

Assessment Report Matrix University of North Texas

Unit: Bill J. Priest Center for Community College Education

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Mission: By the year 2005 and beyond, the Bill J. Priest Center for Community College Education will be locally, regionally, and nationally recognized for its contributions to the field of Higher and Community College Education.

Goals:

- Promote and expand the field of Higher and Community College Education
- Support graduate education for individuals who aspire to enter administrative or teaching careers in community colleges at the University of North Texas
- Support graduate education for community college faculty and administrators who wish to improve their professional effectiveness.
- Support research and dissemination to local, state, regional, national, and international audiences the results of the Center's research, policy, and leadership initiatives.

In April 1999, the Bill J. Priest Center for Community College Education (Priest Center) was established within the College of Education at the University of North Texas. The Priest Center was operationalized with the hiring of a Director, who holds the seventh endowed professorship at UNT, in September 2000. Below are the milestones for the Priest Center for its first five years. At the end of its first three years (June 2003) since the arrival of a full-time Center Director in September 2000, the Priest Center set out to evaluate its milestones. Though it was a two years early on evaluating its five year milestones, the evaluation, carried out by the Chair of the Priest Center Advisory Committee, Dr. John Anthony, Founding President and President Emeritus of Collin County Community College, found that the Priest Center had fulfilled its goals in light of the resources that to date had been invested.

In the Priest Center's formative years, "milestones" was an appropriate term for its goals and expectations. Beginning in the calendar year of 2004, the Center will now refer to these goals as expected outcomes and will evaluate on an annual basis.

Five Year Milestones, 2000 - 2005:

Milestones for Major Goal #1	Assessment Tools/Measurement	Assessment Results	Changes Based on Results
<p>Establish strong functional partnerships between UNT's Priest Center and university-based community college leadership programs in the Southwest and beyond to promote the field of higher and community college education</p>	<p>Count the number of personal site visits and speeches by the Priest Center Director, and expanded participation by UNT students at events sponsored by the Higher and Community College Education Programs in the Southwest US and beyond.</p>	<p>Presentations, keynote addresses, & speeches made by PC Director to Higher/Community College Education programs at Texas Tech U., U.of Oklahoma, TAMU-Commerce, U.of Illinois, and New York U. Presentations included Southern Association for Inst. Research, Texas Assn of Community College Instructional Administrators, & Southeastern Association for Community College Research.</p> <p>UNT doctoral students presented at regional conferences hosted by Texas Tech, Southwest Education Research Association, and the Southeastern Association for Institutional Research.</p> <p>The PC Director presented at national organizations including the American Association of Community Colleges (AACC), Council for the Study of Community Colleges (CSCC), the Association for the Study of Higher Education, and American Education Research Association.</p>	<p>Since the goal was to raise the profile of UNT and the Priest Center to local, regional, and national audiences, and this effort is clearly ongoing, this outcome is deemed accomplished and will be continued.</p>

Milestones for Major Goal #1	Assessment Tools/Measurement	Assessment Results	Changes Based on Results
<p>Establish strong functional partnerships between UNT's Priest Center and university-based community college leadership programs in the Southwest and beyond, to promote the field of higher and community college education.</p>	<p>Participation by the Priest Center in invitation-only and other meetings to improve community college education programs nationally.</p> <p>Publication of works related to the improvement of community college education programs.</p>	<p>Invited to AACC Leadership Summit, March 2001</p> <p>Invited to AACC Leadership Summit, 2003</p> <p>Publication by National Council of Instructional Administrators of the work "The Crisis of Leadership in Community Colleges: A Policy Imperative" (April 2004)</p>	<p>Resulted in a feature story that included a picture in <u>The Chronicle of Higher Education</u></p> <p>NCIA will distribute this publication at the 2004 AACC Convention.</p>

Milestones for Major Goal #1	Assessment Tools/Measurement	Assessment Results	Changes Based on Results
The period 2000-01 to 2004-05 will see the Priest Center/Director invited to speak nationally on issues related to community college education	Count the number of events in which the PC/Director spoke/convened on issues related to community college education	<p>Coordinated a meeting sponsored by the Mid-South Partnership for Rural Community Colleges of scholars from across the nation and officials from Alabama, Arkansas, Louisiana, Mississippi, and Tennessee (September 2003).</p> <p>The Priest Center, CCJRP, and NCIA cosponsored reception at the Association for the Study of Higher Education (Portland, OR, November 2003)</p>	
Provide leadership in working with others to expand and improve the quality of teaching materials available to educate the next generation of community college leaders.	By May 2004, the Priest Center will release a classification system of community colleges similar to that developed by the Carnegie Foundation for four-year institutions to quantitatively assess community colleges.	The classification system will be available for researchers across the country to draw representative samples of rural, suburban, and urban community colleges for survey purposes, to dramatically improve the precision of community college-related research.	A web-based access system, similar to that developed by the US Department of Education (see IPEDS Cool) will be available for usage.

<i>Milestones for Major Goal #2</i>	<i>Assessment Tools/Measurement</i>	<i>Assessment Results</i>	<i>Changes Based on Results</i>
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<p>Establish, in cooperation with UNT Program in Higher Education faculty and leading practitioners in the region, a doctoral-level Cognate in Community College Leadership as part of UNT's doctoral Program in Higher Education</p>	<p>Cognate approved by the Priest Center Advisory Committee, PHE faculty, College of Education, and UNT Graduate School.</p> <p>Site visits to colleges in region to promote program to potential students, who work full-time at area community colleges.</p>	<p>Six new doctoral level courses are offered.</p> <p>Enrollment dramatically increases.</p> <p>Site visits are made to all 18 community college campuses in the Dallas/Fort Worth region.</p>	<p>As of August 2003, Higher Education Program is largest doctoral program in College, 2nd largest at UNT.</p> <p>At least one student has enrolled in the program from all 18 community college campuses in the Dallas/Fort Worth region.</p> <p>Seven students admitted to doctoral candidacy as of December 2003 who have completed the Cognate.</p>
<p>Structured engagement to increase Priest Center and PHE visibility at national, regional, state, and local professional meetings.</p>	<p>Counting the number of student presentations in national, regional, and state professional meetings</p>	<p>National meetings that UNT students have presented at include but are not limited to AACC, CSCC, AERA, ASHE, NHCCC, TACCIA, SERA, NCIA</p>	<p>This goal has been achieved, and efforts will be continued as resources are available.</p>

<i>Milestones for Major Goal #3</i>	<i>Assessment Tools/Measurement</i>	<i>Assessment Results</i>	<i>Changes Based on Results</i>
Create a graduate level Community College Leadership Certificate	Working in close cooperation with North Texas Community College Consortium, the Priest Center Advisory Committee (leading practitioners in the region), and PHE faculty, create a Certificate that can be approved by the Department, College, and Graduate School	Official approval is gained for the new six course Community College Leadership Certificate.	Between 2000 and 2004, 26 professionals from the Dallas County Community College District, and 10-12 from the Collin, North Central, and Tarrant Districts have enrolled in these courses. In 2003, the first two Certificates were awarded.
Establish a Priest Center Lecture Series	Develop the PC Lecture Series proposal. Former PC Associate Director FS Laanan completes proposal prior to leaving UNT in August 2003. Lectures will be held at various cosponsoring districts, to bring UNT students to the colleges, and promote our program to working professionals.	Priest Center Lectures include Stephen Katsinas, TCCD, 9/2003 Laura Rendon, CSU Long Beach, 11/2003 Linda Serra Hagedorn, USC, 1/04 Barbara K. Townsend, U of Missouri, 1/04 George Boggs, President, AACC, 3/04	Volunteer graduate students are convening the series in 2003-2004. Lectures are cosponsored at each of the four major districts (Collin, Dallas, North Central, and Tarrant) in 2003-2004 academic year. Over 200 people will participate over the course of the year.

<i>Milestones for Major Goal #4</i>	<i>Assessment Tools/Measurement</i>	<i>Assessment Results</i>	<i>Changes Based on Results</i>
Support the literature on community college leadership	<p>Publish the proceedings of the Inaugural Priest Center conference, held February 2001.</p> <p>Disseminate results widely.</p>	<p>Proceedings published in a special edition of Community College Journal of Research and Practice.</p> <p>Special edition distributed for free to all 1,200 community college presidents in the United States.</p>	This goal was deemed successful.
Priest Center takes a lead role in expanding opportunities for scholarship in and about community colleges.	Priest Center sponsors or cosponsors a major journal related to community colleges.	Priest Center is listed as a co-sponsor of <i>Community College Journal of Research and Practice</i> .	<p>This goal was completed in 2003, deemed successful, and is ongoing.</p> <p>Paper flow to CCJRP is increased dramatically since 2000.</p>
Priest Center takes a lead role in creating practical tools to improve the scholarship on and about community colleges.	<p>An advance version of Katsinas et.al. classification scheme of community colleges was published as part a monograph edited by Alexander McCormick of the Carnegie Foundation for the Advancement of Teaching.</p> <p>Research on Alternative Teacher Certification at community colleges is advanced.</p> <p>Research on rural community college is advanced</p>	<p>Alfredo de los Santos, a national experts in community colleges, rates Katsinas et.al. classification scheme the most useful among the five proposed schemes in a <u><i>New Directions for Community Colleges</i></u> monograph.</p> <p>An article coauthored by Katsinas and a UNT student is published in a <u><i>New Directions for Community Colleges</i></u> monograph.</p> <p>An article on the digital divide and rural community colleges is written.</p>	<p>The warm reception of this article provided greater support for publishing and circulating the Katsinas et al classification scheme.</p> <p>UNT students are involved in the scholarship of the Priest Center through published articles.</p> <p>Article coauthored by Katsinas and a UNT student is published in CCJRP.</p> <p>Issue brief authored by Katsinas and two coauthors</p>

	Research on rural community college is advanced (continued)	An issue brief by the Rural Community College Initiative, a program of the Ford Foundation, on rural community college finance is published.	is published and distributed nationally to community college leaders by RCCI.
	Research on minorities in community college leadership is advanced	An article on Latino leadership at community colleges is written.	Article coauthored by Katsinas and two UNT students published in CCJRP.
An average of 2 major publications per year will be authored by the Priest Center Director.	Counting the publications	Articles are published.	This goal is ongoing and has been achieved.

Priest Center staff in 2000-2001 consisted of just the Priest Center Director. In 2001-2003, a full-time administrative assistant was employed. In 2002-2003, a new faculty member was hired for the Program in Higher Education who also carried responsibilities as Associate Director of the Priest Center. In February 2003, due to reductions in state funding, the administrative assistant position was eliminated for the 2003-2004 academic year, and following those budget reductions the Associate Director left UNT for a position at another university. In 2003-2004, the Priest Center staff consists of one graduate assistant, two student workers, and the Director.

Every other week, the Priest Center staff has a team meeting. Each year in November or December, the Priest Center team will spend one or more of these meetings evaluating the expected outcomes (goals) for that year. They will assess their progress and set new expected outcomes for the coming year by keeping, deleting, or modifying the previous year's goals and adding new ones as necessary. The compilations of publications, presentations, symposia, visiting scholars, and external funding awards will be posted on the Priest Center website by April 1 of the next calendar year.

**** How do changes help UNT meet its Vision and support student learning?**

The Priest Center Director was the only faculty member invited to the President's Planning Retreat in June 2002. The Priest Center Director regularly briefs the President of the University on key issues related to community colleges. Community college transfers constitute a major source of students for the University. The President of the University participates in semi-annual meetings of the Priest Center Advisory Committee, which includes the Chancellors and Presidents of the largest community college districts in the Dallas/Fort Worth region.