Strategic Goals and
Achievement Indicators

COLLIN COUNTY
COMMUNITY COLLEGE DISTRICT

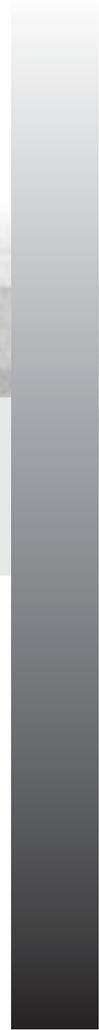2004

2002

Year-End

Strategic Goals and

-2003 Achievement Indicators

Collin County Community College District

Status Report

ELEVATE CCCCD TO THE ECHELON OF WORLD-CLASS EDUCATION.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
1.1. Finalize refinement of governance and organizational structures.	**Israel,** Leadership Team, Faculty Senate, All College Council	Target: 08/31/03	**1.1.1.** Review of existing governance and organizational structures completed.	**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. Additional reviews of staffing structures are currently taking place as a result of new changes in insurance funding rules from the state. The goal of these reviews will be to ensure cost-effective assignment of staff in positions impacted by the changes in funding. **1.1.1.2.** CCCCD's legal counsel is working with the appropriate college administrators to conduct a complete review of local District and board policies, in conjunction with the TASB Policy Review Service. The target date for completion of the updated local board policies is 8/31/2003, with development and publication of administrative procedures and guidelines to follow during Fall 2003. **1.1.1.3.** Refined organization structure in the ET Division to eliminate multiple coordinator positions. **1.1.1.4.** Integrated Early Childhood Education with the Center for Teaching and Learning and Professional Development. **1.1.1.5.** Organizational restructuring in Academic Affairs Division has been recommended to the President and Leadership Team.
			1.1.2. Policy/practices changed to ensure cost effectiveness, accountability and responsiveness.	**1.1.2.1.** Professional Leave Summary Form developed to indicate the benefit of District-paid professional development to the individual and CCCCD. **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.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
1.1. Finalize refinement of governance and organizational structures. (continued)	**Israel**, Leadership Team, Faculty Senate, All College Council (continued)	Target: 08/31/03 (continued)	**1.1.2.** Policy/practices changed to ensure cost effectiveness, accountability and responsiveness. (continued)	**1.1.2.3.** Board of Trustees approved safety and security policy allowing the District to hire its own security force. **1.1.2.4.** To mitigate rising printing and postage costs for class schedules, implemented searchable electronic schedule and catalog and reduced printed quantities. **1.1.2.5.** Implemented 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. **1.1.2.6.** Continuing to refine online employment application process and enhance reports to track the application flow and effectiveness of our recruitment efforts. **1.1.2.7.** E-Print adopted to reduce printing and paper costs. **1.1.2.8.** An expanded pilot test of WEB-based staff and administrative Performance Evaluation began with training on 7/14/2003. This web-based system provides on-line historical tracking and record keeping and enhances employees' and supervisors' ability to record and access performance notes throughout the year. **1.1.2.9** A review of compensation and payroll practices for the allied health and law enforcement programs has begun. The goal of the review is to streamline and improve systems while maintaining appropriate accountability measures.
			1.1.3. Modifications to organizational structure approved and implemented.	**1.1.3.1.** Hired Dean of Evenings and Weekends. **1.1.3.2.** Eliminated Dean of LRC position. Provosts responsible for LRCs on their respective campuses. **1.1.3.3.** Rotated provosts to ensure District-wide focus. **1.1.3.4.** Created Associate Dean positions in ET and SSH&PS to enhance responsiveness and stabilize release time.

Elevate CCCCD to the echelon of world-class education.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
1.2. Promote CCCCD 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	1.2.1. Decrease in the number of class schedules printed each term as more students use the Web/Multiview for information.	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. Budget for printing schedules for FY04 is $58,728 less than originally budgeted in FY2003. There has been no negative impact on enrollment as a result of decreasing printed schedules.
			1.2.2. New promotional materials developed describing the comprehensive education programs offered through the Center for Teaching, Learning, and Professional Development.	1.2.2.1. Not yet accomplished.
		Target: 11/30/02	1.2.3. CCCCD Foundation viewpiece 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. Three quarterly "Executive Briefings" completed: one in November 2002 on Customer Service Excellence, one in March 2003 on Strategic Business Initiatives, and one in June 2003 on The Challenge of Leadership. The efforts have resulted in positive relations with business leaders and in training contracts.
		Target: 05/31/03	1.2.5. New general District advertising campaign concept developed for fall 2003 implementation.	1.2.5.1. Ad campaign with a tag line of "Smart Move" was developed. The first ads in the series began running in July in theaters and newspapers.
		Target: 08/31/03	1.2.6. Educational programs developed and collateral materials designed to promote planned giving.	1.2.6.1. Collateral materials designed and completed for major gifts and planned giving.
			1.2.7. Multiview process for maintaining and updating online schedules and catalog refined and distributed.	1.2.7.1. Summer credit and CE timelines developed detailing specific responsibilities.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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.	1.3.1.1. The CE Division offered 48 new high-end technical classes including Microsoft .net classes, Java and Oracle certification classes. 1.3.1.2. The ET Division received THECB approval for Electro-Optical Engineering A.A.S. and certificate programs, Engineering transfer A.S. program, and revised Computer networking A.A.S. and certificate programs. 1.3.1.3. The B&CS Division made several revisions and additions to its curriculum. (a) New Field of Study (FOS) programs that facilitate transfer to all Texas 4-year public universities beginning in Computer Science (CS). Second track is being planned so students may 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 CIS program underwent extensive revision. Several programming courses are now in the Computer Science program, and several Internet courses have been added. (d) Office Systems Tech. is implementing a "flexible entry/early exit" delivery format in all courses for fall 2003. (e) Hotel/Restaurant Mgt./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/Business specialization was added to the Management/Marketing program to emphasize both management and marketing courses. Project Management courses can now be freely substituted in the degree plan. B&CS 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. 1.3.1.4. FA Division: New specializations in gaming, graphics and animation. New FOS in Music. Curriculum revised in AGDT and Commercial Music. 1.3.1.5. SSH&PS Division: New FOS programs in Nursing and Criminal Justice. 1.3.1.6. C&H Division: Revised curriculum in American Sign Language program.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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	1.3.2. Phase I of a model convergence lab operational and at least four related courses developed or modified.	1.3.2.1. Phase I of the Convergence Lab is complete. ET faculty and SBDC also completed a business plan. Successfully leased Convergence Lab and provided facility and support for one business client. The following courses have been developed or modified to take advantage of the Convergence Lab's facilities: four new electro-optics courses, at least four new engineering A.S. courses, at least three engineering technology A.S. courses, and four computer networking courses have been revised.
		Target: 08/31/03	1.3.3. Increase in Continuing Education revenues and contact hours.	1.3.3.1. Net revenues decreased .3% for the first three quarters of FY2003 ($1,747,441) compared to FY2002 ($1,753,210). Contact hours rose 3% for the first four quarters of FY2003 through 7/31 (426,607) over FY2002 through 7/31 (413,780). BSG Private Industry revenues increased 28.6% from $229,938 as of 6/30 FY2002 to $295,709 as of 6/30 FY2003. Enrollment decreases have been occurring in technology-based courses and in ESL.
			1.3.4. Needs assessment conducted for new credit and Continuing Education programs and certificates.	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.
			1.3.5. Network Security Program plus at least two additional new degrees or certificates developed.	1.3.5.1. 110 new instructor-led classes and three new certificate programs were added in CE. 1.3.5.2. The first network security CE course began in March 2003. Overall interest and enrollment in the new courses are strong.
			1.3.6. Increase in number of online course offerings.	1.3.6.1. CE enrollment and revenues increased for online courses that included 61 new classes and one new certificate program. 15% increase in enrollment over same period in 2002 (570 enrollment through 7/31/2002 versus 694 enrollment through 7/31/2003). Revenue increased 23% over the same period last year $38,114 through 7/31/2002 and projected $47,000 through 7/31/2003. Student interest in, and demand for, on-line instruction is increasing. Nine new online credit courses were created. Additional courses are

ELEVATE CCCCD TO THE ECHELON OF WORLD-CLASS EDUCATION.

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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: 08/31/03 (continued)	1.3.6. Increase in number of online course offerings. (continued)	under development. DE Division added online writing and added online math sections. 1.3.6.2. A total of 47 new credit sections were offered online during FY2003. Examples of the new offerings follow. 1.3.6.3. 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. 1.3.6.4. 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. 1.3.6.5. B&CS Division developed and offered online POFI2301, POFT2203, and POFT2301. Except for POFT2301, enrollment in the online courses nearly equaled, and in one case exceeded, that in the on-site courses.
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, Parcells, 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. Plan under review by deans. Implementation will begin by 10/15/2003.
1.5. Formulate a plan to conduct the SACS internal review process and begin implementation of plan.	**Rodgers**, Internal Review Leadership Team (IRLT)	Target: 04/30/03	1.5.1. Development of plan completed.	1.5.1.1. The IRLT was appointed and has been meeting since 03/31/2003 to develop plans and monitor progress. Plans and timelines for the Compliance Certification and Quality Enhancement Plan have been drafted.
		Target: 05/31/03	1.5.2. Approval of plan by Internal Review Steering Committee.	1.5.2.1. Plans and timelines have been reviewed and approved by the IRLT.
		Target: 08/31/03	1.5.3. Implementation of internal review plan initiated.	1.5.3.1. The second draft of the Compliance Certification has been completed. Development of white papers for use in selecting a QEP topic is underway.

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1.6. Improve system for student evaluation of instruction.	**Kappus**, **Jenkins**, **Martin**, Miles, Geller, Student Evaluation Task Force (SETF), 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. 1.6.1.2. 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.
		Target: 05/31/03	1.6.2. Improved student evaluation of instruction process for credit courses approved and ready for implementation in 2003-2004.	1.6.2.1. The SETF submitted recommendations for new student evaluation instruments and process on 05/23/2003. Academic deans approved recommendations. Initial implementation and pilot testing will be conducted fall 2003. 1.6.2.2. An interim online student evaluation of instruction was piloted successfully in 12/2002. Future student evaluation of distance education courses included in SETF recommendations.
		Target: 08/31/03	1.6.3. New online student evaluation of instruction process developed and pilot-tested for CE technology-based courses.	1.6.3.1. Postponed due to changes in funding priorities. CE will continue to use the paper-pencil system that has been in place.

Develop a model teaching and learning environment.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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 10 new pilot courses using evolving and emerging instructional delivery methods planned and implemented.	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. 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. 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. 2.1.1.4. DE Division: An interactive self-paced version of MATH0310 has been developed and is being offered. There has been sufficient enrollment to justify offering the course. Student feedback has been positive. 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.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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 10 new pilot courses using evolving and emerging instructional delivery methods planned and implemented. (continued)	2.1.1.6. ET offered five CIW continuing education online courses to high school faculty. Work began to deliver Cisco update training through Centra online synchronous tool. Estimated completion 8/31/03. 2.1.1.7. CTLPD: six new online courses were offered in Early Childhood Education. One additional course has been developed and is scheduled for fall 2003. Courses for Child Development Associate certificate (CDEC 1317 and CDEC2322) were broadcast to six different sites using Region X's videoconferencing facilities. Online courses are the first sections to fill each semester.
	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. Teacher feedback from the experience indicates a need for further development of the online training component. 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. The discussion board was used effectively to mentor and communicate with new teachers during 2002-2003. 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. Participant responses to the experience were positive and indicated a desire for future offerings.
		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 including MS Office applications and Visual Basic training for two companies in the current Skills Development Fund Grant.

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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	2.2.1. Increase in number of AFM participating in Associate Faculty Committee and other CCCCD activities.	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. 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.
			2.2.2. Increase in number of AFM involved in discipline meetings.	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. 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. 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. 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. 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. 2.2.2.6. ET Division: Demand for AFM down to 10 due to economic slowdown. Half attended discipline meeting. 2.2.2.7. CTLPD: AFM are actively involved in division meetings, curriculum development and organizing/providing professional development.

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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.	2.3.1.1. All Professional Development offerings are evaluated on a course-by-course basis.
			2.3.2. Survey results used to expand or develop new professional development opportunities.	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.	2.3.3.1. Needs assessment was completed. A report on the needs assessment was completed on 06/16/2003. The results of the needs assessment are being used to plan faculty development opportunities and activities.
			2.3.4. Faculty Development consolidated into the Teaching/Learning Center (T/LC).	2.3.4.1. Completed. All faculty development has been consolidated into the T/LC. This centralization facilitates 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.	2.3.5.1. 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. Participation in grant funded project to provide pedagogical professional development programs for associate faculty.	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 was written and incorporated into a web-based training program. 2.3.6.3. The Academy for Associate Faculty was pilot tested in spring 2003 with 11 faculty members. The program consisted of an orientation, online training modules and support from full-time faculty members. Participant surveys indicated a need for continuation with modifications. Training modified and will be available for large-scale offering in 08/2003.
			2.3.7. Leadership/Management certificate program developed for CCCCD supervisors.	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.

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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	2.4.1. Review completed on available learning formats and summary report produced.	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. 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 more than 20. Feedback from weekend students indicated they appreciated having access to that alternative. Retention rates in express courses were higher than in traditional courses. 2.4.1.3. RFP released for Synchronous Learning Tools or Interactive Learning Tools. Currently evaluating vendors.
			2.4.2. Increase in number of learning formats available within at least 20 courses.	2.4.2.1. Forty-seven new credit online courses were added during FY2003. Another 20 courses are under development during summer 2003. Twelve online credit courses have been enhanced to include online discussion groups. 2.4.2.2. T/LC has added 17 new telecourses. More than 21 Web-based courses added functionality such as chat, discussion or email. 2.4.2.3. DE Division added sections of computer-based developmental mathematics at PRC and CYC. Enrollment in all sections exceeded minimum enrollment requirement. 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. 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. 2.4.2.6. An online "Introduction to Education" course was approved for fall 2003. Early registration shows there is demand for the course.

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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.	2.5.1.1. 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. Design phase completed.	2.5.2.1. SCC Module I design phase completed. Construction is essentially completed and CCCCD has taken possession of the facility. Module I will open for classes in fall 2003.

EXPAND, ENHANCE AND PROMOTE MUTUALLY BENEFICIAL RELATIONSHIPS
WITH BUSINESS, INDUSTRY, GOVERNMENT AND EDUCATION.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
3.1. Increase philanthropy to CCCCD.	**Roman**, Foundation	Target: 08/31/03	3.1.1. The CCCCD Foundation, in partnership with the District, will generate $250,000 from all philanthropic activity including special events.	3.1.1.1. To date, the CCCCD Foundation has received $290,000 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.
			3.1.2. Deferred giving program introduced and promoted to assure future Foundation revenues from gifts via wills, trusts and estate plans.	3.1.2.1. Introduced deferred giving program by providing training through the National Committee on Planned Giving for six Foundation Directors. Also provided information to several Directors through a seminar from the Community Board Institute. Promoted planned gifts in the Winter issue of the Foundation newsletter, Partners In Excellence.
			3.1.3. Donation of $500,000 in deferred gifts to the CCCCD Foundation documented as members of the Legacy Guild are identified.	3.1.3.1. Current Legacy Guild members identified in June 2003 with deferred gifts totaling more than $500,000 in current value verified.
			3.1.4. Community awareness increased and solicitations expanded for the annual scholarship program resulting in at least five new scholarships.	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. Five new scholarships were funded.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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	3.2.1. Two programs developed with UNT in addition to the three already under development.	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. 3.2.1.2. Discussions are underway with UNT's Health Sciences School in Fort Worth and Texas Tech at Midland College to develop a Physicians Assistant baccalaureate program. Planning is underway to develop a baccalaureate nursing program in conjunction with UT-Arlington and TWU.
			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.	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.
			3.2.3. At least three universities offer courses at CPC, PRC, or SCC enabling students to work on baccalaureate or master's degrees.	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. 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.
			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.	3.2.4.1. ET Division has modified curriculum to meet the needs of UNT students. Discussions with UNT are on-going but have not been completed due in part to the creation of a new college of engineering at UNT and the hiring of a new dean. 3.2.4.2. ET Division is working on articulation in engineering with UNT and SMU.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
3.3. Improve functioning and contributions of workforce education advisory committees.	**Kappus**, **Jenkins**, **Provosts**, Academic Deans, Workforce Education Faculty	Target: 11/30/02	3.3.1. External chairs selected for all advisory committees.	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. 3.3.1.2. Tamira Griffin, director of Human Resources at Plano ISD, serves as chair of Teacher Certifications governing/advisory committee. Katherine Lunde, educational consultant, is the chair of the Early Childhood Education 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.
			3.3.2. New publication produced which describes the role of advisory committees and advisory committee members.	3.3.2.1. New publication on advisory committee guidelines sent to divisions for distribution to advisory committees.
			3.3.3. New advisory committee publication distributed to current and future advisory committee members.	3.3.3.1. Completed in all Academic Affairs divisions. 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.
		Target: 08/31/03	3.3.4. An activity will have been conducted to recognize advisory committee members who have been engaged in District activities.	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. Similar certificates presented to all Academic Affairs advisory committee members during spring 2003.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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 (continued)	3.3.5. All advisory committees will have met at least twice during the year.	3.3.5.1. FA Division: Commercial music has revamped its advisory committee. Two meetings held in 05/2003. 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. 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. 3.3.5.3. SSH&PS Division: Nursing, Respiratory Care and Emergency Medical Services advisory committees met during FY2003. 3.3.5.4. M&NS Division: Biotechnology advisory committee met during FY2003. 3.3.5.5. TC Division: Both TC and Child Development programs have had two advisory committee meetings. These advisory committees have met at least twice each year all along, so there is no discernable impact of this achievement indictor on the committees. 3.3.5.6. ET Division's programs have had at least one advisory committee meeting and a 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.

IMPROVE STUDENT ACHIEVEMENT.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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.	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), 79.6% (fall 2002) and 80.5% (spring 2003). CCCCD's overall rate has been rising slowly but steadily. For fall 2002, the rate rounds to 80% and exceeded 80% during the last two spring semesters. 4.1.1.2. On 1/30/2003, CCCCD 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. 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 and were designed to promote student engagement and retention. Preliminary evidence suggests that retention has increased.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
4.1. Improve student retention and educational outcomes. (continued)	**Kappus**, **Jenkins**, Martin, Swanson, Deans, Faculty (continued)	Target: 08/31/03 (continued)	4.1.2. Data provided to instructional administration and faculty showing statewide course completion rate averages by discipline.	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. 4.1.2.2. The course completion data on the IRO intranet site will be updated by 07/31/2003 to provide CIP Code comparisons between CCCCD and statewide course completion rates for fall 2000, fall 2001 and fall 2002.
			4.1.3. Plan developed to establish baseline performance measures for general education outcomes.	4.1.3.1. Not yet completed. GEO Forum completed recommendations on 05/13/2003 for revising the core curriculum. Those recommendations were submitted to the academic deans. GEO Forum began work in spring 2003 on phase two of its charge: development of recommendations for assessment of general education learning outcomes. Target date for completing recommendations for phase two is 12/12/2003 so recommendations can be reviewed during spring 2004 and implementation can begin in fall 2004.
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	4.2.1. Participation in new student orientation programs increased by 30% from fall 2001 to spring 2002/summer 2002.	4.2.1.1. From summer 2001 to summer 2002, participation increased by 30%. Spring participation increased by 56% from 2002 to 2003. Due to the already large enrollments in summer 2003, a 30 to 40% increase is anticipated over 2002.
			4.2.2. Mentoring program (MEET) expanded beyond the pilot program to include a minimum of 50 participants.	4.2.2.1. Although participation numbers have not reached the benchmark goal of 50 students and staff/faculty mentors per semester, the program continues to grow. New recruitment strategies are currently being developed to advance the program in the fall of 2003.
			4.2.3. Increase in number of faculty members participating in new student orientations.	4.2.3.1. Faculty participation increased 100% from spring 2002 to spring 2003. Orientation evaluations indicate that students like the faculty input.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
4.2. Design and implement strategies to improve the successful transition of students from high school to CCCCD. (continued)	**McRae**, Swanson, Kessel, N. Johnson, Okaro, Huppe, Collins (continued)	Target: 08/31/03 (continued)	4.2.4. Increase in number of faculty members serving as new student mentors.	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.
			4.2.5. All coordinators in the Office of Recruitment and Programs for New Students trained in academic advising.	4.2.5.1. Completed. All coordinators in Recruitment and Programs for New Students have been trained in the academic advising arena. This training is supported throughout the year as each staff member schedules weekly time to assist students through advising. During busy times, more hours are dedicated to serving students in this capacity. In addition, one staff member received extensive training in international advising and the newly imposed statutes.
			4.2.6. All coordinators in the Office of Recruitment and Programs for New Students demonstrate increased effectiveness in working with new students.	4.2.6.1. More CCCCD students are being served in a more efficient manner. 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. During the summer of 2003, staff members were also cross-trained in areas of Financial Aid and Student Life.
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	4.3.1. Early warning system expanded to identify at-risk students among those who have not yet accumulated 18 quality hours.	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. Presentation and recommendation made at 07/21/03 Leadership Team Meeting.
			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.	4.3.2.1. A total of 294 LASSI and 307 PEPS assessments were administered in 15 study skills (ACPE 0200) classes.

IMPROVE STUDENT ACHIEVEMENT.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
4.3. Expand early warning program to improve identification of at-risk students and improve interventions to increase the likelihood of their educational success. (continued)	**Money, N. Johnson**, Newsome, Love, Lenhart, Lassiter (continued)	Target: 08/31/03 (continued)	4.3.3. LASSI/PEPS data used in advising and supporting at-risk students from pilot test group.	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.
			4.3.4. Baseline data collected to monitor longitudinal performance of pilot group compared to non-pilot at-risk students.	4.3.4.1. Not yet completed. In progress. Too early to assess effects.
			4.3.5. Pilot test completed for the assignment of new and undecided students to academic advisors for "intensive academic advising."	4.3.5.1. Advisor assignment pilot was completed. A total of 1,500 students were assigned. There was a response rate of 4%. Given such a low response rate, this type of pilot will not be repeated/continued. Information was gathered that will be useful for future advisor assignments.
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	4.4.1. Competencies and learning objectives reviewed to ensure consistency with THECB requirements.	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."
			4.4.2. CCCCD competencies and learning objectives finalized for core curriculum.	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.
			4.4.3. Matrices completed documenting which core courses address specific competencies and learning objectives.	4.4.3.1. Completed for current core courses, "alternative core" courses and additional courses that GEO Forum recommends for inclusion in the core. Recommendations now under review by deans.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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: 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. Completed. GEO Forum's recommendations for a comprehensive revision of A.A., A.S., and A.A.S. core curricula completed 05/13/2003. Recommendations were submitted to academic deans and are currently under review.
		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.	4.4.5.1. Not yet completed. GEO Forum began work in spring 2003 on phase two of its charge: development of recommendations for assessment of general education learning outcomes. Current target date for completing recommendations for phase two is 12/12/2003 so recommendations can be reviewed during spring 2004 and implementation can begin in fall 2004. 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.
			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. Timeline was extended due to complexity of task: GEO Forum plans to submit final report in 01/2004.
	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 in onsite courses.

DEVELOP AN EXEMPLARY INFORMATION TECHNOLOGY INFRASTRUCTURE THAT IS RESPONSIVE TO THE INSTRUCTIONAL AND ADMINISTRATIVE NEEDS OF THE DISTRICT.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
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 meet quarterly and 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. ATAC and ATR 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. The final ATAC meeting for FY2003 is scheduled for 08/06/2003.
		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. In spring 2003, administration met with SCT and Oracle to discuss transition options.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE	STATUS AS OF 7/31/03
5.1. Ensure that CCCCD stays abreast of information technology (IT) trends in higher education. (continued)	**Hall**, **Hoyt**, Ammons, Farr, Abbott-White, Boring, Webb-Losh, Russell, Kappus (continued)	Target: 08/31/03 (continued)	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. Numerous lab classes and industry classes have been conducted in the Convergence Lab using wireless technologies.
			5.1.6. Based on pilot test results, recommendations made regarding use of wireless technology for instructional and administrative applications.	5.1.6.1. Wireless access is now available at CCCCD's four main sites. Final report is being edited for submission to the Leadership Team.
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.	5.3.1.1. Research has been completed. An academic advisor is participating in CENTRA (software) training; will conduct online live chat with students and set up special topics sessions conducted by faculty.
			5.3.2. Targeted academic advising services provided for online students.	5.3.2.1. Web page completed. Advisory committee formed and first meeting set for September 2003. Committee will provide input for content and updates for online advising.

2004 -2006
Strategic Goals and
2003 -2004 Achievement Indicators
Collin County Community College District

GOAL One

EXHIBIT VISIONARY LEADERSHIP TO PROVIDE EDUCATIONAL EXPERIENCES THAT ENABLE STUDENTS TO EXCEL ACADEMICALLY AND TO BE CIVICALLY ENGAGED.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE OF ACCOMPLISHMENT AND CLOSING THE LOOP
1.1. Design and implement a process to assure successful SACS accreditation.	**Israel**, **Rodgers**, Leadership Team, Internal Review Leadership Team	Target: 04/30/2004 Target: 08/31/2004 Target: 10/31/2004 Target: 06/30/2005	1.1.1. Identify a SACS Internal Review Leadership Team. 1.1.2. Conduct an internal review and develop a quality enhancement plan. 1.1.3. Host an onsite visitation for an external review. 1.1.4. Receive 10-year SACS accreditation reaffirmation.
1.2. Integrate and expand opportunities for students to excel academically and to be civically engaged.	**Kappus**, **McRae**, Jenkins, Deans, Provosts	Target: 08/31/2004	1.2.1. Expand opportunities for students by coordinating activities supporting civic engagement, including Service Learning and the Student Leadership Academy. 1.2.2. Increase the number of students participating in stimulating enrichment programs: CASMNS, Honors Program, Emerging Scholars, Learning Communities and other educational experiences such as an in-house, peer-reviewed scholarly journal. 1.2.3. Increase the number of nationally recognized scholars, performers and guests contributing to the learning experiences of CCCCD students and the community.
1.3. Provide students with exemplary learning resource environments.	**Provosts**, Hall, Hoyt	Target: 08/31/2004	1.3.1. Expand physical and intellectual resources available to students. 1.3.2. Increase student access to information via the latest technologies, employing direct and virtual access.
1.4. Review and modify practices and programs related to students' academic progress and document students' educational outcomes.	**Kappus**, **McRae**, **Jenkins**, Provosts, Deans, Martin	Target: 08/31/2004	1.4.1. Increase class retention rate average to exceed the state average. 1.4.2. Increase in CCCCD graduation rates. 1.4.3. Increase transfer students' success at four-year universities based on achievement of higher GPA's.
1.5. Establish a center of excellence in healthcare by sustaining and creating additional academic and CE programs in related disciplines and program areas.	**Hodge**, **Hardy**, Kappus, Jenkins	Target: 11/30/2003 Target: 06/30/2004 Target: 08/31/2004	1.5.1. Conduct a needs assessment to identify area healthcare providers' highest training priorities. 1.5.2. Develop new CE programs and courses through collaborative initiatives with academic departments that support the training needs of the healthcare industry. 1.5.3. Develop and expand academic courses that support the healthcare industry.

DEVELOP A SYSTEMATIC PROCESS THAT INTEGRATES ACADEMIC, STUDENT DEVELOPMENT, TECHNOLOGY, FACILITIES, ADMINISTRATIVE SERVICES AND BUDGET PLANNING.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE OF ACCOMPLISHMENT AND CLOSING THE LOOP
2.1. Create a holistic (systematic) approach to defining and meeting student and community needs.	**Leadership Team**	Target: 08/31/2004	2.1.1. Develop an academic plan that reflects the educational requirements of the community. 2.1.2. Develop a student development plan that interfaces with the academic plan. 2.1.3. Develop an administrative plan that supports the college community's functions. 2.1.4. Develop a budget process that supports the integration of the District's major goals.
2.2. Utilize demographic trends and survey material to predict the most desirable location and use of facilities to accommodate student and community needs.	**Board of Trustees, Israel**	Target: 05/31/2004	2.2.1. Develop a facility plan that reflects demographic trends and program demands.
2.3. Provide a technological environment that allows the incorporation of advanced systems to improve the efficiency of the District's operations and educational processes.	**Hall**, Hoyt, Meinhardt	Target: 05/31/2004	2.3.1. Design a dynamic technology plan to support the necessary infrastructure and integrate BANNER and other emerging technologies to support the District's goals.
2.4. Develop a systematic process for review and publication of Board policies and define and implement operational procedures.	**Israel**, **Russell**, Leadership Team	Target: 09/30/2003 Target: 12/31/2003	2.4.1. Leadership Team will work with TASB representatives to distinguish policies and procedures. 2.4.2. Updated Board policy manual will be adopted. 2.4.3. Operational procedures will be distributed.

Meet the state challenge of broadening access to educational opportunities and support services for all student populations.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE OF ACCOMPLISHMENT AND CLOSING THE LOOP
3.1. Explore the feasibility of establishing a partnership with area colleges/universities to offer baccalaureate and professional degrees.	**Israel**, **Kappus**, Jenkins, Cannon	Target: 05/31/2004	3.1.1. Conduct a study on the feasibility of implementing baccalaureate and professional degrees to meet community high-demand occupations. 3.1.2. When feasible, develop and implement appropriate baccalaureate and professional degrees.
3.2. Increase the number and percentage of students from under-represented populations who successfully transition through the educational continuum.	**McRae**, Kessel, Johnson, Deans	Target: 08/31/2004	3.2.1. Increase recruitment and success of students from under-represented populations. 3.2.2. Increase the number and percentage of students from under-represented populations who complete degrees and certificates.
3.3. Broaden the support services offered to all students to encourage continuation of their educational goals and improve overall retention rates.	**McRae**, Kessel, Swanson	Target: 08/312004	3.3.1. Increase the percentage of new students who participate in new student orientation. 3.3.2. Increase percentage of first-year students who return for a second year of study and beyond. 3.3.3. Develop online orientation program. 3.3.4. Evaluate and expand mentoring opportunities.
3.4. Create and expand creative entry/exit points for students to enter the educational continuum.	**McRae**, **Kappus**, Jenkins, Kessel, Provosts	Target: 08/31/2004	3.4.1. Expand the number of high school students enrolled in concurrent courses. 3.4.2. Increase student participation in nontraditional course offerings such as short courses, weekend college, etc. 3.4.3. Increase the number of credit and non-credit courses developed and delivered online.

ELEVATE THE COMMUNITY'S AWARENESS OF CCCCD'S ACADEMIC, ECONOMIC, CULTURAL AND SOCIAL IMPACT IN THE COMMUNITY.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE OF ACCOMPLISHMENT AND CLOSING THE LOOP
4.1. Define and implement an effective marketing plan that promotes CCCCD's impact and contributions to the community.	**Israel**, Jenkins, Vasquez (Brittain)	Target: 08/31/2004	4.1.1. Produce an economic/social report reflecting the college's impact in the community. 4.1.2. Increase the quality, volume and frequency of press coverage of the College's instructional programs, student and faculty achievements events and people. 4.1.3. Expand the visibility of the College using various media such as: billboards, TV, movie ads, busses, light rail stations, Connections, etc. 4.1.4. Impart knowledge to the Committee of 100 and Advisory Committee that will enable them to inform their constituents (circles of influence) about college activities and opportunities. 4.1.5. Increase the public's access to information by publishing a community calendar of events utilizing the District web site.
4.2. Enhance training and services that contribute to the community's economic strengths.	**Jenkins**, Kappus, Hardy	Target: 08/31/2004	4.2.1. Develop off-site learning centers. 4.2.2. Increase the number of training hours provided to the business community.

MAXIMIZE THE DEVELOPMENT AND USE OF CCCCD'S HUMAN, TECHNOLOGICAL AND CAPITAL RESOURCES TO SUSTAIN AND STRENGTHEN ACADEMIC AND FINANCIAL VITALITY.

ACHIEVEMENT INDICATOR	STAFF	TIMELINE	EVIDENCE OF ACCOMPLISHMENT AND CLOSING THE LOOP
5.1. Strengthen the process of attracting and maintaining district employees with appropriate credentials and experience.	**Russell**, McRae, Kappus, Jenkins, Council on Excellence	Target: 12/31/2003 Target: 04/30/2004	5.1.1. Develop new recruiting, screening and selection methods to ensure the highest quality faculty and staff. 5.1.2. Increase opportunities for faculty professional development for instructional methodologies. 5.1.3. Increase opportunities for staff and administrators to participate in professional development.
5.2. Improve follow-up from program and service assessments to enhance program and service quality.	**Martin**, Leadership Team	Target: 07/31/2004	5.2.1. Ensure program assessment recommendations impact the appropriate plan (academic, student development or technology).
5.3. Ensure financial vitality.	**Israel**	Target: 07/31/2004	5.3.1. Implement recommendations to improve the cost-effectiveness of CCCCD's administrative and academic processes. 5.3.2. Increase outside resources to benefit the college.
5.4. Access external funding sources that support CCCCD's mission.	**Israel**, Roman	Target: 07/31/2004	5.4.1. Increase philanthropy by 50% within three years. 5.4.2. Increase the number of grants applied for and received by the District in conjunction with other college and community partners.