Classes taught by university partner institutions	19 general purpose classrooms, 13 specific use areas	96 Faculty & Staff Offices
Courtyard Center Plano, TX	80,733	2,907**	Continuing education programs	27 general purpose classrooms, 26 specific use areas	32 Faculty & Staff Offices
Preston Ridge Campus Frisco, TX	457,586	8,377	Engineering technology, business and culinary arts programs, physical education courses	71 general purpose classrooms, 59 specific use areas	219 Faculty & Staff Offices
Rockwall Center Rockwall, TX	3,894 leased space	246	Dual credit, developmental math and business programs	3 general purpose classrooms, 1 specific use area	2 Staff & Faculty Offices
Spring Creek Campus Plano, TX	614,627	13,267	Theaters, art gallery and athletic programs	96 general purpose classrooms, 108 specific use areas	448 Faculty & Staff Offices

*   No Collin College general academic courses are taught in the Collin Higher Education Center.
**   The Courtyard Center provides continuing education courses.
*** Specific Use Areas are instructional spaces designed for use by specific programs. For example, culinary instruction kitchens, computer labs, gymnasium, simulation labs, etc. Source: Ad Astra

UPKEEP, RENEWAL AND REPLACEMENT

Collin College utilizes a computerized maintenance management work order system to facilitate and record the identification, prioritization and resolution of both preventative and routine maintenance as well as service requests. The Facilities Plant Operations Manager at each campus maintains equipment preventive maintenance records and work order histories.

Collin College begins its renewal and replacement process when each campus Facility Plant Operations Manager recommends items for renewal or replacement to the District Director of Safety, Security and Facility Services. The District Director compiles and prioritizes the renewal and replacement requests and forwards them to the District Vice President of Administrative Services/Chief Financial Officer. After District Vice President review, the approved list is included in the proposed annual budget. The President and the Leadership Team analyze the renewal and replacement requests during the budget process. The recommendations are included in the final budget for Board approval. Collin College budgets a minimum of $2 million annually for renewal and replacement, as illustrated by the last five years of capital budgets. A reserve fund of more than $20 million is maintained for unforeseen renewal and replacement expenses so that maintenance issues can be addressed as they arise. Currently, Collin College has no deferred maintenance items.

TECHNOLOGY

Collin College uses Blackboard as its Learning Management System for distance education and for online supplemental instruction in face-to-face courses. The Information Technology Department uses two Oracle/Sun T4-1 servers, each with 128 GB of memory running 8 instances of Blackboard behind redundant F5 load balancers to support faculty and students. Additionally, the Blackboard Learn Oracle Database is housed on an Oracle/Sun T3-2 with 64 GB of memory. The content server for Blackboard Learn runs on an Oracle/Sun T-5120 with 64 GB of memory. The student information database (Oracle) and content are housed on an Oracle/Sun 6540 Storage Area Network (SAN). In addition to distance education courses, this technology supports all campus courses and programs that use technology to enhance classroom instruction.

The core of the Collin College administrative support systems is the Ellucian Banner system, which is enhanced by a wide variety of peripheral systems. Banner has three user interfaces. Internet Native Banner is housed on an Oracle/Sun T4-1 with 128 GB of memory, Self Service Banner runs on a separate Oracle/Sun T4-1 with 128 GB of memory and CougarWeb (Luminis Portal) runs on a load balance pair of Oracle/Sun T-2000s with 64 GB of memory and one Oracle/Sun V240 with 8 GB of

memory. The Oracle Banner database is housed on an Oracle/Sun T4-2 server with 64 GB of memory. The Banner data (Oracle) is located on an Oracle ZS3-2 Storage Area Network (SAN).

Both the instructional systems and the administrative systems are stable and provide access 24x7x365 except when scheduled maintenance occurs. The systems are backed up and maintained by college operating systems staff and Oracle/Sun under a maintenance contract. A secure, off-site facility in the Dallas/Fort Worth area houses backup tapes. The systems are accessible on campus through a 10G Ethernet fiber backbone and over the Internet through a 200MB connection at the Central Park Campus. In case of an extended Internet outage at the Central Park Campus, external access to Blackboard, Banner and its peripheral systems is available through the 100MB Internet connection at the Preston Ridge Campus.

STUDENT SATISFACTION

Collin College uses the Noel-Levitz Student Satisfaction Inventory to assess student satisfaction with various aspects of the college. The survey is administered biennially during the spring semester to a representative sample of Collin College students. The survey includes several physical facilities-related questions that are used to determine if students believe there are any important deficiencies in college facilities. The questionnaire uses a seven-point Likert scale, with seven representing the highest degree of satisfaction. The table below summarizes student responses concerning their levels of satisfaction with specific aspects of college physical facilities.

Table 18: Noel-Levitz Student Satisfaction Inventory Results Selected Items Related to Physical
            Facilities Spring 2012

Item	Collin College		National Community Colleges		Difference in Means
	Mean Satisfaction	Std. Dev.	Mean Satisfaction	Std. Dev.	
Library resources and services are adequate.	6.19	1.11	5.64	1.35	0.55*
There are a sufficient number of study areas on campus.	5.76	1.48	5.41	1.51	0.35
Parking lots are well-lighted and secure.	5.50	1.59	5.14	1.64	0.36
It is an enjoyable experience to be a student on this campus.	5.88	1.26	5.52	1.43	0.36
The campus is safe and secure for all students.	6.07	1.16	5.59	1.35	0.48*
Computer labs are adequate and accessible.	5.95	1.34	5.56	1.46	0.39
The student center is a comfortable place for students to spend their leisure time.	5.37	1.50	5.25	1.47	0.12

Item	Collin College Mean Satisfaction	Std. Dev.	National Community Colleges Mean Satisfaction	Std. Dev.	Difference in Means
The amount of student parking space on campus is adequate.	4.58	2.02	4.40	2.01	0.18
The equipment in the lab facilities is kept up to date.	5.89	1.30	5.45	1.42	0.44
On the whole, the campus is well-maintained.	6.34	0.95	5.79	1.31	0.55

*   Differences in means identified by asterisks indicate statistically significant differences in perceptions between Collin College students and students from the national sample. In every instance where a significant difference is found, Collin College students indicate a higher level of satisfaction with college physical facilities than do students in the national sample.

Results from the Noel-Levitz Student Satisfaction Inventory inform ongoing service assessment and Continuing Improvement Processes and contribute to the formation of annual objectives in support of college strategic goals.

3.12.1   Substantive change

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 Commission policy "Substantive Change for Accredited Institutions.")* **(Substantive change)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College Board policy [GK(LOCAL)](#) states,

> "The College District shall maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC). The College District shall adhere to the notification and approval requirements of the substantive change policy of the SACS/COC."

This policy underscores the Collin College commitment to compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) substantive change policy.

The Collin College SACSCOC Liaison role is fulfilled by the Associate Vice-President of Teaching and Learning (AVP of T&L/SACSCOC Liaison). The AVP of T&L/SACSCOC Liaison is the designated academic officer ultimately responsible for shepherding all curriculum and program changes through both the internal and the external approval and notification processes as demonstrated by the Curriculum Management [flowchart](#). Any substantive changes are identified during this process, and the appropriate steps are taken as defined in the SACSCOC policy "Substantive Change for Accredited Institutions."

The AVP of T&L/SACSCOC Liaison reports to the District Senior Vice President for Academic Affairs and Student Development who serves on the District President's Leadership Team. Any potential substantive changes that are not program/curriculum related are communicated to the AVP of T&L/SACSCOC Liaison by the District Senior Vice President.

The table below demonstrates that Collin College "adhere[s] to the notification and approval requirements of the substantive change policy of the SACS/COC," as required by Board policy GK (LOCAL). The table below is a summary of substantive changes at Collin College since the last Collin College reaffirmation in 2005.

Table 19: Correspondence between SACSCOC and Collin College since Last Reaffirmation

Approval Date	Description of Substantive Change
2007-04-16	**Off Campus Instructional Sites** • Melissa High School (25-49% of a program's credits) • Plano East High School (25-49% of a program's credits) • Plano Senior High School (25-49% of a program's credits) • Plano West High School (25-4 % of a program's credits)
2009-11-30	Approved for the electronic delivery of 50% or more of a program's credits
2009-02-24	**Off Campus Instructional Site:** • McKinney North High School (25-49% of a program's credits)
2009-07-07	**Off Campus Instructional Sites:** • Carrollton Christian Academy (25-49% of a program's credits) • McKinney Christian Academy • Prosper High School
2010-06-11	**Crossing 50% Thresholds for Online Programs:** • Business Management - A.A.S. and Certificate • Business Management Criminal Justice Specialization - A.A.S. and Certificate • Legal Assistant/Paralegal – A.A.S. and Certificate • Computer Information Systems Geographical Information Systems Specialization – A.A.S. and Certificate • Healthcare Case management Enhanced Skills Certificate
2010-06-14	**Off Campus Instructional Site:** • Anna High School (25-49% of a programs credits)
2010-08-16	**New Certificates:** (not substantive) • Business Field of Study • Communications Field of Study • Computer Science Field of Study • Criminal Justice Field of Study • Engineering Field of Study • Engineering Technology Field of Study • Mexican-American Studies Field of Study • Music Field of Study • Nursing Field of Study • Texas Core Curriculum Completion Field of Study **Off Campus Instructional Sites** (all dual credit locations) • Blue Ridge High School (25-49% of a program's credits) • Farmersville High School (25-49% of a program's credits) • McKinney Boyd High School (25-49% of a program's credits) • Prosper High School (25-49% of a program's credits)
2010-08-16	**Off Campus Instructional Site:** • Wylie High School (50% or more credits required for A.A., A.S. and A.A.T)
2010-09-20	**Crossing 50% Thresholds for Online Programs:** • Child Development and related certificates • Computer-Aided Drafting and Design A.A.S. • Computer Information Systems and related certificates • Computer Networking Technology A.A.S. • Cisco Systems Networking A.A.S. • Computer networking Technology Advanced Software Certificate • Computer Networking Technology Software Certificate • Computer Programming Visual Basic NET A.A.S.

Approval Date	Description of Substantive Change
	• Convergence Technology A.A.S.
	• E-Commerce Certificate
	• Web Developer Certificate
	• Web Developer A.A.S.
	• Electronic Engineering Technology A.A.S.
	• General Studies A.A.
	• General Studies A.S.
	• General Studies A.A.T
	• Health information Technology and related certificates
	• Information Systems Cybersecurity A.A.S. and Certificate
	• Office Systems Technology A.A.S. and Certificate
	• Legal Office Support Certificate
	• Medical Office Support Certificate
	• Real Estate A.A.S.
	25-49% Threshold for Online Program:
	• 3-D Animation Game Art A.A.S.
	• Digital Video A.A.S.
	• Applied Graphic Design Technology Print/Web A.A.S.
	• Biotechnology A.A.S.
	• Business Management A.A.S.
	• Criminal Justice A.A.S.
	• Adv Cisco Systems networking Certificate
	• Computer Programming C# Software Development Certificate
	• Computer Programming Database Programming Certificate
	• Computer Programming Java Certificate
	• Computer Programming Java A.A.S.
	• Computer Programming Visual Basic NET Certificate
	• Computer Programming Software Development A.A.S.
	• Convergence Technology Certificate
	• Electronic Design A.A.S.
	• Electronic Engineering Technology Certificate
	• Biomedical Instrumentation Electronic A.A.S. and Certificate
	• Electronic Engineering Technology Electro-Optical Certificate
	• Emergency Medical Services Professions A.A.S.
	• Basic Firefighter A.A.S.
	• Fire Officer A.A.S.
	• Hotel and Restaurant Management A.A.S.
	• Interpreter Preparation Program/Deaf A.A.S.
	• Marketing A.A.S.
	• Marketing – International Business A.A.S.
	• Marketing – Business Management A.A.S.
	• Nursing A.A.S.
	• Paralegal/Legal Assistant A.A.S.
	• Real Estate Brokers Certificate

Approval Date	Description of Substantive Change
	• Real Estate General Certificate • Semiconductor Manufacturing Technology A.A.S. • Semiconductor Manufacturing Technology Solar Cell A.A.S. • Surgical Technology A.A.S.
2011-01-05	**Crossing 50% Thresholds for Online Programs:** • Biomedical Instrumentation, Electronic Specialization A.A.S • Information Systems Cybersecurity Professional Certificate • Semiconductor Manufacturing Technology A.A.S. **25-49% Threshold for Online Program:** • Commercial Photography A.A.S. • Commercial Music A.A.S. • Green Interior & Architectural Design Specialization A.A.S. **Off Campus Instructional Site:** • Allen High School (50% or more of a program's credits) • Lovejoy High School (25-49% of a program's credits)
2011-08-01	**Crossing 50% Thresholds for Online Programs:** • Communication Field of Study Certificate • Engineering Field of Study Certificate • Marketing – International Business Specialization A.A.S. **25-49% Threshold for Online Program:** • Criminal Justice Field of Study Certificate **Off Campus Instructional Site:** • Prosper High School (dual credit) (requested prospectus)
2012-04-11	**Crossing 50% Threshold for Online Program:** • Real Estate Certificate
2012-04-11	**Off Campus Instructional Site:** • Raytheon **50% Threshold:** • Prosper High School (Accepted notification and requested prospectus)
2012-07-16	SACSCOC Liaison Change
2012-08-09	**Added Program:** • Polysomnographic Technology Program (not a substantive change) **Renamed a Certificate:** • Meetings and Event Management Specialization Certificate to Meetings and Event Management Certificate **Closed Programs:** • Catering Management Certificate • Dietary Manager Certificate • Hotel Management Certificate • Human Resources Management Specialization Certificate • International Business Specialization Certificate • International Business Specialization A.A.S. • Mexican American Studies Academic Transfer Certificate/Field of Study **Renamed a Program:** • Geographical Information Systems renamed to Geospatial Information Science

Approval Date	Description of Substantive Change
2012-10-25	**A.A.S. Discontinued:** Biotechnology
2012-10-25	**Off Campus Instructional Site:** • Dell Services **25-49% of an Associate's degree:** • Celina • Princeton • Wylie East High School
2013-03-11	**50% or more of A.A., A.A.T., A.S.:** • Prosper High School (off-site instructional site)
2013-05-03	**Address Change:** • Anna High School for Dual Credit Location **Off Campus Instructional Site:** (all dual credit) • Hebron • Heritage Christian Academy • McKinney High School • The Colony • Williams High Schools
2013-08-30	**Nursing Innovation Grant Program** funded by Texas Higher Education Coordinating Board: Collin College is partnering with five other Texas colleges to pilot a concept-based nursing curriculum that would allow students to complete an Associate Degree in Nursing in 60 semester credit hours. If successful, prospectus for approval of a substantive change will be submitted.
2013-09-04	**25-49% of an Associate's degree:** • Community High School
2013-10-14	**Address change:** • Rockwall Center

3.13   Policy compliance

The institution complies with the policies of the Commission on Colleges. **(Policy compliance)** (Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have an asterisk are policies that include a federal mandate. Polices can be accessed at http://www.sacscoc.org/policies.asp.).

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.

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance   ___ Not applicable

There are two U.S. Department of Education-recognized agencies other than the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) that provide accreditation for Collin College programs. These agencies are the American Dental Association Commission on Dental Accreditation (CODA) and the Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing Accrediting Commission, Inc.)

Collin College received its initial accreditation from SACSCOC effective on January 1, 1989, and the college has continuously retained its accreditation since that time. There have been no changes in the accreditation status of which to notify other accrediting bodies.

The Collin College Dental Hygiene Program initially became accredited by CODA in 1999. Since it received its initial accreditation, there have been no changes in the program's accreditation status of which to notify other accrediting agencies.

The Nursing Program was the first Collin College instructional program to attain program-specific accreditation. The ACEN website shows that the Collin College Nursing Program has been continuously accredited by ACEN since October 1993. Since that initial accreditation, the Nursing program's accreditation has remained "Continuing Accreditation," and there have been no changes in status of which to notify other accrediting agencies.

Table 20: List of Collin College Accrediting Agencies, January 2014

Program	Accrediting Body	Date of Last Affirmation	Recognized by		Description of Sanctions or Negative Actions within Past Five Years
			U.S. ED	CHEA	
Institution	Commission on Colleges, Southern Association of Colleges and Schools	2006	X	X	None
Dental Hygiene	Commission on Dental Accreditation, American Dental Association	9/2013	X		None
Nursing	Accreditation Commission for Education in Nursing	2/2007	X	X	None

CONSISTENCY OF INSTITUTIONAL DESCRIPTIONS

The following table documents the consistency with which the college describes itself to the U.S. Department of Education-recognized accrediting agencies. The table narratives present examples from reports to the listed accrediting agencies.

Table 21: Collin College Descriptions of Itself to U.S. Department of Education Recognized Accrediting Agencies

Topic	Accrediting Agency		
	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	American Dental Association Commission on Dental Accreditation (CODA)	Accreditation Commission for Education in Nursing (ACEN)
Purpose	From this document, section 3.1.1, Mission Statement: Collin County Community College District is a student- and community-centered institution committed to developing skills, strengthening character and challenging the intellect.	From the 2013 Dental Hygiene Program Report, Standard 1: Institutional Effectiveness 2013, p. 2: "Collin Mission Statement: Collin County Community College is a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect."	From the 2006 Nursing Program Self Study, p. 16: "Collin County Community College District's … mission is to be a student and community-centered institution committed to developing skills, strengthening character and challenging the intellect."
Governance	From this document, section 2.2: "Collin College is governed by a nine-member, elected Board of Trustees. As described in Board Policies AA(LEGAL), BAA(LEGAL) and BA(LEGAL), the Collin College Board derives its legal	Dental Hygiene standards require no explanation of institutional governance.	Nursing standards require no explanation of institutional governance.

	Accrediting Agency		
Topic	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	American Dental Association Commission on Dental Accreditation (CODA)	Accreditation Commission for Education in Nursing (ACEN)
	authority from the Texas Constitution and the State Legislature. Board member authority is outlined in Board policies BBE(LEGAL) and BBE(LOCAL), identifying the board as a policy-making body with fiduciary responsibility for the management of college funds. Board policies BCB(LEGAL) and BCB(LOCAL) specifically identify standing committees of Board members, including the Organization, Education and Policy committee and the Budget and Finance Committee."		
Programs, Degrees, Diplomas, & Certificates	From the Institutional Summary submitted with the 2015 Reaffirmation: A list of all certificate and degree programs. The list includes 47 workforce education certificates, 35 associate of applied science degrees, 9 academic transfer certificates, and 3 academic transfer associate degrees. This list includes the Nursing A.A.S., the Nursing academic transfer field of study certificate, and the Dental Hygiene A.A.S.	From the 2013 Dental Hygiene Program Report, Conclusions and Summary of the Self-Study Report, p. 204: "Collin College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Texas Higher Education Coordinating Board approves college/university parallel offerings and programs/courses in workforce education. Dental hygiene is considered a "workforce education" major. WECM has a peer-review committee set up by The Texas Higher Education Coordinating Board (THECB) which works with each discipline to establish a common goal for each dental hygiene course."	From the 2006 Nursing Self Study: "Collin['s] ... Associate Degree Nursing Program began in 1988[,] ... received its initial National League for Nursing (NLN) accreditation in January 1994.
Personnel	From this document, sections 2.8, 3.2.8 and 3.4.11: Quality and sufficiency of the instructional personnel is highlighted. These narratives say, in part, "Collin College employs a sufficient number of full-time faculty to fulfill its mission." "The administrative and academic officers of Collin College possess the experience and the competence to lead the institution."	From the 2013 Dental Hygiene Program Report, Conclusions and Summary of the Self-Study Report, pp. 209-210: "Four full-time positions in the dental hygiene program adequately fill the needs of 16 students per class. This allows for adequate scheduling of didactic, clinical and laboratory classes. ... The number of full-time equivalent positions (FTE) is adequate in terms of faculty-to-student	From the 2006 Nursing Self Study, pp. 7- 8: Regarding the leadership of the Nursing program, the report documents the accuracy of its assertion that "The Director of Nursing exceeds the minimal qualifications in the job description and maintains satisfactory annual performance evaluations." The same report further documents the veracity of its assertion that "All nursing

Topic	Accrediting Agency		
	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	American Dental Association Commission on Dental Accreditation (CODA)	Accreditation Commission for Education in Nursing (ACEN)
	"Collin College assigns responsibility for programs and curriculum development to academically qualified Program Directors and discipline leads. Full-time faculty members with the appropriate credentials to teach in the workforce program or the transfer discipline serve as district-wide leads."	ratios. Ratios for laboratory and clinical instruction are in full accord with accreditation guidelines."	faculty have Master's Degrees in Nursing and demonstrate both academic and professional expertise in their areas of responsibilities. All demonstrate maintenance of expertise in the areas of responsibility. ... Faculty/student ratios in the clinical area are at or less than 1:10. Faculty workload is within the range of 15-18 contact hours for all faculty except where overload compensation is paid."
Finances	From this document, section 2.11.1: "Collin College maintains a sound financial base and demonstrates financial stability for the support of the mission and scope of its programs and services." "The financial health of the college can be evaluated through the use of industry benchmarks and ratios. The Composite Financial Index (CFI) creates one overall financial measurement of the institution's health... The District's CFI exceeds even the high benchmark."	From the 2013 Dental Hygiene Program Report, Conclusions and Summary of the Self-Study Report p. 196: "The program's fiscal support is stable and expected to remain so as evidenced in the College Long Range Plan. The College has a goal to establish the Division of Health Sciences and Emergency Services as a 'Center of Excellence.' The division's plans include the addition of new programs and continued expansion of current programs." In response to CODA's standard regarding the degree to which current financial support permits or inhibits achievement of program goals, the report states that the College's Board of Trustees (BOT) "and administration have been supportive and committed to the establishment of a high quality dental hygiene program."	From the 2006 Nursing Self Study, pp.87-88: "CCCCD provides sufficient financial support to accomplish the educational outcomes of the nursing program. The fiscal resources support the Nursing Department's purposes and are commensurate with college resources. ... The Nursing Department budget consistently represents one percent of the college budget" and about one-third of the budget of the Health Sciences & Emergency Services Division.
Constituencies	From the Institutional Summary submitted with the 2015 Reaffirmation "almost 1000 square miles and is comprised of Collin and Rockwall counties, as well as those areas of Denton County included in Prosper and The Colony school districts." From this document, section 3.4.3:	From the 2013 Dental Hygiene Program Report, Standard 2: Educational Program, p. 34: "Collin College is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, national origin, age, disability or veteran status."	From the 2006 Nursing Self Study, p. 47: "CCCCD has an 'open door' admission policy for all students. " "CCCCD is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin,

| | Accrediting Agency | | |
Topic	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	American Dental Association Commission on Dental Accreditation (CODA)	Accreditation Commission for Education in Nursing (ACEN)
	Collin College has "an 'open door' admission policy" and "does not discriminate on the basis of race, color, religion, sex, national origin, age, disability or veteran status."		disability, or veteran status." While Collin College is an open admissions institution, there are far more applicants for the College's Nursing Program than there are positions available. Consequently, the Nursing Program has had to institute a selective admissions process.

3.13.2   "Collaborative Academic Arrangements: 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.

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance   ___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.

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance   ___ Not applicable

Collin College has in place complaint policies and procedures that are reasonable, fairly administered and well-publicized. The college encourages informal resolution of all complaints. For complaints that cannot be resolved informally, all complaint processes and procedures are publicized on the Collin College website. Links to the online complaint forms are located on both the Student Resources webpage and the Human Resources webpage. Additionally, brochures outlining all complaint policies and procedures can be found in the Dean of Student Development offices on each campus, in the Human Resources Department and in the ACCESS office (office providing services for students with disabilities). References to applicable student complaint procedures can be found in the *Collin College Student Handbook*.

All Collin College records are retained for the required period of time, as identified for that type of record in the Document Retention Schedule. Collin College maintains a record of all formal complaints received by the college for the required record retention period, and all records are available for review by the Southern Association of Colleges and Schools upon request. A summary list of each complaint type is maintained through the online complaint databases which indicate the date the complaint was filed, the complainant's name, the respondent's name, the person and department responsible for resolving the complaint and maintaining the complaint file, the date the complaint was resolved and whether the complaint was resolved in the complainant's favor. Full complaint files are maintained by the

department responsible for resolving the complaint. Complaint files include a copy of the complaint/appeal filed, responses required from respondents to the complaint, relevant investigatory documents and a determination of the final outcome of the complaint/appeal. A copy of the summary complaint lists for each complaint type and the full complaint files are available for review by SACSCOC upon request.

STUDENT COMPLAINTS

Collin College has established formal, written student complaint policies and procedures. These procedures are codified in Board Policies FFD(LEGAL), FDE(LOCAL), FLD(LEGAL) and FLD(LOCAL). All formal student complaints can be filed online by the student. Students unable to access the online student complaint process can submit a complaint by requesting a written complaint form from a Dean of Students office or from the Title IX coordinator. Students can receive help with filing a complaint from the ACCESS office.

Collin College has several types of student complaint processes, including 1) student academic grade appeals, 2) student academic suspension or dismissal appeals, 3) student disciplinary appeals, 4) student financial aid appeals, 5) student complaints against another Collin College student or against Collin College employees and 6) any other general complaints. All student complaint processes are reasonable and fairly administered. Each process provides transparent procedures which are published on the college website. Each process also provides one or more level of appeal, depending upon the complaint type. These procedures are detailed in 4.5.

EMPLOYEE COMPLAINTS

For employee complaints that cannot be resolved informally, Collin College has in place Board Policies DGBA(LEGAL) and DGBA(LOCAL), which set forth procedures and provide for the prompt and equitable resolution of all employee complaints. Employees who bring concerns that cannot be resolved informally to the attention of Human Resources are directed to the formal employee complaint process.

PUBLIC COMPLAINTS

For community member complaints that cannot be resolved informally, Collin College has in place Board Policies GB(LEGAL) and GB(LOCAL), which set forth the procedures and provide for the prompt and equitable resolution of all complaints filed by members of the public. The public complaint policy is on the college website. For community member complaints, full complaint files are maintained by the public relations department; however, the college has not received any formal public complaints.

Relevant policies, procedures and forms for formal complaints are provided in the table below.

Table 22: Formal Complaint Information

Complaint Type	Relevant Policies	Relevant Procedures	Complaint Forms
Student Complaints	Student Complaint Policies	Student Complaint Procedures	Student Complaint forms
Employee Complaints	DGBA(LEGAL) DGBA(LOCAL)	Employee Complaint Procedures	Employee Complaint Form
Community Member Complaints	GB(LEGAL) GB(LOCAL)	Community Member Complaint Procedures	Community Member Complaint Form

3.13.4 "Reaffirmation of Accreditation and Subsequent Reports"

3.13.4.a Distance Learning

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.

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance   ___Not applicable

Collin College offers distance education courses, degrees and certificates that can be completed partially or entirely online. All courses, degrees and certificates offered by Collin College are subject to the same academic policies and rigor, including those offered via distance education. Collin College includes all students in its headcount for the Institutional Profile submitted annually to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

POLICY STATEMENTS

Collin College demonstrates adherence to Distance and Correspondence Education Policy Statements regarding student identity verification, student privacy and charges associated with identity verification.

Student Identity Verification (4.8.1)

All online and hybrid courses are required to use the Collin College learning management system, Blackboard, as the class entry point. Authentication to Blackboard is through the Collin College web portal, CougarWeb. As a result, access to online courses is only available through CougarWeb. Access to CougarWeb requires the use of a unique username and password. Each student is issued a unique username and password at the completion of the admission process. Students who have logged onto CougarWeb and clicked the Blackboard icon are automatically logged into their Blackboard account. When logged into their Blackboard account, students have access only to those courses for which they have registered. This password protected access allows the college to verify that the student accessing and participating in the course is the student who is registered for the course.

Protecting Student Privacy (4.8.2)

Collin College protects the privacy of all students, including distance education students, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Only a student's name, which is part of a student's directory information, is available for other students to view in Blackboard.

Notification of Additional Charges (4.8.3)

Collin College provides all students with a registration guide that includes information regarding all tuition and fees. The college does not impose any mandatory fees for verifying student identity. Some distance education courses require proctored exams. Students may use the Collin College Testing Centers which are available for free at three locations and have day, evening and weekend hours. Other fees may apply if students choose other proctoring options.

PRINCIPLES OF ACCREDITATION

Collin College demonstrates adherence to Distance and Correspondence Education Policy Statements by ensuring that courses and programs comply with the SACSCOC "Principles of Accreditation," as outlined in the "Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education."

Curriculum and Instruction (3.4.10)

The faculty assumes primary responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction.

Collin College faculty exercise oversight of the distance education program and ensure rigor and quality of instruction, primarily through the Online Advisory Board (OAB). The membership of the OAB consists of faculty from each division of the college. The purpose of the OAB is to "review online courses to ensure that they meet the same standards of quality and rigor as defined for onsite courses." All online courses must be approved by the OAB before they can be offered online. To ensure ongoing rigor and quality, online courses must be reviewed every 5 – 7 years after initial approval by the OAB. For each course taught at Collin College, learning outcomes are the same, regardless of whether the course is taught online or face-to-face.

Technology (3.4.12)

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.

Appropriate technology and clear communication of expectations is a standard applied in the review of online courses using the OAB Rubric. Under Course Overview and Introduction: General Review Standards, the OAB review includes the following requirement: "Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated."

Intellectual Property (3.2.14)

Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues and the use of revenue derived from the creation and production of software, telecourses or other media products.

Collin College board policy CT(LOCAL) covers the intellectual property rights of college faculty and students, regardless of the modality in which or for which the property was created. The college maintains ownership of the copyright for any materials created by a faculty member in the course and scope of the faculty member's employment. Students retain all rights to works the student creates.

Academic Support Services (2.10, 3.4.9, 3.8.1, 3.8.2)

Academic support services are appropriate and specifically related to distance and correspondence education.

Academic support services that are provided online and available to all students include online tutoring and online academic advising. Library resources, including online databases, card catalogs, electronic reserves and access to a librarian by phone, e-mail and online chat are also provided online to all Collin College students. Instructions for accessing online courses and contact information for online assistance are in the student Registration Guide and online.

Program Length (4.4, 2.7.1)

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.

Each program requires the listed number of semester credit hours, regardless of location or modality of instruction. All program lengths are documented in the college catalog and on the Collin College website.

Program Content (2.7.2, 4.2)

For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.

All Collin College programs embody a coherent course of study that is compatible with the Collin College mission and is appropriate to higher education. No distinction is made in program content between programs offered via distance education or online and programs offered via traditional delivery modes.

Practices for Awarding Credit (3.4.6)

For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.

Collin College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. Statewide standards established by the Texas Higher Education Coordinating Board and published in the Lower Division Academic Course Guide Manual and the Guide for Instructional Programs in Workforce Education are used to determine credit assigned for both transfer and workforce courses.

Consortial/Contractual Arrangements (3.4.7)

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Collin College does not have any consortial or contractual arrangements for the delivery of credit courses, programs or services offered by distance learning.

Faculty (2.8)

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

Collin College employs a sufficient number of faculty to develop, design and teach the distance learning courses and programs offered by the college. In fall, 2013, 76% of contact hours taught via distance learning were taught by full-time faculty while 52% of contact hours taught via face-to-face were taught by full-time faculty.

Faculty Evaluation (3.7.2)

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

Collin College faculty teaching distance learning courses are evaluated using the same evaluation process and procedures as traditional faculty, including classroom/online visits and student evaluation of instruction. Classroom/online visits are conducted in multiple ways. For example, the evaluator can log on to the class and "visit" asynchronously, reviewing the instructional design of the course and course interactions in the same way the students are experiencing the class. Or, the evaluator can visit during a live interactive session and observe the faculty member during a time when the faculty member is engaged with the class. Student evaluations of instruction are delivered electronically and are reviewed in the same manner as face-to-face paper evaluations.

Faculty Development (3.7.3)

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

All Collin College faculty teaching via distance learning are required to be certified to teach online by completing Online Certification Training. Additional workshops and support for faculty are provided by the eLearning Centers (eLC) staffed by doctoral and master's level instructional designers and educators. The eLCs provide faculty with training in distance learning pedagogy and course design.

Institutional Effectiveness (3.3.1.1, 4.1)

Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

Outcomes and assessment for all Collin College programs apply across delivery modalities, time of day and faculty status. All programs, regardless of delivery modality, document student achievement.

Library/Learning Resources (2.9, 2.10, 3.4.9, 3.4.12, 3.8.1, 3.8.2)

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed and are provided assistance in using the technology employed. Students have access to and can effectively use appropriate library resources.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students. Access is provided to laboratories, facilities, and equipment appropriate to the courses or program.

To support student learning, Blackboard provides tools appropriate for online courses. These tools include messaging and discussion systems, course content apparatus and assessment mechanisms. The eLCs help Collin College students master learning technologies online and in the classroom. The staff of experienced, instructional designers provides workshops and orientations, creates tutorials, and is available by appointment for one-on-one assistance and consultations. The eLCs offer online and face-to-face orientations for distance learning students and provide support and resources to all students needing assistance with technology resources. There are eLCs on the Central Park, Preston Ridge and Spring Creek campuses.

All off-campus classes, such as dual credit classes and online classes, have access to electronic library collections. Instructional services and other online library services are available through the library web portal on CougarWeb. The library page on the Collin College public website directs students to the CougarWeb library portal. Collin College libraries provide all students with the online equivalent of the instruction that is available to students who physically walk into a campus library. The Distance Learning and Digital Services Librarian has prepared twenty online video and audio tutorials concerning the use of the various databases, the online catalog, electronic journals and the electronic library in general. The tutorials are available both for computer access and for mobile devices. This Distance Learning and Digital Services Librarian is also available through Twitter, texting, voicemail, e-mail and chat. Librarians regularly offer instruction and reference services via e-mail and telephone.

Collin College monitors effectiveness of its library resources and student support services for distance students through several tools, including surveys distributed by the Library to address electronic resources, and online surveys delivered through the Library website. These results are used in conjunction with other data, including the Noel-Levitz Student Satisfaction Survey to insure that resources are appropriately meeting the needs of Collin College students, including distance learning students. The eLCs routinely survey students to ensure that the services offered by the eLCs are appropriate for students and to discover if students need additional assistance with technology and online learning support.

Student Services (2.10)

Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.

Collin College provides comparable support services for on-site, distance education and off-site students. The eLC assists the Collin community in the online environment by offering online student orientations, use of Blackboard CE and other online tools and technologies. The eLCs also assist all students with the skills needed to use technology effectively in the classroom. Additionally, the eLCs serve as a resource for

students who experience difficulty navigating the online learning environment. Technical logon assistance is available by phone 24 hours a day, seven days a week. Student Technical Support offers technical assistance online and face-to-face during normal working hours throughout the week.

The Student Development Division has adapted many of the services, forms and procedures to the online environment. The majority of these forms and services (e.g., admissions application, forms for students on academic action, transcript requests) are directly accessible through the Collin College public access website. Forms and services that are not located on the public access website (e.g., Financial Aid Award Letter) are located in CougarWeb, the Collin College secure student and employee portal.

Student Complaints (4.5)

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Complaint procedures are widely available. Whether enrolled in courses on-campus, off-campus or via distance education, Collin College students can access complaint procedures and submit forms online through the college website or to the appropriate office on any campus.

Recruitment Materials (4.6)

Advertising, recruiting and admissions information adequately and accurately represent the programs requirements, and services available to students.

Distance education programs follow the same procedures as all other programs for the production of any promotional materials, either in print or online.

Student Information Security (4.8.1, 4.8.2)

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Collin College verifies student identity using a secure login and password through the college portal, CougarWeb, to Blackboard LMS, the required learning management system for all online courses. By requiring the use of Blackboard LMS, CougarWeb, and CougarMail for student communication, Collin College procedures protect the privacy of all students, and maintain security of information, including assessments, evaluations and dissemination of results. All student information is protected through the use of unique usernames and passwords.

Facilities and Finances ([3.4.12](#), [3.11.3](#), [3.10.1](#))

Appropriate equipment and technical expertise required for distance and correspondence education are available. The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services and technological infrastructure to support the methodology.

Collin College uses Blackboard as its Learning Management System for distance education and for online supplemental instruction in face-to-face courses. The Information Technology Department uses two Oracle/Sun T4-1 servers, each with 128 GB of memory running 8 instances of Blackboard behind redundant F5 load balancers to support faculty and students. Additionally, the Blackboard Learn Oracle Database is housed on an Oracle/Sun T3-2 with 64 GB of memory. The content server for Blackboard Learn runs on an Oracle/Sun T-5120 with 64 GB of memory. The student information database (Oracle) and content are housed on an Oracle/Sun 6540 Storage Area Network (SAN).

Both the instructional systems and the administrative systems are stable and provide access 24x7x365, except when scheduled maintenance occurs. The systems are backed up and maintained by college operating systems staff and Oracle/Sun under a maintenance contract. A secure, off-site facility in the Dallas-Fort Worth area houses backup tapes. The systems are accessible on campus through a 10G Ethernet fiber backbone and over the Internet through a 200MB connection at the Central Park Campus. In case of an extended Internet outage at the Central Park Campus, external access to Blackboard, Banner and its peripheral systems is available through the 100MB Internet connection at the Preston Ridge Campus.

Financial resources are sufficient for the college mission and the scope of its programs and services, including funding for faculty, staff, services, and technological infrastructure to support distance learning methodology. Based on the [Community College Student Experiences Questionnaire](#) from 2010, 78.9% of students who took a distance learning course were either Very Satisfied or Mostly Satisfied with the distance learning courses taken.

3.13.4.b   Corporate Structure

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 within that system.

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

___ Compliance   ___ Partial Compliance   ___ Non-Compliance   _X_Not applicable

Collin College is not a part of a system or a corporate structure.

3.13.5   "Separate Accreditation for Units of a Member Institution"

3.13.5.a   Branch/Parent

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.

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance   ___Not applicable

Collin College does not have branch campuses.

3.13.5.b Autonomous Unit

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.*

___ Compliance   ___ Partial Compliance   ___ Non-Compliance   _X__Not applicable

3.14.1   Publication of accreditation status

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College represents its accreditation status accurately, using the statement below that includes the name, address and telephone number of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as required by SACSCOC and federal policy.

> Collin County Community College District is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Collin County Community College District.

The accreditation statement and SACSCOC contact information is annually reviewed and published with consistent language in electronic and print publications that are widely disseminated to students, faculty, staff and the general public. This statement can be found in the *Collin College Catalog*, the *Student Handbook*, the *Faculty Handbook* and on the college website.

SECTION 4: FEDERAL REQUIREMENTS

4.1   Student achievement

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)**

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College documents for all educational programs, regardless of delivery modality, time of day or instructor status, its success with respect to student achievement. In doing so, the college uses a broad range of performance indicators including course completion rates, state licensing examinations, job placement rates and other means relevant to the college mission, such as graduation and transfer rates. The Collin College mission statement indicates that the college is "committed to developing skills, strengthening character and challenging the intellect." Furthermore, the purpose states that Collin College has a 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 measures and documents student achievement towards the accomplishment of its mission and purpose in terms of course completion, job placement, transfer and graduation rates and state licensing exams. Each measure is appropriate to Collin College, and the use of the findings from each indicator is detailed below.

COURSE COMPLETION

Course completion is one measure of student achievement. Course completion rates are reported to the Texas Higher Education Coordinating Board (THECB) and the Texas Legislative Budget Board (LBB) in an annual accountability report.

Course and program completion have been a significant component of the Collin Strategic Plan since 2007. In 2007, the Collin College course completion rate was 80% compared to a statewide community college average of 85%. The Collin College course completion rate had been persistently three to five percentage points below the statewide average. Therefore, the college implemented a number of initiatives to improve course completion rates, including:

- In 2008 and 2009, an ad hoc Retention Council, comprised of faculty and staff, reviewed available data and made recommendations directly to the college Leadership Team.

- College-wide and campus-based workshops are provided to full-time and part-time faculty a minimum of three times per year with information on pedagogy to improve course completion.

- Each semester, division-level meetings are held with faculty to identify best practices.

- Faculty undertake research efforts, supported by study grants.

- Course review and redesign by faculty are supported by the e-Learning Centers and the Institutional Effectiveness/Curriculum Office.

- Faculty monitor and adjust course prerequisites and course placement assessments.

- The Institutional Effectiveness Office researches enrollment behavior of students who complete core and of those who stop out or drop out.

The emphasis on course completion since 2007 contributed to an increase in the course completion rate to 92% in the fall of 2012, compared to a statewide community college average of 90%. Collin College now has one of the highest course completion rates in the state, and has the highest rate among the group of large, Texas community college peer institutions.

To ensure the college continues to focus on improving course completion and term-to-term persistence, the Retention Council created recommendations to be implemented in two phases. Phase one recommended College-wide strategies to improve course completion rates. Phase two recommended College-wide strategies to improve term-to-term persistence and program completion rates.

STATE LICENSING EXAMINATIONS

The THECB has set a 90% pass rate as the criteria for excellence in programs that require licensure exams in order to practice. Collin College has adopted this standard of excellence as its own target for all its programs that require such licensure. Programs with licensure pass rates falling under the 90% standard are required to develop and submit a continuous improvement plan.

Current instructional programs at Collin College that require licensure are Dental Hygiene, Emergency Medical Services, Fire Science, Nursing, Real Estate, Respiratory

Care and Surgical Technology. Licensure pass rates are collected annually for internal review and submission to the LBB and the THECB. The table below provides licensure pass rates for all aforementioned programs.

Table 23: Licensure Exam Pass Rates

Instructional Program	2008-09		2009-10		2010-11		2011-12		2012-13	
	Students Attempting	Pass Rate	Students Attempting	Pass Rate	Students Attempting	Pass Rate	Students Attempting	Pass Rate	Students Attempting	Pass Rate
Dental Hygiene	15	93%	16	100%	15	100%	16	100%	16	100%
Emergency Medical Service	141	86%	136	93%	136	88%	120	88%	71	90%
Fire Science	204	100%	218	98%	119*	98%*	177	99%	188	98%
Nursing	72	100%	83	98%	98	96%	103	98%	115	95%
Real Estate	State testing information not available to college programs									
Respiratory Care	22	100%	23	100%	21	100%	18	100%	18	100%
Surgical Technology	6	100%	9	78%	12	100%	10	90%	18	94%
Total	460	95%	485	96%	401	97%	444	96%	426	96%

Source: Department chairs based on communications with licensure boards and students
* Note: First time attempted (THECB).

JOB PLACEMENT

Collin College receives job placement data from the THECB each year and supplements the data with information collected through direct contact with program completers. Job placement rates are shared with college leadership and program administrators and are a component of the 5-year Program Review process. The college internal standard is a 75% job placement rate within the first year after graduation. Students who move out of range for detection and students who decide to pursue further education rather than going directly into the workforce reduce placement rates. As a result, the 75% standard provides a challenging but attainable target. The table below provides the most recent job placement rate for all workforce education programs.

Table 24: 2010 Program Completion and Employment Success Rate

CIP Code	Major	Completers	Employment Success	Success Rate
90101	Communications Research	4	4	100%
100304	Animation, Interactive Technology	3	3	100%

CIP Code	Major	Completers	Employment Success	Success Rate
110101	Computer & Information Science	8	7	88%
100201	Computer Programming	4	3	75%
110701	Computer Science	3	3	100%
110801	Webpage, Digital/Multimedia	24	21	88%
110901	Computer Systems Networking & Telecommunications	15	13	87%
120503	Culinary Arts/Chef Training	11	11	100%
131203	Jr. High/Intermediate/Middle School Education/Teaching	4	3	75%
131205	Secondary Education/Teaching	5	5	100%
131210	Early Childhood Education/Teaching	33	32	97%
140101	Engineering	2	0	0%
150303	Electrical, Electronic & Communications Engineering	5	3	60%
150305	Telecommunication Technology	4	0	0%
151301	Drafting & Design Technology	29	25	86%
161306	Sign Language Interpretation and Translation	7	3	43%
190706	Child Development	48	44	92%
190709	Child Care Provider/Assistant	3	1	33%
220302	Mediation Paralegal/Legal Assistant	36	32	89%
240102	General Studies	1,179	1,047	89%
410101	Biology Technician	6	4	67%
430103	Criminal Justice Law Studies	9	9	100%
430107	Criminal Justine/Police Science	74	68	92%
430201	Fire Protection & Safety Technology	15	15	100%
430203	Fire Science/Firefighting	66	60	91%
500402	Commercial and Advertising Art	12	9	75%
500408	Interior Design	9	5	56%
500901	Music, General	18	13	72%
501003	Music Management	8	5	63%
510602	Dental Hygiene	16	14	88%
510707	Health Information/Medical Record Technology	2	0	0%
510708	Medical Transcription	1	0	0%
510713	Medical Insurance Coding Specialist	7	7	100%
510904	Emergency Medical Technology (EMT Paramedic)	100	97	97%
510908	Respiratory Care Therapy	23	18	78%
510909	Surgical Technology	8	6	75%
513801	Registered Nursing	90	86	96%
520101	Business Law Studies	44	41	93%

CIP Code	Major	Completers	Employment Success	Success Rate
520201	Business Management	5	4	80%
520401	Administrative Assistant & Secretarial Science	21	20	95%
520901	Hospitality Administration	17	11	65%
521501	Real Estate	9	6	67%
520801	Sales, Distribution & Marketing Operations	2	0	0%

Source: Employment Attainment 2010 Graduates Matched to 4th Quarter of 2010 Employment Records, THECB
Note: Student success is defined as students having obtained employment during the month of September

TRANSFER AND GRADUATION RATES

University transfer is central to the purpose of Collin College. Over 80% of students enrolling at Collin College indicate their intention to transfer and earn a baccalaureate degree, and 80% of all credit hours taught at Collin College are university transfer courses. The college supports attainment of student goals and, therefore, seeks to prepare every student who indicates a desire to transfer. Comparative data in the 2012 National Community College Benchmark Project (NCCBP) indicate that among the 239 public community colleges that participated, Collin College ranked in the 98th percentile for the percentage of total credit hours offered as transfer courses.

Data from the 2012 Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) indicate that 40% of Collin College first-time, full-time, degree-seeking students who entered in fall 2008 transferred to a university within three years. This far exceeds the 21% average transfer rate among Collin's national peers as reported in the 2012 IPEDS Data Feedback Report. Collin College also has a noteworthy 74% 2013 transfer rate which is at the eighty-fifth percentile nationally for the college peer group. Students generally transfer prior to completing a certificate or degree, contributing to a lower graduation rate.

Collin College tracks graduation rates and compares itself to peer institutions participating in NCCBP and IPEDS Data Feedback Reports. The 2013 NCCBP Report shows that Collin College ranks in the fifteenth percentile with 11% of full time, first-time students completing a degree or certificate within three years. The Collin College long-term goal is to be at or above the median for its peer group. In the 2013 NCCBP, the median was 19%. The college has adopted 11% as the baseline by which to judge progress for the Vision 2016 strategic goal of increased graduation rates.

SUCCESS AFTER TRANSFER

Since Collin College has a high percentage of students intending to transfer to a four-year institution, student success after transfer is an important standard for the

college. The THECB reports the success of all students who have transferred to a Texas public university. Based on this data, Collin College achieves its goal to have its transfer students meet or exceed the receiving institution's average GPA for all transfer students after one academic year.

Figure 7:   GPA for First Year at University; Fall 2011

	< 2.0	2.0-2.49	2.5-2.99	3.0-3.49	3.5+	Unknown
Collin College Transfer	15%	15%	16%	26%	26%	2%
Statewide University Transfer	20%	15%	18%	22%	20%	5%
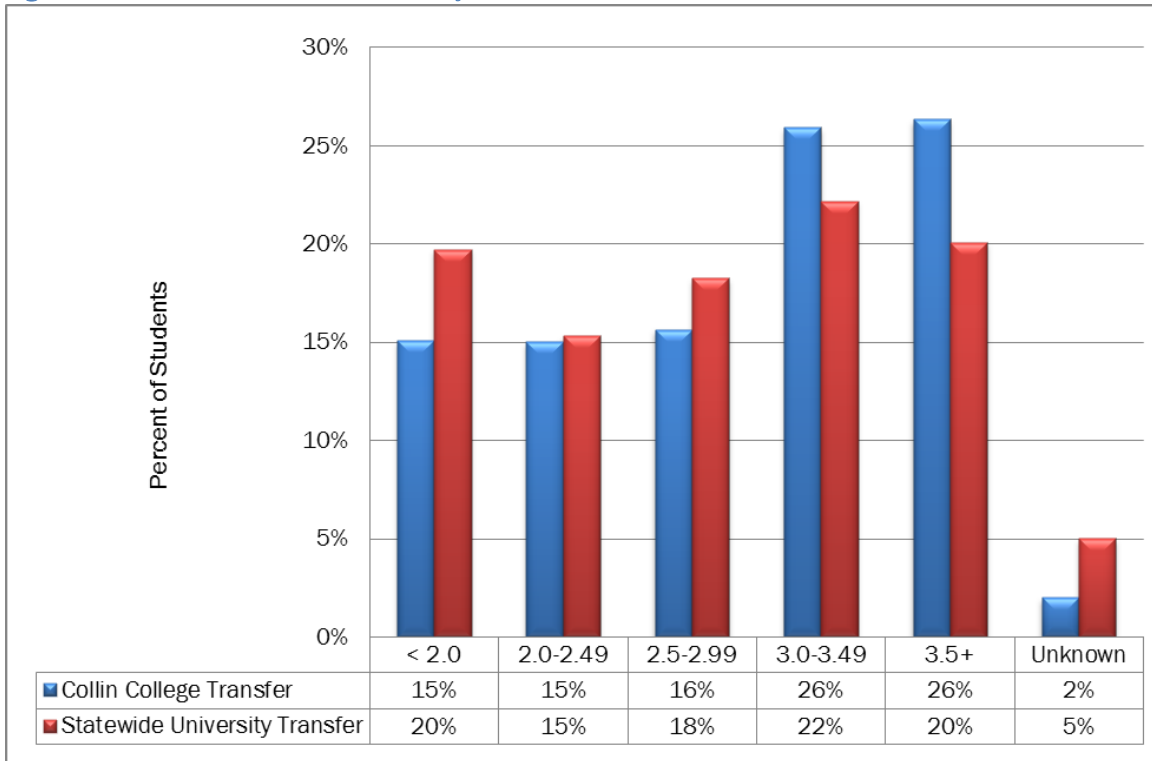
Source: THECB; Academic Performance of 2-Year College Transfer Students at Texas Public Universities;
        www.txhighereddata.org/reports/performance/ctctransfer/
Note: Figure depicts Collin College student transfer to any 4-Year Institution

4.2　　　　　Program curriculum

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)**

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

The Collin College mission and purpose statements says, in part, that the college has 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."

In support of this purpose, the college offers Associate of Arts, Associate of Science and Associate of Arts in Teaching 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 as described in 3.4.1. No distinction is made in program content between programs offered via distance education or online and programs offered via traditional delivery modes.

With the exception of special, local needs courses developed for transfer into a particular four-year degree, all Collin College transfer degree curricula consist of courses in the Texas Lower Division Academic Course Guide Manual (ACGM). The ACGM is a roster of college freshman and sophomore level courses that must be accepted in transfer for college credit by all state supported higher education institutions in Texas. Forty-two hours of each of these transfer degrees are state-mandated common general education core courses, described in 3.5.1.

In support of the college purpose, Collin College offers Associate of Applied Science degrees and certificates. The curricula for these degrees and certificates 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.

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.

Collin College utilizes a systematic [curriculum development and review process](#) conducted by the Curriculum Advisory Board. This committee meets regularly during the academic year to hear proposals for initiating or revising courses and programs at Collin College. 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. Curriculum Advisory Board recommendations are approved by the designated academic officer prior to implementation or submission to the THECB and Southern Association of Colleges and Schools Commission on Colleges for additional approval, when required.

4.3   Publication of policies

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

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Collin College makes current academic calendars, grading policies and refund policies available to students and the public through a variety of channels.

ACADEMIC CALENDARS

In addition to a "Calendars" link visibly located on the top banner from the college homepage, links to the Collin College academic calendars are posted on the "Calendars" page of the college website. This public webpage is accessible to anyone with an Internet connection. Academic dates are included on the calendars listed: Academic Dates Calendar, Master Calendar and CougarCAL Events Calendar.

The college calendar is also located in CougarWeb, the college portal accessible to students and employees. Specifically, students and employees can find calendar links on the "Home" tab; "My Courses" tab (accessible to students); and "My Workplace" tab (accessible to employees).

In addition, academic calendars are included in a variety of publications. These publications are available in print and can be downloaded as .pdfs from the college website.

- *Registration Guide*, produced each semester and describes Collin College programs, policies and procedures

- *College Catalog*, produced annually and offers a comprehensive look at key college information

- *Student Handbook*, produced annually as a resource for students

GRADING POLICIES

General, college-wide grading policies may be found in the online Collin College Catalog under "Grading System." A printed copy of the catalog is available for purchase through Lulu, a print-on-demand service. Course-specific grading policies are included on each syllabus. All college syllabi can be found on the college website, available to students and the public.

REFUND POLICIES

The Collin College refund policy is found on the "Refunds" page of the Collin College Website. It is also outlined in the section titled, "Payments and Refunds" in the Collin College *Registration Guide*. In addition, the *Collin College Catalog* references the refund policy and directs readers to the Registration Guide.

4.4   Program length

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Program length for all Collin College programs is recommended and approved by departmental faculty, the Curriculum Advisory Board and the college administration. The program length for each program is sufficient to encompass the appropriate curriculum, determined as described in 4.2. All program lengths 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. In addition, program length complies with appropriate professional accrediting bodies and the Southern Association of Colleges and Schools Commission on Colleges.

The table below provides the number of semester credit hours required for each certificate and degree awarded by Collin College. Each program requires the listed number of semester credit hours, regardless of location or modality of instruction. All program lengths are documented in the college catalog and on the Collin College website.

Table 25: List of Degrees and Semester Credit Hours Required

Degree/Certificate	Semester Credit Hours Required
Associate of Arts Degree	60
Associate of Arts in Teaching Degree	60-61
Associate of Science Degree	60
Academic Certificates	
Business Field of Study	21
Communication Field of Study	12
Computer Science Field of Study	30
Criminal Justice Field of Study	15
Engineering Field of Study	36
Engineering Technology Field of Study	35
Music Field of Study	35
Nursing Field of Study	38
Texas Core	42
Associate of Applied Science Degrees	
Animation	72
Basic Firefighter Certification	70-71
Business Management	61-63
Child Development	62-65
Cisco Systems Computer Networking Technology	69-72
Commercial Music	61-65
Commercial Photography	66
Computer Networking Technology	69-70
Computer Systems	61-65
Computer-Aided Drafting and Design	64-65

Degree/Certificate	Semester Credit Hours Required
Convergence Technology	69-71
Culinary Arts	70-71
Dental Hygienist	72
Digital Video	69
e-Business Development	61-64
Electronic Engineering Technology	68-71
Emergency Medical Services Professions	66-67
Fire Officer Certification	62-65
Geospatial Information Science (GIS)	60-64
Graphic Design	72
Green Interior and Architectural Design	72
Health Information Management	68
Hospitality and Food Service Management	64-69
Information Systems Cybersecurity	71-72
Interpreter Preparation Program/Deaf	69-70
Marketing	61-63
Nursing	72
Office Systems Technology	60
Paralegal/Legal Assistant	63-64
Pastry Arts	70-71
Polysomnographic Technology	67
Real Estate	61
Respiratory Care	72
Semiconductor Manufacturing Technology	63-67
Surgical Technology	64-66
Level I Workforce Certificates	
Advanced Cisco Systems Computer Networking Technology (CCNP)	28
Animation	41
Audio Engineering	31
Basic Firefighter	32
Biotechnology	27-28
Business Management	18
Central Sterile Processing	16
Child Development	28
Child Development Associate	16
CISSP Information Systems Cybersecurity Professional	15
Commercial Photography	39
Computer Networking Technology Advanced Software (MCITP Server Administrator)	18
Computer Networking Technology Software (MCITP Enterprise Administrator)	25-27
Computer Systems	21-23
Computer-Aided Drafting and Design	30
Convergence Technology	19
Culinary Arts	24
Digital Video	41
Early Childhood Educator	28
e-Business Development	21-23
Electronic Engineering Technology	36
EMS Paramedic	42
Fire Officer	18
Geospatial Information Science (GIS)	17
Graphic Design	41
Green Interior and Architectural Design	26
Hotel/Restaurant Management	24-26
Infant and Toddler Educator	25

Degree/Certificate	Semester Credit Hours Required
Information Systems Cybersecurity	39-40
Interpreter Trainee	33
IP Specialization	36-37
Marketing	18
Mechanical Computer-Aided Drafting and Design	30
Medical Coding and Billing	38
Medical Office Supports	35
Meetings and Event Management	24-26
Music Business	33-35
Office Systems Technology	26
Paralegal General	35
Pastry Arts	24
Polysomnographic Technology	34
Real Estate Broker	24
Real Estate Salesperson	18
Semiconductor Manufacturing Operator	32
Software Design	29
Web Development	30-31
Level II Workforce Certificates	
Green Interior and Architectural Design	56

4.5   Student complaints

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**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has adequate procedures for addressing written student complaints and follows those procedures when resolving student complaints. The College recognizes six categories of student complaints: academic grade appeals, academic suspension or dismissal appeals, disciplinary appeals, financial aid appeals, harassment and discrimination complaints and other general complaints. The table below provides a summary of the types of student complaints, relevant policies, procedures, deadlines and forms.

Table 26: Student Complaint/Grievance/Appeal Submission Information

Type of Student Complaint/Appeal and Example	Relevant Policies	Procedures	Deadline to File	Link to Appropriate Complaint/Appeal Form
Academic Grade Appeal	FLDB(LOCAL)	Academic Grade Appeal Procedures	No later than the last regular day of the first long semester after receiving the grade. (Note: The student MUST meet to discuss the grade with the professor and the Dean **prior** to submitting a grade appeal or it will not be considered.)	Academic Grade Appeal Form
Academic Suspension for Grade Point Average (GPA) below required 2.0	*Collin College Catalog*	Academic Suspension Appeal Procedures	Within ten (10) Business days from the Notice of Suspension/Dismissal	Academic Suspension for GPA Form
Disciplinary Appeal	FLB(LEGAL) and FLB(LOCAL) FM(LEGAL) and FM(LOCAL) FMA(LOCAL)	Disciplinary Appeal Procedures	Within three (3) academic calendar days (not including weekends) of the administrative decision	Disciplinary Appeal Form
Financial Aid Appeal	*Collin College Catalog* and *Student Handbook*	SAP Procedures	Within twenty one (21) academic calendar days (not including weekends) of notice that student has not met Satisfactory Academic Progress (SAP)	Financial Aid Satisfactory Academic Progress Appeal Form

Type of Student Complaint/Appeal and Example	Relevant Policies	Procedures	Deadline to File	Link to Appropriate Complaint/Appeal Form
Harassment, Discrimination, Sexual Misconduct or Sexual Violence	FDE(LOCAL)	Procedures for Complaints against Other Students Procedures for Complaints against Collin Employees	As soon as possible after the alleged act or knowledge of the alleged act	Harassment, Discrimination, Sexual Misconduct, or Sexual Violence Complaint Form
Any Other General Complaint	FLD(LEGAL) and FLD(LOCAL)	Procedures for Any Other General Complaint	Within twenty (20) academic calendar days from the time the student knew or should have known of the alleged incident or event giving rise to the complaint	Any Other General Complaints Form

As indicated above, complaint procedures are widely available. Whether enrolled in courses on-campus, off-campus, or via distance education, Collin College students can access complaint procedures and submit forms online through the public website or to the appropriate office on any campus.

4.6   Recruitment materials

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College accurately represents its practices and policies in all advertising, publications, promotional literature and recruitment activities.

Recruitment efforts for Collin College are conducted by outreach and recruitment coordinators under the direction of the Dean of Enrollment and Student Success. New outreach and recruitment coordinators receive training before they are permitted to make any recruiting presentations. The training focuses on college and departmental procedures, basic information about the college, how to effectively communicate information about the college and where to refer potential students for program-specific information. The Dean of Enrollment and Student Success attends the first presentation made by any new recruitment and outreach coordinator and provides feedback about the quality, accuracy and consistency of the information provided.

Outreach and recruitment [coordinators](#) are required to have a bachelor's degree from a regionally accredited institution and have at least two years of experience. These requirements help to ensure that the outreach and recruitment coordinators have the education, skills and motivation required to accurately represent Collin College policies and procedures.

In order to assist with recruiting efforts and promote specific educational programs and services, the college produces a variety of [brochures and informational pieces](#) available to students and community members. These materials are drafted by appropriate content experts and designed in collaboration with Public Relations to accurately and consistently represent Collin College.

The Collin College Program Review process requires each department or unit to [audit its materials and publications](#) as part of the self-study completed every five years. This section of the program review provides an additional opportunity for all areas of the college to make sure its materials and publications are current and accurate.

Distance education (known as eCollin) programs follow the same procedures as all other programs for the production of any promotional materials, either in print or online.

4.7   Title IV program responsibilities

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**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College is in compliance with its responsibilities under Title IV of the 1998 Higher Education Act as amended. The Department of Education has authorized Collin College Student Financial Aid Services to participate in Title IV programs under a Program Participation Agreement (PPA). Collin College received its most recent recertification on February 6, 2014.

Collin College is in compliance with the Department of Education on all matters pertaining to Title IV financial aid, and there are not any infractions to regulations which would jeopardize Title IV funding. There are no unpaid dollar amounts due back to the Department of Education.

Collin College submits the Fiscal Operations Report and Application to Participate (FISAP) to the Department of Education in a timely manner and 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 2011-2012, Collin College received a significant deficiency and material weakness finding for special tests and provisions related to verification. As disclosed in the 2011-2012 Schedule of Findings and Questioned Costs related to this non-compliance issue, the college acknowledged that the resources assigned to the verification process did not allow for accurate verification processing. In 2011-2012, Collin College began using a third party financial aid services vendor to assist in the verification process. No findings, for verification or otherwise, were noted in the subsequent Federal Single Audit for fiscal year 2012-2013.

A significant deficiency noted in the 2011-2012 Single Audit that did not result in a material weakness included procedures related to Return of Title IV funds. Adequate controls have been established to ensure proper calculations are being made when Return of Title IV funds have been identified. The subsequent Federal Single Audit for fiscal year ending 2012-2013 did not reveal any repeat or new audit findings.

In March, 2013, Collin College received a request from the Department of Education to perform a 100% file review of all Title IV recipients for which the college performed verification during the period covered by the 2011-2012 audit. This file review was to determine the extent to which students whose expected family contribution (EFC) was calculated incorrectly after verification was performed and to identify those with incorrect EFC calculations. As a result of the 100% file review, the college received a final audit determination letter requesting Collin College to reimburse the Department of Education. Ultimately, the reimbursement amount for financial aid paid to students in error, based on verification errors, was $378,526. Collin College has reimbursed the Department of Education for the federal aid paid to students in error. In addition, conditions leading to verification errors have changed. The Collin College financial aid verification process is now being performed by a third party financial aid service provider.

The Collin College three year 2010 cohort default rate (CDR) for direct student loans is 18.4%, the latest default rate available at this time. However, the 2011 draft default rate for Collin College is 15%. The figure below shows the Collin College two-year and three-year CDR for the previous five years.

Figure 10: Collin College Official Cohort Default Rates
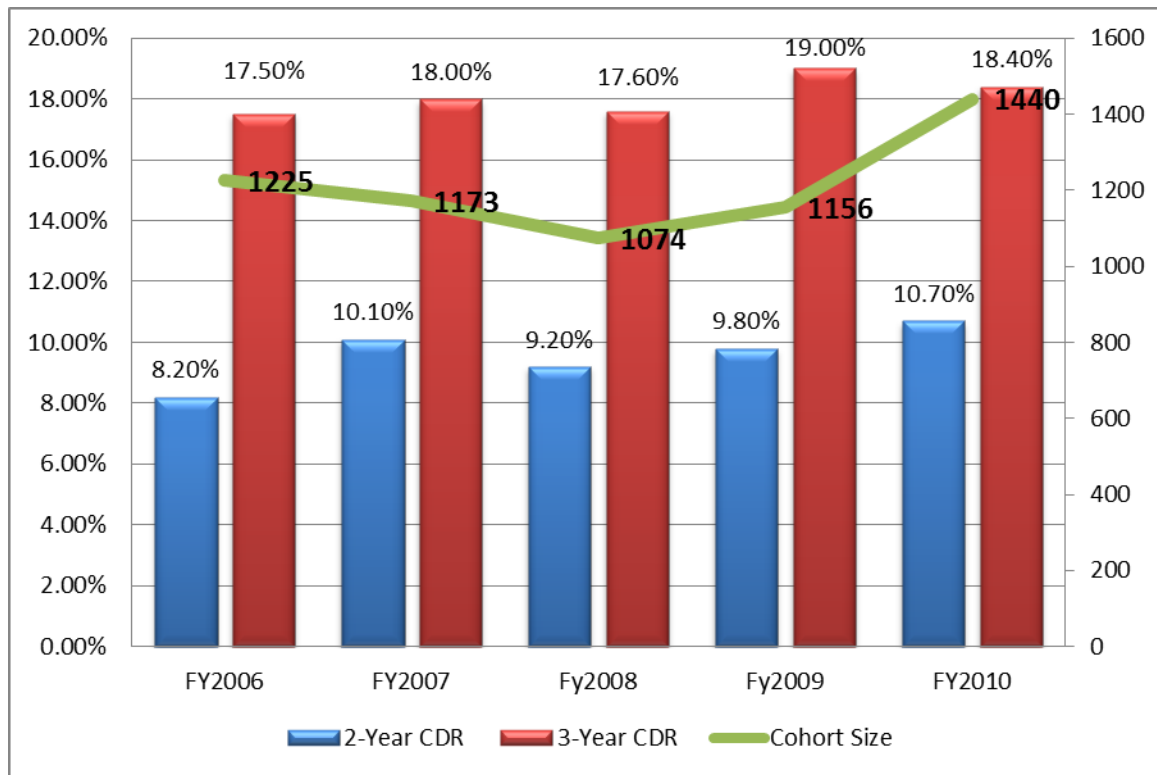
4.8   Distance and correspondence education

An institution that offers distance or correspondence education documents each of the following:

4.8.1   Student identification

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.

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College verifies student identity using a secure login and password through the college portal, CougarWeb, to our Blackboard LMS, the required learning management system for all online courses. Blackboard is provided to each student by the college.

In addition to the secure login and password, faculty and programs at Collin College may use a variety of other measures to verify that the student who participates in and completes the course or program is the same student registered for the course or program. Faculty can use proctored examinations at a Collin College testing center or at an approved remote proctored testing site. Another option available to Collin College faculty is Remote Proctor Now, a fully-online, remote proctored testing service. Some programs that include online components also require identity verification through face-to-face meetings and on-site clinicals.

4.8.2   Privacy

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

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College has written procedures for protecting the privacy of all students, including those who are enrolled in distance and correspondence education courses or programs. In order to help prevent identity theft, Collin College assigns each student a random College Wide Identification Number (CWID) instead of using a student Social Security number. The CWID is noted on all student records, except the official Collin College transcript. All student information is protected through the use of unique usernames and passwords.

The college maintains strict adherence to the Family Education Rights and Privacy Act (FERPA) that protects the privacy of student information. FERPA rules and regulations are distributed in writing as a brochure and are posted on the college website. Faculty and staff attend professional development training and are periodically apprised of FERPA laws and the necessity of protecting the privacy of students. The *Collin College Student Handbook*, section 7-1.12 Student Education Records, provides an outline of written procedures for maintaining compliance with FERPA. This information includes how to request examination of student records, to request that directory information not be disclosed and to file a complaint under FERPA.

4.8.3   Additional charges

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.

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

Collin College does not charge a specific fee to cover the costs associated with verification of student identity.

4.9   Definition of credit hours

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**)

_X_ Compliance ___ Partial Compliance   ___ Non-Compliance

In Board Policy EFA(LEGAL), Collin College defines a credit hour in accordance with Texas Administrative Code. Rule 4.6 of this code states that "traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam" and that "courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester." It further states that "every college course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection."

Collin College adheres to Texas statute and Texas Higher Education Coordinating Board (THECB) rules regarding program length. These practices are described in detail in Federal Requirement 4.4.

As demonstrated by course syllabi, the same student learning outcomes are required, regardless of mode of delivery (i.e. face-to-face, online, dual credit, hybrid, etc.). Program outcomes are also the same, regardless of delivery mode. The Collin College Curriculum Advisory Board, and in the case of distance learning courses or programs, the Online Advisory Board as well, must approve all courses and programs to ensure that they comply with Collin College standards, THECB regulations and Southern Association of Colleges and Schools Commission on Colleges policy.

Collin College only awards credit for courses or programs that conform to commonly accepted practices in higher education.