

**FY2004-FY2006 Strategic Goals and FY2004 Objectives  
Collin County Community College District  
Year-End Status Report**

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<b>1.1.</b> Design and implement a process to assure successful SACS accreditation.	<b>Israel, Rodgers,</b> Leadership Team, Internal Review Leadership Team	4/30/2004	<b>1.1.1.</b> Identify a SACS Internal Review Leadership Team (IRLT).	<b>1.1.1.1.</b> An eleven member team was appointed and has been meeting monthly since 4/2003.
		8/31/2004	<b>1.1.2.</b> Conduct an internal review and develop a quality enhancement plan.	<b>1.1.2.1.</b> An audit of CCCCD's compliance with each of SACS' core requirements and comprehensive standards was conducted and submitted in 3/2004. A preliminary response was received from SACS and a focused report has been submitted in response. <b>1.1.2.2.</b> A quality enhancement plan (QEP) entitled <i>Fostering a Scholarly Community at Collin County Community College</i> is being finalized and will be completed and submitted by 8/31/2004.
		10/31/2004	<b>1.1.3.</b> Host an onsite visitation for an external review.	<b>1.1.3.1.</b> A local arrangements committee has been appointed to plan for the visit of the SACS On-Site Committee from 10/11 through 10/14/2004.
		6/30/2005	<b>1.1.4.</b> Receive 10-year SACS accreditation reaffirmation.	<b>1.1.4.1.</b> The SACS Commission on Colleges will make a decision regarding CCCCD accreditation at its 6/2005 meeting.

**Goal 1: Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.**  
**(continued, 2 of 6)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>1.2.</b> Integrate and expand opportunities for students to excel academically and to be civically engaged.</p>	<p><b>Kappus, McRae,</b> Jenkins, Deans, Provosts</p>	<p>8/31/2004</p>	<p><b>1.2.1.</b> Expand opportunities for students by coordinating activities supporting civic engagement, including Service Learning and the Student Leadership Academy (SLA).</p> <p><b>1.2.2.</b> Increase the number of students participating in stimulating enrichment programs: Center for Advanced Studies in Mathematics and Natural Science (CASMNS), Honors Program, Emerging Scholars, learning communities, and other educational experiences such as an in-house peer reviewed scholarly journal.</p>	<p><b>1.2.1.1.</b> Nineteen students graduated from the SLA in the FY2004 class. Twenty-five participants and five alternates have been chosen for FY2005.</p> <p><b>1.2.1.2.</b> Recommendation materials, required as a part of the SLA application, have been revised to more easily evaluate students' strengths, weaknesses, and achievements.</p> <p><b>1.2.1.3.</b> A marketing plan for the SLA class of FY2005 was developed and implemented. Applications increased from 36 to 54 with the new marketing plan.</p> <p><b>1.2.2.1.</b> Participation increased from 32 to 40 students (+25%) from FY2003 to FY2004 in CASMNS-designated sections of General Biology, General Chemistry, Accelerated Calculus and University Physics. Applicants to the program must meet strict admissions criteria:  <a href="http://iws.ccccd.edu/casmns/info1.html">http://iws.ccccd.edu/casmns/info1.html</a>.</p> <p><b>1.2.2.2.</b> A total of 262 Emerging Scholars were honored in FY2004 compared to 253 in FY2003.</p> <p><b>1.2.2.3.</b> Honors enrolled 286 students in FY2004 vs. 229 FY2003.</p> <p><b>1.2.2.4.</b> Ten learning communities courses enrolling 219 students were offered in FY2003. During FY2004, 15 learning communities courses enrolled 250 students.</p> <p><b>1.2.2.5.</b> Data collection for service learning was not accomplished.</p> <p><b>1.2.2.6.</b> ET offered the first Engineering/Math learning community in fall 2004.</p>

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(continued, 3 of 6)***

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>1.2.</b> Integrate and expand opportunities for students to excel academically and to be civically engaged. (continued)</p>	<p><b>Kappus, McRae,</b> Jenkins, Deans, Provosts (continued)</p>	<p>8/31/2004</p>	<p><b>1.2.3.</b> Increase the number of nationally recognized scholars, performers and guests contributing to the learning experiences of CCCCD students and the community.</p>	<p><b>1.2.3.1.</b> Four (4) nationally recognized lecturers are being sponsored by Student Life during the 2003-2004 academic year in comparison to two the year prior. Patrick Reynolds, the grandson of R.J. Reynolds; Katie Koestner, the first rape survivor to bring date rape to the nations attention; Rolando Diaz, a Cuban-American Artist whose works are exhibited in museums, galleries and private homes; and Joyce Lain Kennedy, a nationally syndicated columnist and the author of <i>Resumes for Dummies</i>. Summer planning for the FY2005 lecture series is underway.</p> <p><b>1.2.3.2.</b> Thirteen speakers presented to Honors and CASMNS students and faculty thus far in FY2004.</p> <p><b>1.2.3.3.</b> CTLPD and PT3 hosted a National Teleconference “Making Mentoring Accessible: Innovation and Technology in Teacher Induction”. The panel included nationally recognized experts in the field of mentoring. A total of 125 organizations from 39 states registered for the teleconference. Because many of the registrants were re-broadcasting, it is estimated that the teleconference was broadcast to at least 5000 sites.</p>

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**(continued, 4 of 6)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>1.3.</b> Provide students with exemplary learning resource environments.</p>	<p><b>Provosts</b>, Hall, Hoyt</p>	<p>8/31/2004</p>	<p><b>1.3.1.</b> Expand physical and intellectual resources available to students.</p> <p><b>1.3.2.</b> Increase student access to information via the latest technologies, employing direct and virtual access.</p>	<p><b>1.3.1.1.</b> Library collections have grown by 6,572 items thus far during FY2004 through March 31, 2004. The library has added five databases for FY 2004: (1) <i>NY Times</i> full text 1851- 1999; (2) <i>Encyclopedia Britannica</i>; (3) <i>Annals of America</i>; (4) <i>Historical Newspapers</i> full text; and (5) <i>Women and Social Movements</i>.</p> <p><b>1.3.1.2.</b> The Provosts and LRC Executive Directors have developed a plan for relocating Technical Services to CPC's M Building and are awaiting funding for implementation.</p> <p><b>1.3.2.1.</b> Computer lab space at SCC and CPC has been converted to learning pods to facilitate the development of open entry/open exit self-paced learning. Plans are being developed to make a similar conversion of space at PRC.</p> <p><b>1.3.2.2.</b> All campuses are equipped with wireless access. Examples of courses/programs utilizing wireless technology include the following: nursing, calculus science labs, registration, counseling and library training.</p> <p><b>1.3.2.3.</b> Student queuing for LRC computers is now automatically managed by the Pharos Sign-In System. The average student wait time to use computers has been reduced. Anxiety, competition, and aggression related to queuing have been nearly eliminated.</p> <p><b>1.3.2.4.</b> Upgraded Web server and Alpha systems to speed up the registration process.</p>

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**(continued, 5 of 6)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>1.4.</b> Review and modify practices and programs related to students' academic progress and document students' educational outcomes.</p>	<p><b>Kappus, McRae, Jenkins,</b> Provosts, Deans, Martin</p>	<p>8/31/2004</p>	<p><b>1.4.1.</b> Increase class retention rate average to exceed the state average.</p> <p><b>1.4.2.</b> Increase in CCCCD graduation rates.</p> <p><b>1.4.3.</b> Increase transfer students' success at four-year universities based on achievement of higher GPA's.</p>	<p><b>1.4.1.1.</b> Baseline data: Course completion rates for most recent terms are 79.6% (fall 2002), 79.6% (fall 2003), 80.4% (spring 2002), 80.5% (spring 2003), and 78.8% (spring 2004).</p> <p><b>1.4.1.2.</b> Faculty members continue to implement strategies described in FY2003 Retention Study. Comparative numbers will be available August 31, 2004.</p> <p><b>1.4.2.1.</b> IPEDS graduation rates for most recent entering cohorts available: within 150% normal time to completion for first-time-in-college degree-seeking students: 4.8% (fall 1998), 5.5% (fall 1999), and 6.9% (fall 2000); IPEDS 4-year average student right-to-know graduation rates are 5.2% (fall 1998), 5.3% (fall 1999), and 6.1% (fall 2000).</p> <p><b>1.4.2.2.</b> Retention and Transfer Task Force results have been reviewed and are being implemented. Comparative numbers will be available after 8/31/2004.</p> <p><b>1.4.3.1.</b> Baseline data for most current years available: IPEDS transfer-out rates within 150% normal time to completion for first-time-in-college degree-seeking students in fall 1998 (38.5%), fall 1999 (45.8%), and fall 2000 (37.0%); IPEDS 4-year average student right-to-know transfer-out rates for fall 1998 (38.8%), fall 1999 (39.7%), and fall 2000 (37.6%).</p> <p><b>1.4.3.2.</b> University transfer data are being collected and will be reviewed by deans and faculty. Success strategies will be developed and implemented for FY2005.</p>

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**(continued, 6 of 6)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>1.5.</b> Establish a center of excellence in healthcare by sustaining and creating additional academic and CE programs in related disciplines and program areas.</p>	<p><b>Hodge, Hardy,</b> Kappus, Jenkins</p>	<p>11/30/2003</p>	<p><b>1.5.1.</b> Conduct a needs assessment to identify area healthcare providers' highest training priorities.</p>	<p><b>1.5.1.1.</b> Needs assessment for North Texas and DFW area completed.  <b>1.5.1.2.</b> Programs under consideration for development at CCCCD are: Sonography, Pharmacy Technician, credit ECG Technician, Biomedical Equipment Technician, Medical Lab Technician, Occupational Therapy Technician, Radiologic Technologist, and Medical Coding.</p>
		<p>6/30/2004</p>	<p><b>1.5.2.</b> Develop new CE programs and courses through collaborative initiatives with academic departments that support the training needs of the healthcare industry.</p>	<p><b>1.5.2.1.</b> Two sections of echocardiogram technician training (40 students), offered in partnership with Medical Center of Plano.  <b>1.5.2.2.</b> Nurse refresher course development completed. Pilot course to be offered in summer 2004. Course will be improved based on pilot test and will be regularly offered beginning in fall 2004.</p>
		<p>8/31/2004</p>	<p><b>1.5.3.</b> Develop and expand academic courses that support the healthcare industry.</p>	<p><b>1.5.3.1.</b> Credit Medical Coding Program is under development.  <b>1.5.3.2.</b> Online nursing courses are under development.  <b>1.5.3.3.</b> Online prerequisite courses for health care programs are under development.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>2.1.</b> Create a holistic (systematic) approach to defining and meeting student and community needs.</p>	<p><b>Leadership Team</b></p>	<p>8/31/2004</p>	<p><b>2.1.1.</b> Develop an academic plan that reflects the educational requirements of the community.</p> <p><b>2.1.2.</b> Develop a student development plan that interfaces with the academic plan.</p> <p><b>2.1.3.</b> Develop an administrative plan that supports the college community's functions.</p> <p><b>2.1.4.</b> Develop a budget process that supports the integration of the District's major goals.</p>	<p><b>2.1.1.1.</b> The Academic Plan has not been finalized. The latest draft, developed with input from faculty and administrators, is available on IRO's intranet site at <a href="http://intranet.ccccd.edu/iro/inst_effectiveness/effectiveness_model/pdf/academic_plan.pdf">http://intranet.ccccd.edu/iro/inst_effectiveness/effectiveness_model/pdf/academic_plan.pdf</a>.</p> <p><b>2.1.2.1.</b> The Student Development Plan was developed with input from students, staff, faculty and administrators. The integration of all plans is currently in progress. The plan is available on IRO's intranet site at <a href="http://intranet.ccccd.edu/iro/inst_effectiveness/effectiveness_model/pdf/student_dev_plan_rv.pdf">http://intranet.ccccd.edu/iro/inst_effectiveness/effectiveness_model/pdf/student_dev_plan_rv.pdf</a>.</p> <p><b>2.1.3.1.</b> The administrative plan is currently under development.</p> <p><b>2.1.4.1.</b> The template for submitting annual Objectives was modified to include cost estimates for all Objectives that require resources beyond base allocations.</p> <p><b>2.1.4.2.</b> The planning calendars were adjusted to integrate more effectively with the annual budget calendar.</p>
<p><b>2.2.</b> Utilize demographic trends and survey material to predict the most desirable location and use of facilities to accommodate student and community needs.</p>	<p><b>Israel , Board of Trustees</b></p>	<p>5/31/2004</p>	<p><b>2.2.1.</b> Develop a facility plan that reflects demographic trends and program demands.</p>	<p><b>2.2.1.1.</b> A master facility demographic plan was developed.</p> <p><b>2.2.1.2.</b> The Board of Trustees created a new Board committee on facilities and campuses.</p> <p><b>2.2.1.3.</b> The Board of Trustees passed a resolution on 9/23/2003 directing the President to identify new campus center sites and to expand CPC, PRC, and SCC to accommodate enrollment growth.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>2.3.</b> Provide a technological environment that allows the incorporation of advanced systems to improve the efficiency of the District's operations and educational processes.</p>	<p><b>Hall, Hoyt, Meinhardt</b></p>	<p>5/31/2004</p>	<p><b>2.3.1.</b> Design a dynamic technology plan to support the necessary infrastructure and integrate a new administrative software system and other emerging technologies to support the District's goals.</p>	<p><b>2.3.1.1.</b> The technology plan is being updated with information received from the deans and in support of the academic, Student Development and budget plans.  <b>2.3.1.2.</b> CCCCD is assessing several potential products as replacement for the current administrative software system. Implementation of a new administrative software system will be an integral part of the technology plan.</p>
<p><b>2.4.</b> Develop a systematic process for review and publication of Board policies and define and implement operational procedures.</p>	<p><b>Israel, Russell,</b> Leadership Team</p>	<p>9/30/2003</p> <hr style="border-top: 1px dashed black;"/> <p>12/31/2003</p>	<p><b>2.4.1.</b> Leadership Team (LT) will work with TASB representatives to distinguish policies and procedures.</p> <hr style="border-top: 1px dashed black;"/> <p><b>2.4.2.</b> Updated Board policy manual will be adopted.  <b>2.4.3.</b> Operational procedures will be distributed.</p>	<p><b>2.4.1.1.</b> A group of Board policies was submitted in February 2004 for a first reading by the Board of Trustees and subsequently approved in March 2004. Additional policies were submitted in March 2004 for a first reading. Those policies were reviewed by the Faculty Senate and by the Board of Trustees. These policies were approved at the July 2004 Board meeting. The balance of Board policies are scheduled to be considered by the Board in August and September 2004.  <b>2.4.2.1.</b> Approval of board policies should be complete in August and September 2004.  <b>2.4.3.1.</b> Procedures and Guidelines for Faculty and Staff are posted on the Human Resources web site at: <a href="http://iws2.ccccd.edu/hr/proceduresandguidelines.htm">http://iws2.ccccd.edu/hr/proceduresandguidelines.htm</a>. Updates continue to be incorporated to ensure the posted processes and links are current.</p>



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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<p><b>3.1.</b> Explore the feasibility of establishing a partnership with area colleges/universities to offer baccalaureate and professional degrees.</p>	<p><b>Israel, Kappus,</b> Jenkins, Cannon</p>	<p>5/31/2004</p>	<p><b>3.1.1.</b> Conduct a study on the feasibility of implementing baccalaureate and professional degrees to meet community high-demand occupations.</p> <p><b>3.1.2.</b> When feasible develop and implement appropriate baccalaureate and professional degrees.</p>	<p><b>3.1.1.1.</b> Meetings were held with TWU, UT-Arlington, and Midwestern State University to discuss opportunities for nursing and respiratory therapy articulation and/or dual admissions agreements.</p> <p><b>3.1.2.1.</b> No formal agreements have yet been reached.</p>
<p><b>3.2.</b> Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum.</p>	<p><b>McRae,</b> Kessell, Johnson, Deans</p>	<p>8/31/2004</p>	<p><b>3.2.1.</b> Increase recruitment and success of students from underrepresented populations.</p>	<p><b>3.2.1.1.</b> The College Bound Program, which identifies first generation college students, had 21 students participate in a fall 2003 government class. Ten of the 21 participants continued taking classes in the spring of 2004. Registration for the fall 2004 is currently underway. Recruitment efforts have increased to target more first generation students into this program.</p> <p><b>3.2.1.2.</b> Relationships with high schools have been strengthened. Counselors are referring more students directly to our departmental representatives for appointments and college information rather than waiting on high school visits to offer students aid.</p> <p><b>3.2.1.3.</b> Go Centers (a network of community-managed college recruiting centers located throughout Texas to promote the earning of degrees) have expanded campus outreach. Three new Go Centers are being formed to compliment one that has been active since 9/2003. A \$5,053 grant was awarded by the THECB to supplement and encourage student participation within existing Go Centers. These funds are to be spent by fall 2004 on training and equipping students with skills needed to encourage and promote higher education within local high schools. It is anticipated funding will be continued.</p> <p><b>3.1.2.4.</b> A database has been created which includes 576 names of under-represented high school students, 448 of which have been added since fall 2003.</p>

**Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 2 of 5)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
3.2. Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum. (continued)	<b>McRae</b> , Kessell, Johnson, Deans (continued)	8/31/2004 (continued)	3.2.2. Increase the number and percentage of students from underrepresented populations who complete degrees and certificates.	3.2.2.1. Baseline data: 76 Hispanic students received degrees or certificates in FY2003. Hispanics comprised 8.2% of all unduplicated FY2003 students and 7.5% of all graduates. 62 black students received degrees or certificates (Blacks comprised 7.9% of all unduplicated FY2003 students and 6.1% of all graduates.). Finalized data for FY2004 will become available in November 2004.

**Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 3 of 5)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>3.3.</b> Broaden the support services offered to all students to encourage continuation of their educational goals and improve overall retention rates.</p>	<p><b>McRae</b>, Kessell, Swanson</p>	<p>8/312004</p>	<p><b>3.3.1.</b> Increase the percentage of new students who participate in new student orientation.</p> <p><b>3.3.2.</b> Increase percentage of first-year students who return for a second year of study and beyond.</p> <p><b>3.3.3.</b> Develop online orientation program.</p> <p><b>3.3.4.</b> Evaluate and expand mentoring opportunities.</p>	<p><b>3.3.1.1.</b> Spring 2004 new student orientation hosted 221 participants, the largest group of students to attend a spring orientation, compared to 116 participants in the spring of 2003. This was a 91% increase in overall participation from spring 2003 to spring 2004. Registration for fall 2004 orientation is currently underway.</p> <p><b>3.3.2.1.</b> First-year students have access to apply for the Spectrum: Student Ambassador program. Institutional Research will report on first- to second-year persistence rates during spring 2004.</p> <p><b>3.3.2.2.</b> Fifty-one new PROMISE and NETWORKS students complete intake process</p> <p><b>3.3.2.3.</b> Students participating in NETWORKS were reimbursed over \$19,000 for dependent care and textbook expenses</p> <p><b>3.3.3.1.</b> Online orientation has been developed and is underway. The program is being updated for the fall of 2004. At this time 50 people have participated.</p> <p><b>3.3.4.1.</b> Not accomplished. The fall 2003 cohort ( 31 students) was served by 29 volunteer mentors (21 faculty and 8 staff members). By comparison, the fall 2002 cohort (23 students) was served by 30 volunteer mentors (19 faculty and 11 staff members). The evaluation component of the Mentoring Program will be completed in FY2005.</p>

**Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 4 of 5)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>3.4.</b> Create and expand innovative entry/exit points for students to enter the educational continuum.</p>	<p><b>McRae, Kappus,</b> Jenkins, Kessell, Provosts</p>	<p>8/31/2004</p>	<p><b>3.4.1.</b> Expand the number of high school students enrolled in concurrent courses.</p> <p><b>3.4.2.</b> Increase student participation in nontraditional course offerings such as short courses, weekend college, etc.</p>	<p><b>3.4.1.1.</b> Concurrent enrollment of home schooled students and students 17 or under with or without a GED decreased by .01% from fall 2002 to fall 2003. Overall concurrent enrollment declined .01% from fall 2002 to fall 2003. Overall concurrent enrollment decreased 4.8% from spring 2003 to spring 2004. Registration for fall 2004 is underway, but it is too early to estimate enrollment numbers.</p> <p><b>3.4.1.2.</b> Learning community combining ENGR1201 and MATH1414 is under development for fall 2004 that will be available to Frisco high school students.</p> <p><b>3.1.4.3.</b> Open entry/open exit Cisco training is now available to make it more accessible to Allen HS students who previously had schedule conflicts.</p> <p><b>3.4.2.1.</b> OST enrollment increased by more than 200% over FY2003 since it began offering its curriculum in open entry/open exit format.</p> <p><b>3.4.2.2.</b> In FY2003, 1,736 students filled 2,726 seats in 157 sections of weekend college. In FY2004, 1,590 students (-8.4%) filled 2,543 seats (-6.7%) in 148 sections (-5.7%) of weekend college.</p> <p><b>3.4.2.3.</b> Comprehensive numbers for all non-traditional course delivery modes will be available after 8/2004.</p> <p><b>3.4.2.4.</b> Implemented open entry/open exit for Cisco. CCNA/CCNP at CYC and PRC to provide students with more flexibility.</p> <p><b>3.4.2.5.</b> Child Development offered its first weekend class on Saturdays. Enrollment at census date was 27.</p> <p><b>3.4.2.6.</b> Child Development offered 2 courses for the Child Development Associate Certificate via live two-way interactive videoconferencing.</p>

**Goal 3: Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 5 of 5)**

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<p><b>3.4.</b> Create and expand innovative entry/exit points for students to enter the educational continuum. (continued)</p>	<p><b>McRae, Kappus,</b> Jenkins, Kessell, Provosts (continued)</p>	<p>8/31/2004 (continued)</p>	<p><b>3.4.3.</b> Increase the number of credit and non-credit courses developed and delivered online.</p>	<p><b>3.4.3.1.</b> Thus far during FY2004, 54 credit courses have been offered online enrolling 1,003 credit students over FY2003 at the same point in time.  <b>3.4.3.2.</b> Centra was used to host Microsoft's first blended instructor training course from 10/2003-12/2003 with 21 attendees from across the nation.  <b>3.4.3.3.</b> Offered 29 new CE online courses in partnership with Ed2Go. Offered 2 new online allied health courses in partnership with Alfred University. CCCCD became the first community college in the nation to offer Development Dimensions International (DDI) courses online for business and industry.  <b>3.4.3.4.</b> Education Division offered 30.7% more courses online in FY2004 (13 sections) over FY2003 (9 sections). Collin County CCNA program chosen to participate as one of 25 colleges in Cisco's Blended Distance Learning Project.  <b>3.4.3.5.</b> ET Division received approval to offer Microsoft courses in blended format via Centra in fall 2004.  <b>3.4.3.6.</b> DE Division began exploration of developmental math learning pods (LPs) during FY2004. LPs were offered each term at PRC and CPC. Preparations have been completed to begin full-scale implementation of developmental math LPs at CPC, PRC, and SCC beginning fall 2004.</p>

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<p><b>4.1.</b> Define and implement an effective marketing plan that promotes CCCCD's impact and contributions to the community.</p>	<p><b>Israel, Jenkins, Brittain</b></p>	<p>8/31/2004</p>	<p><b>4.1.1.</b> Produce an economic/social report reflecting the college's impact on the community.</p> <p><b>4.1.2.</b> Increase the quality, volume and frequency of press coverage of the College's instructional programs, student and faculty achievements, events, and people.</p> <p><b>4.1.3.</b> Expand the visibility of the College using various media such as: billboards, TV, movie ads, busses, light rail stations, Connections, etc.</p>	<p><b>4.1.1.1.</b> Publication of report pending results of Institutional Research's community survey.</p> <p><b>4.1.2.1.</b> WFAA-TV (Channel 8) featured CCCCD in a one-hour special broadcast with Peter Jennings of World News Tonight along with a panel of local journalists. Channel 8 also did a remote broadcast of the evening news from SCC. YTD press coverage as of 05/31/04 totals 1,319 clips, a 10% increase over the same period in FY2003.</p> <p><b>4.1.3.1.</b> The first issue of a new electronic newsletter system was published in conjunction with the winter 2004 issue of <i>Connection</i>. The print version of the newsletter was redesigned to reflect a more polished College image.</p> <p><b>4.1.3.2.</b> New ad pilots launched in DART rail kiosks and the new Angelika theatre. Pilot tested ads in the Spanish-language newspaper <i>Al Dia</i> and the <i>Minority Opportunity News Gazette</i>. Initial data shows limited response. Also evaluated ad opportunities through Frisco Roughriders, TV, radio, bus, outdoor and Hispanic broadcasting.</p> <p><b>4.1.3.3.</b> An augmented ad campaign was developed to boost summer enrollment, targeting university newspapers, local newspapers, magazines and in-theatre advertising. The schedule was direct mailed to a targeted list.</p> <p><b>4.1.3.4.</b> New logo and mascot were developed.</p> <p><b>4.1.3.5.</b> The PR Office won 6 awards from NCMPR District 4 for articles, artwork and campaigns. CASE also announced a district award for the college's new ad campaign.</p>

**Goal 4: Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact in the community. (continued, 2 of 2)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<p><b>4.1.</b> Define and implement an effective marketing plan that promotes CCCCD's impact and contributions to the community. (continued)</p>	<p><b>Israel</b>, Jenkins, Brittain (continued)</p>	<p>8/31/2004 (continued)</p>	<p><b>4.1.4.</b> 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. <b>4.1.5.</b> Increase the public's access to information by publishing a community calendar of events utilizing the District web site.</p>	<p><b>4.1.4.1.</b> Members of the Committee of 100 were sent the electronic newsletter. <b>4.1.5.1.</b> PR and Web Services evaluated community Web calendar software and identified a potential vendor. The team is also considering the internal processes and personnel necessary to maintain the calendar. Budgeted for start-up in FY2005.</p>
<p><b>4.2.</b> Enhance training and services that contribute to the community's economic strengths.</p>	<p><b>Jenkins</b>, Kappus, Hardy</p>	<p>8/31/2004</p>	<p><b>4.2.1.</b> Develop off-site learning centers. <b>4.2.2.</b> Increase the number of training hours provided to the business community.</p>	<p><b>4.2.1.1.</b> An off-site center was established with the Medical Center of Plano for Echocardiogram Technician training. <b>4.2.2.2.</b> ET Division worked with BSG to deliver customized "convergence technology/voice over IP" training for AMX, Samsung, and Alcatel in Fall 2003. <b>4.2.2.3.</b> Successfully acquired Public Training Service Grant from the North Central Texas Workforce Development Board to train 565 public employees. <b>4.2.2.4.</b> The B&amp;CS Division has begun offering management development courses off-site in McKinney to corporate clients. <b>4.2.2.5.</b> BSG increased instructional hours for the business community 21% from 2,836 to 3,442. <b>4.2.2.6.</b> BSG expanded service and product offerings to include American Society of Quality, Organizational Performance Consulting and DDI curriculum, leadership assessment tools, bilingual instruction and translation services.</p>

***Goal 5: Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic and financial vitality.***

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>5.1.</b> Strengthen the process of attracting and maintaining District employees with appropriate credentials and experience.</p>	<p><b>Russell, McRae, Kappus, Jenkins, Council on Excellence</b></p>	<p>12/31/2003</p>	<p><b>5.1.1.</b> Develop new recruiting screening, and selection methods to ensure the highest quality faculty and staff.</p>	<p><b>5.1.1.1.</b> New faculty recruitment advertisements were developed with the “Smart Move” campaign. A new recruitment brochure has also been published to increase awareness of the benefits available to faculty and staff working with the District. This brochure has been provided to candidates interviewed for faculty, staff and administrative positions. The informal feedback from candidates has been very positive regarding the professional reflection of the college and the summary information provided.</p> <p><b>5.1.1.2.</b> Search Committee Guidelines and Staff Employee Selection Guidelines have been published on the District’s Human Resources Web site at: <a href="http://iws2.ccccd.edu/hr/pdfs/searchcommitteeguidelines_10_10_03.pdf">http://iws2.ccccd.edu/hr/pdfs/searchcommitteeguidelines_10_10_03.pdf</a> and <a href="http://iws2.ccccd.edu/hr/pdfs/staffemploymentguidelines.doc">http://iws2.ccccd.edu/hr/pdfs/staffemploymentguidelines.doc</a>.</p> <p><b>5.1.1.3.</b> The Manager of Employment met with all faculty search committee chairs on 1/30/2004 to review the guidelines prior to the first search committee meeting. All completed faculty and administrative searches resulted in documentation from the search committee chairs that were consistent with the guidelines.</p>
		<p>4/30/2004</p>	<p><b>5.1.2.</b> Increase opportunities for faculty professional development for instructional methodologies.</p>	<p><b>5.1.2.1.</b> A total of 291 seats were filled by faculty member in 35 workshops on instructional methodologies that have offered been thus far during FY2004.</p> <p><b>5.1.2.2.</b> A total of 21 associate faculty participated in the Academy for Associate Faculty, which provided professional development and mentoring for part-time faculty. Throughout the year, 6 FT faculty served as mentors to the Academy participants.</p>



**Goal 5: Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic and financial vitality. (continued, 2 of 5)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<p><b>5.1.</b> Strengthen the process of attracting and maintaining District employees with appropriate credentials and experience. (continued)</p>	<p><b>Russell, McRae, Kappus, Jenkins,</b> Council on Excellence (continued)</p>	<p>4/30/2004 (continued)</p>	<p><b>5.1.3.</b> Increase opportunities for staff and administrators to participate in professional development.</p>	<p><b>5.1.3.1.</b> First CCCCD Internal Leadership Academy (Academy for Collegiate Excellence) developed for CCCCD administrators. ACE (Academy for Collegiate Excellence) inaugural class begins fall, 2004. Seventeen applications were received and 12 participants were chosen.  <b>5.1.3.2.</b> Collaborated with All College Council to develop and implement Professional Development Week (Feb.23-27) specifically targeting programs for support staff.  <b>5.1.3.3.</b> The ET Division sent two faculty members for the first time to the System Administrative Networking and Security (SANS) Institute for intensive immersion training on how to protect systems and networks.</p>

**Goal 5: Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic and financial vitality. (continued, 3 of 5)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 7/16/2004</b>
<p>5.2. Improve follow-up from program and service assessments to enhance program and service quality.</p>	<p><b>Martin</b>, Leadership Team</p>	<p>7/31/2004</p>	<p>5.2.1. Ensure program assessment recommendations impact the appropriate plan (academic, student development, or technology).</p>	<p>5.2.1.1. Beginning with program and service evaluations completed during FY2003, summaries of evaluations are posted to the IRO’s intranet site at <a href="http://intranet.ccccd.edu/iro/evaluation/program_evaluation/index.html">http://intranet.ccccd.edu/iro/evaluation/program_evaluation/index.html</a>. The increased awareness of CCCCD’s evaluation process triggered by this and other IRO awareness-raising efforts contributed to the most active year of evaluation open sessions and planning participation in at least the last decade.</p> <p>5.2.1.2. IRO developed a new annual report for the Leadership Team summarizing the prior year’s program and service evaluation outcomes. The report was reviewed by vice president’s and provosts prior to dissemination to the Leadership Team as a whole. The purpose of the report is to more completely apprise Leadership Team members of the findings of program and service evaluations so evaluation outcomes can be more effectively integrated in District planning efforts. Feedback will be solicited from the Leadership Team with the intention of refining the report and improving its utility.</p> <p>5.2.1.3. IRO conducted a workshop on 3/5/2004 to train administrators and managers regarding CCCCD’s institutional effectiveness process. The hands-on workshop taught participants the basic skills and expectations of planning and evaluation at CCCCD so they can more effectively engage in the processes and integrate evaluation outcomes in their planning. Feedback from the workshop was universally positive. Based on the feedback participants, IRO is seeking avenues to make the workshop an annual activity for new administrators and managers, but offering it earlier in the year.</p>

**Goal 5: Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic and financial vitality. (continued, 4 of 5)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
5.3. Ensure financial vitality.	<b>Israel</b>	7/31/2004	5.3.1. Implement recommendations to improve the cost-effectiveness of CCCCD’s administrative and academic processes.	<p>5.3.1.1. Programming and development of a Web-based timesheet application is underway. Benefits of the Web-based system are projected to include improved accuracy of time calculations, reduced printing costs, and significantly reduced costs of processing the timesheets by non-exempt employees, supervisors and payroll staff. Further development of this application has been put on “hold” pending a decision regarding the District’s administrative software and pending a review of district-wide web project priorities.</p> <p>5.3.1.2. The Human Resources Web site has been re-designed, with additional reference information, resources for employees, and forms, thus improving accessibility to HR information for employees and improving efficiency of HR staff.</p> <p>5.3.1.3. Implementation of the Pharos System in CCCCD’s LRCs has reduced by about 90% the District’s costs for student printing and has improved student access to computers in LRC computer labs.</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. (continued, 5 of 5)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 7/16/2004
<p><b>5.4.</b> Access external funding sources that support CCCC'D's mission.</p>	<p><b>Israel, Roman</b></p>	<p>7/31/2004</p>	<p><b>5.4.1.</b> Increase philanthropy by 50% within three years.</p> <p><b>5.4.2.</b> Increase the number of grants applied for and received by the District in conjunction with other college and community partners.</p>	<p><b>5.4.1.1.</b> Increasing philanthropy by 50% within three years implies a 16.7% increase each year. From 9/1/2003 to 7/31/2004, the Foundation Office documented \$358,000 in gifts, an increase of 18.2% over the same period in FY2003 (\$303,000).</p> <p><b>5.4.2.1.</b> In the first nine months of FY2004, the District doubled the number of grant proposals submitted over the same period in FY2003. CCCC'D has applied for over \$4.2 million. From 9/1/2003 to 5/31/2004, CCCC'D received \$1,012,000 in grant funding and currently has notification pending for over \$2.8 million.</p> <p><b>5.4.2.2.</b> Lead consortium to submit NSF grant for Convergence Technology Center. Pre-award visit was 2/23-2/24 during which over 20 businesses and industries were involved. A \$2.47 million, four year NSF Centers grant was awarded in July 2004.</p>