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Collin County Community College District

Facilities Master Planning Task Force

Report and Recommendations

Facilities Master Planning Task Force Members

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December 16, 1996

Collin County Community College District

Facilities Master Planning Task Force

Report and Recommendations

Executive Summary

This report has a three-fold intent. First, it is intended to synthesize the main substance of five separate facilities master planning reports produced by Dr. Paul Geisel, consultant to the Facilities Master Planning Task Force. Second, it is intended to integrate with Dr. Geisel's work the consensus observations, thoughts, and concerns of the Task Force. Third, it is intended to make specific recommendations related to the development of physical facilities at Collin County Community College District.

The process that led to this report was undertaken at the direction of President John H. Anthony upon request of the Board of Trustees. The Trustees felt they had essentially completed the College's original master plan and desired input on how to proceed with the development of the College's facilities.

The report addresses five general areas: demographic and economic issues, enrollment issues, information technology issues, alternative delivery issues, and issues requiring further study.

A section is dedicated to each of the five general areas which, in turn, are subdivided to address more specific topics within each general area. The report ends with a brief conclusion and a list of eight general recommendations designed to address facilities development over the next five to ten years. Each recommendation is indexed to the pages in the report where it is discussed in context.

The recommendations address facilities issues directly, but also address some nonfacilities issues that affect facilities decisions. As a result of this experience, Task Force members gained new appreciation for the interconnectedness between facilities and every aspect of the college's mission.



Ground Breaking for Central Park E-Wing Addition

Once we began working on the project, we were surprised how many issues had some bearing on facilities development. This insight is reflected in the recommendations.

The five major sections address a variety of topics that affect facilities decisions.

- ▶ The demographic and economic section (beginning on page 4) covers service area population growth, age of Collin County residents and Collin County Community College students, factors that suppress the College's enrollment growth, and the shift in the area's employment toward corporate headquarters and high technology.
- ▶ The enrollment section (beginning on page 8) covers the possibility of reaching market saturation, student success and retention, state funding, the need for new campuses and buildings, and enrollment declines in one of CCCC's key instructional divisions.
- ▶ The information technology section (beginning on page 13) covers the need for judicious selectivity in the adoption of information technologies; the need to focus on developing content, context, and learning assessments for new educational delivery systems; capitalizing on partnerships to maximize access to information technology; and a single phone number interface to the College.
- ▶ The alternative delivery section (beginning on page 16) covers the need to increase options for students seeking degrees and certificates, expansion of the College's role in service area communities, and better integration of credit and noncredit instruction.
- ▶ The section on issues requiring further study (beginning on page 19) covers the need to know more about our students, the need to know more about our service area population, the need to know more about how we currently use our physical facilities, and the need to monitor business and industry training needs.

Overall, the Board of Trustees and administration can take deserved pride in both the facilities developed thus far and in the manner in which the original facilities master plan was implemented. The original plan consisted of recommendations to a college with no facilities and a need to know where to locate campuses. The fact that the easy decisions have already been made about where to put campuses, the accelerating pace of change, trends in the education, politics, economics, and technology dictate that decisions affecting the next ten years will be much less straightforward and



Spring Creek Fountain at Night

much more ambiguous. While there is always some degree of unease associated with decision making in an ambiguous environment, it is exhilarating to be associated with Collin County Community College where we thrive on challenges and keep moving forward.

Recommendations

The Facilities Master Planning Task Force makes six recommendation to the Board of Trustees and administration of Collin County Community College District.

Recommendation 1: Information Technology

Make substantial and ongoing investments in new information technology facilities and equipment beginning with and always emphasizing adequate and flexible information technology infrastructure. The Task Force also recommends that the College explore a wide variety of information technologies as important alternatives in the College's array of educational delivery tools, that decision makers be selective in the adoption of information technologies, and that the College focus on developing instructional content, context, and learning assessments for use with new educational delivery systems. The Task Force recommends that the College access information technologies through the use of partnerships and adoption of alternatives to expensive standard technologies.

Recommendation 2: Flexibility

Seek alternatives to building new facilities, but, when they must be built, always design new and renovated space to maximize flexibility and multiplicity of uses. Emphasize the integration of information technology into all new and renovated facilities. Relieve overcrowding either by constructing an additional instructional building at Spring Creek *or by taking steps to shift enrollment from Spring Creek.*

Recommendation 3: Additional Studies

Conduct additional studies of (1) the Business and Computer Science Division to determine how contact hour enrollment can be increased and maintained; (2) the student body to determine who the College serves and how effectively it meets their needs; (3) service area residents to identify their attributes and how effectively the College meets their needs; (4) current facilities inventory and utilization to determine what space the College has and how effectively it is used; and (5) business and industry training needs with the intent of establishing an ongoing system to determine new and evolving program development needs.

Recommendation 4: Expand Community Partnerships and Presence

(1) Pursue additional opportunities to share facilities with various communities within the College's service area, (2) increase service learning opportunities, (3) access selected information technologies through the use of partnerships rather than spending the College's resources to acquire them; (4) expand Tech Prep and 2+2 relationships with area high schools, (5) expand 2+2 and 2+2+2 relationships with area universities, (6) develop a more systematic approach to monitoring business and industry training needs so the College becomes more responsive to those needs, and (7) enhance community access by establishing a single telephone interface to the College.

Recommendation 5: Focus on Student Outcomes and Efficiency

Sharply refocus the College and its processes on improvements in student success and institutional efficiency, and concurrently work to reshape the state higher education funding process to focus on student outcomes and institutional efficiency rather than enrollment, and use all means at its disposal to spur legislative adoption of block transfer.

Recommendation 6: Expand Alternative Delivery Options

(1) Develop weekend, afternoon, and evening degree and certificate programs; (2) expand Tech Prep and 2+2 relationships with service area high schools; (3) expand 2+2 and 2+2+2 relationships with area universities; (4) more closely integrate the College's credit and noncredit instructional offerings; (5) explore a wide variety of information technologies as important alternatives in the College's array of educational delivery tools; and (6) focus on developing instructional content, context, and learning assessments for use with new educational delivery systems.



CCCCD's New Preston Ridge Campus

Collin County Community College District

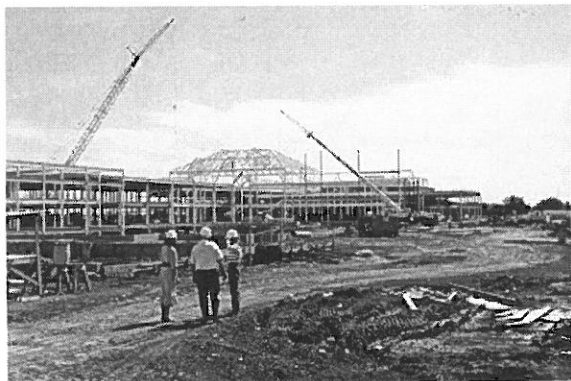
Facilities Master Planning Task Force

Report and Recommendations

Introduction

This document has three purposes. First, it is intended to synthesize the main substance of five separate facilities master planning reports produced by Dr. Paul Geisel, consultant to the Facilities Master Planning Task Force (hereinafter referred to as "Task Force"). Second, it is intended to integrate with Dr. Geisel's work the consensus observations, thoughts, and concerns of the Task Force. Third, it is intended to make specific recommendations related to the development of physical facilities at Collin County Community College District (hereinafter referred to as "CCCCD," "the College," or "the District").

Background



Spring Creek Construction

After the October 1995 Board of Trustees meeting, President John Anthony, at the direction of CCCC's trustees, assigned the College's Director of Institutional Research to begin updating the College's facilities master plan. President Anthony indicated the trustees felt the College's initial facilities master plan, developed in 1985, had served the institution well, but had been executed to completion. The trustees felt they needed a new road map to fill in some of the *terra incognita* beyond the horizon of the old facilities master plan.

Upon receiving the commission from President Anthony, the Director of Institutional Research began assembling a task force to assist with the assignment and to give the new facilities master plan a basis in a variety of perspectives rather than a single outlook. The Dean of Enrollment

Management, the Vice-President for Administrative Services, the present and past Presidents of the Faculty Senate, and the Director of Development agreed to serve on the task force.

The Task Force began working in early 1996. Task Force members reviewed the 1985 facilities master plan and found the plan did an excellent job of addressing the facility needs of a new institution. The Task Force also found that CCCC's Board of Trustees and administration had done a remarkable job of adhering to and implementing the 1985 plan.

However, Task Force members agreed that the facilities issues confronting CCCC in its second decade are neither as clear-cut nor as easy to address as they were when the first facilities master plan was developed. Ten years ago, the College had no physical facilities. The basic question the plan had to answer was, "Where do we put the buildings?" The old facilities master plan boiled down to three circles on a map of Collin County which identified the general areas recommended by the consultants wherein the District should place its campuses. The three recommended areas were essentially based on 1985 population density, population growth projections, and projected transportation access. As a result of the original master plan, and the foresight of trustees and administrators, the College now has an outstanding complement of campuses and buildings.

Environmental factors such as pace of change, politics, economics, technology, educational trends, and competition cannot be overstated in terms of their significance in decision making and planning. These factors are now drastically different than they were ten years ago when the initial master plan was created. Since the issues are different and more complex than they were the last time the College planned for the future of its physical facilities, the Task Force began its work by (1) identifying the critical question we needed to answer and (2) establishing the basic parameters of a new facilities master plan. We agreed that the critical question was no longer, "Where do we put the buildings?" Rather, the question we felt we must now answer was, "How do we develop the College's physical facilities to optimize our ability to deliver educational services to residents within our service area?"

Task Force members agreed on several parameters for a new facilities master plan. They are listed below in no particular order.

- ▶ The facilities master plan must consider physical space a resource rather than a property right. Thus, the plan should encourage the allocation and reallocation of space based on needs and priorities in the same manner any other resource is allocated.
- ▶ The facilities master plan must begin to integrate information technology and physical facilities.
- ▶ The facilities master plan must emphasize flexibility and efficiency in any future development of the College's physical facilities.

- ▶ The facilities master plan must emphasize cooperation with other elements of the broadly defined education system. By "broadly defined," the Task Force members mean to include primary and secondary education, both public and private, other community colleges, four-year colleges and universities both public and private, training and development programs in business and industry, and any other entities that engage the three primary components of CCCC's mission: education, community service, and economic development.



Central Park Atrium

- ▶ The facilities master plan must be conducive to life-long learning.
- ▶ The new facilities master plan must consider how to serve everyone in CCCCD's service area, including the outlying portions of Collin County, all of Rockwall County, and The Colony in Denton County. Since Rockwall County and The Colony were not designated parts of the College's service area ten years ago, they were not considered in the original facilities master plan.
- ▶ Development of the facilities master plan must include some perspective from outside the College.

As a result of the last parameter, the Task Force decided to seek an external consultant to assist in analysis and development of the facilities master plan. While architectural firms often provide excellent consulting services for facilities master planning, their perspective is such that they tend to address the question the College needed answered ten years ago (Where do we put the buildings?) rather than the question the Task Force was seeking to address.

Thus, the Task Force decided to seek someone with experience delivering educational services, someone who could answer questions about Collin County's service area, and someone from outside the architectural arena. Dr. Paul Geisel, Professor of Urban Affairs in the School of Urban and Public Affairs at the University of Texas at Arlington, was recommended as someone who could meet our needs. Dr. Geisel has extensive consulting experience with public independent school districts and community colleges, vast and intimate knowledge of the Dallas/Fort Worth Metroplex, and long experience as an educator. The Task Force met with Dr. Geisel, felt comfortable working with him, and retained him to work with them to develop the new facilities master plan.

In the first phase of Dr. Geisel's work, he and his associates used data provided by the College's Institutional Research Office, independent school districts in the College's service area, and the Texas Education Agency to project the College's enrollment based on public school enrollments. In the second phase, Dr. Geisel and his associates conducted interviews of faculty and administrators

to determine the status of the College's instructional programs, to determine the strengths and weaknesses of the College's current physical facilities in meeting the needs of instructional programs, and to get a sense of future facilities needs. In the third phase, Dr. Geisel participated in a discussion with community and business leaders to learn how they thought CCCC should develop its facilities and deliver its educational services.

Dr. Geisel prepared a series of five reports. The first report was an introduction which included an overview of his study, the economic and demographic characteristics of the College's service area, and a summary of the college's campuses and instructional programs. Three subsequent reports summarized each of the three phases of Dr. Geisel's work: one on enrollment projections, one on the interviews with discipline coordinators and administrators, and one on the discussion with community and business leaders. The fifth of Dr. Geisel's reports was a discussion of what he felt were the key issues that emerged from his investigations.

Purpose of This Report

After reading Dr. Geisel's reports, members of the Task Force agreed that the reports were more analysis than plan. Thus, the Task Force decided to write its own report with the intent of

1. synthesizing the main substance of Dr. Geisel's five reports into a single report,
2. integrating with Dr. Geisel's work the consensus observations, thoughts, and concerns of the Task Force, and
3. making explicit facilities recommendations that could provide the basis for decisions by the Board of Trustees and administration.

The Task Force report focuses on five areas: demographic and economic issues, enrollment issues, information technology issues, alternative delivery issues, and issues requiring further study.

Demographic and Economic Issues

The Task Force members feel it important to underscore several points in relation to the demographic and economic characteristics of Collin County. One must have a sense of the service area's population and economics in order to understand the College's future.

Service Area Population Growth

Collin County has been and continues to be one of Texas' more rapidly growing locales. From 1980 to 1990, Collin County's population nearly doubled, growing from 144,576 to 264,036. From 1990 to 2000, Collin County's population is expected to increase to about 400,000, and, by 2010, the population could easily be over a half-million residents. While the *rate* of population growth should decline somewhat, substantial population growth should continue in Collin County for at least the next decade or two, unless unanticipated events intervene.

Dr. Geisel, in his introductory report, pointed out that Collin County's population has relatively few citizens over 65 years of age (under ten percent of the population) and relatively few single residents over 30 years old (about ten percent of the population). This suggests a population predominated by young and middle aged families. Ordinarily, such a population implies potentially high local demand for post secondary education.



Courtyard Center

Age of Collin County Residents and CCCC Students

Age is a population variable that has crucial implications for physical facilities development. An older population has greater need for vocational training and retraining. A younger population has greater need for a mix of vocational and university transfer instruction. In 1990, the U.S. population's median age was about 35.9 years, the Texas population's median age was about 30.9 years, and the Collin County population's median age was about 30.5 years. The median represents the point that divides a population into two parts with equal numbers. Thus, in 1990, half Collin County's population was older than 30.5 years and half is younger. Texas is among the younger states in the nation and Collin County is slightly younger than the state.

The youthfulness of Collin County's population is indicative of the fact that the County has a relatively high percentage of young families with young children. These are the children that are straining the public independent school districts' facilities. While secondary school enrollments are growing, the real pressure is in the lower elementary grades. As this young population bulge moves through the public school system, it will stretch public educational facilities at every level.

The median age of CCCC's credit student population over the last three fall semesters was about 24 years of age. Students in the 17 to 24 year age group are generally considered traditional college students. Thus the College's student body consists half of traditional students and half of nontraditional, or older, students. If we consider only first-time students, traditional college-age

students are even more predominant. The median age for students enrolling the first time in fall 1995 was 21 years of age and nearly three-fifths were 24 years old or younger.

Traditional students are more inclined to enroll during the day and nontraditional students are more inclined to enroll in the evening. Traditional students are more likely to need the types of space associated with university transfer courses while nontraditional students are more likely to need the types of space associated with specialized vocational training. Dedicating space to specific functions may introduce a lack of flexibility creating a situation where space is available and unavailable at the same time. While dedicated space may be unused at a particular time of day, dedication to a specific function may make the space unaccommodating to other uses. Thus, when new space is built or old space is renovated, it is imperative that creative options be considered to maximize the flexibility of the space and minimize the amount of space dedicated to a single function. **The Task Force recommends that new and renovated space be designed to maximize flexibility and a multiplicity of uses.**

Three Factors that Suppress the College's Enrollment Relative to Population Growth

Based on years of looking at demographic and educational data, Dr. Geisel has determined that about ten percent of a stable adult population is generally involved in some form of higher education at any given time. With an estimated current population of about 357,000, and an estimated adult population (18 years of age and older) of about 254,000, one would expect about 25,400 Collin County residents to be engaged in some form of higher education. Last year, CCCC served about 19,900 students, about eight percent of the adult county population, in its credit and noncredit offerings. This is a very respectable percentage given the host of higher education alternatives available in the D/FW metroplex.

Realistically, though, three factors are likely to mitigate the College's enrollment growth, at least for the next several years.

1. The promise of substantial enrollment growth potential proffered by the County's youth population bulge is still ten years away.
2. The adult population is already highly educated.
3. The population is among the most affluent of any county in Texas.

The result of these three factors and their interactions is that we cannot expect the College's enrollment growth to be nearly as high as the population growth rate for the foreseeable future.

These three mitigating factors interact to suppress local demand for community college education in three ways.

- A. The large cohorts of students which are straining the public independent school districts haven't yet reached CCCC, and won't for several years.
- B. When these students do complete high school, becoming what we think of as traditional college students, their families, who value higher education, have the resources to send them to four-year public or private colleges and universities.
- C. Many of the adults we think of as the nontraditional college population already have completed baccalaureate or post graduate college degrees and, thus, find less need for the types of credit instruction and training CCCC offers.

While the latter item, C, suggests a potential problem for credit instruction, it presents a major opportunity for noncredit instruction. As pointed out earlier, these are people who value education and, while they may not be interested in pursuing a community college degree or certificate, they often are highly interested in personal development, quickly learning specific skills, and lifelong learning. This is fertile ground for noncredit instruction. The Task Force will make a related recommendation later in the report.

Employment Shifting toward Corporate Headquarters and High Technology

Anyone familiar with Collin County business and industry employment trends is aware of an economic pattern bearing some import for planning the College's facilities. Dr. Geisel pointed out that there is a trend toward the location and relocation of corporate headquarters and high technology industries within Collin County.

A continuation of this trend suggests that the college should focus its efforts and facilities on (1) university transfer programs and (2) vocational programs that emphasize the kinds of employees and services required by corporate headquarters and high technology businesses. **This, in turn, implies the Task Force's recommendation that the College make substantial and ongoing investments in new technology. In addition, the Task Force recommends that the College design new and renovated space to assure maximum flexibility in its technology-related facilities and equipment, since technology changes so rapidly.**



Founders Hall at Preston Ridge

Enrollment Issues

Based on enrollment projections made by Dr. Geisel, it appears that CCCC can expect moderate but steady enrollment growth for the next five to ten years. Thus, while CCCC's enrollment trend should continue counter to the enrollment declines being experienced in many of Texas' other urban community colleges, CCCC cannot expect its enrollment to increase at a rate comparable to the rapid rate of growth in Collin County's general population. The three mitigating factors noted above will constrain the College's growth rate and will keep it below that of the County's general population growth rate.

Possibility of Reaching Market Saturation

In the discussion of enrollment, the Task Force suggests that decision makers consider the implications of the possibility that, for all practical purposes, the College may have the potential to attain market saturation. It is clear that the region's potential college students have many higher education options within and outside the Metroplex. It is also clear that CCCC already is serving about eight percent of the Collin County population. If Dr. Geisel is correct in assuming that ten percent of a stable adult population participates in higher education at any given time, it is conceivable that the College may be approaching the limit of its enrollment potential. On average, CCCC currently attracts between about 20 and 25 percent of the service area's high school graduating seniors each year. Dr. Geisel indicated that community colleges typically attract about 10 to 20 percent of their service area high school graduates. Thus, CCCC probably cannot expect to significantly increase the proportion of high school seniors it attracts. As the population continues to grow, potential enrollment will also continue to grow. However, earlier discussion also made clear that the College's enrollment will grow at a slower rate than does the Collin County population.

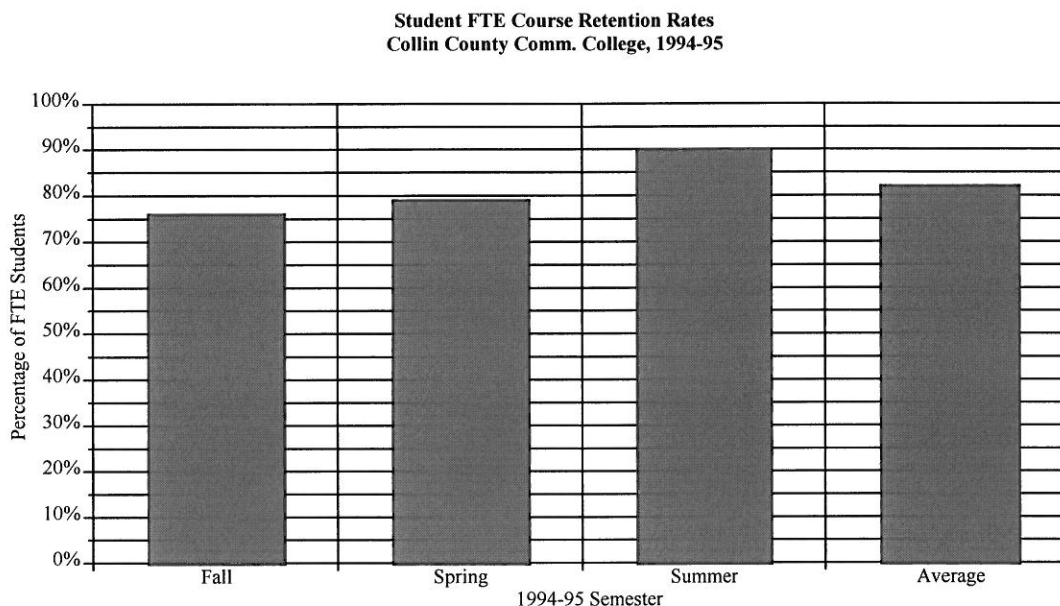
Student Success and Retention

In the face of limited enrollment growth and possible market saturation, another source of enrollment is to improve the success rates of students who do enroll. Student success refers to students accomplishing the purposes for which they enroll at CCCC, whether successful certificate or degree completion, successful transfer to a university, successful employment, satisfaction with personal development, etc. Any discussion of student success must occur within the context of the wide array of reasons students enroll at CCCC.

Students who enroll at community colleges do so for a wider variety of reasons than students who enroll in other types of post secondary education. The vast majority of students who enroll in four-year colleges and universities typically do so to obtain either a bachelor's degree or to obtain a post-graduate degree. The vast majority of students who enroll in vocational/technical colleges do so to

get quick training and then go to work. It is doubtful one could identify any single purpose to typify a "vast" majority of students who enroll in community colleges. Some students enroll to take courses that transfer to a university and count toward a bachelor's degree, some enroll to get quick vocational training, some enroll to get highly technical training, some enroll to gain the knowledge and skills requisite for college-level work, some enroll for personal enrichment, a few even enroll to get discounts on auto insurance.

A critical measure of student success is the number of students we retain at CCCC until they accomplish the purpose for which they enrolled. While the College doesn't currently have reliable measures of student intent, student retention itself says something about the degree to which students accomplish their purposes. If students feel frustrated in accomplishing their goals, they will be less likely to return.

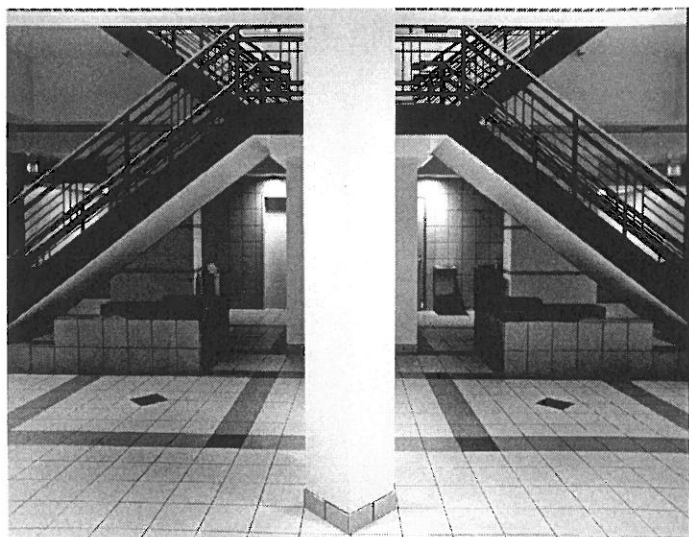


The table indicates that, during fall semester 1994, 76 percent of student FTE enrolled on the twelfth class day were still enrolled at the end of that semester. (FTE is "full-time equivalent" students and is calculated by dividing the total number of semester credit hours by 12, the number of credit hours used to determine full-time status for tuition payment.) Nearly a quarter of the FTE enrolled at the start of fall semester didn't finish. The course retention rate was slightly higher during spring 1995, when 79 percent of the student FTE enrolled on the twelfth class day were still enrolled at the end of the semester. During a typical summer semester, the number of students enrolled drops considerably from fall and spring, but the students tend to be more committed. Thus, as one would expect, the FTE student retention rate was higher during summer 1995, nearly 90 percent. For 1994-95 overall, 82 percent of FTE students enrolled on the twelfth class day finished a given semester.

No matter what an institution does, there will always be some students dropping courses during the course of a semester. Work schedules change, personal crises occur, plans change. Knowing that CCCC can never entirely eliminate the need for some students to drop courses, the College's goal is that 80 percent of students who enroll at the beginning of a semester will complete their courses. While CCCC is attaining its goal on average, there is some room for improvement during the "big enrollment semesters," fall and spring. It appears, though, that the College can probably not expect to significantly enhance its enrollment by improving course retention rates.

The story is different for retention from one semester to another, however. On average, over the last five years, for every ten first-time-in-college students who enrolled at CCCC during fall semester, four of them didn't return for the following spring semester. Six of the ten didn't return for fall semester a year later. During that same time frame, the average group entering CCCC for the first time during fall semester was about 3,344 students. Thus, on average, 2,006 (60 percent) students who enrolled for the first time during fall semester returned for spring, and only 1,304 (39 percent) of them returned for the following fall semester.

Again, the College can never expect 100 percent retention from one semester or year to the next, and CCCC's retention rate is probably not significantly different from most community colleges. But, based on the averages of the last five years, if we find ways to improve student success and retain 25 percent more students at the College, we would enroll, on average, an additional 335 students for spring semester and an additional 510 students for fall semester.



Main Foyer in Founders Hall at Preston Ridge

One important tool that would significantly enhance successful student transfer is an issue pending before the state legislature: block transfer. Block transfer has several variations, but essentially means that when students complete an associate's degree at a Texas community college and then transfer to a public university within the state, the university is obligated to accept the associate degree in lieu of its own general education requirements. Universities now vary considerably in terms of what courses they accept in fulfillment of general education requirements. These inconsistencies can be frustrating and expensive, both for students and the state,

when students must retake courses at the university which they completed at the community college, but the university refuses to accept. **To facilitate improvements in community college student success and improve efficiency at CCCC and throughout the state, the Task Force**

recommends that the administration use all means at its disposal to spur legislative adoption of block transfer which would remove some of the ambiguity and student frustration associated with transferring community college courses to four-year institutions.

State Funding

State higher education funding is currently based on enrollment. If public post secondary institutions want funding to grow, enrollment must grow. Such a system puts all the emphasis on the input end of the student pipeline and none on the outcomes end. An enrollment-based funding model encourages institutions to generate enrollment that exceeds actual educational demand within a given locality, encourages institutions to focus on quantity rather than quality, can force institutions to develop physical facilities beyond what are needed to accommodate real educational demand within a given locality, and can force institutions to absorb facilities maintenance and renewal costs that exceed those necessary to accommodate real demand. A funding system based on student success and institutional efficiency would shift the focus to educational quality rather than educational quantity and discourage institutions from seeking enrollment for enrollments' sake. **The Task Force recommends that the administration take two steps: (1) work to reshape the state higher education funding process to focus on student success and institutional efficiency rather than enrollment and (2) sharply refocus the College and its processes on improvements in student success and institutional efficiency in anticipation of changes in state funding policy.**

No Need for New Campuses in the Foreseeable Future though the Current Campuses May Need Expansion

Based on current and projected enrollment, neither the Task Force nor Dr. Geisel see a need for development of additional campuses within the District in the foreseeable future. While needs will arise which require additional buildings at current locations, the current sites more than adequately addresses access to the College's services for the bulk of the county population.

While no new campuses are needed, some new buildings may be necessary at the existing sites. Several instructional programs at the Spring Creek Campus lack adequate space for current courses and faculty, several programs with significant growth potential are limited in their growth because there is no space for expansion, there is no space for new program development, and there is a serious lack of nondedicated computer labs. While the latter problem exists at all three campuses, Preston Ridge and Central Park probably have adequate space to deal with the open computer lab issue. The space problem at Spring Creek is particularly acute during peak instructional hours. The

space problem is also particularly acute for the fine arts and design disciplines which now face a pressing lack of office, classroom, and laboratory space.

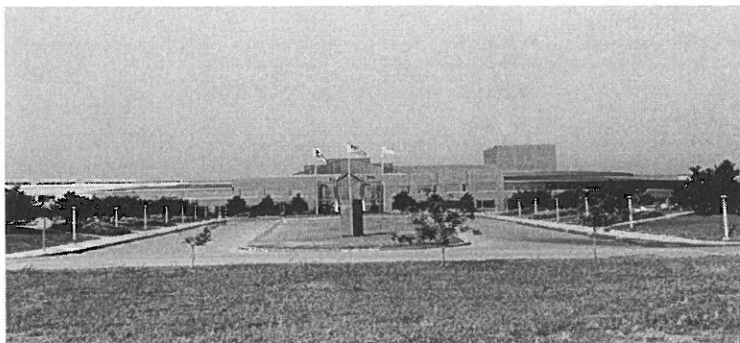
The lack of space at Spring Creek to accommodate the development of new programs is a particularly serious problem. Dr. Geisel indicated there is a shift occurring in U.S. higher education enrollment patterns. In the past, it was expected that enrollment would continue to grow in most ongoing instructional programs. According to Dr. Geisel, it now appears that "if an institution wants to grow enrollment, it must grow new programs." While there are exceptions to this trend, and while we should expect viable ongoing programs to maintain their enrollments, we cannot expect ongoing instructional programs to be the primary source of new enrollment growth.

After completion of the physical education building at the Preston Ridge Campus, the Task Force, based on current enrollment forecasts, projects no need for additional classroom facilities at either Preston Ridge or Central Park for the next five years. However, if unanticipated circumstances cause higher enrollment than currently projected, if needs arise for additional specialized vocational training, or if the District wishes to shift enrollment from Spring Creek, new facilities may be needed at the smaller sites. Since so much of Collin County's growth is expected in vicinity where Preston Road and Highway 121 intersect, Preston Ridge may offer a prime location for adding space both to relieve pressure at Spring Creek and to absorb growth.

As a result of the College's attempt to focus specific disciplines at a single campus, students often complain they are limited to attending the Spring Creek campus if they wish to take university transfer courses. Creating facilities at the smaller campuses to disperse university transfer courses offered essentially at Spring Creek could shift some of Spring Creek's enrollment to less cramped campuses and could address students' concerns about being limited to Spring Creek for their courses. A study to determine whether enrollment would "follow" the program to other campuses may be needed. **The Task Force recommends that the College either construct an additional instructional building at the Spring Creek Campus or take other appropriate steps to relieve overcrowding at Spring Creek.**

Enrollment Decline in Key Preston Ridge Instructional Division

While declining enrollment in ongoing instructional programs in no way implies that the programs are unnecessary or unimportant, it does suggest that there are underlying issues which should be studied and addressed. The Business and Computer Science Division's annual credit contact hour enrollment in 1995-96 was down about seven percent from 1990-91. While some



Spring Creek Campus

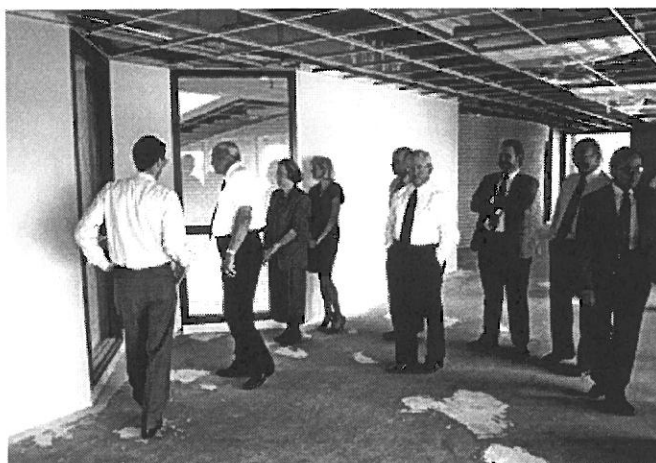
instructional programs within the Division have experienced enrollment increases, the overall trend has been downward.

The Task Force is concerned because the Business and Computer Science Division is the flagship for the new Preston Ridge facility. As such, the success of the Preston Ridge Campus is intrinsically linked to the success of the Business and Computer Science Division. The Division's annual credit contact hour enrollment jumped upward 2.1 percent that year. However, an early indicator of 1996-97 enrollment, preliminary fall 1996 credit contact hour enrollment, is down 4.4 percent from fall 1995. The decline in enrollment corresponds with a period of time in which the College made substantial investments in facilities for the Business and Computer Science Division.

The Business and Computer Science Division has taken several steps in the last year or two to bolster its enrollment. In fall 1996, in order to give each area more attention and administrative support, the Business and Computer Science Division and the Engineering Technology Division were created from the old Business and Engineering Division. In the Business and Computer Science Division, new vocational offerings have been initiated in business multimedia and medical transcription. A possible new program in hospitality management is also under consideration. It is too early to determine what affect the new organizational structure and vocational offerings will ultimately have on enrollment. **Because the Business and Computer Science Division is so critical to the success of the Preston Ridge Campus, the Task Force recommends that the College conduct a study to determine how contact hour enrollment can be increased and maintained in the Business and Computer Science Division.**

Information Technology Issues

In education, information technology is rapidly becoming the brick and mortar of the 21st century. In information technology, educators increasingly find opportunities to create more flexible and cost effective educational delivery than in the traditional classroom. **Thus, the Task Force recommends that the College explore a wide variety of information technologies as important alternatives in the College's array of educational delivery tools.**



Trustees Inspect Construction of the Aston Center for Health Studies at Central Park

Selective Adoption of Information Technologies

Despite its inherent efficiencies, information technology is still expensive and no institution can afford to "do it all." **Therefore, while we encourage exploration of opportunities in information technology, the Task Force recommends that decision makers be selective in the adoption of information technologies.** However, without an adequate and flexible infrastructure on which to add the tools of instructional delivery, the College will always be impeded in its attempts to effectively use information technology to deliver its services. **The Task Force recommends that the College focus first on building an adequate and flexible information technology infrastructure.**

Focus on Developing Content, Context, and Learning Assessments for New Educational Delivery Systems

Members of the Task Force clearly see the potential of information technology in higher education. The vast selection of hardware options and the rapid pace of hardware development are staggering. It is equally clear that software development lags far behind hardware development. In fact, after initial costs, the biggest difficulty with adopting new educational technologies is the software (also referred to as courseware, soft systems, or educational content) that runs on the hardware systems.

While there are exceptions, contemporary courseware tends to be (1) little more than traditional teaching methods in new costume, (2) superficial entertainment, or (3) unproven educational methods that may or may not have potential but which have not been examined for their effectiveness. Soft systems fail to exploit the new media or fail to address the range of student learning styles or both. Contemporary educational soft systems often tend to deal with more superficial aspects of learning rather than higher level cognitive skills and may often be categorized more as "edutainment" rather than "higher education." It is not uncommon to hear faculty members describe their frustration at being unable to find software that is sufficiently substantive or at an appropriate level for college courses.

In addition to the problems with the software itself is the even slower development of methods of assessing student learning appropriate for the new delivery systems. Test banks that come with text books have a deservedly bad reputation as assessment tools. However, off-the-shelf software often doesn't even have a test bank as a basis for assessing student learning. Considerable work remains in the area of developing assessment methods appropriate to the new educational delivery systems.

It is important to understand that information technologies are not panaceas. Need for traditional classroom instruction will always exist. A critical, perhaps the most critical, aspect of education is

the context it provides students. John Seely Brown and Paul Digid, both at the Xerox Palo Alto Research Center, argued in a recent article in *Change: The Magazine of Higher Learning* (July/August 1996, pp. 11-19, published by the American Association for Higher Education), rather than simply unload information into students minds, what higher education really does is acculturate students and introduce them into communities that share common tasks, obligations, goals, and language. These can be social communities or occupational communities. Current software systems are woefully inadequate at "enculturation" because they tend to present information without the variety of contexts that must surround it. Only now are technologies beginning to emerge that make this "enculturation" possible, to some degree, outside the traditional higher educational environment.

The College has limited access to the Internet, but little, if any, courseware to exploit the Internet. If we had the courseware, it is unclear how we provide context or assess learning to assure that students studying over the Internet attain at least the same level of mastery as students in traditional courses. The College already uses telecourses, but Task Force members have heard faculty express concerns about the comparability of telecourses to traditional courses and whether students attain an equivalent degree of content mastery. More effective and appropriate assessment tools could begin to address such concerns. **The Task Force recommends that CCCCCD focus on developing instructional content, context, and learning assessments for use with new educational delivery systems.**

Partnerships Maximize the College's Access to Information Technology

CCCCD already engages in a number of extremely fruitful technology partnerships. The College is currently involved in information technology projects of varying scale with Plano Public Library, the Alliance for Higher Education, StarLink, EDS, and JC Penny to name just a few. It will be increasingly important for the College to nurture its current technology relationships and to cultivate new relationships.



Stairway in Founders Hall at
Preston Ridge

There are times when the costs of a given information technology are prohibitive; when a given technology is useful, but not critical to the College's mission; when a given technology is interesting, but of limited value; or when the likelihood is high that a given technology's value may be of relatively brief duration. **The Task Force recommends that the College access these types of information technologies through the use of partnerships or adoption of less expensive alternatives to standard technologies.** For example, rather than invest in very expensive standard approaches to two-way video and audio infrastructure, the Task Force suggests the College either capitalize on other organizations' investments in such

expensive technology to deliver our own courseware or explore some less expensive alternatives now becoming available. As another example, rather than make a substantial investment in developing our own infrastructure for telecourse development (studios, video and audio recording equipment, etc.), the Task Force suggests that the College either purchase telecourses or capitalize on other organizations' investments in telecourse development infrastructure to produce our own telecourses.

Single Phone Number Interface

Students and potential students face a bewildering variety of options when they call the College for information. If a student needs information from an instructor on a biology course, needs information about what accounting courses transfer to the University of Texas at Dallas, needs to know on which campus and at what time a workshop is scheduled, the student may have difficulty finding the right person or even the right campus. A single phone number for the College could alleviate much of the confusion by linking all programs and services at all campuses through a single telephone interface. **Thus, the Task Force recommends that the administration establish a single phone number interface to the College.**

Alternative Delivery Issues

There may be some overlap between information technology issues and alternative delivery issues, but the Task Force uses alternative delivery in a broader sense. The Task Force uses the term "alternative delivery" to refer to new ways of doing business: new approaches to delivering the College's educational services. Dr. Geisel was emphatic in his observations related to alternative delivery. He indicated that if the College is to thrive, it must find new and innovative ideas for delivering education. We may even need to redefine education to some degree. Fortunately, CCCC's Board of Trustees, administration, faculty, and staff have never shied away from innovation.

Increase the Number of Options for Degree Completion

Dr. Geisel suggested, and the Task Force agrees, there is a growing need to increase the flexibility of educational options available to students. In addition to creating new distance learning opportunities through information technology, the College must address the constraints modern society imposes on students and potential students while capitalizing on our bricks and mortar. **The Task Force recommends that CCCC develop weekend, afternoon, and evening degree and certificate programs.** This means more than just offering more courses on weekends, afternoons,

and evenings. It means enabling students enrolling in a weekend degree program to complete all course requirements for that program on Saturdays and Sundays. Students enrolling in an evening certificate program could complete all course requirements for that certificate during evenings.

In a similar vein, Dr. Geisel encouraged CCCCD to expand its Tech Prep, 2+2, and 2+2+2 program offerings. (Post secondary 2+2 articulation programs are designed to coordinate community college associate degree programs with the last two years of four-year baccalaureate degree programs. 2+2+2 articulation programs are designed to coordinate the last two years of high school, community college associate degree programs, and the last two years of four-year baccalaureate degree programs.) He suggested that public universities within the Metroplex are struggling to maintain enrollment, and the time may be ripe to develop stronger working relationships with them by building new 2+2 and 2+2+2 programs. He also suggested that CCCCD might get more encouraging responses from the universities by working with university deans as well as the department heads and faculty members with whom we have traditionally worked.

On the incoming end of our enrollment pipeline, Dr. Geisel suggested that the pressures for accountability on secondary education may be creating new opportunities to work with secondary schools to facilitate students' transitions from high school to college. Tech Prep and 2+2 programs create a more natural transition for high school students enrolled in vocational programs. (High school 2+2 programs are designed to coordinate the last two years of high school with community college associate degree programs. Tech Prep is a program of study which encompasses a holistic approach to preparing students for successful employment and lifelong learning. It begins in elementary school and continues through high school providing basic skills training, career exploration, guidance counseling, and other support services. Between the senior year in high school and completion of a college degree, students are afforded various "exit points" at which they may choose to enter the work force with marketable skills or continue their education. Tech Prep is a cooperative effort among business, education, and government. At CCCCD, Tech Prep and high school 2+2 programs are managed by the Global EDGE Office.)



Construction at Spring Creek

Tech Prep, 2+2, and the 2+2+2 programs create efficiencies in the educational system because they take more of a systems perspective, reducing redundancies and maximizing the use of facilities. **The Task Force recommends that the College make every effort to expand its Tech Prep and 2+2 offerings with the high schools and its 2+2 and 2+2+2 offerings with area universities.**

Expansion of the College's Role in Communities

By expanding its role in the communities within its service area, the College can accomplish at least two important tasks related to facilities development. First, by expanding our roles in the service area communities, we nurture enrollment which, in turn, improves facilities utilization. Second, CCCCD builds partnerships within the communities that lead to opportunities such as the combined facility now under construction in Allen. By dedicating part of its new high school to use by the College, Allen is maximizing its benefit from the new facility and giving CCCCD an opportunity to serve Allen students without building another facility. **The Task Force Recommends that the College pursue additional opportunities to share facilities with various communities within its service area.** This may be the only viable way College can afford to develop a visible presence in Rockwall County, The Colony, and the rural parts of Collin County.

The Task Force recommends that the College increase service learning opportunities. Service learning, as the Task Force refers to it, is a program involving students, faculty, and staff. For students, it is intended to blend classroom learning with experiential learning while connecting them to the community. It gives faculty an opportunity to renew both their knowledge of the workplace and their ties to the community. It gives everyone affiliated with the College opportunities to serve their communities and gives the College a natural mechanism to reach out to Rockwall County, The Colony, and rural portions of Collin County. An energetic service learning program increases our visibility and stature within our communities which, in turn, can only help enrollment, and helps us fulfill our community service mission.

Better Integration of Credit and Noncredit Instruction

There are times when CCCCD's Continuing Education Division is so cramped that its staff sets up a temporary classroom in the outer foyer of the President's Office. The space limitation faced by Continuing Education during weekday evenings is severe. During those peak hours, there is space available on the College's credit campuses. Dr. Geisel noted, in particular, severe underutilization of the Spring Creek Conference Center. During weekday mornings, Spring Creek's peak hours, some space is available at the Courtyard Center. If the College's credit and noncredit instructional offerings were more fully integrated, it would be less difficult for them to share facilities. Some of the Continuing Education overcrowding could be relieved by discontinuing leases of Courtyard Center space to entities not affiliated with the College. Discontinuing the leases could also make space available for credit offerings.

Closer integration of credit and noncredit instruction also addresses another problem alluded to earlier. There is some sense that at least part of the decline in the Business and Computer Science

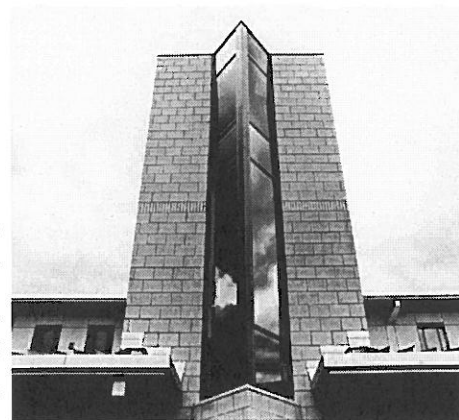
Division's enrollment may be attributable to corresponding increases in business and technology courses offered by the Continuing Education Division. A few years ago, Collin County residents who needed business or technology training had few options but to enroll in a credit course at the College. Over the last few years, there has been extensive development of the noncredit curriculum, particularly in the business and technology area. People who need quick training in a specific area, many of whom already have university degrees, now have an alternative to enrolling in a three day-per-week fifteen-week course for a credit grade. Dr. Geisel pointed out that by more closely integrating credit and noncredit programs the College might be able to eliminate some of the competition between the credit and noncredit programs, make the two offerings more complementary, and design a more unified system that is more responsive to the needs of the community. **For this reason, and to maximize facilities utilization in what are now considered credit and noncredit facilities, the Task Force recommends that the College take steps to more closely integrate its credit and noncredit instructional offerings.** The Task Force leaves to the College's decision makers the determination of how such an integration should proceed. However, we point out the need for creativity and initiative tempered with some caution to protect the integrity and vitality of both credit and noncredit offerings.

Issues Requiring Further Study

In addition to the Task Force's recommendation that the College conduct further study of the Business and Computer Science Division's enrollment, Dr. Geisel's analysis suggested several other areas about which the College's decision makers lack sufficient information to make decisions. The discussion with community and business leaders revealed additional areas that demand further study if the Board of Trustees and administration are to make effective decisions about the College's facilities. Task Force members' observations clearly confirmed that several issues require further study before decision makers are in a position to fully understand the relationships between the issues and facilities development.

Need to Study the College's Student Body and Service Area Population

During the discussion with community and business leaders, it became clear that we lack adequate information about the students we serve and about the people who live within our service area. We haven't a clear sense of students' educational goals, economic status, employment status, and employment goals, the specific localities from whence we draw them, and a host of other important variables that could have profound affects on the development of the College's facilities. Neither



Founders Hall Entrance at PRC

have we more than a vague sense of how income, educational attainment, educational need, or awareness of and attitudes toward the College are distributed among residents of our service area. **Therefore, the Task Force recommends that in order to determine who it serves and whether or not it meets their needs, the College conduct: (1) a detailed study of the student body and (2) a detailed study of the residents of its service area.**

Need to Study and Monitor Facilities Usage

As the Task Force worked with Dr. Geisel, it quickly became evident that the issue about which we knew the least was actual current facilities utilization. This was a serious impediment to making meaningful recommendations about facilities development. If we don't know where we are, it's hard to determine how to get where we want to be.

The current student information system (SIS) does produce a report known as the RBA125, or Room Conflict Report, which provides some facilities utilization data. However, the RBA125 suffers from several shortcomings which limit its usefulness for anyone trying to understand current facilities utilization or anyone making facilities decisions.

In addition, few people know of the RBA125's existence. No member of the task force nor the external consultant, even after his interviews, were aware that such a report existed until after the initial draft of this report was reviewed. While this is not a problem with the report itself, it does reflect a lack of effective information dissemination that could lead to needlessly uninformed decisions. If information about space utilization is to be used to support effective decision making, a broader range of people need regular access to it. **The Task Force recommends that the College undertake the development of an ongoing system to maintain an accurate inventory of space, to monitor facilities utilization, and to provide a wide range of decision makers with easily understandable summary information.**

Need to Develop Ongoing System to Monitor Business and Industry Training Needs

Finally, in our work with Dr. Geisel, it also became clear that CCCCD's approach to new program development is unsystematic. Other than going to the Texas Higher Education Coordinating Board to seek program approval, and even that requirement may soon disappear, little is systematic about program development. The College has no ongoing process to monitor business and industry needs. Ideally, the College should have some process to monitor employment patterns and projections which helps to identify potential vocational instructional programs. Once potential programs are

identified, a more specific study could be conducted to determine the level of need, the costs and benefits of developing a new instructional program, the enrollment potential, and long-term job placement and graduate earnings potential. Such a process needs to provide for the redesign or elimination of vocational programs that no longer meet business and industry needs so space can be reallocated. **The Task Force recommends that the College develop an ongoing system to monitor business and industry training needs, identify potential instructional programs, and make recommendations whether or not to proceed with curriculum development, program approval, program redesign, or program elimination.**

Conclusion

In closing, the Task Force commends the Board of Trustees and the administration for the exemplary manner in which the College's facilities have been developed to this point in time. Unfortunately, decisions are not going to get any easier. Educational, social, economic, political, and technological trends are interacting to make long-term decisions increasingly difficult. The Task Force will be pleased if the recommendations in this report help decision makers see through the fog even a little.

To summarize, while traditional bricks and mortar will always be critical to the mission of any institution of higher education, in an awkward irony, they may also be long-term chains around education's neck. Traditional educational facilities lack flexibility to keep pace with changes in technology, changes in business employment and training needs, changes in the population's educational needs and geographical shifts. In addition, building and maintaining physical facilities place relatively large demands on institutional budgets over a long period of time. In conclusion, the Task Force strongly encourages the College use extraordinary measures to identify alternatives to constructing new facilities whenever possible, and go to equally extraordinary lengths to maximize the flexibility of new and renovated facilities when we must build.

Summary of Task Force Recommendations

The Task Force's specific recommendations can be summarized into six general recommendations. We list the general recommendations in priority order, from most critical to least critical, though we feel all are important to the development of the College's physical facilities and fulfillment of the College's mission. Each general recommendation is followed by the page numbers which refer the reader to the specific recommendations and discussions upon which the general recommendation are based. Page numbers printed in **bold type** represent the pages where specific recommendations are made upon which the general recommendations are based.

Recommendation 1: Information Technology

Make substantial and ongoing investments in new information technology facilities and equipment beginning with and always emphasizing an adequate and flexible information technology infrastructure. The Task Force also recommends that the College explore a wide variety of information technologies as important alternatives in the College's array of educational delivery tools, that decision makers be selective in the adoption of information technologies, and that the College focus on developing instructional content, context, and learning assessments for use with new educational delivery systems. The Task Force recommends that the College access information technologies through the use of partnerships or adoption of alternatives to expensive standard technologies. (See pages 2, 7, 13, 14, 15)

Recommendation 2: Flexibility

Seek alternatives to building new facilities, but, when they must be built, always design new and renovated space to maximize flexibility and multiplicity of uses. Emphasize the integration of information technology into all new and renovated facilities. Relieve overcrowding either by constructing an additional instructional building at Spring Creek *or by taking steps to shift enrollment from Spring Creek.* (See pages 2, 6, 7, 11, 12, 21)

Recommendation 3: Additional Studies



Main Entrance at Central Park

Conduct additional studies of (1) the Business and Computer Science Division to determine how contact hour enrollment can be increased and maintained; (2) the student body to determine who the College serves and how effectively it meets their needs; (3) service area residents to identify their attributes and how effectively the College meets their needs; (4) current facilities inventory and utilization to determine exactly what space the College has and how effectively it is used; and (5) business and industry training needs with the intent of establishing an ongoing system to determine new and evolving program development needs. (See pages 12, 13, 19, 20, 21)

Recommendation 4: Expand Partnerships and Community Presence

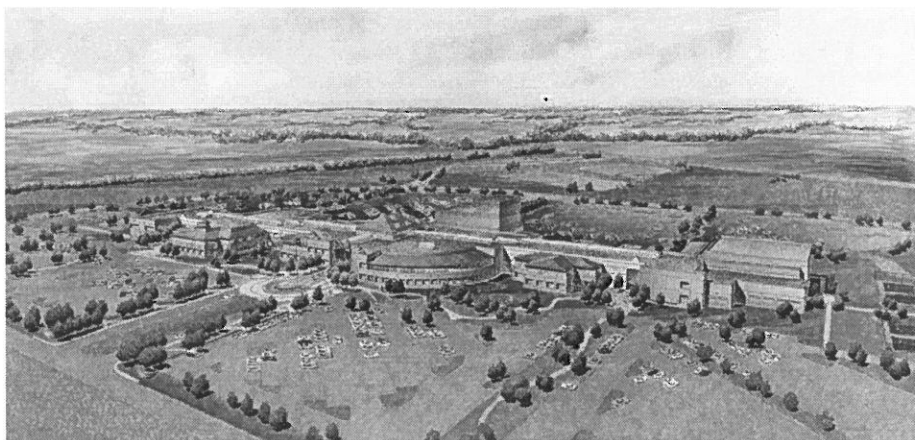
(1) Pursue additional opportunities to share facilities with various communities within the College's service area, (2) increase service learning opportunities, (3) access selected information technologies through the use of partnerships rather than spending the College's resources to acquire them; (4) expand Tech Prep and 2+2 relationships with area high schools, (5) expand 2+2 and 2+2+2 relationships with area universities, (6) develop a more systematic approach to monitoring business and industry training needs so the College becomes more responsive to those needs, and (7) enhance community access by establishing a single telephone interface to the College. (See pages 3, 15, 17, 18, 20, 21)

Recommendation 5: Focus on Student Outcomes and Efficiency

Sharply refocus the College and its processes on improvements in student success and institutional efficiency, and concurrently work to reshape the state higher education funding process to focus on student outcomes and institutional efficiency rather than enrollment, and use all means at its disposal to spur legislative adoption of block transfer. (See pages 8, 9, 10, 11)

Recommendation 6: Expand Alternative Delivery Options

(1) Develop weekend, afternoon, and evening degree and certificate programs; (2) expand Tech Prep and 2+2 relationships with service area high schools; (3) expand 2+2 and 2+2+2 relationships with area universities; (4) more closely integrate the College's credit and noncredit instructional offerings; (5) explore a wide variety of information technologies as important alternatives in the College's array of educational delivery tools; and (6) focus on developing instructional content, context, and learning assessments for use with new educational delivery systems. (See pages 2, 13, 14, 15, 16, 17, 18, 19)



Artist's Rendering of Aerial View of Spring Creek Campus