

FY2004-FY2006 District Strategic Goals and 2003-2004 Division Achievement Indicators

Collin County Community College District

Developmental Education Division

Goal 1: Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
1.1. Design and implement a process to assure successful SACS accreditation.	Austin	8/31/2004	1.1.1. Identify a SACS task force. 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 a 10-year SACS accreditation.	1.1.1.1. 1.1.2.1. 1.1.3.1. 1.1.4.1.
1.2. Integrate and expand opportunities for students to excel academically and to be civically engaged.	Austin	8/31/2004	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 CCCCCD students and the community.	1.2.1.1. 1.2.2.1. 1.2.3.1.

***Goal 1: Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
(continued, 2 of 3)***

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
1.3. Provide students with exemplary learning resource environments.	Reynolds	8/31/2004	1.3.1. Expand physical and intellectual resources available to students.	1.3.1.1.
	Rice	8/31/2004	1.3.2. Increase student access to information via the latest technologies, employing direct and virtual access.	1.3.2.1.
	Rubino	8/31/2004	1.3.3. Assure TASP objectives are being met by curriculum; establish base line, then measure passing rates.	1.3.3.1.
	Weasenforth	8/31/2004	1.3.4. Develop online/distance ESL courses. 1.3.5. Adapt existing Level 3/4 writing/grammar courses for online environment (Begin as supplement to face-to-face course with use of WebCT). 1.3.6. Migrate above online courses to dual mode (partial distance) medium. 1.3.7. Offer at least 1-2 online/distance courses per semester by 2004. 1.3.8. Run at least one online/distance ESL course each year by 2005.	1.3.4.1. 1.3.5.1. 1.3.6.1. 1.3.7.1. 1.3.8.1.
1.4. Review and modify practices and programs related to students' academic progress and document students' educational outcomes.	Austin	8/31/2004	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.	1.4.1.1. 1.4.2.1. 1.4.3.1.

***Goal 1: Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
(continued, 3 of 3)***

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
1.5. Establish a center of excellence in healthcare by sustaining and creating additional academic and CE programs in related disciplines and program areas.	Austin	8/31/2004	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	1.5.1.1. 1.5.2.1. 1.5.3.1.
1.6. Continue to expand opportunities for the student to accelerate through the developmental mathematics program.	Karr	8/31/2004	1.6.1. Expand the Passport Program model beyond the summer offerings.	1.6.1.1.
	Foley	8/31/2004	1.6.2. Meet the demand for fast track sections by offering at least one section on all campuses.	1.6.2.1.
1.7. Develop on and off-campus learning opportunities outside of the classroom for ESL students.	Breedlove, Erickson, Rubino, Terrell	8/31/2004	1.7.1. Engage SAFAC's support in fostering educational opportunities once a semester for ESL student field trips to art institutes and forums (plays, museums, etc.) to enhance cultural understanding, foster discussion, and familiarize students with area arts institutions.	1.7.1.1.
1.8. Increase the number of Developmental Writing students participating in Emerging Scholars program.	Foster-Eason	8/31/2004	1.8.1. Each nominating period, the Developmental Writing program's faculty will nominate at least two students to participate in the Emerging Scholars program.	1.8.1.1.

Goal 2: Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
2.1. Create a holistic (systematic) approach to defining and meeting student and community needs.	Karr	8/31/2004	2.1.1. Develop an academic plan that reflects the educational requirements of the community.	2.1.1.1.
	Reynolds	8/31/2004	2.1.2. Develop a student development plan that interfaces with the academic plan.	2.1.2.1.
	Rice	8/31/2004	2.1.3. Develop an administrative plan that supports the college community's functions.	2.1.3.1.
	Rubino	8/31/2004	2.1.4. Develop a budget process that supports the integration of the District's major goals.	2.1.4.1.
	Breedlove	8/31/2004	2.1.5. Expand opportunities for Developmental Mathematics students to participate in service learning, community activities and mathematical contests.	2.1.5.1.
	Terrell	8/31/2004	2.1.6. Develop a liaison between ESL and Reading to enhance proper student placement in basic classes to decrease drop rate caused by lack of English language skills.	2.1.6.1.
	Wilson	8/31/2004	2.1.7. Offer brief subject-specific workshops to enhance to knowledge and teaching skills of volunteer ESL instructors working in area libraries, churches, etc.	2.1.7.1.
2.2. Utilize demographic trends and survey material to predict the most desirable location and use of facilities to accommodate student and community needs.	Weasenforth	8/31/2004	2.2.1. Develop a facility plan that reflects demographic trends and program demands. 2.2.2. Complete needs analysis with aid of IRO. 2.2.3. Develop new courses based on results of demographic analysis and needs analysis. 2.2.5 Contact potential promoters (e.g., churches, businesses, media). 2.2.4. Offer and manage courses.	2.2.1.1. 2.2.2.1. 2.2.3.1.
	Austin	8/31/2004	2.2.5. Promote ESL programs in McKinney and Frisco. 2.2.6. Complete demographic analysis of communities with aid of IRO.	2.2.4.1. 2.2.5.1. 2.2.6.1.

Goal 2: Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning. (continued)

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
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.	Austin	8/31/2004	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.	2.3.1.1.
2.4 . Develop a systematic process for review and publication of Board policies and define and implement operational procedures.	Austin	8/31/2004	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.	2.4.1.1. 2.4.2.1. 2.4.3.1.
2.5. Continually refine our program's generic syllabi, customized texts, and seminar offerings to meet the needs of our students.	Foster-Eason	8/31/2004	2.5.1. Administer a series of surveys and questionnaires to help identify demographic patterns among individuals enrolling in Developmental Writing courses.	2.5.1.1.

Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations.

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
3.1. Explore the feasibility of establishing a partnership with area colleges/universities to offer baccalaureate and professional degrees.	Austin	8/31/2004	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.	3.1.1.1. 3.1.2.1.
3.2. Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum.	Rice	8/31/2004	3.2.1. Increase recruitment and success of students from underrepresented populations. 3.2.2. Increase the number and percentage of students from underrepresented populations who complete degrees and certificates. 3.2.3. Offer at least one section of each level of reading per campus per long semester, with possible minimum enrollment adjustments, for a more balanced enrollment college wide.	3.2.1.1. 3.2.2.1. 3.2.3.1.
3.3. Broaden the support services offered to all students to encourage continuation of their educational goals and improve overall retention rates.	Erickson	8/31/2004	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. 3.3.5. Create student/mentor partnerships. 3.3.6 Under the umbrella of Service Learning, implement a mentor program pairing higher-level ESL students with lower-level ESL students in each ESL discipline. Pair native language with like native language to increase comprehension and improve retention rates. 3.3.6. In conjunction with the teacher-training program, utilize student teachers-in-training to mentor ESL students in subject areas (for example, as grammar or writing tutors) and as leaders of conversations groups (in conjunction with the "Conversations Partners" program).	3.3.1.1. 3.3.2.1. 3.3.3.1. 3.3.4.1. 3.3.5.1. 3.3.6.1.

Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued)

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
3.4. Create and expand creative entry/exit points for students to enter the educational continuum.	Karr	8/31/2004	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. 3.4.4. Offer the Passport Program to Developmental Mathematics students on a permanent basis multiple semesters.	3.4.1.1. 3.4.2.1. 3.4.3.1. 3.4.4.1.
3.5. Develop a Developmental Writing orientation Website to include generic course syllabi, information on our departmental final, information related to TASP (including the phone numbers of the Testing Center and TASP contacts), links to textbook sites, and other information useful to our students	Foster-Eason	8/31/2004	3.5.1. Site launched.	3.5.1.1.

Goal 4: Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
4.1 Define and implement an effective marketing plan that promotes CCCCD's impact and contributions to the community.	Weasenforth	8/31/2004	<p>4.1.1. Produce an economic/social report reflecting the college's impact on the community.</p> <p>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.</p>	<p>4.1.1.1.</p> <p>4.1.2.1.</p>
	Rice	8/31/2004	<p>4.1.3. Expand the visibility of the College using various media such as: billboards, TV, movie ads, busses, light rail stations, Connections, etc.</p> <p>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.</p> <p>4.1.5. Increase the public's access to information by publishing a community calendar of events utilizing the District web site.</p> <p>4.1.6. Develop a user friendly ESL website with detailed information about the program including admission requirements, courses offered, faculty and service offered.</p> <p>4.1.7. Publicize Study Skill Seminars in community newspapers to increase community participation.</p>	<p>4.1.3.1.</p> <p>4.1.4.1.</p> <p>4.1.5.1.</p> <p>4.1.6.1.</p> <p>4.1.7.1.</p>

Goal 5: Maximize the development and use of CCCC'D's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

Achievement Indicator	Staff	Target Completion Date	Evidence of Accomplishment, Outcomes, and Improvement	Status as of 8/31/2004
5.1. Strengthen the process of attracting and maintaining district employees with appropriate credentials and experience.	Foley	8/31/2004	5.1.1. Develop new recruiting screening, and selection methods to ensure the highest quality faculty and staff.	5.1.1.1.
	Weasenforth	8/31/2004	5.1.2. Increase opportunities for faculty professional development for instructional methodologies.	5.1.2.1.
	Austin	8/31/2004	5.1.3. Increase opportunities for staff and administrators to participate in professional development. 5.1.4. Design and implement Professional Development that is specific to mathematics instruction. 5.1.5. Ensure professional development of ESL associate faculty by providing training sessions and/or workshops for teaching ESL writing, grammar, reading, and listening and conversation. Training may be provided by full-time faculty, special guests, and part-time faculty.	5.1.3.1. 5.1.4.1. 5.1.5.1.
5.2. Improve follow-up from program and service assessments to enhance program and service quality.	Austin	8/31/2004	5.2.1. Ensure program assessment recommendations impact the appropriate plan (academic, student development, or technology).	5.2.1.1.
5.3. Ensure financial vitality.	Austin	8/31/2004	5.3.1. Conduct a study and make recommendations on the cost-effectiveness of CCCC'D's administrative and academic processes.	5.3.1.1.
5.4. Access external funding sources that support CCCC'D's mission.	Austin	8/31/2004	5.4.1. Increase philanthropy by 50% within three years.	5.4.1.1.
			5.4.2. Increase the number of grants applied for and received by the District in conjunction with other college and community partners.	5.4.2.1.
5.5. Strengthen the process of hiring associate faculty members by better ascertaining the applicants' teaching abilities	Conry, Foster-Eason Miles-Rosenfield	8/31/2004	5.5.1. The full-time faculty will review the resumes and personal writing samples submitted by potential associate faculty identified by the program Coordinator as promising candidates for employment..	5.5.1.1.

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