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## **Statements of Mission, Philosophy, Purpose, Goals, and Objectives 1987**

Collin College

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# Collin County Community College District

2200 West University McKinney, Texas 75069 (214) 548-9971 Metro: 380-1266 Metro: 380-1267

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February 17, 1987

TO: Distribution

FM: President's Office

RE: 2/27/87 All Day Workshop

The attached copy of CCCC's Statements of Mission, Philosophy, Purposes, Goals, and Objectives is for your review prior to the February 27th Workshop.

JOHN H. ANTHONY  
*President*

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# STATEMENTS OF MISSION, PHILOSOPHY, PURPOSES, GOALS, AND OBJECTIVES

## MISSION

Collin County Community College affirms as its mission, the commitment to provide, within the resources available, educational programs and services which meet individual and community needs. The College is committed to quality and excellence in all educational areas including transfer/parallel, vocational/technical, and continuing education.

## PHILOSOPHY AND PURPOSES

*How?*

The educational philosophy of CCCC is that programs and services of the College should be available to all citizens who can benefit from them. Within this context, the purpose of the College is to create an environment which will help people: to live creative, humane, healthy, and sensitive lives; to recognize, accept, and encourage differences in personal, racial, ethnic, and cultural backgrounds; to relate to others openly and responsibly; to generate the motivation to continue learning throughout life; to develop an appreciation for all occupations, recognizing that dignity and honor came from a task well done rather than from the status of a vocation; to acquire the skills necessary for earning a living in a way that will promote the general welfare; and to prepare for a beneficial use of leisure time.

## GOALS AND OBJECTIVES

VOCATIONAL/TECHNICAL EDUCATION: To make it possible for students completing vocational or technical occupational programs to qualify for employment in their fields of study.

We believe that students who seek gainful employment requiring knowledge and skills beyond those acquired in secondary schools, and in addition to those available in other agencies, should have the opportunity to enroll in programs which qualify them for entry or re-entry into the job market. In support of this belief, we have set the following objectives:

1. Students will be admitted to programs sufficient in number to meet the needs of the students and the community, and within the limits of College resources as recommended by the Board of Trustees. *will have to close classes*
- \* 2. Students will have the opportunity to plan a career program with the assistance of an advisor.

3. Students who satisfactorily complete a career program will be qualified for employment in an appropriate occupation.
4. Each program will provide opportunities for the upgrading of existing skills and the development of new knowledge and skills based on current technology.

TRANSFER/PARALLEL EDUCATION: To make it possible for students completing the two-year associate of arts or associate of science degrees to transfer, with junior class standing, to any college or university in the United States.

We believe that students who seek baccalaureate degrees should have the opportunity to take courses in fulfillment of the lower division requirements of most colleges and universities. In support of this belief, we have set the following objectives:

1. Students who intend to transfer to a four-year institution shall be provided the opportunity to plan their programs with the assistance of an advisor.
2. Students who enroll in liberal arts courses will participate in experiential laboratory components which complement formal classroom learning.
3. Students who enroll in a transfer program and who complete the requirement for an associate of arts or science degree will be able to transfer successfully without loss of university parallel credit.
4. Students who hold associate of arts or science degrees and transfer to four-year institutions will be able to succeed in their academic endeavors by successfully completing the upper division requirements established by these institutions.

DEVELOPMENTAL EDUCATION: To provide students with opportunities for developing the necessary skills to successfully complete prebaccalaureate, occupational, or general studies programs.

We believe that students who did not complete high school and those who are deficient in basic skill areas such as reading, writing, mathematics, and/or study skills should have the opportunity to achieve competence sufficient to ensure success in future educational endeavors. In support of this belief, we have set the following objectives:

1. Students will be provided the opportunity to receive free diagnostic assessment prior to enrolling in basic skills areas.

2. Students who are deficient in reading, writing, and mathematics skills will be encouraged to enroll in a program (laboratory, small group, or formalized classes) to overcome these deficiencies.
3. Students who are interested in improving their skills in listening, note-taking, text study, and test-taking procedures may enroll in such programs (laboratory, small groups, or formalized classes).
4. Students deficient in basic skills areas will be encouraged to take additional time to bring skills levels up to satisfactory standards. Comprehensive testing and analysis will be provided to ensure accurate assessment and placement.

All programs will be competency-based; therefore, students who successfully complete developmental education courses will be prepared to enter their next phase of study.

GENERAL EDUCATION: To help students become enlightened, active, and responsible citizens.

*Certified?*  
We believe that certain knowledge, values, and attitudes are necessary for each individual to function and participate in a democratic society. To assist students in acquiring these traits, we have specified a core of general education requirements for all degree candidates. The requirements are satisfied when the following criteria have been met:

1. Students will have demonstrated their ability to communicate verbally and in writing and the ability to read with understanding.
2. Students will have demonstrated the ability to use the basic mathematical and computer skills necessary to everyday life and an understanding of the biological and physical environment.
3. Students will have demonstrated an understanding and appreciation for the nature and development of diverse aspects of society - historical traditions, ~~physical environment~~, social organization and patterns of inter-personal relationships, political, social or economic processes.
4. Students will have demonstrated their understanding of and appreciation for our creative and cultural heritage.
5. Students will have demonstrated the ability to develop personal habits and attitudes to preserve and improve both mental and physical health for themselves, their families and community.



- Academic  
Psychological  
Economic
6. Students will have demonstrated some international perspective and an understanding of the interdependence of world culture.

PERSONALIZED STUDIES: To make it possible for students having unique interests and needs to design individually-tailored programs.

We believe that students wishing to explore broad areas of learning or desiring to study some areas in greater depth should have the opportunity to enroll in programs designed to meet their individual interests and needs. In support of this belief, we have set the following objectives:

1. Students enrolled in general studies programs shall plan programs with their advisors that will assist them in meeting their personal and career goals.
- 2. Students will have an opportunity to enroll in short-term, credit or non-credit classes, as well as certificate and associate degree programs.
3. Students will be able to utilize a variety of alternative educational delivery systems, including television instruction, self-paced instruction, and independent study.

STUDENT DEVELOPMENT PROGRAMS: To provide professional assistance to all students in establishing and accomplishing realistic educational and career goals, in resolving personal or social problems, and in becoming independent learners.

We believe that students should have available a variety of student personnel and instructional support services for developing independence and self-direction. In support of this belief, we have set the following objectives:

1. New full-time students will formulate educational plans in conjunction with professional advisors, based upon their expressed goals.
2. Returning full-time students will identify their programs and plan their educational experiences consistent with those programs.
3. Students will have educational, career, social, and personal advising services available which include group and individual interaction.
4. Students will have placement services available to assist them in finding both full-time and part-time employment. Job placement workshops and opportunities to meet prospective employers on campus will also be provided.

5. Students will have resources available to assist them in transferring to a four-year college or university. Representatives of four-year institutions, public and private, will be invited to campus to assist in the transfer process.
6. Students seeking employment upon graduation will be offered assistance in finding jobs in their fields.
7. Students will have the opportunity to participate in cooperative work experience programs related to their fields of study.
8. Students will have available professional assistance in applying for financial aid.

INSTRUCTIONAL SUPPORT SERVICES: To provide library/media facilities, resource centers, laboratories, alternative learning centers, and qualified staff sufficient to implement the College's programs.

We believe that the library/media center should be a major resource of the educational process at CCCC. In support of this belief, we have set the following objectives:

1. Students will have access to a basic collection of materials, equipment, and facilities in their program areas.
2. Students will have access to professional assistance in utilizing library/media services, resource centers, laboratories, and alternative learning centers.
3. Faculty and staff members will have access to professional assistance in utilizing library/media facilities, resource centers, laboratories, and alternative learning centers.

ECONOMIC AND COMMUNITY DEVELOPMENT: To be a major contributor to the economic growth and development of Collin County.

We believe that a college should enhance the quality of life of the community it serves. In support of this belief, we have set the following objectives:

1. The College will provide opportunities for business and industries within the county to contract for training and retraining employees.
2. The College will provide specially designed programs/courses for employees to meet their job demands, professional obligations, and/or legislative mandates.
3. The College will participate in local and statewide economic

development and cooperate in productivity studies and workforce planning.

4. The College will assist in the recruitment of businesses and industries to the state and the county.
5. The College will work with local communities and civic and social agencies in research activities and studies of community change.
6. The College will play an active role in the cultural and artistic development of the county through its art, music, and theater programs.

CONTINUING EDUCATION: To provide opportunities for the personal and professional development of the citizens of the county and to promote a philosophy of lifelong education.

We believe that individuals should be afforded the opportunity to further develop their abilities, skills, and interests for individual fulfillment and the enhancement of society. In support of this belief, we have set the following objectives:

1. Short-term, intensive courses will be offered at sites accessible to all citizens in the county.
2. Community groups will have the opportunity to use the college facilities according to availability.
3. College sponsored lectures, seminars, and workshops will be open to county residents. Representatives from the College will be available to speak to civic and service organizations.

CO-CURRICULAR: To provide experiences that will complement the instructional program of the College and which will add to the students' growth and intellectual development.

We believe that students of the College should learn how to make creative use of leisure time and to broaden the social, cultural, and recreational dimensions of their lives. In support of this belief, we have set the following objectives:

1. Students who possess the necessary skills and express the desire to participate in band, choir, intramural athletics, dance, drama, speech, and other such activities will be encouraged to do so.
2. Students will have the opportunity to participate in social, cultural and educational activities, clubs, and other student organizations.



## RESOURCE ALLOCATIONS

To achieve the above-stated goals, the resources and efforts of the college shall be allocated in the most cost effective way to:

1. Provide a distribution of courses, programs, activities, and services sufficient in number and diversity to fulfill the mission of the College.
2. Provide a faculty with academic preparation at the master's degree level or higher (or equivalent work experience) who are committed to quality and excellence in teaching.
3. Provide qualified staff to relieve teaching staff members from nonteaching, nonadministrative tasks.
4. Provide staff development opportunities for all College personnel.
5. Provide classrooms, laboratories, and library/media facilities furnished, equipped, supplied, and maintained at levels sufficient to achieve the specified objectives of the college.
6. Provide student support services including life and career planning, advising and counseling, co-curricular programs, job placement, a bookstore, food services, fitness center, and campus security.
7. Provide the educational programs and services at a low enough cost to ensure student access.
8. Provide the necessary staff to do research and follow-up studies related to the College's programs and services.
9. Provide information regarding College instructional programs, services, and activities to all county residents on a regular basis.

The allocation of resources and efforts will be reviewed every year and adjusted as needed to accomplish the above goals.

COLLIN COUNTRY COMMUNITY COLLEGE  
SPRING CREEK CAMPUS - PLANNING GUIDELINES

OCCUPANCY:

The Proposed occupancy date for the Spring Creek Campus is July 15, 1988. All space should be available at that time - with the exception of the physical education facility scheduled for completion September 15, 1988 and the theatre scheduled for completion October 15, 1988. The second floor of the facility (with the exception of the Library Learning Resource Center) will be completed at a later date as needed. Initial parking for Spring Creek will provide approximately 1500 spaces with another 750 to be provided at a later date as needed.

In preparation for moving into the Spring Creek Campus, equipment and furniture orders will need to be made well in advance of the July date, and our goal is to have all furniture and equipment for the new campus specified by January, 1988. It may also be necessary to find a warehouse area in Plano, approximately 2,000 sq. ft., to process library books and material so they can be placed on the shelves prior to opening of classes in the Fall. This facility may be needed as early as Fall of 87.

ENROLLMENT:

Based on the best available data, we anticipate some 6,200 credit students, 2,500 full time equivalent students, to be enrolled at Collin County in the Fall of '88. It is estimated that approximately 3,800 non-credit students will push the College headcount to the 10,000 mark. The majority of credit students should be enrolled at the Spring Creek Campus, approximately 3,800 with some 1,000 at the Central Campus and another 1,400 at satellite locations through the County.

Credit Enrollment Projection

	Fall 1986	Fall 1987	Fall 1988
Headcount	3,900	4,500	6,200
F.T.E.	1,500	1,800	2,500

5% increase in total population  
2.5% - 3% of population enrolled  
at CCC

## Enrollment Summary

	Fall '85	Fall 86	Fall 87	Fall 88
Contact Hours:				
Academic	78,400	362,768	399,000	478,800
Tech/Occu	32,095	83,986	92,400	110,800
Credit Hours:				
Academic	4,646	18,432	20,300	24,300
Tech/Occu	1,143	2,783	3,100	3,700
	Spring 86	Spring 87	Spring 88	Spring 89
Contact Hours:				
Academic	169,248	394,080	433,400	520,000
Tech/Occu	57,320	75,184	82,700	99,200
Credit Hours:				
Academic	10,086	21,700	23,800	28,500
Tech/Occu	2,914	3,167	3,500	4,200
	Summer 86	Summer 87	Summer 88	Summer 89
Contact Hours:				
Academic	111,984	134,400	147,800	177,300
Tech/Occu	58,096	69,700	76,600	91,900
Credit Hours:				
Academic	8,432	10,100	11,100	13,300
Tech/Occu	1,353	1,600	1,700	2,000

*includes admin  
of LRC*

### STAFFING:

Based on the projected credit enrollment and using a formula of one (1) F.T.E. teaching faculty member to 20 F.T.E. students, it is estimated that some 125 F.T.E. teaching staff will be required by Fall of '88. This would be represented by 85 full time and 40 F.T.E. part time faculty. Using existing ratios clerical support staff and management staff would total 60 and 35 respectively.

*increase in support staff*

No campus administration

8 MK  
12 SK

### Full time Staffing Projection

	Existing Fall '86	Fall '87	Fall '88	
Teaching	49	55	85	7 add
Support	44	48	60	20
Management	28	28	35	5 (S) +7

Additional management staffing would include an on-site coordinator at Spring Creek, several Associate Deans, and Managers for the Cafeteria and Theatre. It is planned to contract with outside vendors for Security, Custodial and Maintenance, and Cafeteria services at Spring Creek.

### OPERATING BUDGET:

	1987-88	1988-89
State Aid*	3,500,000	3,500,000
Tuition	700,000	900,000
Local Taxes	3,700,000	4,100,000
Other	50,000	50,000
Total	7,950,000	8,550,000

\*State aid could be as much as \$600,000 less per year in the biennium depending on legislative action.

Depending on the size of the construction bids, to be opened on February 17, some additional building fund money may be available for necessary furniture and equipment.

### COLLEGE ORGANIZATION:

The College will continue to operate as a single College, Multi-campus District. Administrative functions at the College will be centralized. Administrative functions will not be duplicated on both campuses. Spring Creek will function with a staff position (Site Coordinator) for purposes of coordination. The organization will continue its emphasis on three major functional areas - instruction, student development, and administrative services.

Instruction will be comprised of the Division of Arts and Social Sciences, Science and Health, and Business and Industry, as well as Library Learning Resources and Community Education and Economic Development. The Instructional area will be headed by the Vice President for Instruction. Each of the Divisions will be headed by a Dean assisted by Associate Deans where necessary.



*See Enrollment Management*

Student Development will consist of the Divisions of Life Planning, Financial Aid, Student Employment, Admissions and Student Recruitment, Developmental Education, and Student Life. The Student Development areas will be supervised by the Vice President for Student Development. Each of the Divisions will be headed by Directors or Associate Directors where necessary.

Administrative services will be comprised of the Divisions of Business Services, including accounting and purchasing, Plant Facilities, Maintenance, Safety, and Security, Personnel Services, Computer Services and the College Bookstore. This area will be supervised by the Vice President for Administration with Divisions being headed by Directors or Associate Directors.

The Director of College Development will continue to report to the President and will maintain responsibility for the College Foundation, Master Planning, Public and Private Fund Raising, and Public Information.

It is recommended that the following management personnel will be based at the Central Campus in McKinney:

Instruction:

- ✓ Dean of Science and Health
- Associate Dean of Business & Industry
- Associate Dean of Arts & Social Science
- Associate Dean of the LRC

Student Development:

- ✓ Director of Enrollment Management
- ✓ Associate Director of Student Financial Aid

Administration:

- ✓ V.P. Administration
- ✓ Director of Business Services
- ✓ Director of Computer Science
- ✓ Director of Personnel
- ✓ Director of Plant Facilities
- Central Campus
- Assistant Bookstore Manager

President's Office:

- ✓ President
- ✓ Director of Development
- ✓ ~~Associate~~ Director for Institutional Research



The following management personnel will be located at the Spring Creek Campus during Phase 1.

Instruction:

- ✓ V. P. Instruction
- ✓ Dean of Business & Industry
- ✓ Dean of Arts & Social Science
- ✓ Dean of Community Ed. and Economic Development
- ✓ Dean of LRC  
*Assoc Dean of Science & Health*

Student Development:

- ✓ V. P. Student Development
- ✓ Director of Life Planning
- ✓ Director of Developmental Education
- ✓ Director of Student Recruitment

Administration:

- Director of Physical Plant  
Spring Creek
- ✓ Bookstore Manager

In summary, the majority of administrative functions, personnel, business office, computer services, purchasing, etc., will remain at the Central Campus. Functions related to enrollment management, registration, financial aid, will also remain here, as will all functions related to the operation of the President's Office.

As the Central Campus will be taking on a health and science related orientation, I am also recommending the Dean, rather than the Associate Dean, remain in McKinney.

All other functions will have the Spring Creek Campus as their primary location.

EDUCATION PROGRAMS:

With the majority of students expected to be at the Spring Creek Campus, the majority of class offerings and support functions will also be found there. Following is a recommendation of educational program allocations for the two campuses:

Support Staff?

SHARED:

Transfer Preparation Areas:

Accounting  
Art  
Biology  
Business Admin.  
Chemistry  
Computer Science  
Criminal Justice  
Economics

Engineering  
English  
French  
General Studies  
Geography  
Government  
History  
Mathematics

Philosophy  
Physical Education  
Physics  
Psychology  
Sociology  
Spanish  
Speech

Technical Programs Areas:

Management:  
Financial  
Microcomputing  
Applications  
Small Business

Office Admin:  
General Office  
Legal  
Medical  
Secretarial  
Word Processing

Real Estate

CENTRAL CAMPUS:

Transfer Preparation Areas:

Agriculture

Technical Program Areas:

Emergency Medical Technology  
Fire Science  
Ornamental Horticulture and  
Landscape Technology

SPRING CREEK CAMPUS:

Transfer Preparation Areas:

1. Photography and Ceramics  
Music  
Theatre

Technical Program Areas:

Child Development  
Child Care  
Day Care Administrator  
Engineering Technology  
Drafting and Design  
Electronics  
Software Design  
1. Commercial Art & Graphics  
Fashion Marketing Mgmt.  
Interior Design  
2. Air Conditioning/Refrigeration

cut 20 - District wide

COLLIN COUNTY COMMUNITY COLLEGE  
PROPOSED FUNCTIONS  
1988-89

Sharon  
Steve Allen  
Della T. King  
Ralph Hill  
Rita Henry  
Steve Proctor  
E

V-A  
X-B  
C-C  
X-D

		PRIORITY			PRIORITY		
		HIGH	LOW		HIGH	LOW	
X	1. English as second language	5	3	1	38. Engineering	5	3 1
	2. Student Advising	5	3	1	39. English	5	3 1
C	3. Personal Counseling	5	3	1	40. French	5	3 1
	4. Student Employment/Job Placement	5	3	1	41. General Studies	5	3 1
	5. Student Financial Aid	5	3	1	42. Geography	5	3 1
	6. Cooperative Work Experience	5	3	1	43. Government	5	3 1
CX	7. On-the-Job Training	5	3	1	44. History	5	3 1
	8. Student Orientation	5	3	1	45. Mathematics	5	3 1
X	9. Handicapped Services	5	3	1	46. Philosophy	5	3 1
	10. Student Tutoring	5	3	1	47. Physical Education	5	3 1
CX	11. Educational Television	5	3	1	48. Physics	5	3 1
	12. Developmental Education	5	3	1	49. Psychology	5	3 1
CX	13. High School Completion	5	3	1	50. Sociology	5	3 1
CX	14. Adult Basic Education	5	3	1	51. Spanish	5	3 1
	15. Non Credit Courses	5	3	1	52. Speech	5	3 1
CX	16. Intercollegiate Athletics	5	3	1	53. Japanese	5	3 1
	17. Staff Develop. Activities	5	3	1	54. Agriculture	5	3 1
	18. Testing Center	5	3	1	55. Photography	5	3 1
C	19. Student Activities	5	3	1	56. Ceramics	5	3 1
	20. Instruction Design	5	3	1	57. Music	5	3 1
X	21. International Studies	5	3	1	58. Theatre	5	3 1
	22. Student Recruitment Activ.	5	3	1	59. Child Development		
	23. Student Follow-Up	5	3	1	Child Care	5	3 1
C	24. Student Choral and Instrumental Music Groups	5	3	1	Day Care Administrator	5	3 1
C	25. Student Drama Productions	5	3	1	60. Engineering Technology		
	26. Child Care Facilities	5	3	1	Drafting & Design	5	3 1
	27. Honors Courses	5	3	1	Electronics	5	3 1
	28. Special Programs for Business & Industry	5	3	1	Software Design	5	3 1
	29. Alternative Learning Center	5	3	1	61. Commercial Art & Graphics	5	3 1
	30. Accounting	5	3	1	62. Fashion Marketing Mgmt.	5	3 1
	31. Art	5	3	1	63. Interior Design	5	3 1
	32. Biology	5	3	1	64. Air Conditioning/Refrig.	5	3 1
	33. Business Administration	5	3	1	65. Veterinary Technology	5	3 1
	34. Chemistry	5	3	1	66. Financial Mgmt.	5	3 1
	35. Computer Science	5	3	1	67. Microcomputing Appl.	5	3 1
X	36. Criminal Justice	5	3	1	68. Small Business	5	3 1
	37. Economics	5	3	1	69. General Office Admin.	5	3 1
					Legal	5	3 1
					Medical	5	3 1
					70. Secretarial	5	3 1

study

PRIORITY  
HIGH LOW

71. Word Processing	(5)	3	1
72. Real Estate	(5)	3	1
73. Emergency Medical Technology	(5)	3	1
74. Fire Science	(5)	3	1
75. Ornamental Horticulture/ 3 studies Landscape Technology	(5)	3	1
76. Expansion of evening programs and services to other locations	(5)	3	1
77. Expansion of counseling services for older citizens *	5	(3)	1
78. Increase full time faculty in direct proportion to student enrollment increases while at the same time stabilizing the utilization of part time faculty - look at staffing pattern	(5)	3	1
79. Expand use of personal computers in all office areas	(5)	3	1
80. Expand registration to include mail and telephone / credit card	(5)	3	1

Certificate Programs (1 yr & 2 yr)

Expanded assessment in math to insure that

✓ Comprehensive telecommunications services to insure transmission  
data, voice, video & image (administration & inst) MIS

✓ Increase marketing & visibility

✓ Develop specific 2+2 articulation plans w/  
CC high schools - HS outreach

Develop graphic, print shop & duplicating services  
on both campuses

Writing conference proficiency

Computerized advising

Computer Integrated Manufacturers

St. Institute

Addictionology Program

Campus Wellness program

Southfork Series

Foundation Monies

Conferences

AAS act BSAD CS

intermodal athletics

Women's Program --additional

2+2+2

13

Due 3/15 to  
Dr. A.

PLANNING WORKSHOP - SPRING CREEK CAMPUS  
FEBRUARY 27, 1987

1. HOW BEST CAN WE SERVE THE NEEDS OF OUR DISTRICT?
2. WHAT SHOULD THE COLLEGE'S PROGRAM PRIORITIES BE?
3. WHAT IMPACT WILL NEW TECHNOLOGY HAVE ON THE COLLEGE'S PLANNING PROCESS?
4. HOW MUCH EMPHASIS SHOULD WE PLACE ON OFF CAMPUS, IN-PLANT PROGRAMS, AND ON THE JOB TRAINING?
5. HOW DO WE ADDRESS THE SHORTAGES OF TEACHERS?
6. CAN WE ESTABLISH ENTRANCE COMPETENCIES FOR EDUCATIONAL PROGRAMS?
7. CAN WE ESTABLISH CORE GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREES WITHOUT DILUTING SKILLS NECESSARY FOR VOCATIONAL SUCCESS?
8. HOW DO WE ADDRESS ENROLLMENT FLUCTUATIONS?
9. SHOULD WE BE CONCERNED WITH THE NUMBER OF STUDENTS WHO ACTUALLY GRADUATE WITH DEGREES OR SHOULD WE BE CONTENT TO SEE THAT OUR STUDENTS DO WELL WHEN THEY LEAVE?
10. WHAT ARE THE EMERGING NEW PROGRAMS AND WHAT ARE THOSE THAT WILL BE DECLINING DURING THE NEXT FIVE YEARS?
11. HOW DO WE GO ABOUT OBTAINING THE NECESSARY FINANCIAL SUPPORT TO MEET CAPITAL CONSTRUCTION NEEDS? how DO WE BALANCE THESE NEEDS AGAINST OTHER PRIORITIES?
12. WHERE DO WE LOOK FOR ADDITIONAL REVENUE?



Responses to Questions Raised  
Planning Workshop - 2/27/87  
Toni P. Allen

1. We can best serve the needs of the District by developing strong academic programs that enhance transferability and provide job training and skill development in areas that currently employ people or in areas in which there is a prospective market. We must also develop a strong advising and support system that will attract and retain students in these programs. I believe that the support programs are interwoven with the academic programs and that both must be developed simultaneously.
2. The priority in terms of academic programs should be transfer, transfer, transfer. The obvious support programs should be advising and articulation. Job training and skill development programs are also essential but should be much more focused. Data should be collected that accurately reflects needs. These programs will require the support of a strong co-op and job placement program.
3. Technology is our key to making the concept of "district wide" administration a reality. Computer information systems must be enhanced to allow the rapid transmission of all data. The rapid changes in technology will also have an impact on programs that are dependent on the technology. I know that most equipment is outdated before it is installed; however, there is no easy solution. I suppose centralized labs that maximize useage is at least a partial solution.
4. In-plant programs can be very cost effective if we can use the company's equipment and facilities so it seems that a great deal of emphasis should be placed on this area. I don't quite understand the credit/non-credit distinction and feel we need to have some clarification here before proceeding. I also feel that strong co-op programs is a key to job placement and thereby a key to validating technical programs. There must be some way to join OJT and co-op programs under one umbrella as the contact people will often be the same. This would also benefit job development efforts in technical programs.
5. Is there a shortage of teachers? Applications and resumes on file would not indicate this although I am uncertain of their qualifications.

6. I think the community college should proceed slowly in terms of entrance competencies. Many of our students come to us after meeting barriers at other institutions or in previous experiences. Entrance competencies can often be barriers. I would be more inclined toward exit competencies that are clearly communicated to prospective students.
7. Even vocation/technical programs must have a strong core today and this seems to be justified by the changing technology and mobile society we live in. Research indicates that most people change careers three times in their lifetime and must be totally retrained at least every 10 years. If our programs rely too heavily on technical skills rather than on giving a student life skills, then we may be doing them a disservice. Their technical skills may soon be outdated while good communication skills and the like will last throughout changes in the economy and in technology.
8. The enrollment often fluctuates as a result of things that are out of our control: the economy, unemployment rates, etc..... That's why I would recommend developing a superior academic transfer program that is less dependent on these factors.
9. I think that follow up is important and that we should be content if our students are satisfied and feel they received what they needed from us. However, I also feel that it is important for us to facilitate their acquisition of a degree by providing timely evaluations of traditional as well as non-traditional credit and by providing quality academic advising so that all students fully understand their degree options. By emphasizing evaluations and advising we should increase the number of students who earn a degree from CCCC.
10. I wish I could comment on this but I'll have to leave this to the experts in each of the various fields of study.
11. I understand that all of the above actually comes down to a question of money. It obviously takes money to build facilities and programs that are the best. We may have to decide what we're going to be the best at and appropriate the resources accordingly.
12. Grant monies are available, although I'm not familiar with the details and I realize this will not solve any major shortfalls in revenue. I think we can increase tuition; however, cost is still a major selling point and I would hate to lose that edge. I am also not in favor of greatly widening the gap between in-district and out-of-district tuition for a variety of reasons. I realize that tuition accounts for only a small percentage of our income and that this isn't an answer either.