

Strategic Goals and 2002-2003 Achievement Indicators

Collin County Community College District

Mid-Year Status Report

Goal 1. Elevate CCCCD to the echelon of world-class education.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
1.1. Finalize refinement of governance and organizational structures.	Israel, Leadership Team, Faculty Senate, All College Council	Target: 08/31/03	<p>1.1.1. Review of existing governance and organizational structures completed.</p> <p>1.1.2. Policy/practices changed to ensure cost effectiveness, accountability, and responsiveness.</p>	<p>1.1.1.1. Due to budget decisions being made by the state, CCCCD's governance and organizational structures continue to be critically reviewed and analyzed to ensure administrative efficiency and organizational effectiveness. Some organizational changes have occurred: LRCs report to provosts and Safety and Security personnel hired.]</p> <p>1.1.1.2. CCCCD's legal counsel is conducting a complete review of District and board policies.</p> <p>1.1.1.3. Refined organization structure in the ET Division to eliminate multiple coordinator positions.</p> <p>1.1.1.4. Integrated Early Childhood Education with the Center for Teaching and Learning and Professional Development.</p> <p>1.1.1.5. Organizational structuring in Academic Affairs Division not yet completed.</p> <p>1.1.2.1. Professional Leave Summary Form developed to indicate the benefit of District-paid professional development to the individual and CCCCD.</p> <p>1.1.2.2. Revamped class schedule. Monday, Wednesday, Friday credit classes offered at all three campuses in response to student needs and to improve facilities utilization.</p> <p>1.1.2.3. Board of Trustees approved safety and security policy allowing the District to hire its own security force.</p> <p>1.1.2.4. To mitigate rising printing and postage costs for class schedules, implemented searchable electronic schedule and catalog and reduced printed quantities.</p> <p>1.1.2.5. Implemented WEB-check and credit card payment via Web. Students need not come to campus to pay, lines reduced at Bursar's Office, CCCCD cash flow increased, and 2% credit card fee eliminated.</p>

Goal 1. Elevate CCCCCD to the echelon of world-class education. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
1.1. Finalize refinement of governance and organizational structures. (continued)	Israel, Leadership Team, Faculty Senate, All College Council (continued)	Target: 08/31/03 (continued)	<p>1.1.2. Policy/practices changed to ensure cost effectiveness, accountability, and responsiveness. (continued)</p> <p>1.1.3. Modifications to organizational structure approved and implemented.</p>	<p>1.1.2.6. Continuing to refine online employment application process.</p> <p>1.1.2.7. E-Print adopted to reduce printing and paper costs.</p> <p>1.1.2.8. Pilot test of WEB-based Online Performance Evaluation scheduled for summer 2003.</p> <p>1.1.3.1. Hired Dean of Evenings and Weekends</p> <p>1.1.3.2. Eliminated Dean of LRC position. Provosts responsible for LRCs on their respective campuses.</p> <p>1.1.3.3. Rotated provosts to ensure District-wide focus.</p> <p>1.1.3.4. Created Associate Dean positions in ET and SSH&PS to enhance responsiveness and stabilize release time.</p>
1.2. Promote CCCCCD by developing marketing and fund raising strategies designed to address each of the District's strategic goals.	Jenkins, Roman, Public Relations, Hoyt, Swanson, Faculty, Instructional Administration, Leadership Team, ACC	Target: 09/30/02	<p>1.2.1. Decrease in the number of class schedules printed each term as more students use the Web/Multiview for information.</p> <p>1.2.2. New promotional materials developed describing the comprehensive education programs offered through the Center for Teaching, Learning, and Professional Development.</p>	<p>1.2.1.1. Decreased schedule mailing by more than 140,000 for summer 2003 mailing resulting in net savings of nearly \$30,000 over amount budgeted for summer.</p> <p>1.2.2.1. Not yet accomplished.</p>
		Target: 11/30/02	1.2.3. CCCCCD Foundation view piece produced and disseminated.	1.2.3.1. Foundation Viewpiece produced and distributed at An Evening of Monopoly® in February.
		Target: 12/15/02	1.2.4. New CE training opportunities showcased through open enrollment seminars.	1.2.4.1. Two quarterly "Executive Briefings" completed: one in November 2002, one in March 2003.
		Target: 05/31/03	1.2.5. New general District advertising campaign concept developed for fall 2003 implementation.	1.2.5.1. Ad campaign concept in process. Initial meeting with President and PR staff held to set strategy. Concept is in development.
		Target: 08/31/03	<p>1.2.6. Educational programs developed and collateral materials designed to promote planned giving.</p> <p>1.2.7. Multiview process for maintaining and updating online schedules and catalog refined and distributed.</p>	<p>1.2.6.1. PR and Foundation staff are planning a strategy meeting for collateral materials. Summer production anticipated.</p> <p>1.2.7.1. Summer credit and CE timelines developed detailing specific responsibilities.</p>

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
1.3. Develop new programs and curriculum and offer programs throughout the District's service area.	Jenkins, Kappus, Academic Deans, Hardy, Sheppard, Langford, Greenwell, Merritt, Kihl	Target: 02/28/03	1.3.1. Increase in high-end technical course and program offerings.	<p>1.3.1.1. The CE Division is offering 33 new high-end technical classes including Microsoft .net classes.</p> <p>1.3.1.2. The ET Division has submitted for THECB approval an Electro-Optical Engineering AAS and certificate, a Field of Study in Engineering, a revised Computer networking AAS and certificates.</p> <p>1.3.1.3. The B&CS Division made several revisions and additions to its curriculum. (a) The Division received preliminary approval from the THECB for all courses in a new Computer Science Field of Study (FOS) program meaning that all Texas 4-year public universities will accept all courses. Second track is being planned so students can complete A.S. or A.A.S. degrees or FOS in C++ or Java. (b) Several program changes were made to E-Business Media for fall 2003. (c) The Computer Information Systems program underwent extensive revision. Several programming courses are now in the Computer Science program, and several Internet courses have been added. (d) Office Systems Technology is implementing a "flexible entry/early exit" delivery format in all courses for fall 2003. (e) Hotel/Restaurant Management and Culinary Arts modified its curriculum to better address industry and student needs. IFWA1209 was redesigned and moved to BIOL1322 to facilitate transfer and expand enrollment opportunities. HAMG1211 was redesigned and changed to HAMG1311 to facilitate transfer and expand coverage of safety issues. Changes will be implemented fall 2003. (f) A new Marketing specialization was added to the Management/Marketing program to emphasize both management and marketing courses. Project Management courses can now be freely substituted into the degree plan. The Division revised Management and Marketing certificates to offer students more choices to create unique specializations. (g) The advanced certificate in the Paralegal program was eliminated. On advice of the Advisory Board, a new course will be offered fall 2003 to prepare students for the Certified Legal Assistant exam.</p>

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
1.3. Develop new programs and curriculum and offer programs throughout the District's service area. (continued)	Jenkins, Kappus, Academic Deans, Hardy, Sheppard, Langford, Greenwell, Merritt, Kihl (continued)	Target: 05/31/03 ----- Target: 08/31/03	<p>1.3.2. Phase I of a model convergence lab operational and at least four related courses developed or modified.</p> <p>1.3.3. Increase in Continuing Education revenues and contact hours.</p> <p>1.3.4. Needs assessment conducted for new credit and Continuing Education programs and certificates.</p> <p>1.3.5. Network Security Program plus at least two additional new degrees or certificates developed.</p> <p>1.3.6. Increase in number of online course offerings.</p>	<p>1.3.2.1. Not yet completed. Facilities being developed for phase I. ET faculty and SBDC are developing business plan.</p> <p>1.3.3.1. Net revenues decreased 1% for the first two quarters of FY2003 (\$1,397,282) compared to FY2002 (\$1,412,471). Adjusting for the loss of the skills development grant (\$206,202 in FY2002), revenues for the first two quarters of FY2003 were up 16%. Contact hours rose 9% for the first two quarters of FY2003 (342,783) over FY2002 (313,819).</p> <p>1.3.4.1. An environmental scan and on-site visits to community colleges in Washington, Illinois and California were used to assess CE needs. Findings suggest that CCCCD's CE program (a) is strong compared to those in WA and IL, (b) is ahead of CA in contract training and business/industry partnerships, and (c) should avoid adoption of incentive-based compensation for account executives.</p> <p>1.3.5.1. 92 new instructor-led classes and 3 new certificate programs were added. The first network security CE course will begin in March 2003. Overall interest and enrollment in the new courses is strong.</p> <p>1.3.6.1. CE enrollment and revenues increased for online courses which includes 33 new classes. Nine new credit online credit courses were created. Additional courses are under development. DE Division added online writing and added online math sections.</p> <p>1.3.6.2. FA Division added online ARTS1304. Since the on-site course fills quickly, the Web course accommodated 100% more students in fall 2002 and 35% more in spring 2003.</p> <p>1.3.6.3. C&H Division: ENGL2328, ENGL2342, COMM1307 were offered online for the first time. ENGL1301 is being offered online after discontinuation for lack of an instructor. An online section was added for HUMA1301. Online PHIL2306 will be added in fall 2003. All online sections filled during the first week of registration. Student feedback suggests they like the online courses.</p> <p>1.3.6.4. B&CS Division developed and offered online POFT2301, POFT2203, and POFT2301. Except for POFT2301, enrollment in the online courses nearly equaled, in one case exceeded, that in the on-site courses.</p>

Goal 1. Elevate CCCCD to the echelon of world-class education. (continued — fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
1.4. Develop a comprehensive academic plan for CCCCD including all delivery modalities.	Kappus, Jenkins, Academic Deans, Martin, Faculty	Target: 09/30/02	1.4.1. Planning team organized.	1.4.1.1. Academic Plan Steering Committee formed (comprised of Kappus, Jenkins, Rodgers, Newman, Parcels, and Martin). Committee has begun meeting. Timeline developed and initial SWOT analysis is under way.
		Target: 08/31/03	1.4.2. Plan approved and ready for implementation in 2003-2004.	1.4.2.1. Not yet completed. Planning in progress.
1.5. Formulate a plan to conduct the SACS internal review process and begin implementation of plan.	Rodgers, Internal Review Leadership Team	Target: 04/30/03	1.5.1. Development of plan completed.	1.5.1.1. The IRLT has been appointed and is scheduled to meet on March 31 to review progress to date and to begin drafting the plan.
		Target: 05/31/03	1.5.2. Approval of plan by Internal Review Steering Committee.	1.5.2.1. The IRLT will meet during April/May to draft the plan and timeline.
		Target: 08/31/03	1.5.3. Implementation of internal review plan initiated.	1.5.3.1. Planning will continue through summer 2003 with full implementation set for August 2003.
1.6. Improve system for student evaluation of instruction.	Kappus, Jenkins, Martin, Miles, Geller, Student Evaluation Task Force, Hardy	Target: 11/30/02	1.6.1. Initial design completed for improved system to administer student evaluation of instruction in credit courses, analyze data, and disseminate results.	1.6.1.1. Instructional administration and leaders of Faculty Senate agreed to three parameters for a future student evaluation system.. The new instrument(s) will (1) focus on summative evaluation, (2) facilitate benchmarking between CCCCD and other institutions, and (3) will accommodate the full range of instructional delivery modalities offered by CCCCD.
		Target: 05/31/03	1.6.2. Improved student evaluation of instruction process for credit courses approved and ready for implementation in 2003-2004.	1.6.1.2. The Student Evaluation Task Force (SETF) was organized, given its charge, and has been meeting since 01/03. Geller and Miles are co-chairs. 1.6.1.3. SETF has identified a set of constructs that they expect a new evaluation instrument to measure and is working on definitions of those constructs. 1.6.2.1. Not yet accomplished. The SETF plans to submit recommendations for new student evaluation instruments and process by the end of spring 2003.
		Target: 08/31/03	1.6.3. New online student evaluation of instruction process developed and pilot-tested for CE technology-based courses.	1.6.2.2. An interim online student evaluation of instruction was piloted successfully in 12/2002. Future student evaluation of distance education courses will be part of SETF recommendations. 1.6.3.1. Postponed due to changes in funding priorities. CE will continue to use the paper-pencil system that has been in place.

Goal 2. Develop a model teaching and learning environment.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.1. Experiment with such emerging and evolving instructional delivery methods as wireless technology, interactive self-paced instruction, and distance learning.	Kappus , Academic Deans, Cannon, Wagner, Mullin	Target: 08/31/03	2.1.1. At least ten new pilot courses using evolving and emerging instructional delivery methods planned and implemented.	<p>2.1.1.1. Nine new online course offerings were created. Several more are under development. A new broadcast course and a new videoconference course were created, and 12 existing online courses were enhanced.</p> <p>2.1.1.2. M&NS Division uses wireless data collection in science labs. Virtual lab in online BIOL2404 is first attempt at online science lab. Students can now collect data in the field.</p> <p>2.1.1.3. PE Division revised and updated online PHED1338, added television and videoconference course delivery, and linked the latter two courses to the Web-based materials. Preliminary evidence suggests that “chatting” increases student performance, retention and ability to relate to the instructor and other students.</p> <p>2.1.1.4. DE Division: An interactive self-paced version of MATH0310 has been developed and is being offered. There has had sufficient enrollment to justify offering the course. Student feedback has been positive.</p> <p>2.1.1.5. C&H Division: ENGL1301 and ENGL1302 have been developed as videoconference courses using District 10 broadcast facilities. The courses are taught at Rockwall HS and broadcast to Blue Ridge HS. Prior to videoconferencing, Blue Ridge students had to drive to Farmersville. Enrollment was sufficient to justify offering the courses. Based on this successful pilot test, possibilities are being explored to extend these videoconference courses to other small high schools. SPCH1311 is being offered as a VTEL (video teleconference) course with broadcasts originating at SCC and broadcasting to CPC and PRC. Videoconferencing has augmented enrollment in the course and expanded course offerings at the smaller campuses where there has been insufficient enrollment to justify this course in the past.</p>

Goal 2. Develop a model teaching and learning environment. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.1. Experiment with such emerging and evolving instructional delivery methods as wireless technology, interactive self-paced instruction, and distance learning. (continued)	Kappus , Academic Deans, Cannon, Wagner, Mullin (continued)	Target: 08/31/03 (continued)	2.1.1. At least ten new pilot courses using evolving and emerging instructional delivery methods planned and implemented. (continued)	2.1.1.7. ET Division offered 3 CIW continuing education online courses to high school teachers during winter 2002-2003. More of these classes are planned for summer 2003. Evaluation is in process.
	Jenkins , Hardy, Kihl, Wormald	Target: 04/30/03	2.1.2. New online training and mentoring component developed for the Teacher Certification Program (TCP).	2.1.2.1. In response to student needs, nearly one-fifth of the TCP pre-service training is delivered via online instruction. Online delivery cannot be evaluated until after May. 2.1.2.2. A tele-mentoring Web site was developed and posted to CCCCD's Web site (http://iws.ccccd.edu/telementoring) for intern teachers to access mentoring support. It is too early to evaluate the effects of the Web site. 2.1.2.3. CCCCD hosted a videoconference for its TCP interns and their mentors. The videoconference linked six different school locations in Texas and featured education professionals who enhanced the mentoring of new teachers. Evaluation was conducted, but data has not yet been analyzed.
		Target: 08/31/03	2.1.3. Pilot test of wireless business training conducted at on and off site locations.	2.1.3.1. The CE Division successfully offered ITSE1093 ("MOC 2514 Developing Mobile Web Applications Using Microsoft Mobile Internet Toolkit") as part of a grant in partnership with the Harvey Hotel and Red Moon Broadband during the first quarter of FY2003. It was offered twice to a total of 23 students. Classes were held in a totally wireless environment using laptops. Students were able to simulate the development of a wireless application during the 24 contact hour course. The course will be offered to the general public during fall 2003. The laptops are being used for multiple instructional opportunities, as occasion requires.

Goal 2. Develop a model teaching and learning environment. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.2. Increase recognition of CCCCD's associate faculty members (AFM) and further expand their engagement in CCCCD committees, task forces, and other educational endeavors.	Kappus, Jenkins, Academic Deans, Provosts	Target: 05/15/03	<p>2.2.1. Increase in number of AFM participating in Associate Faculty Committee and other CCCCD activities.</p> <p>2.2.2. Increase in number of AFM involved in discipline meetings.</p>	<p>2.2.1.1. AFM are now represented on the Deans' Council where they are positioned to voice their unique needs and concerns to the instructional leadership.</p> <p>2.2.1.2. AFM invited to more division and committee meetings. Feedback from AFM suggests they feel their perspectives are valued in the meetings. However, they also indicate that participation and rewards are mixed. Since there are no financial rewards for participation, affective rewards become very important. Differences in division size and instructional leadership appear to affect the degree to which AFM engage and perceive affective rewards.</p> <p>2.2.2.1. SSH&PS Division: History program's "Buffet of Teaching" was initiated to offer faculty members new opportunities for professional development every semester. AFM have attended the "Buffet of Teaching," have made presentations, and several have indicated that they intend to use information learned in their classrooms.</p> <p>2.2.2.2. FA Division: All disciplines include AFM in discipline meetings. AFM in Music and Art are involved in decision making and professional development. AFM participate fully in music recitals and faculty art exhibits.</p> <p>2.2.2.3. DE Division: A significant number of AFM actively participated in division and discipline meetings. AFM who cannot attend receive copies of minutes and are invited to participate in special sessions. All but one ESL AFM attended a special session on a Saturday. AFM are also invited to present study skills seminars and many do. AFM have expressed appreciation for being included.</p> <p>2.2.2.4. B&CS Division: AFM participation in discipline meetings increased roughly 20% from prior years. AFM active in the business community now contribute to the professional development of full-time faculty members.</p> <p>2.2.2.5. PE Division: Invited all AFM to PHED meetings. Implemented mentor program between full-time faculty and AFM. AFM have indicated they feel more connected to full-time faculty members and contribute more to discussions related to curriculum, budget, facilities, and equipment.</p> <p>2.2.2.6. ET Division: Demand for AFM down to 10 due to economic slowdown. Half attended discipline meeting.</p>

Goal 2. Develop a model teaching and learning environment. (continued —fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.3. Increase internal and external professional development opportunities for faculty and staff to improve job knowledge and skills.	McRae, Jenkins, Kappus, Russell, Wagner, Meinhardt, Mullin, Council on Excellence, All College Council	Target: 12/15/02	2.3.1. Survey developed and administered to evaluate professional development course offerings. 2.3.2. Survey results used to expand or develop new professional development opportunities.	2.3.1.1. All Professional Development offerings are evaluated on a course-by-course basis. 2.3.2.1. Results are used for improvement of Professional Development programs. For example, Survey results are used to plan T/LC activities and All-College Day and Faculty Development Week.
		Target: 05/15/03	2.3.3. Faculty development needs assessment conducted and summary report produced. 2.3.4. Faculty Development consolidated into the Teaching/Learning Center (T/LC).	2.3.3.1. Needs assessment was completed. Report in progress 2.3.4.1. Completed. All faculty development has been consolidated into the T/LC. This facilitates greater centralization and improved coordination of faculty professional development activities. Faculty attendance at workshops has increased. The number of faculty members creating personal Web sites and using Front Page for lesson development has increased.
		Target: 08/31/03	2.3.5. Increase in number of faculty using the Teaching/Learning Center. 2.3.6. Participation in grant funded project to provide pedagogical professional development programs for associate faculty. 2.3.7. Leadership/Management certificate program developed for CCCCD supervisors.	2.3.5.1. Faculty usage of T/LC increased 42% from the same period last year meaning more faculty members are being trained in the use of instructional technologies. Faculty members who have been trained are incorporating new technologies and instructional methods in their courses. 2.3.6.1. A Carl Perkins grant was awarded to CCCCD to provide professional development to associate faculty. 2.3.6.2. Curriculum for four online training modules has been written. 2.3.6.3. An orientation session, online training modules, and a full-time faculty member will support and enhance the professional development of associate faculty members. The first orientation is scheduled March 21, 2003. 2.3.7.1. Not yet completed. Professional Development staff members are currently exploring the costs and benefits of offering an Internal Leadership Academy. 2.3.7.2. Continuing Education has developed the “leadership series” and is awaiting approval to deploy.

Goal 2. Develop a model teaching and learning environment. (continued — fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.4. Expand the range of learning formats available to accommodate a broader range of learning styles and needs.	Kappus, Jenkins, Academic Deans, Wagner, Hardy, Cannon, Mullin, Mike Smith, Merritt	Target: 08/31/03	<p>2.4.1. Review completed on available learning formats and summary report produced.</p> <p>2.4.2. Increase in number of learning formats available within at least 20 courses.</p>	<p>2.4.1.1. Comparison of online courses at other institutions vs. CCCCD completed. Request for proposals disseminated to faculty soliciting their proposals to create needed courses.</p> <p>2.4.1.2. M&NS Division increased its offerings of online, express, and weekend courses. All online sections filled during the first week of registration, all weekend classes filled, and average class size for express courses was over 20. Feedback from weekend students indicated they appreciated having access to that alternative. Retention rates in express courses were higher than in traditional courses.</p> <p>2.4.1.3. RFP released for Synchronous Learning Tools or Interactive Learning Tools. Currently evaluating vendors.</p> <p>2.4.2.1. Nine online credit courses have been added since the start of fall 2002. Twelve online credit courses have been enhanced to include online discussion groups. This is an ongoing effort.</p> <p>2.4.2.2. T/LC has added 17 new telecourses. Over 21 Web-based courses added functionality such as chat, discussion, or email.</p> <p>2.4.2.3. DE Division added sections of computer-based developmental mathematics at PRC and CYC. Enrollment in all sections exceeded minimum the enrollment requirement.</p> <p>2.4.2.4. B&CS Division expanded classroom usage of group work, team building, student presentations, guest speakers, online information, real-time applications, and field trips to accommodate different learning styles. Student response has been generally favorable, but some students who are more comfortable with traditional classroom learning have expressed reservations.</p> <p>2.4.2.5. PE Division redesigned PHED1338 for Web and television delivery. Student participation in chat component is now required in Web class. Courses filled during first week of registration. Preliminary evidence suggests that “chatting” is increasing student performance, retention and ability to relate to the instructor and other students.</p> <p>2.2.4.6. An online “Introduction to Education” course is in development for fall 2003.</p>

Goal 2. Develop a model teaching and learning environment. (continued — sixth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
2.4. Expand the range of learning formats available to accommodate a broader range of learning styles and needs. (continued)	Kappus, Jenkins, Academic Deans, Wagner, Hardy, Cannon, Mullin, Mike Smith, Merritt (continued)	Target: 08/31/03 (continued)	2.4.3. Study completed of alternative delivery strategies for Continuing Education ESL students and report produced.	2.4.3.1. Study completed for credit instruction. Report in progress. 2.4.3.2. Study completed on alternative delivery strategies for noncredit ESL students and report produced. Currently exploring online delivery of ESL curriculum through EnglishSuccess.com, a subsidiary of Pearson Education. Using “off peak” days and times at CYC to expand ESL scheduled course offerings to maximize efficient use of the facility. Upgraded ESL Placement Testing instrument to ensure appropriate placement of all ESL students. Course offerings for advanced students were increased to address growing workforce and professional development needs for international students and workers in the community.
2.5. Begin phase I expansion and renovation projects.	Israel, Hall, Jackson, C. White, Hoyt, Jenkins	Target: 08/31/03	2.5.1. Architect and delivery method selected. 2.5.2. Design phase completed.	2.5.1.1. Construction-Manager-at-Risk selected as approved process. 2.5.1.2. Corgan Architects selected for SCC addition and renovation. 2.5.1.3. Hillier selected as architect for new PRC building and renovation of Founders Hall. 2.5.1.4. Hillier selected to prepare District Master Plan. 2.5.1.5. Beck Company hired as Manager at Risk for SCC Module I. 2.5.2.1. SCC Module I design phase completed. Opening of Module I anticipated in May 2003.

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
3.1. Increase philanthropy to CCCCD.	Roman, Newsom, Foundation	Target: 08/31/03	<p>3.1.1. The CCCCD Foundation in partnership with the District will generate \$250,000 from all philanthropic activity including special events.</p> <p>3.1.2. Deferred giving program introduced and promoted to assure future Foundation revenues from gifts via wills, trusts, and estate plans.</p> <p>3.1.3. Donation of \$500,000 in deferred gifts to the CCCCD Foundation documented as members of the Legacy Guild are identified.</p> <p>3.1.4. Community awareness increased and solicitations expanded for the annual scholarship program resulting in at least five new scholarships.</p>	<p>3.1.1.1. To date, the CCCCD Foundation has received \$238,000 in contributions to provide funding for student scholarships and other academic opportunities. \$50,000 of this is for training volunteer firefighters within Collin County. At least another \$115,000 will fund 2003-2004 student scholarships.</p> <p>3.1.2.1. Activity is planned for late spring and summer 2003.</p> <p>3.1.3.1. Legacy Guild members to be identified and honored in August 2003.</p> <p>3.1.4.1. There has been an increase in the number of articles highlighting scholarship recipients that have been printed in local papers and community magazines. Also, President Israel, college administrators and Foundation representatives are including student financial needs in many of their presentations to community groups. Three new annual scholarships are in the process of being funded.</p>

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
3.2. Expand opportunities for CCCCD students to complete baccalaureate and advanced degrees through partnerships with universities.	Kappus, Jenkins, Academic Deans, Cannon, N. Johnson	Target: 08/31/03	<p>3.2.1. Two programs developed with UNT in addition to the three already under development.</p> <p>3.2.2. Schedule developed showing when courses will be offered for the B.A.A.S. so students can be certain they can complete the entire degree on one CCCCD site.</p> <p>3.2.3. At least three universities offer courses at CPC, PRC, or SCC enabling students to work on baccalaureate or master's degrees.</p> <p>3.2.4. Agreement finalized with UNT to offer freshman and sophomore level engineering and engineering technology courses applicable to UNT's baccalaureate engineering degrees.</p>	<p>3.2.1.1. A joint program with Culinary Arts is being explored. The current budget situation is putting a hold on the development of additional programs.</p> <p>3.2.1.2. Hodge and Parcells have contacted the UNT Health Sciences School in Fort Worth and Texas Tech at Midland College to develop a Physicians' Assistant baccalaureate program. They are trying to arrange meetings with appropriate personnel at both institutions. Planning is beginning to develop a baccalaureate nursing program in conjunction with UT-Arlington and TWU. There are some potential professional accreditation issues that complicate the latter.</p> <p>3.2.2.1. The schedule was created and courses have been offered in accordance with it. A total of 35 students registered for these courses at PRC in spring 2003.</p> <p>3.2.3.1. UNT and Texas A&M-Commerce now offer courses at CCCCD campuses. TAMU-Commerce offered two master's level courses during FY2003 at CCCCD@Allen. SHED521 ("Models of Teaching Secondary School") was offered fall 2002 and SHED559 ("Cultural Diversity in Today's Society") was offered spring 2003. Enrollment supports continuation of the courses. Initial discussions with UT-Arlington have been positive.</p> <p>3.2.3.2. Task force formed to find ways to increase participation in dual admissions programs. Group meets regularly. Co-chaired by Rich and Swanson.</p> <p>3.2.4.1. ET Division has modified curriculum to meet the needs of UNT students. The program should get under way in fall 2003.</p> <p>3.2.4.2. ET Division is working on articulation in engineering with UNT and SMU.</p>

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
3.3. Improve functioning and contributions of workforce education advisory committees.	Kappus, Jenkins, Provosts, Academic Deans, Workforce Education Faculty	Target: 11/30/02	<p>3.3.1. External chairs selected for all advisory committees.</p> <p>3.3.2. New publication produced which describes the role of advisory committees and advisory committee members.</p> <p>3.3.3. New advisory committee publication distributed to current and future advisory committee members.</p>	<p>3.3.1.1. Completed in all divisions. The fact that advisory committee members are driving the meetings rather than faculty members has forced chairs to be more prepared and committee members to be more involved. This has also given advisory committees more autonomy in setting agendas and making recommendations.</p> <p>3.3.1.2. Tamira Griffin, Director of Human Resources at Plano ISD, serves as Chair of Teacher Certifications governing/advisory committee. Glen Wintrich from EDS chairs the ET/Telecom advisory committee. The ET Division consolidated several advisory committees. The reorganized and reconstituted advisory committees are more active and are in the process of forming subcommittees to address specific issues.</p> <p>3.3.2.1. New publication on advisory committee guidelines sent to divisions for distribution to advisory committees.</p> <p>3.3.3.1. Completed in C&H, ET, SSH&PS, and TC divisions. All other divisions are in the process of completing. While advisory committee members seem to appreciate having some clear guidelines for their roles, the distribution of the publication is a recent event and it is too early to determine whether or not it will have a discernable impact on the functioning and contribution of workforce education advisory committees.</p>

Goal 3. Expand, enhance, and promote mutually beneficial relationships with business, industry, government and education. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
3.3. Improve functioning and contributions of workforce education advisory committees. (continued)	Kappus, Jenkins, Provosts, Academic Deans, Workforce Education Faculty (continued)	Target: 08/31/03	<p>3.3.4. An activity will have been conducted to recognize advisory committee members who have been engaged in District activities.</p> <p>3.3.5. All advisory committees will have met at least twice during the year.</p>	<p>3.3.4.1. Successful pilot test completed of advisory committee certificates of appreciation in B&CS Division during fall 2002. Similar certificates will be presented to all advisory committee members during spring 2003.</p> <p>3.3.5.1. FA Division: Commercial music has revamped its advisory committee, but two meetings are planned by May 2003. AGDT advisory committee has met twice. Under the leadership of graphic designer Tom Lout, the AGDT Advisory Board has (a) created a vision for the discipline, (b) suggested additional curriculum options, (c) increased visibility in the arts and business community, and (d) proposed higher artistic standards for students.</p> <p>3.3.5.2. B&CS Division: The following Advisory Committees have met: OST, Paralegal, Management and Marketing, Computer Programming, E-Business Media, and Hotel /Restaurant Management. Advisory committees reviewed curriculum and made recommendations for 2003-2004 that are being submitted to CAB and THECB for approval. Turnaround time for curriculum revisions reduced.</p> <p>3.3.5.3. TC Division: Both TC and Child Development programs have had an advisory committee meeting and have a second one scheduled. These advisory committees have met at least twice each year all along, so there is no discernable impact of this achievement indicator on the committees.</p> <p>3.3.5.4. ET Divisions programs have had at least one advisory committee meeting and second is scheduled. A discernable effect of more frequent advisory committee meetings is that committee members are more engaged with the dean and faculty outside the actual committee meetings. For example, a Cisco representative has worked with an advisory committee to help acquire donations to support a service learning project. The dean feels that more substantial benefits of increased engagement of advisory committee members will become more apparent in the long term.</p>

Goal 4. Improve student achievement.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.1. Improve student retention and educational outcomes.	Kappus, Jenkins, Martin, Swanson, Deans, Faculty	Target: 08/31/03	4.1.1. A District average of 80% retention (course completion) achieved.	<p>4.1.1.1. The course completion rates, based on the measure as defined by the THECB and the Texas LBB, for the last six long semesters were: 78.7 (spring 2000), 77.9% (fall 2000), 79.0% (spring 2001), 79.2% (fall 2001), 80.4% (spring 2002), and 79.6% (fall 2002). CCCC'D's overall rate has been rising slowly but steadily. For fall 2002, the rate rounds to 80% and, last spring, exceeded 80%.</p> <p>4.1.1.2. On 1/30/2003, CCCC'D brought Vincent Tinto, a nationally recognized scholar on student retention, to spend a day speaking to and meeting with administrators, faculty, and staff about retention issues.</p> <p>4.1.1.3. Retention initiatives have been undertaken in all Academic Affairs instructional divisions. Three examples follow. SSH&PS: All programs prepared statements on "Student Centered Learning" and shared them with the Division. All faculty prepared statements on retention efforts in their classes that were shared with the Division. Faculty members were sent a series of professional articles related to student learning and student success to read and discuss. It is too early to assess any impact on retention rates, but feedback suggests that faculty members are more aware of retention efforts and student-centered learning. B&CS: Prepared a comprehensive report on retention efforts currently being employed. Faculty participated in a number of retention workshops. Faculty awareness of retention issues has increased and all B&SC disciplines now address retention in their strategic plans. PE: Implemented retention ideas in physical education classes with full-time and part-time faculty. Chat capability added to distance courses and adoption of departmental attendance policy was adopted were designed to promote student engagement and retention. Preliminary evidence suggests that retention has increased.</p>

Goal 4. Improve student achievement. (continued —second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.1. Improve student retention and educational outcomes. (continued)	Kappus, Jenkins, Martin, Swanson, Deans, Faculty (continued)	Target: 08/31/03 (continued)	<p>4.1.2. Data provided to instructional administration and faculty showing statewide course completion rate averages by discipline.</p> <p>4.1.3. Plan developed to establish baseline performance measures for general education outcomes.</p>	<p>4.1.2.1. Statewide comparisons with CCCCD of course completion rates by CIP Code were posted on the IRO intranet site in 12/2002. Two reports are available under “Statewide Course Completion Rates” at http://intranet.ccccd.edu/iro/information/reports/index.html. A December email announcement was sent District-wide to inform potential users of the availability of the data. The data have been used in several program evaluations since then.</p> <p>4.1.3.1. Not yet completed. GEO Forum has been meeting since fall 2001 and should complete recommendations in 03/2003 for revising the core curriculum. Once those recommendations are submitted, the group will begin work on phase 2 of its charge: development of recommendations for assessment of general education learning outcomes.</p>

Goal 4. Improve student achievement. (continued — third page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.2. Design and implement strategies to improve the successful transition of students from high school to CCCCD.	McRae , Swanson, Kessel, N. Johnson, Okaro, Huppe, Collins	Target: 08/31/03	<p>4.2.1. Participation in new student orientation programs increased by 30% from fall 2001 to spring 2002/summer 2002.</p> <p>4.2.2. Mentoring program (MEET) expanded beyond the pilot program to include a minimum of 50 participants.</p> <p>4.2.3. Increase in number of faculty members participating in new student orientations.</p> <p>4.2.4. Increase in number of faculty members serving as new student mentors.</p> <p>4.2.5. All coordinators in the Office of Recruitment and Programs for New Students trained in academic advising.</p> <p>4.2.6. All coordinators in the Office of Recruitment and Programs for New Students demonstrate increased effectiveness in working with new students.</p>	<p>4.2.1.1. Participation in new student orientation increased by 56% from spring 2002 to spring 2003. It is too early to determine what impact the orientation is having.</p> <p>4.2.2.1. Currently, there are 30 active program participants compared to 46 in fall 2002. Programs are being developed to recruit more students for the mentoring program.</p> <p>4.2.3.1. Faculty participation increased 100% from spring 2002 to spring 2003. Orientation evaluations indicate that students like the faculty input.</p> <p>4.2.4.1. Number of faculty members serving as mentors remained constant at 23 from fall 2002 through spring 2003, with 23 faculty volunteers. It is too early to determine what impact the orientation is having.</p> <p>4.2.5.1. Completed. A staff member from the Office of Recruitment and Programs for New Students is working in the International Student Office to provide advising and support for increased enrollment of international students.</p> <p>4.2.6.1. Staff receiving extensive training in international advising and rigorous new statutes. More students are being served in a more efficient manner. In addition, cross training with academic advising is helping to increase staff effectiveness as demonstrated by their ability to better respond to student questions as they work in the high schools.</p>

Goal 4. Improve student achievement. (continued — fourth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.3. Expand early warning program to improve identification of at-risk students and improve interventions to increase the likelihood of their educational success.	Money, N. Johnson, Newsome, Love, Lenhart, Lassiter	Target: 08/31/03	<p>4.3.1. Early warning system expanded to identify at-risk students among those who have not yet accumulated 18 quality hours.</p> <p>4.3.2. Pilot test of Learning and Study Strategy Inventory (LASSI) and Productivity Environmental Preference Survey (PEPS) assessments administered to sample of at-risk students.</p> <p>4.3.3. LASSI/PEPS data used in advising and supporting at-risk students from pilot test group.</p> <p>4.3.4. Baseline data collected to monitor longitudinal performance of pilot group compared to non-pilot at-risk students.</p> <p>4.3.5. Pilot test completed for the assignment of new and undecided students to academic advisors for “intensive academic advising.”</p>	<p>4.3.1.1. In progress. Academic Progress Appeals Committee (APAC) has submitted a proposal to the VP for Student Development to reduce the 18-hour cut-off for academic warning, as stated in the CCCCD Catalog, to 12 hours. VP will present new recommendation to Leadership Team.</p> <p>4.3.2.1. A total of 242 LASSI () and 225 PEPS assessments were administered in 12 study skills (ACPE 0200) classes.</p> <p>4.3.3.1. Students received assessment interpretations of the data presented and discussed individual preferred styles for learning and performance. Too early to assess effects.</p> <p>4.3.4.1. Not yet completed. In progress. Too early to assess effects.</p> <p>4.3.5.1. Assignment of pilot group completed. Advising and student contact in progress. Documentation of advising process and anecdotal information by advisors in progress.</p>

Goal 4. Improve student achievement. (continued — fifth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.4. Complete review of core curriculum, develop plan to measure learning outcomes in A.A. and A.S. core, and expand core offerings throughout the District.	Kappus, GEO Forum, Academic Deans	Target: 09/30/02	<p>4.4.1. Competencies and learning objectives reviewed to ensure consistency with THECB requirements.</p> <p>4.4.2. CCCCD competencies and learning objectives finalized for core curriculum.</p> <p>4.4.3. Matrices completed documenting which core courses address specific competencies and learning objectives.</p>	<p>4.4.1.1. Completed. GEO Forum worked with deans and faculty to review all current core courses to ensure that students who complete CCCCD's core curriculum address all THECB "basic intellectual competencies in the core curriculum" and "core area exemplary learning objectives."</p> <p>4.4.2.1. Completed. Since the THECB prescribes no learning objectives related to computer literacy or PE, the GEO Forum will recommend the adoption of core area exemplary learning objectives developed by CCCCD faculty members in these disciplines. In addition, the GEO Forum will recommend the adoption of new core area exemplary learning objectives in the Communication, Composition, Speech, and Modern Language area (related to cultural diversity), and the Natural Sciences area (related to laboratory science). This remains an ongoing discussion among faculty members in the SSH&PS Division.</p> <p>4.4.3.1. Completed for current core courses. Matrices should be completed around the end of March 2003 for "alternative core" courses and additional courses that GEO Forum will recommend for inclusion in the core.</p>
		Target: 12/15/02	4.4.4. Recommendations for changes in A.A. and A.S. core curriculum submitted to appropriate constituencies.	4.4.4.1. GEO Forum's recommendations for a comprehensive revision of the A.A. and A.S. core curriculum should be completed around the end of March 2003.
		Target: 03/31/03	4.4.5. Draft plan developed for measuring learning outcomes in A.A. and A.S. core curriculum submitted for review to appropriate constituencies.	<p>4.4.5.1. Not yet completed. GEO Forum has been meeting since fall 2001 and once its recommendations are submitted as to which courses should be included in CCCCD's core curriculum, the group will begin work on phase 2 of its charge: development of recommendations for assessment of general education learning outcomes.</p> <p>4.4.5.2. SSH&PD Division: Beginning in spring 2003 faculty members are asked to submit statements of learning outcomes and assessment of learning before each classroom evaluation by the Dean. This has strengthened the deans' classroom visits by facilitating faculty members' development and assessment of learning outcomes for students.</p>

Goal 4. Improve student achievement. (continued — sixth page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
4.4. Complete review of core curriculum, develop plan to measure learning outcomes in A.A. and A.S. core, and expand core offerings throughout the District. (continued)	Kappus, GEO Forum, Academic Deans (continued)	Target: 08/31/03 (continued)	4.4.6. Final plan for measuring learning outcomes in A.A. and A.S. core curriculum approved and ready for implementation during 2003-2004.	4.4.6.1. Not yet completed.
	Kappus, Provosts, Academic Deans	Target: 08/31/03	4.4.7. Plan developed to expand core curriculum offerings throughout the District to increase opportunities for students to complete degrees.	4.4.7.1. All Academic Affairs instructional divisions have worked with the provosts to expand core course delivery to all campuses. Fine Arts core offerings at SCC, CPC and PRC expanded. FA courses are enrolling 20 to 25 students every term at CPC, PRC, and Allen. Planned Fine Arts facility at PRC will allow for further expansion of core course offerings. 4.4.7.2. PE has begun expanding its core PHED course offerings throughout the district through the use of Vtel, Cable broadcast and online courses. New distance courses are filling without adverse affects on enrollment ion onsite courses.

Goal 5. Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District.

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
5.1. Ensure that CCCCD stays abreast of information technology (IT) trends in higher education.	Hall, Hoyt, Ammons, Farr, Abbott-White, Boring, Webb-Losh, Russell, Kappus	Target: 09/30/02	5.1.1. The Administrative Technology Advisory Committee (ATAC) and the Academic Technology Roundtable (ATR) will have conducted environmental scans to identify and evaluate important IT trends.	5.1.1.1. ATAC met 12/4/2002 to review environmental scanning efforts of the team members. A virtual tour of several college portals was conducted and the feasibility and benefits of portals was discussed. Additionally, an ATAC Environmental Scanning Form was developed so members can summarize and track ideas or IT innovations for discussion at future meetings. ATAC continues to engage in environmental scans to identify and evaluate IT trends. 5.1.1.2. Members of ATR have conducted environmental scans and will present their findings at the April ATR meeting. Based on preliminary findings, an RFP was disseminated to faculty members to solicit proposals for development of specific new online courses
		Target: 01/31/03	5.1.2. The Administrative Technology Advisory Committee and the Academic Technology Roundtable will have met with Leadership Team to present recommendations for adoption or pilot testing of new information technologies.	5.1.2.1. Not yet completed. To date, neither ATAC nor ATR have identified any technologies to present to the Leadership Team for adoption or pilot testing.
		Target: 08/31/03	5.1.3. Transition plan developed to migrate CCCCD to client-server-based administrative software system.	5.1.3.1. In January 2003, a deep reserve was requested of and approved by the Board of Trustees to migrate CCCCD to client-server-based administrative software system. Administration will begin meeting with SCT to begin the development of a transition plan in the Spring of 2003.
			5.1.4. Technology infrastructure plan developed to support distance education component of CCCCD's new academic plan.	5.1.4.1. Not yet accomplished. Since CCCCD's academic plan is still under development, there has been no communication of the distance education components of CCCCD's new academic plan to the IT Division.
			5.1.5. Pilot tests conducted of wireless technology for instructional and administrative applications.	5.1.5.1. Pilot tests using wireless technology have occurred in science labs, CE courses, and Student Development during fall 2002 and spring 2003. .ET Division is pilot testing wireless applications in selected courses and in the Convergence Lab.
			5.1.6. Based on pilot test results, recommendations made regarding use of wireless technology for instructional and administrative applications.	5.1.6.1. Not yet completed. Results of pilot tests will be compiled at the end of the spring 2003 and reported to the Leadership Team. Recommendations will be made to expand the pilots that were successful.

Goal 5. Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District. (continued — second page)

Achievement Indicator	Staff	Timeline	Evidence of Accomplishments and Their Effects	Status as of 2/28/2003
5.2. Develop online admissions process for credit students.	M. McRae, Meinhardt, Woolverton, P. Browning, Anderson	Target: 08/31/03	5.2.1. An integrated Web-based admissions process in place for credit students that replaces some, if not all, of the email-based admissions process.	5.2.1.1. Not completed. Migration to the Banner administrative software system should accomplish this achievement indicator. Planning for migration is beginning (see 5.1.3.1.), but no timetable has yet been developed. Consequently, this achievement indicator will not be accomplished during FY2003.
5.3. Develop a “cyber-advisor” component on the District Web site for distance education students.	N. Johnson, Hoffman, Anglin, Associate Dean of Students	Target: 05/31/03	5.3.1. Research conducted among community college and university Web sites to identify exemplary online advising services. 5.3.2. Targeted academic advising services provided for online students.	5.3.1.1. Research has been completed. Based on the research, a Q&A Web page is being designed, and an academic advisor has been assigned responsibility to spearhead completion of the project. All people involved in the project are meeting every two weeks to move the project toward implementation by the deadline. 5.3.2.1. Work in progress on Web page content. Team identified for implementation of Web page. Advisor identified as Web site monitor. Advisory committee being set up to include students, faculty and staff.