

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

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

### INTRODUCTION

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

### PROGRAM STATUS

1. Describe how the program supports:
  - a. The college mission and core values.

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

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

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

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

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

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

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

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

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

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

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

- b. The college strategic plan. (from year end 2012 status report)  
The CEWD division supports the Collin College strategic plan by:
- increasing the community's recognition of the educational opportunities, quality, and the value the college provides by increasing the number of area businesses trained.
  - creating linkages and new opportunities to help students navigate 21<sup>st</sup> century education transitions by developing and marketing courses to meet industry standards and emerging fields that reaches an expanded student market.

## CONTINUING EDUCATION (CE)

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

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

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

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

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

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

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

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

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

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

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

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



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

xv. CE course development follows specific protocol:

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

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

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

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

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

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

3. How does the program conform to federal requirements?

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

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

- iv. EEO
- v. Federal Minimum Wage Act
- vi. OSHA

b. Describe how they are met. CE follows all federal, state, local, and college requirements and is supported in carrying out those laws and regulations with assistance from Human Resources and the Student Services offices.

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

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

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

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

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

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

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

**PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW**

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

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

**CEWD**

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

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

Lisa Evans-Reagan	Marketing Coordinator	B.F.A. Radio/Television/Film	Event Marketing with Constant Contact  ARGOS  EMSI Career Coach  EMSI Analyst  LERN – State of Marketing in Continuing Education  Blackboard  Adobe Photoshop CS5  Adobe Illustrator CS5  Microsoft Excel 2010  Microsoft Word 2010
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Collin County Community College District  
 Continuing Education and Workforce Development Division Service Unit Program Review 2013

**CONTINUING EDUCATION**

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

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

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



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

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

#### PROGRAM PLANNING

Summarize expectations and plans for the next five years.

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

## CENTER FOR WORKFORCE AND ECONOMIC DEVELOPMENT (CWED)

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

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

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

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

#### 10. CEU Administrative Criteria

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

#### 11. CEU Program Criteria

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

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

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

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

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

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

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



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

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

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

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

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

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

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

3. How does the program conform to federal requirements?

a. List any federal requirements for the program.

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

b. Describe how they are met.

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

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

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

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

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

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

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

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

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

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

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

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

**PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW**

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

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

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

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

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

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

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

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

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

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



			Customer Service
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**PROGRAM PLANNING**

Summarize expectations and plans for the next five years.

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

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

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

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

## SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

### PROGRAM STATUS

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

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

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

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

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

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

- b. Describe how they are met.

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

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

Progress is measured by three main criteria:

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

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

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

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

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

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

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

**INSTITUTIONAL RESEARCH DATA**

*Unduplicated, actual, annual enrollment data*

Not applicable for the Collin SBDC.

**PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW**

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

The Collin SBDC performs annual assessments in four ways:

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

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

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

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

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

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

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

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

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

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

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

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

			Invaluable: Unlocking Your Abilities.
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## PROGRAM PLANNING

Summarize expectations and plans for the next five years.

The Collin SBDC has developed the following three strategic plans:

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



**FACILITIES AND RESOURCES**

**FACILITIES**

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

**EQUIPMENT AND SUPPLIES**

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

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

**FINANCIAL RESOURCES**

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

## COLLIN COUNTY LAW ENFORCEMENT ACADEMY (CCLEA)

### PROGRAM STATUS

1. Describe how the program supports:

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

(See CEWD response in addition to below added information)

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

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

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

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

2. How does the program conform to THECB requirements?

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

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

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

## TCLEOSE REQUIREMENTS

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

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

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

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

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

### Course Syllabi with SCANS (See attachment)

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

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

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

COMPETENCIES/effective workers can productively use:

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

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

THE FOUNDATION/competence requires:

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

**Average 5 completers per year**

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

**Average Completers per year**

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

**Evidence of demand for program graduates**

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

**Average number of months to employment**

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

**Licensure pass rate if applicable.**

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

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

**In-Service Training**

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

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

**Program requirements from THECB**

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

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

The Basic Peace Officer Course is accredited by:

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

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

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

4. Program literature.

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

5. Transferability analysis for instructional programs.

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

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

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

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

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

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

7. Complete Facilities and Resources template.

**FACILITIES AND RESOURCES**

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

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

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

**EQUIPMENT AND SUPPLIES**

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

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



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

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

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

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

**Institutional Research Data**

*Unduplicated, actual, annual enrollment data*

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

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

## PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

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

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

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

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

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

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

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

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

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

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

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

Academy part-time instructors (see attachment)

## PROGRAM PLANNING

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

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

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

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

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

2. Provide the next Continuous Improvement Plan.

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

# Continuing Education Attachments

# Continuous Improvement Plan (CIP)

Date: 1/16/2013

Administrative or Educational Support Unit: Continuing Education

Contact Name: Steve Hardy

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

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

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

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

**Date:** 1/16/2012

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

**Contact Name:** Steve Hardy

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

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

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



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

Add: Is this an in-demand occupation?

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





## Continuing Education Headcount History by Fiscal Year

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

The unduplicated/duplicated headcount numbers and contact hours prior to 04/15/03 came from Student Activity reports					
Quarter 1	2002	5,114	7,371	195,619	179,998
Quarter 2	2003	4,281	5,799	146,270	137,078
Quarter 3	2003	4,059	5,659	99,941	89,338
Quarter 4	2003	4,437	6,201	134,543	122,165
<b>Total FY</b>		<b>17,891</b>	<b>25,030</b>	<b>576,373</b>	<b>528,579</b>
Quarter 1	2001	5,034	7,170	181,630	170,399
Quarter 2	2002	4,878	6,220	134,089	120,626
Quarter 3	2002	3,921	5,089	116,699	109,078
Quarter 4	2002	4,204	5,882	131,522	112,756
<b>Total FY</b>		<b>18,037</b>	<b>24,361</b>	<b>563,940</b>	<b>512,859</b>
Quarter 1	2000	4,861	6,494	171,498	162,881
Quarter 2	2001	4,587	6,068	139,446	132,223
Quarter 3	2001	4,753	6,421	107,253	101,647
Quarter 4	2001	4,511	6,055	125,622	111,420
<b>Total FY</b>		<b>18,712</b>	<b>25,038</b>	<b>543,819</b>	<b>508,171</b>
Quarter 1	1999	5,388	7,460	185,620	173,684
Quarter 2	2000	4,429	5,731	129,809	113,052
Quarter 3	2000	3,222	4,302	81,028	78,713
Quarter 4	2000	4,061	5,296	133,410	127,959
<b>Total FY</b>		<b>17,100</b>	<b>22,789</b>	<b>529,867</b>	<b>493,408</b>
Quarter 1	1998	4,481	5,938	141,973	134,637
Quarter 2	1999	4,298	5,438	135,929	128,065
Quarter 3	1999	3,245	4,079	67,445	63,036
Quarter 4	1999	4,101	4,854	107,604	103,242
<b>Total FY</b>		<b>16,125</b>	<b>20,309</b>	<b>452,951</b>	<b>428,980</b>
Quarter 1	1997	4,513	5,963	131,409	121,935
Quarter 2	1998	3,581	4,468	104,474	92,453
Quarter 3	1998	3,210	4,102	76,666	85,540
Quarter 4	1998	3,700	4,731	98,009	102,319
<b>Total FY</b>		<b>15,004</b>	<b>19,264</b>	<b>410,558</b>	<b>402,247</b>
Quarter 1	1996	3,897	5,345	113,208	102,708
Quarter 2	1997	3,330	4,181	93,636	86,180
Quarter 3	1997	2,764	3,471	67,286	65,300
Quarter 4	1997	3,180	4,071	88,631	89,151
<b>Total FY</b>		<b>13,171</b>	<b>17,068</b>	<b>362,761</b>	<b>343,339</b>
***4th quarter implemented in CCCC internal system 95-96 fiscal year.					
Quarter 1	1995	3,973	5,728	139,341	102,695
Quarter 2	1996	3,355	4,439	100,629	74,743
Quarter 3	1996	1,919	2,393	40,919	61,934
Quarter 4	1996	2,520	3,228	64,364	78,545
<b>Total FY</b>		<b>11,767</b>	<b>15,788</b>	<b>345,253</b>	<b>317,917</b>
Quarter 1	1994	3,809	5,300	119,904	92,827
Quarter 2	1995	4,313	6,471	144,128	79,581
Quarter 3	1995	2,398	3,199	62,539	52,113
Quarter 4	1995	***	***	***	76,896
<b>Total FY</b>		<b>10,520</b>	<b>14,970</b>	<b>326,571</b>	<b>301,417</b>
Quarter 1	1993	2,842	3,796	80,496	57,672
Quarter 2	1994	4,155	6,290	132,081	42,198
Quarter 3	1994	2,216	3,076	70,945	64,345
Quarter 4	1994	***	***	***	73,759
<b>Total FY</b>		<b>9,213</b>	<b>13,162</b>	<b>283,522</b>	<b>237,974</b>
Quarter 1	1992	2,669	3,656	73,308	43,574
Quarter 2	1993	3,239	4,650	95,157	42,969
Quarter 3	1993	1,282	1,927	51,880	28,659
Quarter 4	1993	***	***	***	39,334
<b>Total FY</b>		<b>7,190</b>	<b>10,233</b>	<b>220,345</b>	<b>154,536</b>
Quarter 1	1991	1,992	2,567	45,233	25,793
Quarter 2	1992	3,097	4,111	75,938	6,003
Quarter 3	1992	1,096	1,680	39,521	47,247
Quarter 4	1992	***	***	***	35,189
<b>Total FY</b>		<b>6,185</b>	<b>8,358</b>	<b>160,692</b>	<b>114,232</b>

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



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

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

Source - CBM-00C State Report

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

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



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

CE Facilities

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

CE Facilities

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

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

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

\* Base Year Contact Hours

\*\*Tuition recorded net of refunds in Banner

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

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

Medicare Tax 1.45% , Retirement Benefits

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

accounting services, human resources, payroll, presidents office, registration, computer services  
expense @ 8/31/12 for cost centers - 387105, 387205, 387305, 388105, 388205, 388305, 22025

CE Facilities

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

CE Facilities

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

Center for  
Workforce and Economic Development  
Attachments

# 2011-2012

## Service Unit Continuous Improvement Plan (CIP)

**Date:** January 2012

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

**Primary contact name:** Natalie Greenwell

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

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

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

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



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



## CONTRACT TRAINING AGREEMENT

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

### I. DISTRICT AGREES TO PROVIDE:

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

### II. AGENCY AGREES TO:

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

### III. HOLD HARMLESS AGREEMENT

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

### IV. GENERAL CONTRACT TERMS AND CONDITIONS

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

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

## **V. CONFIDENTIALITY**

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

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

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

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

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

**VIII. GOVERNING LAW**

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

**COMPANY NAME**

**CENTER FOR WORKFORCE & ECONOMIC DEVELOPMENT**

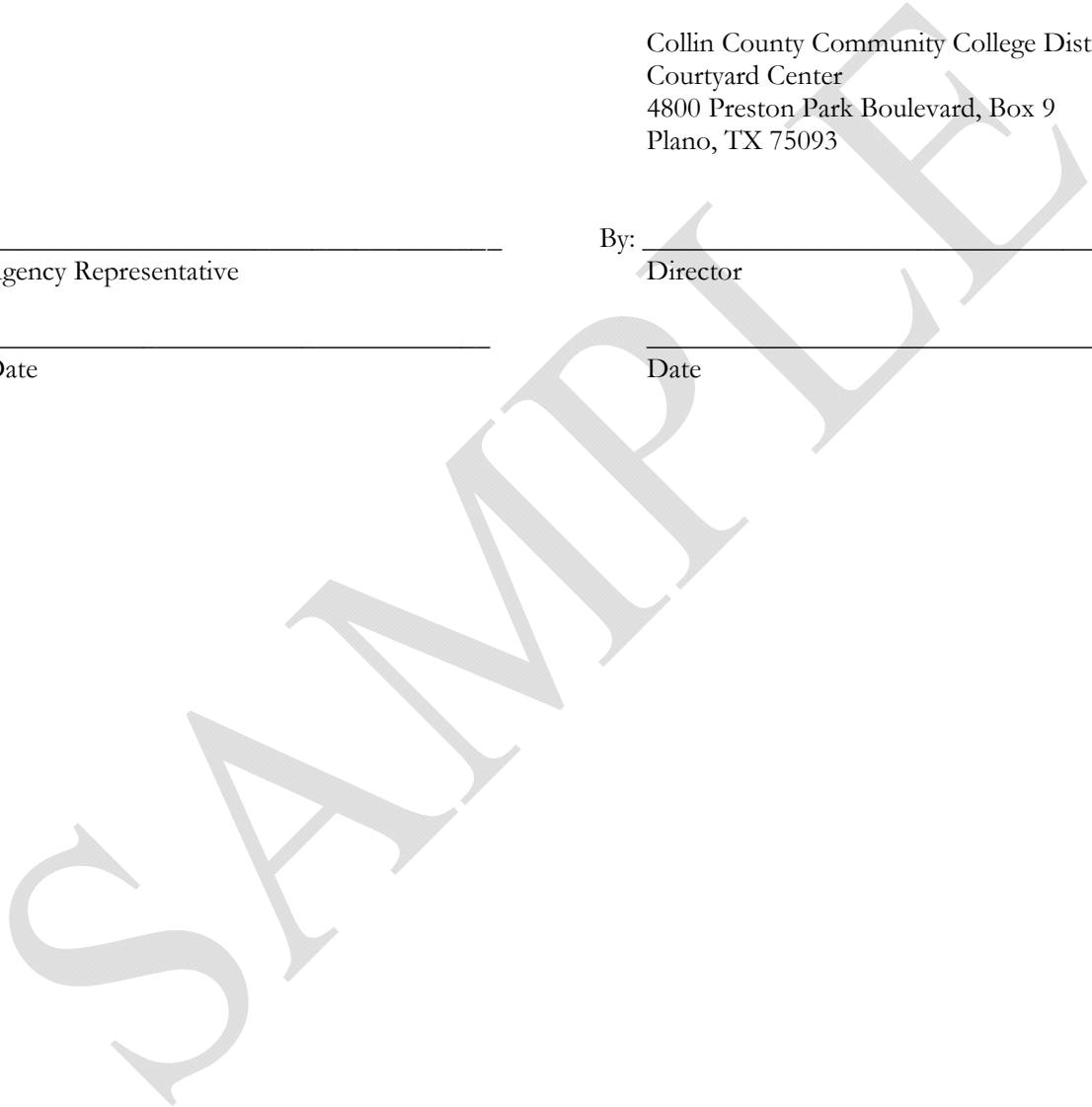
Collin County Community College District  
Courtyard Center  
4800 Preston Park Boulevard, Box 9  
Plano, TX 75093

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date





**Contract Training Agreement  
Attachment A**

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

**Contact:**      Company contact      **Phone:**  
Title      **Email:**

**Date:**

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

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

**Location:**      Course location

**Instructor:**      Instructor Name

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

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

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

**Terms:**      Payable upon receipt of invoice

**Invoice will be sent to:**  
Company contact or other designated person  
Title  
Company Name  
Company Address  
Phone; email address

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

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

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

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

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

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

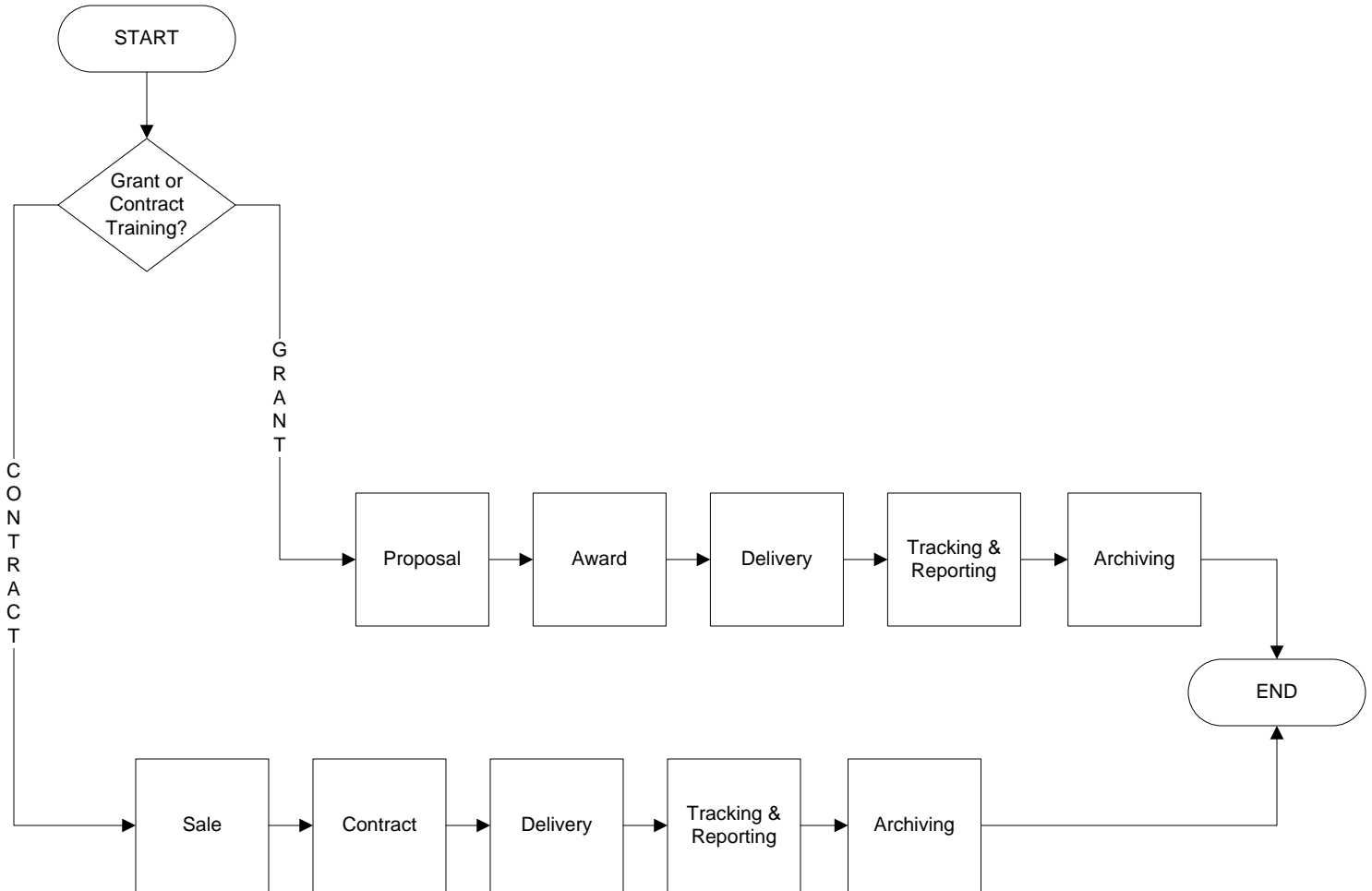
The Registrar's Office has responsibility for ensuring compliance with FERPA.

Companies Served Outside Collin County
--

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

Level I

7/20/2012



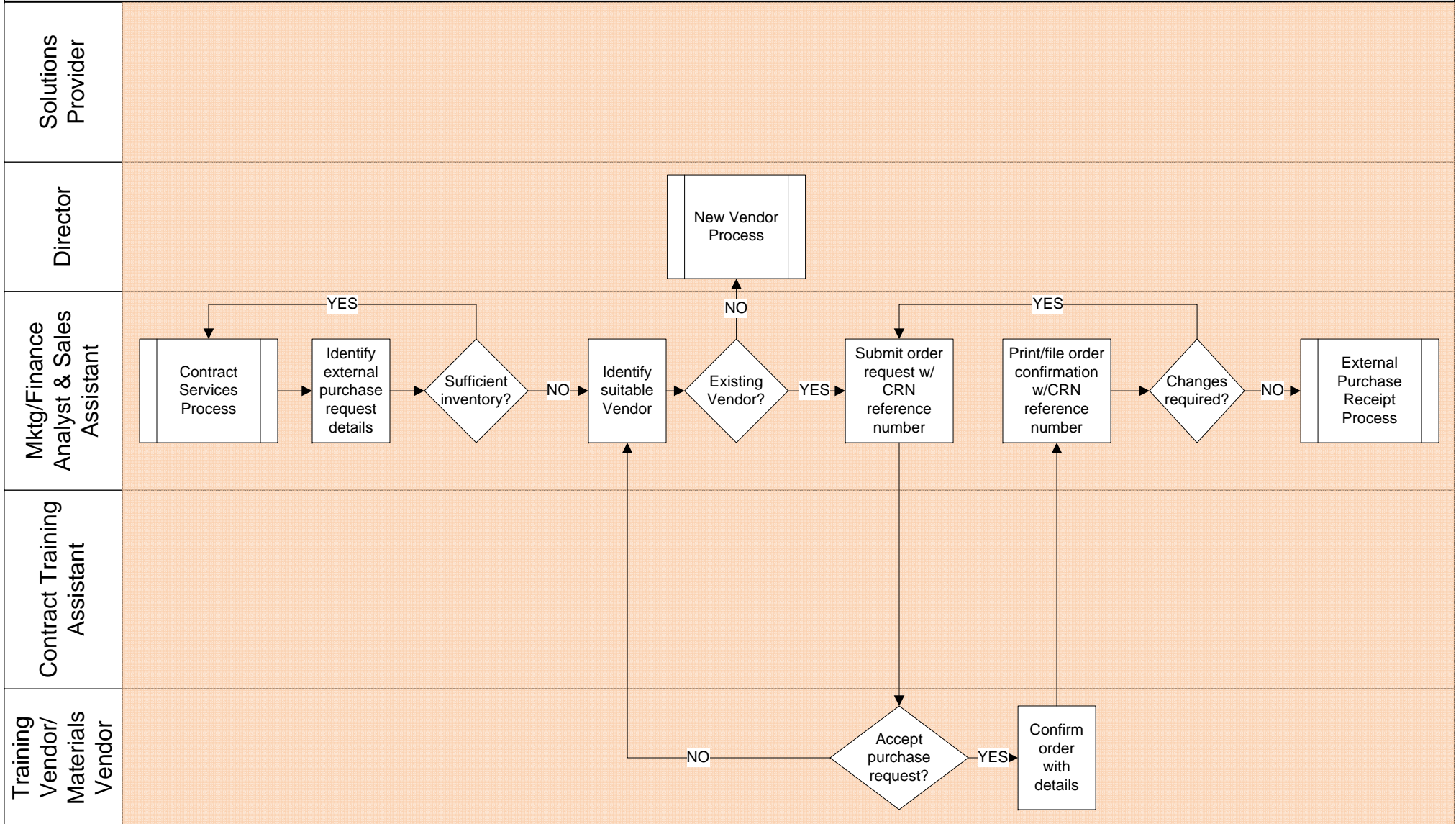


# CWED Processes

Level II: Contract Services

## Phase I: External Purchase

2 Week Rolling Outlook Monday

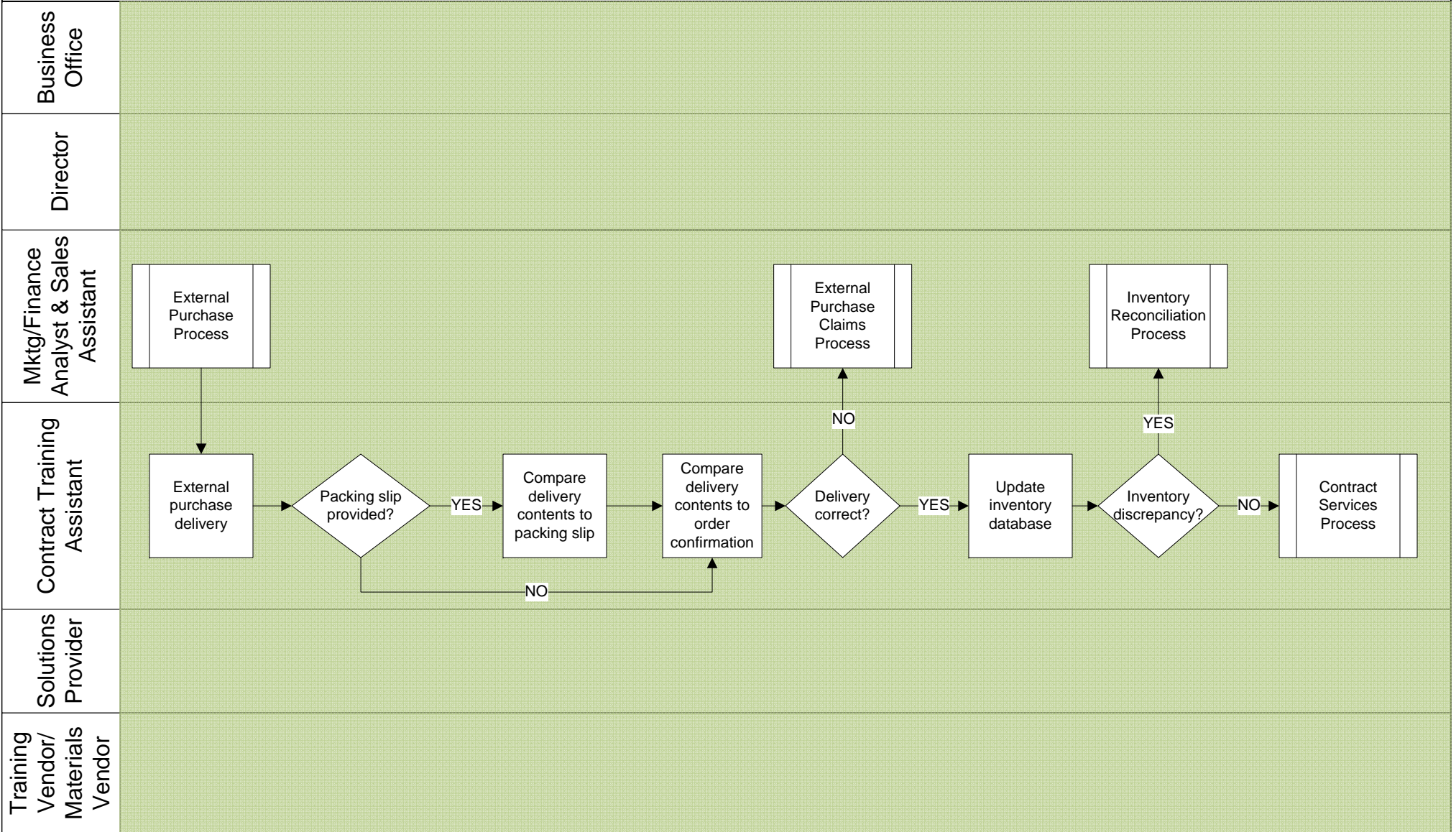


# CWED Processes

Level II: Contract Services

## Phase II: External Purchase Receipt

Daily Outlook

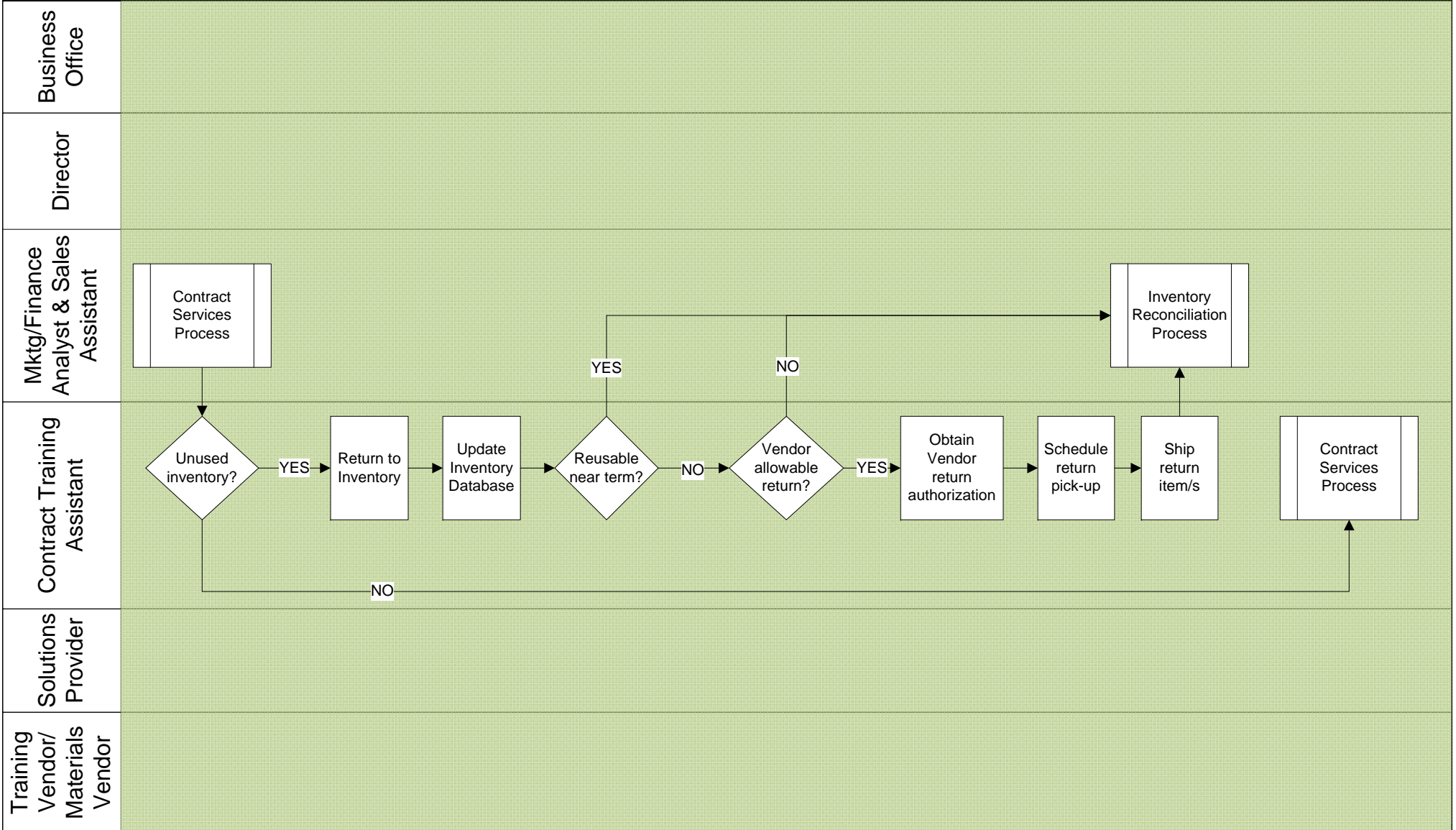


# CWED Processes

Level II: Contract Services

## Phase III: External Purchase Return

Daily Outlook



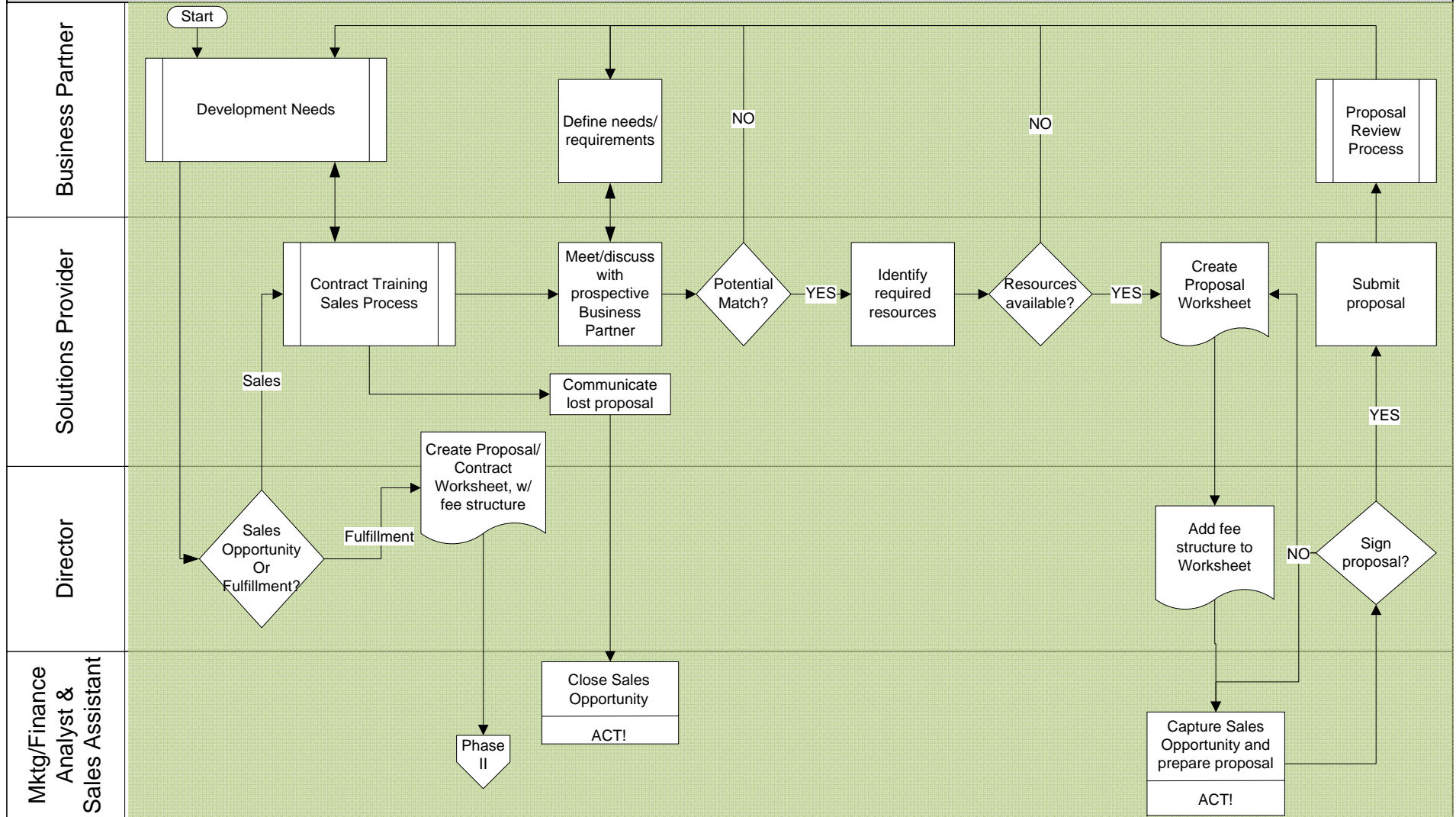


# CWED Processes

Level II: Contract Services

## Phase I: Service Proposal

Daily Outlook

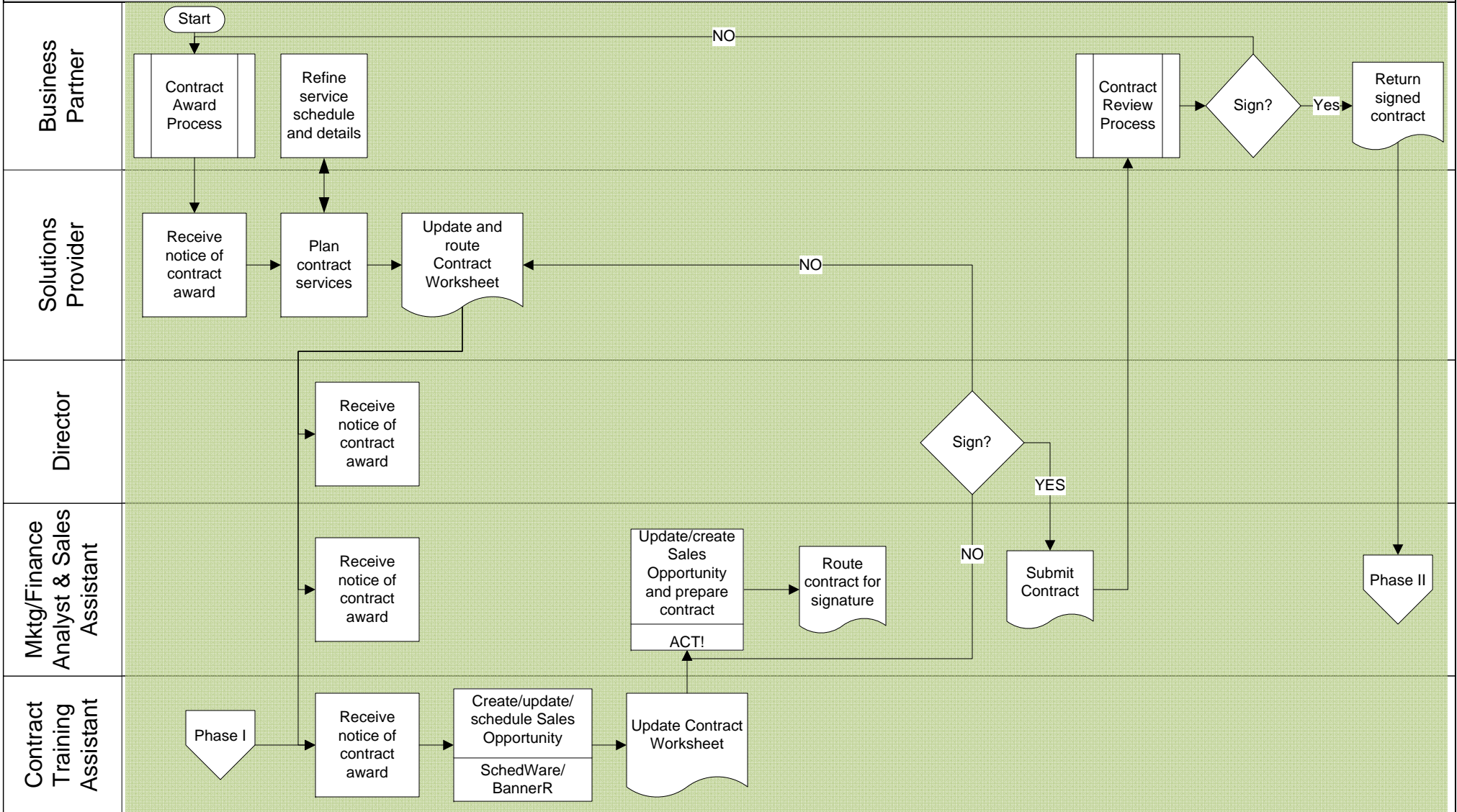


# CWED Processes

Level II: Contract Services

## Phase II: Service Contract

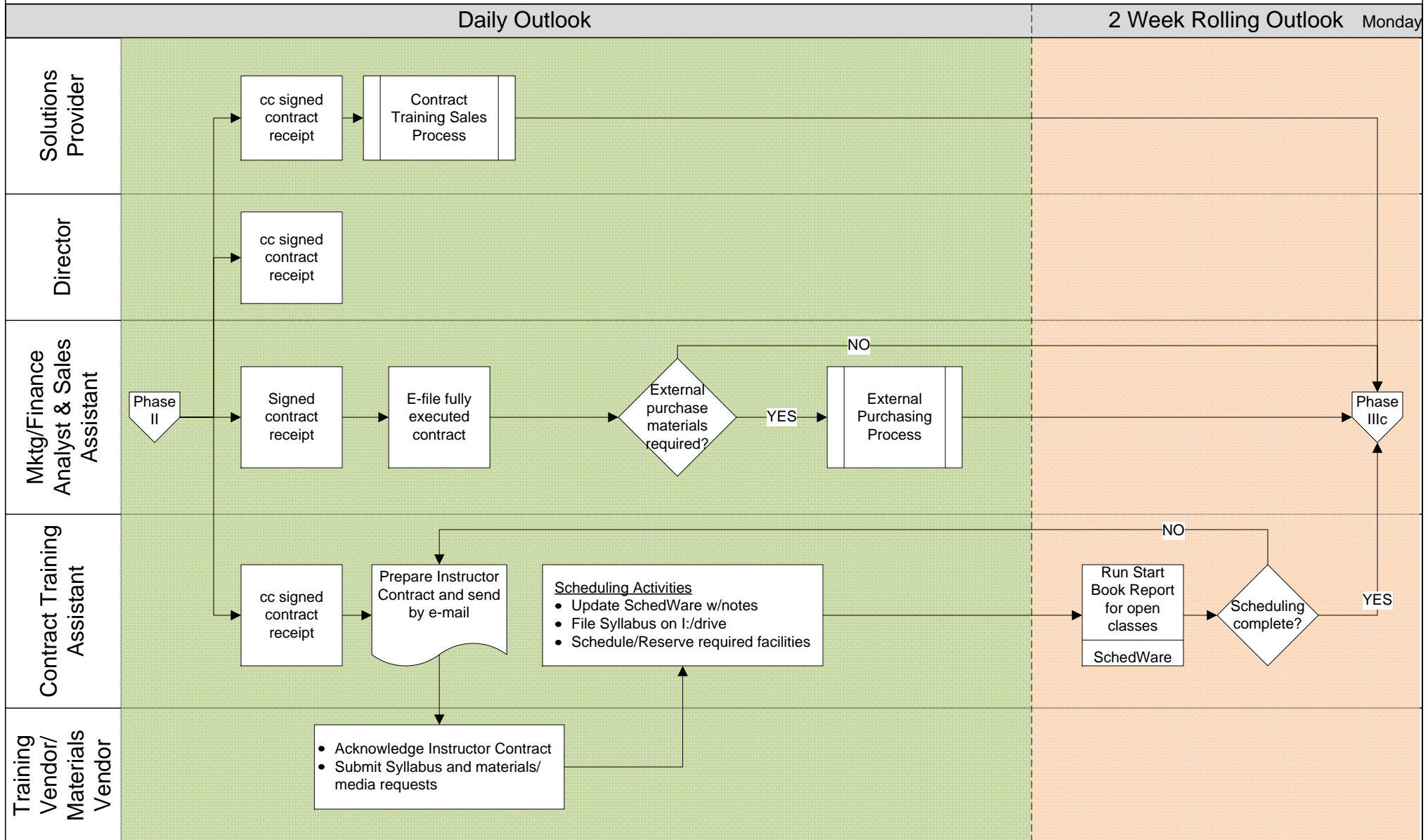
Daily Outlook



# CWED Processes

Level II: Contract Services

## Phase III: Service Delivery



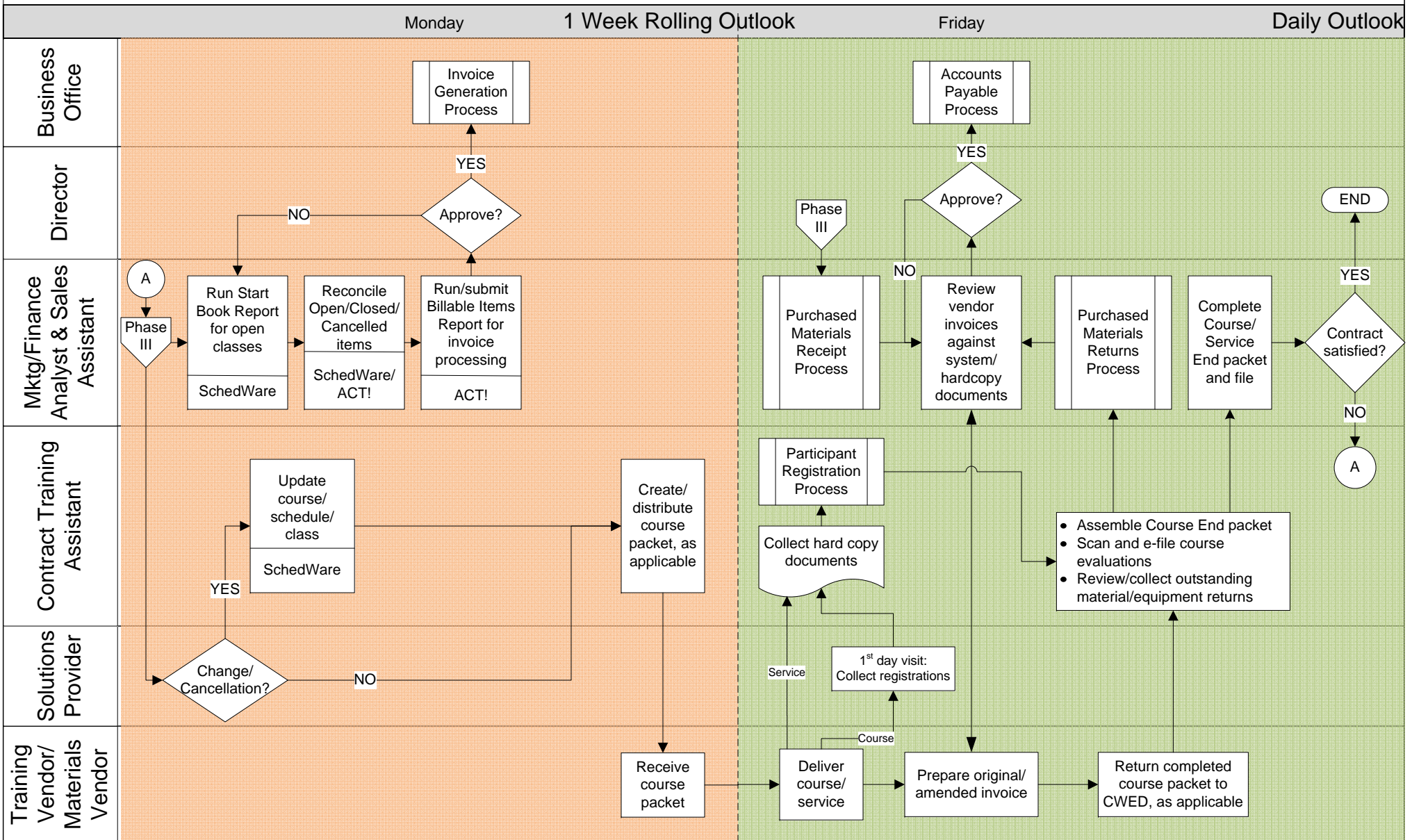


# CWED Processes

Level II: Contract Services

10/9/2012

## Phase III: Service Delivery, continued





# CWED Processes

Level II: Contract Services

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

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

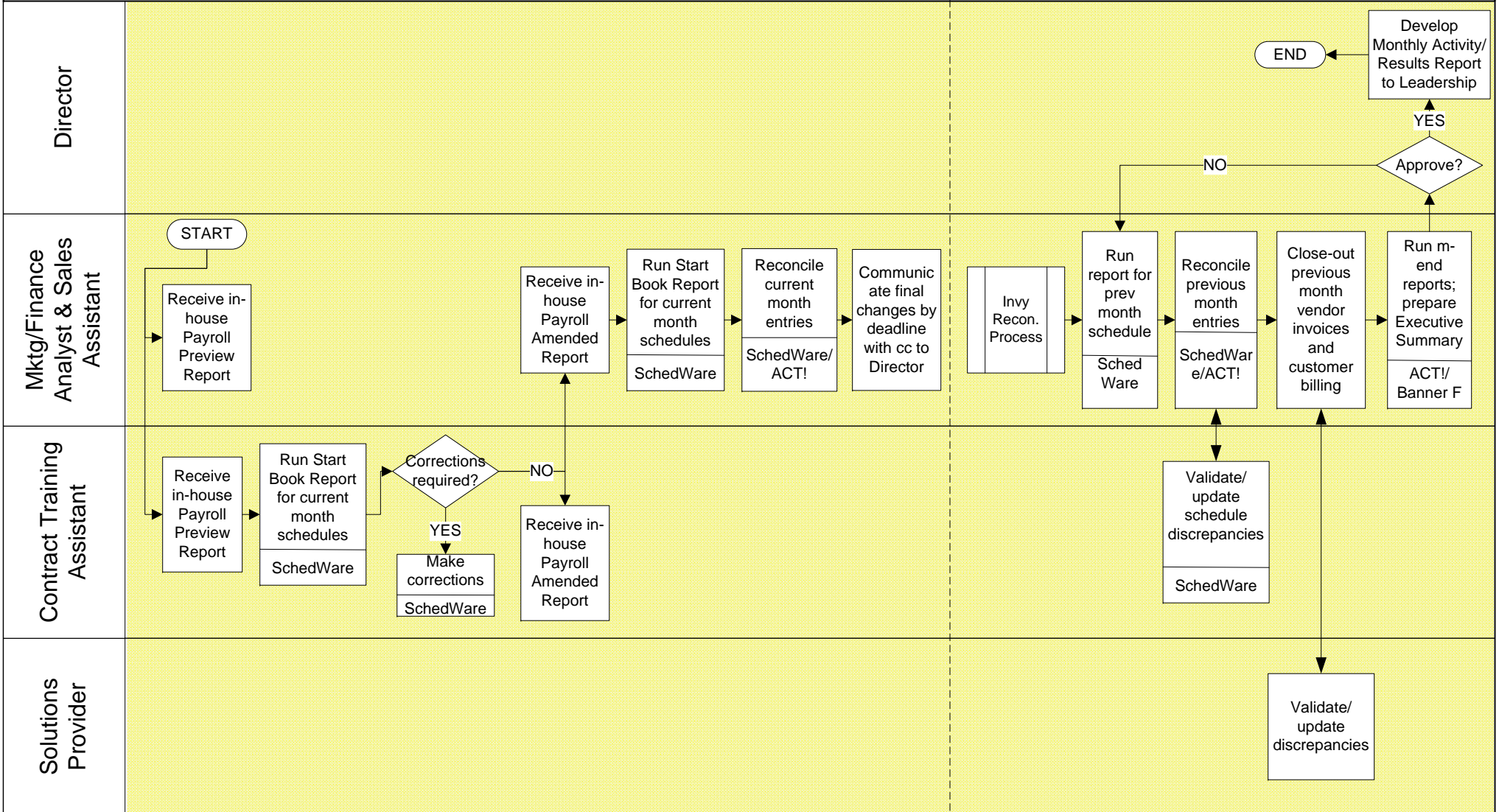
13<sup>th</sup> ~ 15<sup>th</sup>

Current Month Reporting

6<sup>th</sup> wkday

Prev Month Reporting

10<sup>th</sup> wkday





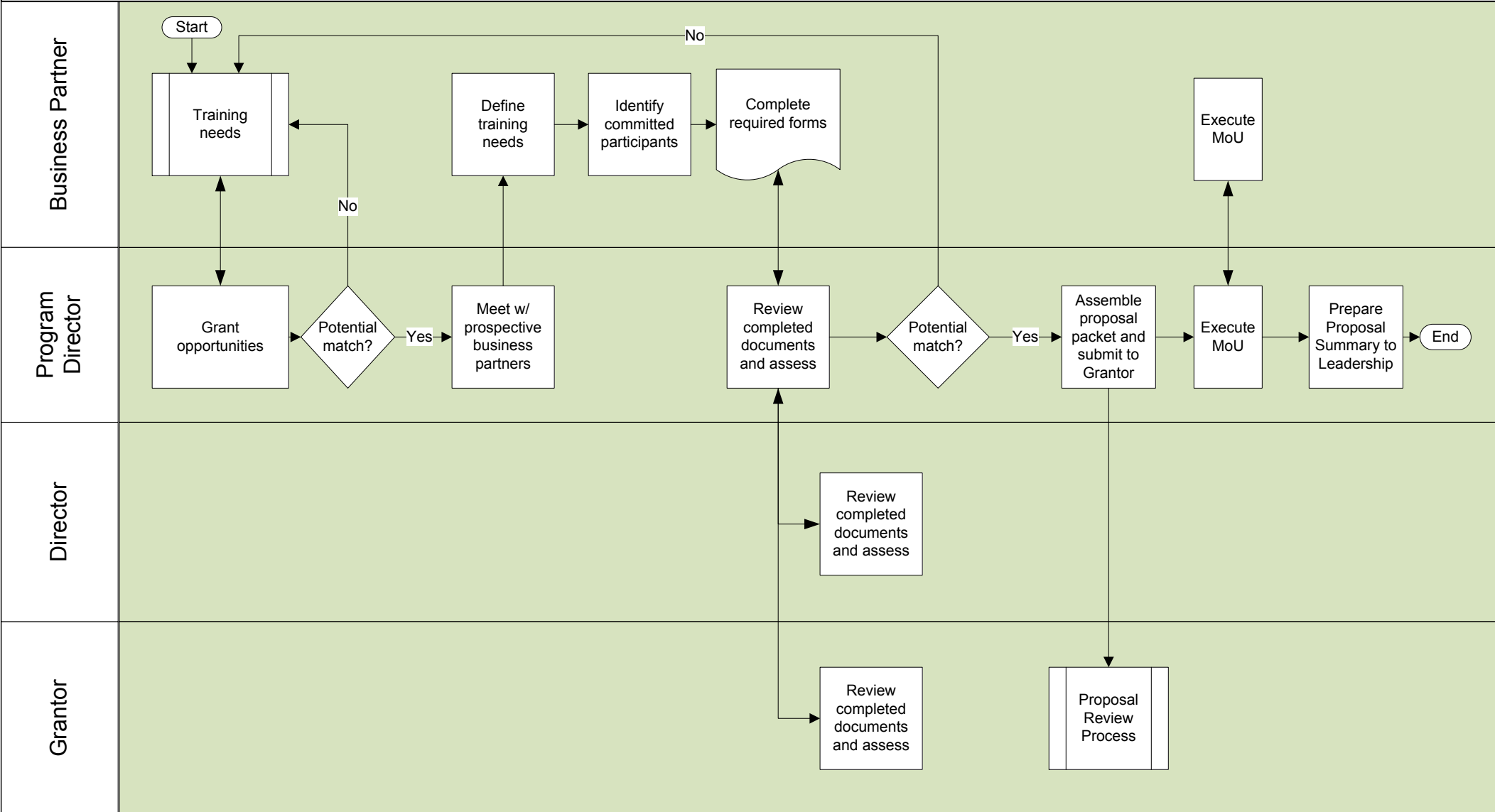
# CWED Processes

Level II: Grant Training

10/30/2012

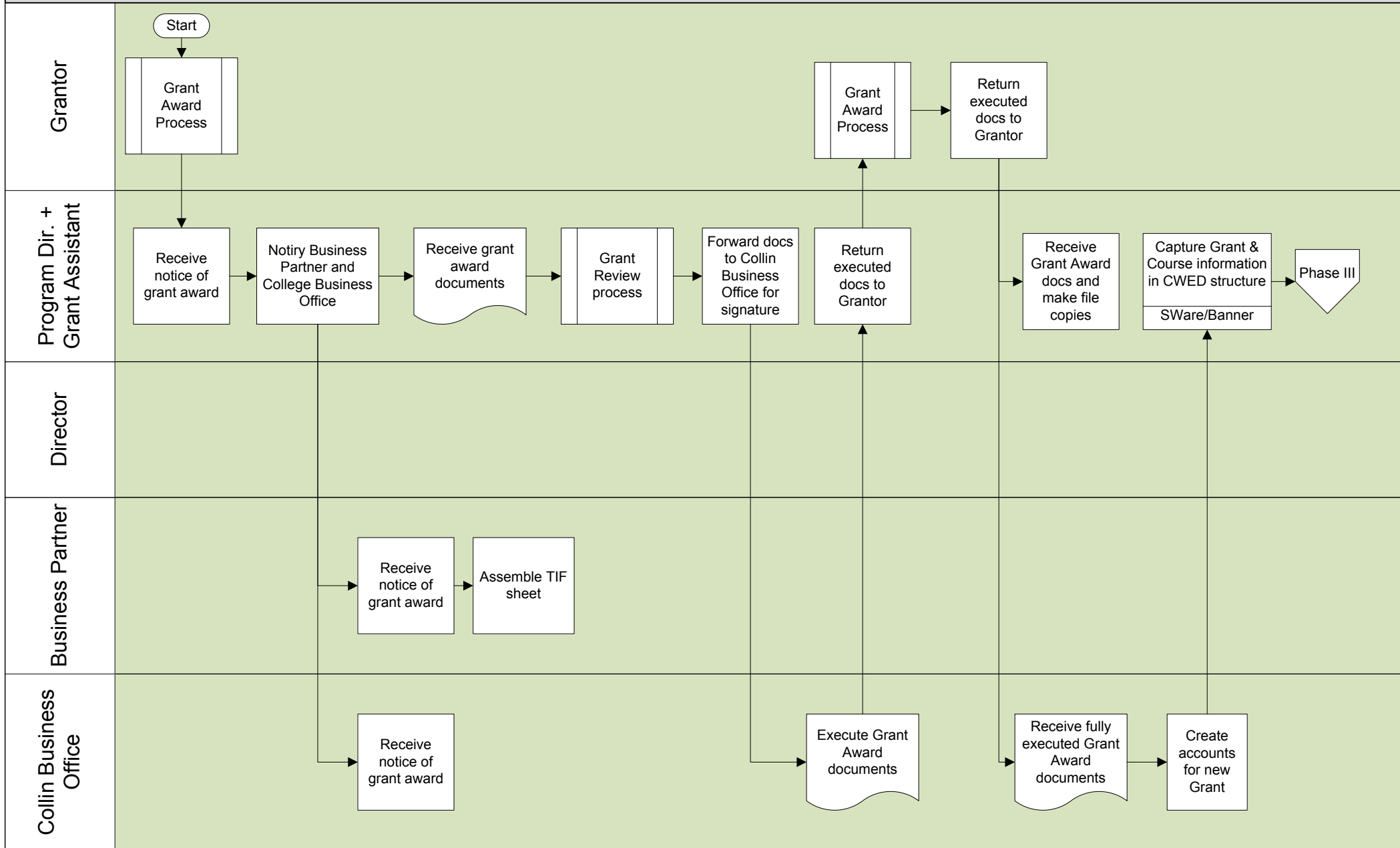
## Phase I: Service Proposal

### Daily Outlook



## Phase II: Award

### Daily Outlook



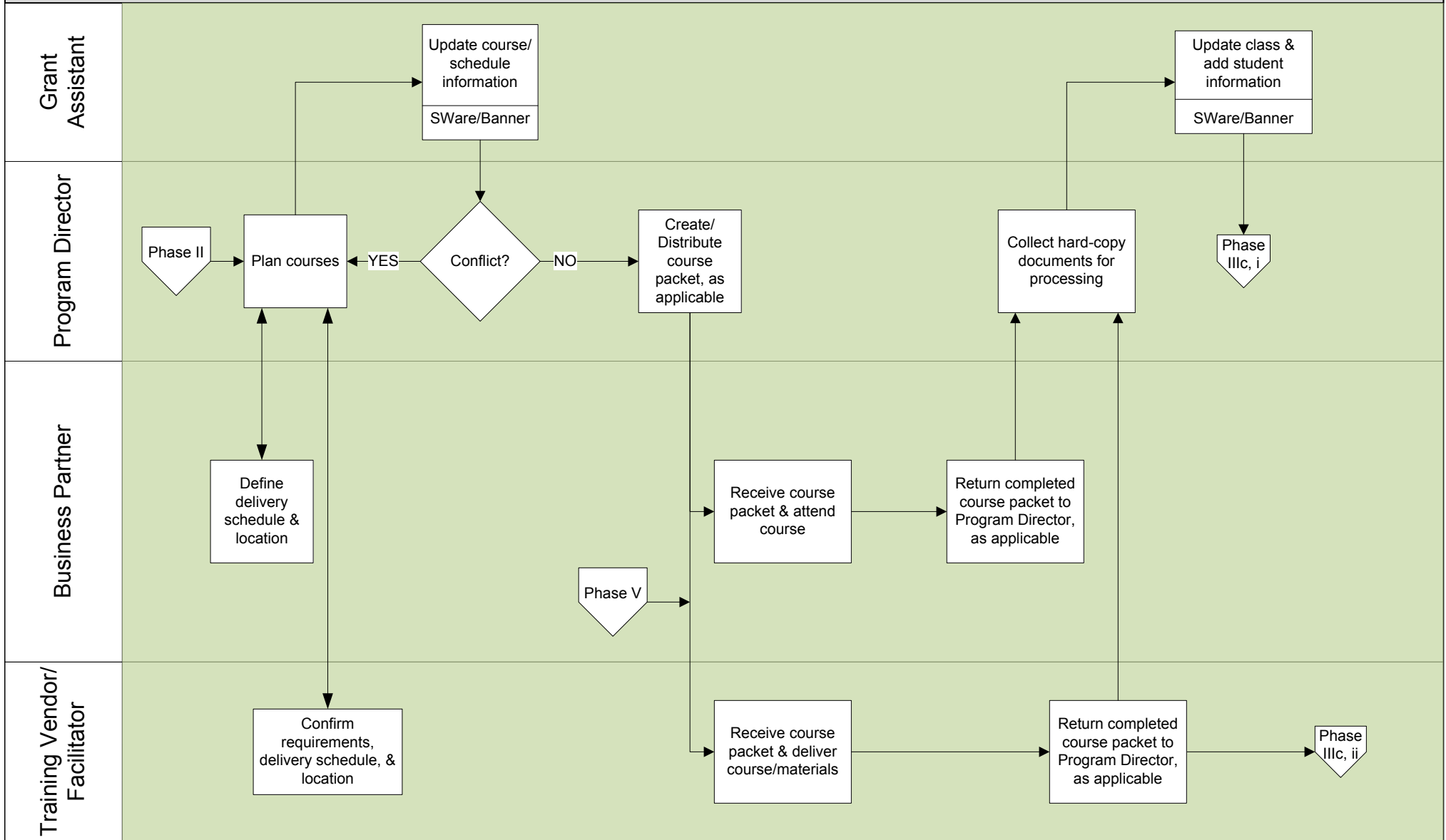
# CWED Processes

Level II: Contract Services

10/30/2012

## Phase III: Service Delivery

### Daily Outlook



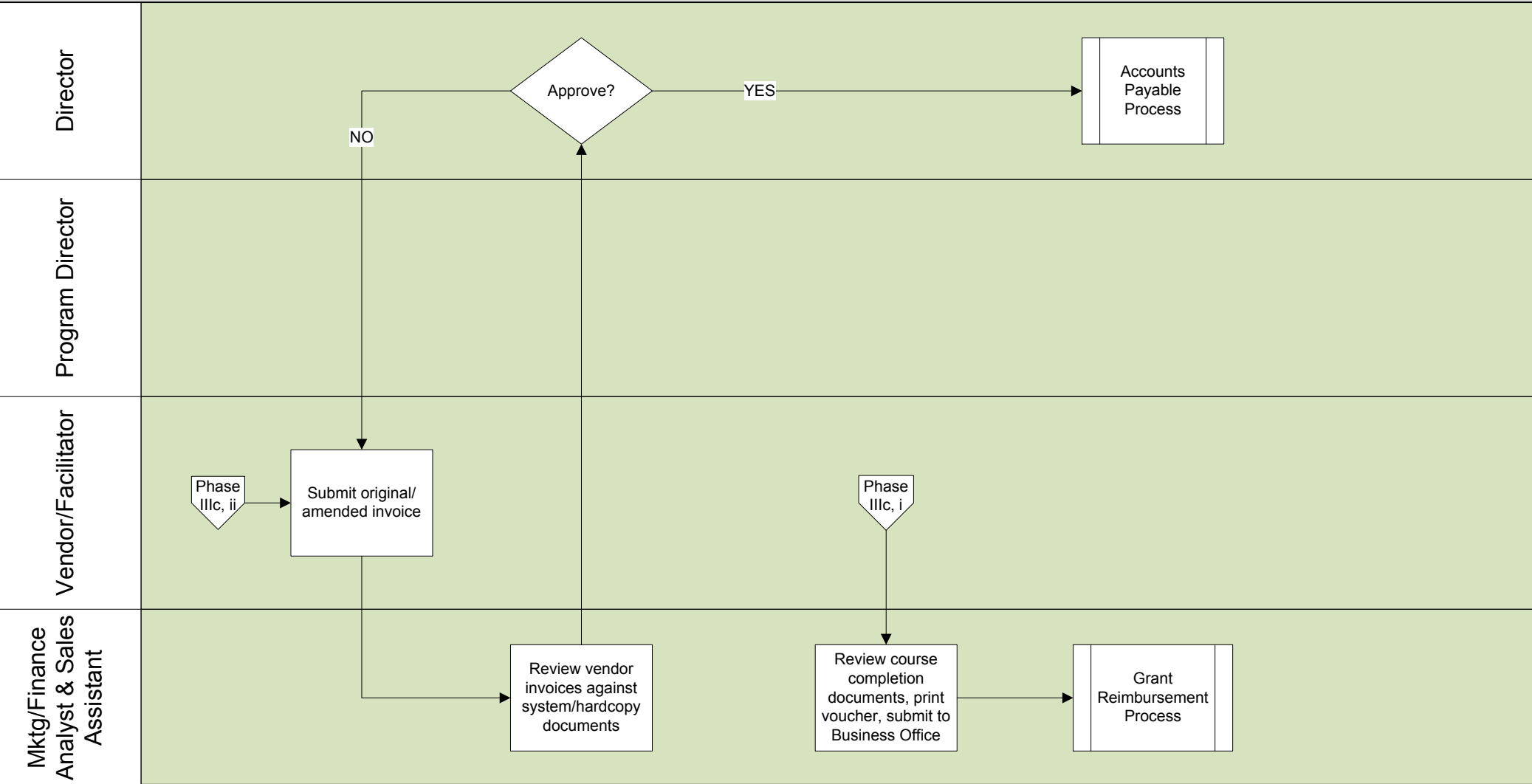
# CWED Processes

Level II: Contract Services

10/30/2012

## Phase III: Service Delivery, continued

### Daily Outlook



# CWED Processes

Level II: Contract Services

10/30/2012

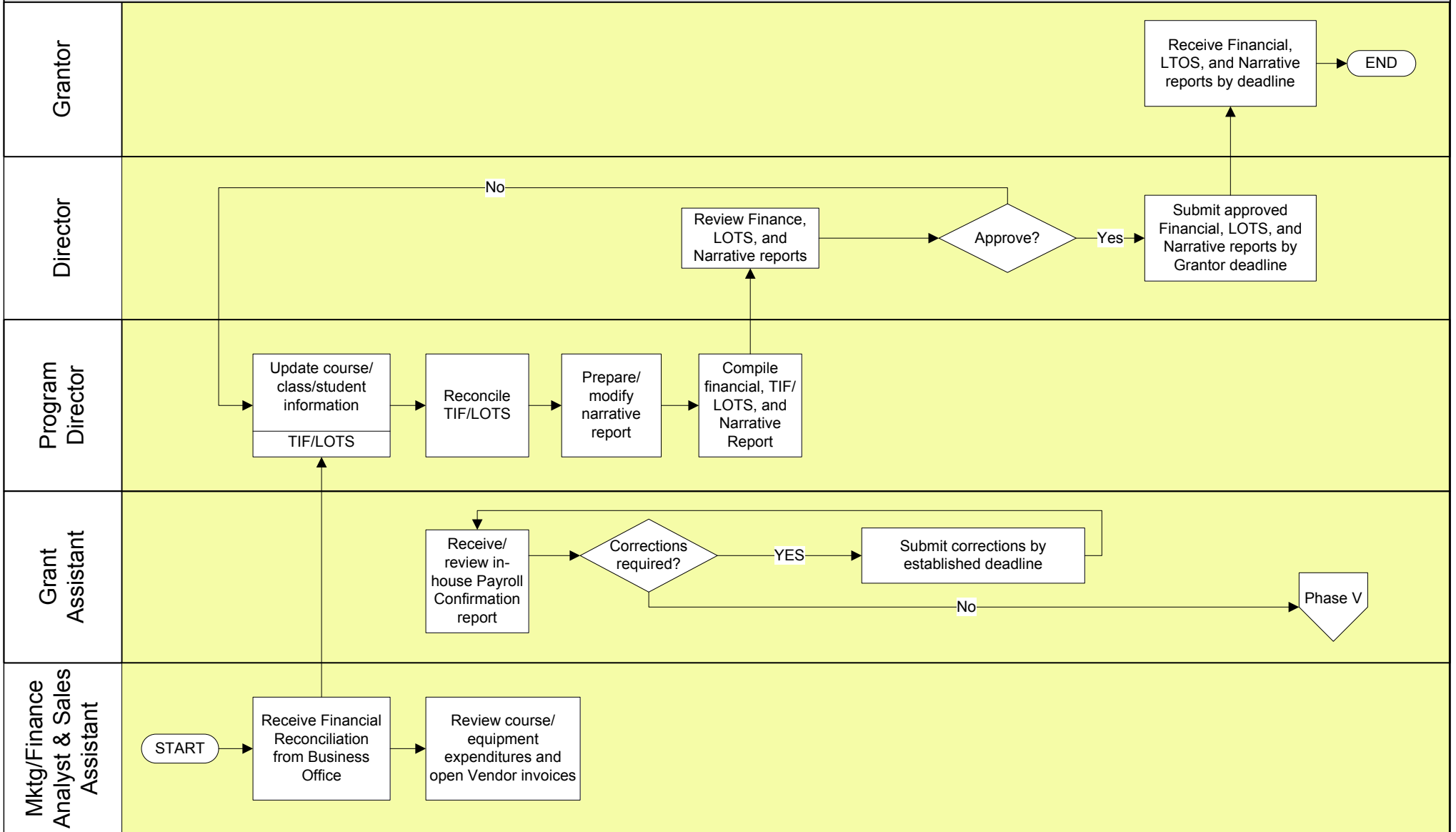
## Phase IV: End of Month (EoM) Tracking and Reporting

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

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

Previous Month Reporting

20<sup>th</sup>



# CWED Processes

Level II: Contract Services

10/30/2012

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

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

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

Current Month Reporting

6<sup>th</sup> wkday

Prev Month Reporting

10<sup>th</sup> wkday

Business Office

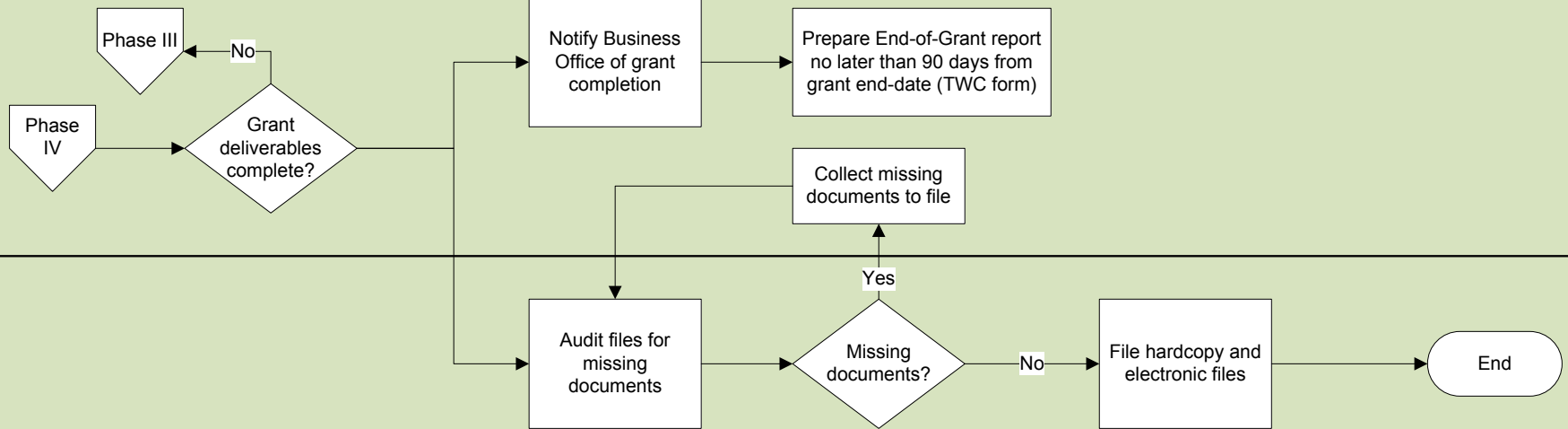
Generate Final Draw for any remaining unreimbursed grant funds

Grantor

Director

Program Director

Grant Assistant



## CWED Economic Development - Grant Activity FY2010-2012

### Totals at a Glance:

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

### Awards Detail

---

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

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

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

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

Contact Hours: 5,911

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

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

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

Name: **Lean Manufacturing Consortium-SDF**

Award Amount: \$808,066.00

Trainees Planned: 455 Amended 483

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

Contact Hours Delivered 15,940

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

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

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

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

Award Amount: \$104,317\*

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

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

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

## CWED Economic Development - Grant Activity FY2010-2012

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

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

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

Award Amount: \$133,626

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

### ***Program Overview***

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

#### **Certification –**

Smart Grid Management

#### **Target Audience –**

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

#### **Curriculum Focus –**

Energy Management, Energy Efficiency

#### **Length of Program –**

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

#### **Delivery –**

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

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

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

Award Amount: \$90,000

Trainees Planned: unlimited

Contact Hours through 8/31/12: 676

### ***Program Overview***

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



## CWED Economic Development - Grant Activity FY2010-2012

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

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

Name: **Certificate Grant** - SDF

Award Amount: \$192,859

Trainees Planned: 99 unduplicated      Contact Hours: 4,485

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

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

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

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

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

**Course Syllabus**

**Course Title:**

**Hours:**

**Sessions:**

**Instructor:**

**Course Description:**

**Course Prerequisite(s):**

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

**Next Class Possibilities:**

**Instructor Notes:**

**Handouts/Textbook(s):**

**Lesson Plan – by week or session**

Session 1:

Session 2:

Session 3:

Session 4:

Session 5:

Session 6:

Session 7:

Session 8:

Session 9:

Session 10:

# TRAINING AND DEVELOPMENT AGREEMENT

**DATE:**

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

**SPECIFIC:**

**SECTION I. AGREEING PARTIES**

A. The Performing Party:

Collin College  
4800 Preston Park Boulevard, Box 9  
Plano, TX 75093

B. The Receiving Party:

COMPANY NAME  
  
, TX

**SECTION II. GENERAL PROVISIONS**

A. This document shall be considered as a proposal for services until signed by both parties AND WILL NOT BE EFFECTIVE UNLESS A GRANT IS AWARDED.

B. Services provided by this Agreement will begin TO BE DETERMINED BASED ON GRANT AWARD, and will end TO BE DETERMINED BASED ON GRANT AWARD.

C. Neither party shall be responsible to the other for personal injuries, losses, claims, or demands caused by the acts or omissions, if any, of such party or its agents, employees, invitees, or subcontractors. The liability, if any, of either party shall be that prescribed by the laws of the State of Texas.

D. Any alterations, additions, amendments or deletions to the terms of this Agreement, shall be in writing and executed by COLLIN COLLEGE and COMPANY NAME before the changes to the Agreement are implemented.

E. Contact persons are:

COMPANY NAME

Natalie Greenwell, Director  
Center for Workforce & Economic Development  
Collin County Community College District  
972-985-3768 fax: 972-985-3727

**SECTION III. SERVICE COST**

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

B. COLLIN COLLEGE is subject to the following limitations:

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

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

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

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

## **SECTION V. REPORTING REQUIREMENTS**

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

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

## **SECTION VI. ASSURANCES**

COMPANY NAME assures and certifies that:

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



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

## **SECTION VII. AGREEMENT**

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

**SECTION VIII. CERTIFICATION OF BASIC AGREEMENT**

Signatory Authority

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

RECEIVING PARTY

PERFORMING PARTY

COMPANY NAME

Collin County Community College District

\_\_\_\_\_  
By: Authorized Signature

\_\_\_\_\_  
By: Authorized Signature

Natalie Greenwell

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

Director, Workforce & Economic Development

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

Date:

Instructor:

CRN#

Course:

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

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

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

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

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

B. Was there anything you disliked about the course?

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

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

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

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

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

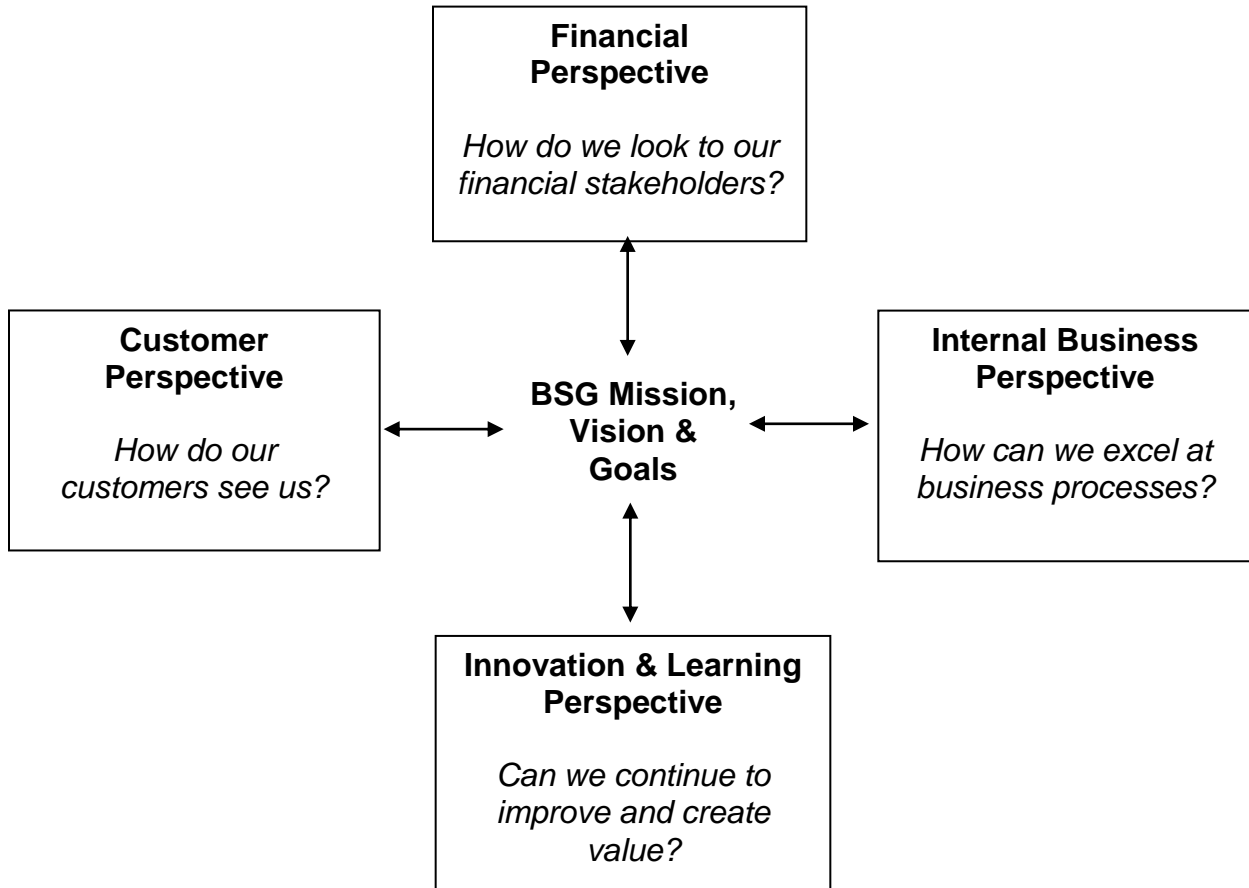
In completing the service evaluation, BSG chose to use an innovative method of strategically viewing the unit and its operations, called the "balanced scorecard" approach. This approach was developed in the early 1990's by Kaplan and Norton at the Harvard Business School, and BSG became the first unit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

**Impact/Success of the Program**

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

- Financial
- Internal Business
- Innovation & Learning
- Customer

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



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

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

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

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

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

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

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

### **Sustainability**

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

### **Creativity/Innovativeness**

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

### **Replicability**

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

### **Innovative marketing techniques**

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

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



# Small Business Development Center Attachments

# Continuous Improvement Plan (CIP)

Administrative or Educational Support Unit Collin SBDC

**Contact Name:** Marta Frey

**Primary functions:** Small business development

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

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

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

			<p>business and therefore, more economic impact to our community.</p> <p>During this time, Collin SBDC advisors were able to assist clients in:</p> <p>Creating 62 businesses, creating 125 new jobs and accessing more than \$3.5 million dollars in capital.</p>	<p>Contact kept the Collin SBDC at the top of mind of our clients thus making it easier for them to come in for additional advising sessions.</p>
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# FY 2011-2012 COLLIN SBDC CENTER ACTION PLAN

## 1.0 SBA/NTSBDC Goals

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

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

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

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

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

We employ various ways of reaching and exceeding these goals.

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

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

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

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

## 2.0 Collin College Goals

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

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

Examples:

Evaluate Culinary Art student business plans and presentations

Assist the Destination College department with their Cougar Town project

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

Speak to credit classes about entrepreneurship and other business topics

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

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

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

### 3.0 Internal Goals

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

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

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

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

## 4.0 Process and Procedures

### Scheduling

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

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

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

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

### Counseling Hours

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

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

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

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

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

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

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

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

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

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

### **Client Write-Ups**

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

The Case Management process consists of five steps:

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

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

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

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

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

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



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

### **Counselor Behavior**

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

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

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

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

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

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

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

### **Collin SBDC Professional Volunteers**

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

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

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

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

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

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

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

### **Needs Assessment**

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

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

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

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

### **Customer Satisfaction**

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

If a training session gets a poor review:

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

If a counseling session gets a poor review:

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

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

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

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

### **Yearly NTSBDC Certification**

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

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

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

### **College Processes and Procedures**

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

# Collin County Law Enforcement Academy Attachments

## Continuous Improvement Plan (CIP)

**Date:** 1/30/2012

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

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

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

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

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

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

1/15/2012

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

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

**About the program:**

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

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

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

**Course Description:**

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



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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Course Abstract and Mission Statement**

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

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

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

**Learning Outcomes:**

Demonstrate outcomes as set forth for TCLEOSE Course 1000.

**Scans Competencies:**

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Instructor Information**

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

**Textbook Information**

TCLEOSE Learning Objectives and Instructor Guide(s)

Texas Criminal and Traffic Law Manual

**Lab Requirements (if any)**

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

**Course Rules, Requirements and Expectations:**

Refer to Student Guidelines (see attachment)

**SPA and Grades:**

Refer to Student Guidelines

**Testing**

Refer to Student Guidelines

**Make-Up Policy**

Refer to Student Guidelines

**Academic Honesty**

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

**Attendance and Withdrawal Policies**

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

Refer to Student Guidelines

**Course Requirements and Grading Policy**

Refer to Student Guidelines

**Course Content and TCLEOSE Objectives**

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

**Course Calendar**

Available upon registration and orientation

**Evaluation Process and Standards:**

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

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

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

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

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

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

**Americans with Disabilities Act Statement:**

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

**Employment Opportunities:**

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

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1006: BASIC PEACE OFFICER I**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Course Objective:**

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

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

**Goals:**

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Scans Competencies:**

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1012: BASIC PEACE OFFICER II**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Course Objective:**

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

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

**Goals/Learning Outcomes:**

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Scans Competencies:**

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

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



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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1018: BASIC PEACE OFFICER III**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Goals/Learning Outcomes:**

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Scans Competencies:**

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**CJLE 1024: BASIC PEACE OFFICER IV**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Course Objective:**

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

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

**Goals/Learning Outcomes:**

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

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

**Scans Competencies:**

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

**BASIC PEACE OFFICER V – CJLE 1029**

**Course Level:** Introductory

**Course Hours:** 155

**Course Description:**

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

**Prerequisites:**

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

**Co-requisites:**

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

**Physical requisites**

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

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

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

examination, blood test, or other medical test;

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

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

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

**Learning Outcomes:**

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

**GOALS:**

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

**Scans Competencies:**

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Students with Disabilities**

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

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

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

November 19, 2008

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

## MEMBERS PRESENT:

## OTHERS PRESENT:

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

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



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

## MINUTES

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

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

<p>CHAIRPERSON SIGNATURE: Tom Francis <i>Tom Francis</i></p>	<p>DATE: November 19, 2008</p>	<p>NEXT MEETING: Nov 2009</p>
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## Collin County Law Enforcement Academy Advisory Board/Committee Minutes

**November 2, 2010**

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

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

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

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

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

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

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

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

CHAIREPERSON SIGNATURE:

*Tom Francis*



DATE:

(on-file)

*Nov 2, 2010*

NEXT MEETING:

~~Nov, 2009~~

*NOV, 2011*

## CCLEA Advisory Board/Advisory Committee Meeting Minutes

November 10, 2011

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

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

**OTHERS PRESENT:**

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

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

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



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

**MINUTES**

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

<b>CHAIRPERSON SIGNATURE:</b> <i>Ken Francis</i>	<b>DATE:</b> <i>Nov 10, 11</i>	<b>NEXT MEETING:</b> November TBA, 2012
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**CCLEA Advisory Board/Advisory Committee Meeting Minutes (Continued)****Old Business:****Approval of November 2010 meeting.**

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

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

There was no discussion of curriculum necessary at this meeting.

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

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

No further business was discussed and the meeting adjourned.

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

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

### **Continuing Business:**

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

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

#### **Academy Facility**

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

#### **Committee memberships**

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

#### **College Credit**

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

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

### **New Business:**

#### **TCLEOSE new director**

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

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

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

#### **Bacterial Meningitis Rule**

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

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

#### **2011 TCLEOSE Evaluation**

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

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

### **Curriculum Decisions:**

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

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

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

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

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

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

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

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

### **Legal Update continued**

#### **Legal Update**

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

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

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

### **Other Business**

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

Chairman Francis opened the floor to any further discussion.

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

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

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

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

**Compliance Certification  
Class of 2015**

**Quality Enhancement Plan  
Law Enforcement Academy**

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

**Instructional Program Review  
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**Compliance Certification  
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**Quality Enhancement Plan  
Law Enforcement Academy**

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



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

	<b>11-12</b>	<b>%</b>	<b>10-11</b>	<b>%</b>	<b>09-10</b>	<b>%</b>
	<b>ACTUAL</b>	<b>Change</b>	<b>ACTUAL</b>	<b>Change</b>	<b>ACTUAL</b>	<b>Change</b>
<b>REVENUES:</b>						
Continuing Ed Fees-1st Quarter Refunds **	39,740	-6.25%	42,390	7.92%	39,280	
Transfer to Inst. Sch	<u>(2,385)</u>	-6.21%	<u>(2,543)</u>	7.89%	<u>(2,357)</u>	
1st Quarter Total	37,355	-6.25%	39,847	7.92%	36,923	
Continuing Ed Fees-2nd Quarter Refunds **	21,480	111.83%	10,140	32.74%	7,639	
Transfer to Inst. Sch	<u>(1,289)</u>	112.01%	<u>(608)</u>	32.75%	<u>(458)</u>	
2nd Quarter Total	20,191	111.82%	9,532	32.74%	7,181	
Continuing Ed Fees-3rd Quarter Refunds **	30,740	9.53%	28,065	-56.03%	63,830	
Transfer to Inst. Sch	<u>(1,844)</u>	9.50%	<u>(1,684)</u>	-56.03%	<u>(3,830)</u>	
3rd Quarter Total	28,896	9.53%	26,381	-56.03%	60,000	
Continuing Ed Fees-4th Quarter Refunds **	29,450	3.32%	28,505	-2.16%	29,135	
Transfer to Inst. Sch	<u>(1,767)</u>	3.33%	<u>(1,710)</u>	-2.17%	<u>(1,748)</u>	
4th Quarter Total	27,683	3.31%	26,795	-2.16%	27,387	
<b>TOTAL TUITION &amp; FEES</b>	<b><u>114,125</u></b>	<b>11.28%</b>	<b><u>102,555</u></b>	<b>-22.01%</b>	<b><u>131,491</u></b>	
<b>STATE FUNDING*</b>	<b><u>414,914</u></b>	<b>-24.19%</b>	<b><u>547,301</u></b>	<b>0.00%</b>	<b><u>547,301</u></b>	
Miscellaneous	0	<u>0.00%</u>	0	<u>0.00%</u>	0	
<b>TOTAL MISCELLANEOUS</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	
<b>TOTAL LAW ENFORCEMENT REVENUE</b>	<b><u>529,039</u></b>	<b>-18.59%</b>	<b><u>649,856</u></b>	<b>-4.26%</b>	<b><u>678,792</u></b>	
<b>EXPENDITURES:</b>						
Continuing Ed Law Enforcement	462,011	2.35%	451,381	6.83%	422,515	
<b>TOTAL DIRECT EXPENDITURES</b>	<b><u>462,011</u></b>	<b>2.35%</b>	<b><u>451,381</u></b>	<b>6.83%</b>	<b><u>422,515</u></b>	
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b>67,028</b>	<b>-66.23%</b>	<b>198,475</b>	<b>-22.55%</b>	<b>256,277</b>	
<b>COLLEGE OVERHEAD**** (1)</b>	<b><u>(197,765)</u></b>	<b>3.52%</b>	<b><u>(191,038)</u></b>	<b>9.66%</b>	<b><u>(174,203)</u></b>	
<b>EXCESS (DEFICIT) OF REVENUES/EXPENDITURES</b>	<b><u>(130,737)</u></b>	<b>-1857.93%</b>	<b><u>7,437</u></b>	<b>-90.94%</b>	<b><u>82,074</u></b>	

\* Base Year Contact Hours

\*\*Tuition recorded net of refunds in Banner

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

Medicare Tax 1.45% , Retirement Benefits

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

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