

**FY2004-FY2006 Strategic Goals and FY2005 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.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
1.1. Complete successful SACS reaffirmation.	Israel, Rodgers, Leadership Team, Faculty Members, Staff Members	9/30/2004	1.1.1. District-wide awareness of and commitment to QEP attained.	1.1.1.1. Multiple groups comprised of full-time and associate faculty members, staff members, students and administrators met with the SACS On-Site Review Team from 10/11 through 10/13/2005 and discussed the QEP. Members of the SACS Team were impressed with District-wide awareness of and involvement in the QEP process. Awareness and commitment are expected to increase further as the QEP is implemented.
		8/31/2005	1.1.2. SACS compliance certification process successfully completed.	1.1.2.1. CCCCD's compliance certification report was submitted in 3/2004. Additional information requested by the SACS On-Site Review Team will be submitted in 3/2005. A total of three recommendations related to compliance certification appeared in the SACS Team's final report.
		10/31/2004	1.1.3. SACS on-site review team visit completed.	1.1.3.1. The SACS on-site review was conducted from 10/11 through 10/13/2005.
			1.1.4. QEP successfully initiated.	1.1.4.1. The QEP is being revised to provide additional information requested by SACS.
		6/30/2005	1.1.5. CCCCD reaffirmed by SACS.	1.1.5.1. CCCCD's accreditation was continued. A Monitoring Report due April 14, 2006 was requested.
		8/31/2005	1.1.6. First-year QEP performance indicators accomplished.	1.1.6.1. QEP performance indicators will be adjusted to comply with the Revised QEP.

Goal 1. Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged. (continued, 2 of 4)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
1.2. Identify expected outcomes for the Center for Scholarly and Civic Engagement (CSCE).	Chesney, Jenkins, McRae, Provosts, Hodge, Hughes, CSCE Advisory Committee	12/15/2004	1.2.1. CSCE Advisory Committee will have solicited input from faculty members, chairs, deans, and other individuals/groups regarding goals, expectations, and objectives for CSCE.	1.2.1.1. Survey developed and implemented across this audience. The initial response rate was low. 1.2.1.2. Survey was administered to a larger sample and returned.
		2/28/2005	1.2.2. Feedback from faculty members, chairs, deans and other individuals/groups reviewed by CSCE Advisory Committee.	1.2.2.1. Results were tabulated for inclusion in planning decisions.
		5/15/2005	1.2.3. Three-year plan with clearly defined goals, expected outcomes, first year objectives, and first year performance measures completed.	1.2.3.1. Completed.

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Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>1.3. Establish a Center for Excellence in Healthcare and identify its expected outcomes.</p>	<p>Chesney, Jenkins, Parcels, Hodge</p>	<p>9/30/2004</p>	<p>1.3.1. Task force organized to lay groundwork for Center for Excellence in Healthcare.</p>	<p>1.3.1.1. Task force consisting of Chesney, Jenkins, Parcels, Hodge, and Hardy began meeting during late summer 2004 to develop a strategy for addressing healthcare education needs. 1.3.1.2. The task force made site visits to Temple College, Austin Community College and San Jacinto – South in mid-September 2004 to compare program offerings and facilities. 1.3.1.3. The task force met with administrative staff at Presbyterian Hospital of Plano and Medical Center of Plano in October 2004 to gather input on program needs and opportunities for collaboration. 1.3.1.4. IRO conducted survey during fall 2004 of 14 peer institutions in 8 states identified by task force members as having exemplary allied health centers or programs.</p>
		<p>10/31/2004</p>	<p>1.3.2. Three-year plan including mission, goals, overall expected outcomes, first year objectives, and first year performance measures defined for the new Center. 1.3.3. New health care degree and certificate programs identified for implementation in FY2006.</p>	<p>1.3.2.1. Task force prepared three-year plan outlining program, personnel and facility needs that was presented to President in 12/2004. 1.3.3.1. In collaboration with regional healthcare providers, task force researched and compiled an array of possible programs for the new Dean of Health Sciences & Emergency Services (HSES) to review.</p>

Goal 1. Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged. (continued, 4 of 4)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>1.3. Establish a Center for Excellence in Healthcare and identify its expected outcomes. (continued)</p>	<p>Chesney, Jenkins, Parcels, Hodge (continued)</p>	<p>5/31/2005</p>	<p>1.3.4. New degree and certificate programs developed.</p> <p>1.3.5. Approvals for new programs obtained from from internal and external bodies.</p> <p>1.3.6. Collaborative initiatives created between CE and academic departments.</p>	<p>1.3.4.1. Dean of HSES hired in summer 2005; budget approved to hire program consultant to work with dean and HSES directors to determine new programs and timelines for start-up.</p> <p>1.3.5.1. Schedule to be accomplished during FY2006 due to the lengthy lead time required for new healthcare programs.</p> <p>1.3.6.1. Collaboration has included participation on search team for new dean, site visits to hospitals and other colleges to benchmark and plan for CEH, planning immunization requirements, and participating in CEH task force.</p> <p>1.3.6.2. The interview team for the CE Healthcare Program Director consists of members of credit academic departments and CE.</p>
		<p>8/31/2005</p>	<p>1.3.7. Certification attained for CE healthcare programs from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).</p> <p>1.3.8. Specific partnerships created with community health care partners.</p> <p>1.3.9. New degree and certificate programs ready for fall 2005 implementation.</p>	<p>1.3.7.1. Echocardiogram program will be re-evaluated after hiring of continuing education Healthcare Program Director. Other CE programs do not require accreditation.</p> <p>1.3.8.1. Ongoing partnership established with the Medical Center of Plano and Frisco Landplan group. In both cases, meetings were held during FY2005 to explore new potential program offerings and foundation/endowment opportunities.</p> <p>1.3.9.1. CE developed new Massage Therapy program during summer 2005. Program was offered, but enrollment was insufficient to teach the courses.</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 8/31/2005
<p>2.1. Create a holistic (systematic) approach to defining and meeting student and community needs.</p>	<p>Leadership Team (Chesney)</p>	<p>8/31/2005</p>	<p>2.1.1. Academic plan developed that reflects the educational requirements of the community.</p> <p>2.1.2. Administrative plan developed that supports the college community's functions.</p> <p>2.1.3. Budget process developed that supports the integration of the District's major goals.</p> <p>2.1.4. Integration of plans and planning processes completed.</p>	<p>2.1.1.1. One-day planning retreat was conducted on 10/19/2004 to initiate the process of developing an academic plan. A subcommittee, chaired by Dean Beheler, was organized to continue the process focusing, first, on distance learning.</p> <p>2.1.1.2. Academic plan and its integration with the student development, budget and technology plans were discussed at length in the March Leadership Team meeting.</p> <p>2.1.1.3. In 4/2005, VPAA and VPSD discussed common tenets of an integrated academic/student development plan. Timeline for developing plan discussed at VPAA 4/2005 monthly meeting. Summer meetings of Academic Affairs and Student Development will lead to draft plan for distribution and review amongst both division in early fall 2005.</p> <p>2.1.1.4. March 2005 Leadership Team meeting established 11/2005 deadline for completion and presentation of 3-year academic plan.</p> <p>2.1.2.1. Not yet accomplished. Contingent upon completion of 2.1.1.</p> <p>2.1.3.1. Not yet accomplished. Contingent upon completion of 2.1.1.</p> <p>2.1.4.1. Academic plan and its integration with the student development, budget and technology plans were discussed during the March Leadership Team meeting.</p>

Goal 2. Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning. (continued, 2 of 3)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
2.2. Develop budget projections for priority program development.	Chesney, Jenkins, Deans	11/30/2004	<p>2.2.1. Potential new instructional programs ranked for development over the next 3 to 5 years based on community needs and growth potential.</p> <p>2.2.2. Budget projection model developed for priority programs.</p>	<p>2.2.1.1. A new AAS in Cybersecurity and three new Associate of Arts in Teaching degrees were approved by the THECB in late fall and early spring.</p> <p>2.2.1.2. New position for Dean of Health Science and Public Service was opened in spring 2005 for hire by summer 2005. Merry McBryde-Foster hired.</p> <p>2.2.1.3. New healthcare programs targeted for development over the next four years have been identified and presented to the President for review.</p> <p>2.2.1.4. A new Associates degree in Professional and Technical Communications is being developed for review.</p> <p>2.2.1.5. CCCCD is participating in a nanotechnology grant to explore program needs and opportunities.</p> <p>2.2.2.1. A new faculty position in Education was approved for FY2006. Cybersecurity implementation is expected to be budget neutral. Budget needs for new personnel to develop healthcare programs have been identified and presented to the President for review.</p>
	Chesney, Jenkins, Deans, Hall, Madden	1/31/2005	2.2.3. Budget projections developed for new and existing instructional programs based on rankings.	<p>2.2.3.1. Specific budget needs by program area were presented to the Leadership Team during budget hearings in 6/2005.</p> <p>2.2.3.2. Reserve funds were set-aside during initial budget development for new positions and new programs.</p> <p>2.2.3.3. Budget requirements were drafted by departments and submitted for review to Leadership Team for funding approval as part of the budget hearing process.</p> <p>2.2.3.4. After program approval, programs requiring funds based on priorities or setting aside new funds for FY2006.</p> <p>2.2.3.5. The "Reserve for Contingency" also allows funding of any program opportunities identified during the year and requiring additional funds to be implemented.</p>

Goal 2. Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning. (continued, 3 of 3)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>2.3. Design a dynamic technology plan for migration to a new administrative software system and integrate other emerging technologies to support the District's goals.</p>	<p>Hall, Hoyt, Leadership Team</p>	<p>8/31/2005</p>	<p>2.3.1. Comprehensive migration plan developed for implementation of the new administrative software.</p> <p>2.3.2. Applications support by District's Storage Area Networks (SANs) expanded.</p>	<p>2.3.1.1. The purchase of SunGardSCT's Banner Systems was approved in May 2005. In October of 2005, a comprehensive 36 month migration plan will be completed in conjunction with SunGardSCT personnel.</p> <p>2.3.2.1. Twenty of CCCCD's existing servers have been migrated to SANs. The additional space has made it possible to upgrade the server software and has provided at least double the former space available for applications (now up to 4.8 terabytes).</p> <p>2.3.2.2. Funding was approved to complete the replacement of the District's servers. These servers' applications will be moved to the District's Storage Area Networks (SAN). Funding was also approved for a tape backup solution for the SANs. Funds were also approved for servers for the upcoming migration to WebCT Campus Edition 6.0.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.1. Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum.</p>	<p>McRae, Chesney, Jenkins, Huppe, Deans, Chairs</p>	<p>8/31/2005</p>	<p>3.1.1. Awareness increased among prospective CCCCD students of workforce education programs and associated career opportunities using both on-site and high schools venues, and using both non-traditional role models and currently enrolled non-traditional students.</p> <p>3.1.2. Increased use of <i>Go Centers</i> within high schools to promote CCCCD's workforce education programs.</p> <p>3.1.3. Special populations' data base used to develop targeted advertising campaign.</p>	<p>3.1.1.1. Technology Day event planned for 4/2005. This event targets high school students, current CCCCD students and re-careering community members to provide information to include the emerging technologies related to non-traditional careers.</p> <p>3.1.1.2. Non-traditional occupations presentation made in 2/2005 at alternative high school class in Plano ISD pilot program that served ten people.</p> <p>3.1.2.1. Two new Go Centers established during FY2005 at Plano Senior and Allen high schools (HS) with increased activities at Williams HS. In the inaugural year, over 240 high school students were served by the four GO Centers.</p> <p>3.1.2.2. Allen High School partners include the Career And Technology Educators Coordinator, with plans to enroll targeted students in workforce education programs once they matriculate to CCCCD.</p> <p>3.1.3.1. Over 150 special population students returned response cards at college information sessions. The information gathered was used to build a special populations data base. Thus far, the data base has been used to support "First Generation Grant" reporting for last year, a grant renewal application for this year, and a direct mailing campaign that resulted 136 students and parents attending a new "Freshman Experience" event.</p> <p>3.1.3.2. The database for special population students has been utilized to market recruitment efforts at the college. With a list of over 150 students, we are able to target populations to advertise programs. Specifically, first generation college students have been identified for the First Generation College Student Grant.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 2 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.1. Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum. (continued)</p>	<p>McRae, Chesney, Jenkins, Huppe, Deans, Chairs (continued)</p>	<p>8/31/2005 (continued)</p>	<p>3.1.4. Based on work with high school counselors, various populations of potential CCCCDC students identified and provided with access to additional scholarships as resources become available.</p> <p>3.1.5. Recruitment materials that promote nontraditional career choices developed and distributed.</p>	<p>3.1.4.1. Partnership developed with Hendrick’s Academy of Honor. Through participation in the mentor program, 16% of the Hendrick’s graduates applied for and received First Generation College Student Grants.</p> <p>3.1.4.2. “Collin Compass,” newsletter of the Office of Retention and Programs for New Students, is sent monthly to 248 high school administrators, counselors, and staff members. It includes scholarship and program information as well as other valuable resources to aid high school counselors in disseminating information to potential Collin Students.</p> <p>3.1.4.3. High school counselors helped advertise and serve on planning committee for “Destination College: A Parent Workshop,” serving over 350 parents. Including high school counselors on a program planning committee strengthened the relationship between Collin and local high schools. Through their input, information provided at the parent program was consistent with the high school.</p> <p>3.1.5.1. An information sheet about non-traditional occupations was developed and distributed to 70 participants at Back to College Fair, October 2004. There has been no recorded response from those who received flyers on nontraditional occupations at the Back to College Fair. A review of the names of participants for this past October will determine the number of people who are now enrolled at CCCCDC.</p>

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Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.1. Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum. (continued)</p>	<p>McRae, Chesney, Jenkins, Huppe, Deans, Chairs (continued)</p>	<p>8/31/2005 (continued)</p>	<p>3.1.6. Career assessment and counseling increased/ improved with regard to nontraditional occupations.</p>	<p>3.1.6.1. During fall 2004, CSCWE implemented a pilot project to assist returning adults with career planning. The group met for four weeks utilizing a new assessment tool, the <i>Barriers to Employment Success</i>. The pilot project included only a small number of participants in the fall and the number increased by three for spring. Three-fourths of participants indicated that the content and activities addressed their career concerns and expressed a desire for more career information. 3.1.6.2. Spring and summer 2005 results show 209 users of e-Discover. (There was no activity during fall 2004 due to department relocation.) This was a 55% (from 114) increase from spring/summer 2004. In addition, 1,620 users pursued career development and job search services with CSCWE. Although these results are not specific to non-traditional occupations, these resources provided information about non-traditional career choices. 3.1.6.3. Although difficult to determine impact related to non-traditional career choices, selecting majors, or job placements, comments from users of e-Discover indicate in their evaluations of the program that they looked for more information about college majors, looked up selected occupations, talked with a counselor or parent about college or career plans, and looked for more information about conducting a job search.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 4 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.2. Expand access by developing and implementing delivery modalities that fill gaps in CCCCD's educational offerings and ensure quality by assessing learning outcomes for new delivery formats.</p>	<p>Chesney, Jenkins, McRae, Instructional Deans, Provosts, Faculty-Administrative Task Force, T. Martin</p>	<p>9/30/2004</p>	<p>3.2.1. Faculty-administrator task force organized to identify gaps in offerings and quality of CCCCD's educational delivery modalities and make recommendations to fill gaps and improve quality.</p> <p>3.2.2. Weekend college offerings expanded for spring 2005.</p>	<p>3.2.1.1. Academic Plan Administrative Team (APAT) met during fall 2005 to discuss distance-learning (DL) offerings, modalities, and long-range plan. Sub-group, led by Beheler, assigned to develop DL plan. Deans and provosts met with Associate Dean of Weekend College to develop schedule and possible degree plan(s).</p> <p>3.2.1.2. Learning Pods group met during spring 2005 to discuss enrollment, success rate, and future of pod format, locations and course offerings.</p> <p>3.2.2.1. A total of 21 more sections were offered during fall 2004 and spring 2005 compared to the same period during FY2004.</p>
		<p>12/15/2004</p>	<p>3.2.3. New brochure developed and distributed that promotes weekend college.</p> <p>3.2.4. Completed review of literature on higher education delivery modalities, their effectiveness, and institutions that offer them.</p> <p>3.2.5. Best practices institutions identified for various delivery and assessment modalities including, but not limited to, weekend college, learning pods, online instruction, and other modes of distance instruction.</p> <p>3.2.6. Parameters and format established for reporting on effectiveness of CCCCD's various educational delivery modalities.</p>	<p>3.2.3.1. Completed and under review for additional revision and marketing strategies.</p> <p>3.2.4.1. APAT members conducted literature review on DL best practices in delivery, organization, curriculum development, student services, IT and IT support, etc.</p> <p>3.2.5.1. Academic deans have researched and are including the relevant information in the 3-year Academic Plan (due 11/2005).</p> <p>3.2.6.1. Classroom evaluations used for traditional settings are replicated in other modalities. Outcomes measures for general education have either been implemented or will be in fall 2005.</p>
		<p>3/31/2005</p>	<p>3.2.7. Faculty-administrative team visits completed to best practices institutions and reports made to task force.</p>	<p>3.2.7.1. Research completed via voice and Internet technologies.</p>
		<p>5/31/2005</p>	<p>3.2.8. Report completed making recommendations for improvement and expansion of CCCCD's educational delivery modalities.</p>	<p>3.2.8.1. Distance Learning is one of three primary foci in the 3-year Academic Plan.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 5 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.2. Expand access by developing and implementing delivery modalities that fill gaps in CCCCD's educational offerings and ensure quality by assessing learning outcomes for new delivery formats. (continued)</p>	<p>Chesney, Jenkins, McRae, Instructional Deans, Provosts, Faculty-Administrative Task Force, T. Martin (continued)</p>	<p>8/31/2005</p>	<p>3.2.9. Plan completed for implementation no later than FY2006 to expand and improve CCCCD's educational delivery modalities. 3.2.10. Baseline report submitted to VPAA on effectiveness of CCCCD's various educational delivery modalities.</p>	<p>3.2.9.1. Not yet accomplished; scheduled for November 2005 delivery. 3.2.10.1. Not accomplished.</p>
<p>3.3. Evaluate and redesign CCCCD's academic advising model to optimize opportunities for student success and use of human and technological resources.</p>	<p>McRae, Chesney, N. Johnson, Instructional Deans</p>	<p>8/31/2005</p>	<p>3.3.1. Advisor-administrator team visits completed to best practice institutions to study alternate academic advising models. 3.3.2. Expectations of new academic advising model studied and clearly identified and include increased involvement of academic deans, chairs and faculty members in the student advising process.</p>	<p>3.3.1.1. Two academic advisors made benchmark visits to Georgia (3/21-22/2005) and to Michigan (4/20-22)2005). They visited a total of seven schools to gather information about advising programs and the role of faculty. It was found that at each college, faculty played a role in advising. Some examples included: faculty working in advising centers during peak registration periods; some were paid at a part time rate to work in advising centers on varying schedules; some faculty conducted group advising sessions for specialized areas (i.e., .Nursing, Office Systems Technology, and Child Development. [Reports of these trips are available.] 3.3.2.1. On 3/8/2005, a presentation of the advising models was made to the VPAA and Deans. The deans' group was receptive to creating a model to include faculty through an assigned professional advisor to work with the division faculty. 3.3.2.2. Presented advising models to Faculty Association Executive Committee on 4/28/2005. This committee was receptive to a model that would hire professional advisors for each academic division. 3.3.2.3. Presented advising models to entire faculty on 8/22/2005 at faculty retreat. Transcription of this discussion is in progress.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued, 6 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.3. Evaluate and redesign CCCCD's academic advising model to optimize opportunities for student success and use of human and technological resources. (continued)</p>	<p>McRae, Chesney, N. Johnson, Instructional Deans (continued)</p>	<p>8/31/2005 (continued)</p>	<p>3.3.3. New advising strategies pilot tested.</p> <p>3.3.4. Advising strategies implemented to reduce the impacts of withdrawals, particularly multiple withdrawals.</p> <p>3.3.5. Additional online advising services explored and implemented in connection with overall migration to new administrative software.</p> <p>3.3.6. Professional development provided to academic advisors and distance education faculty members to strengthen advising for distance learning students.</p>	<p>3.3.3.1. Not yet accomplished. Student focus groups will be held fall 2005 to complete presentation of advising models to all concerned groups. Representatives from Institutional Research Office will conduct these groups in October, 2005 on each campus.</p> <p>3.3.3.2. Not yet accomplished. Presentation of proposed model to all groups planned for spring 2006 and pilot test of new advising model is tentatively planned during summer 2006.</p> <p>3.3.4.1. Completed two mailings to students informing of their status regarding multiple repeats/withdrawals. Tracking reports for the 3-peat policy run during summer sessions indicated success in enforcing the policy. In summer I 2005, two students were removed from the state report due to excessive repeats; in summer II 2005, only one student was removed for excessive repeats. Academic Computing Services staff implemented a code in the registration process that placed a hold on specific courses taken twice for all students. This procedure generated a Repeat Screen (RPT) that all advisors can view when meeting with students in the advising lab; an additional step in enforcing the repeat policy.</p> <p>3.3.5.1. Online Student Support Services Sub-Team formed to explore the effectiveness and efficiency of CCCCD online student services.</p> <p>3.3.6.1. Not yet completed. Pending completion of 3.3.5.1.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued 7 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.4. Develop comprehensive strategies to facilitate transfer and success into baccalaureate programs.</p>	<p>Chesney, Jenkins, McRae, Instructional Deans, Cannon, T. Martin</p>	<p>8/31/2005</p>	<p>3.4.1. Recommendations of Dual Admissions Task Force reviewed.</p> <p>3.4.2. Dual admissions students tracked and status report prepared on the effectiveness of CCCCD's dual admissions programs.</p> <p>3.4.3. Discipline-specific articulation discussions organized for CCCCD and university faculty.</p> <p>3.4.4. Plan developed for improving transfer success and baccalaureate attainment of CCCCD students.</p>	<p>3.4.1.1. Recommendations of the taskforce reviewed and several recommendations implemented.</p> <p>3.4.1.2. TransferU Web site created and launched to increase online student and advisor access to transfer materials.</p> <p>3.4.1.3. Transfer guides scanned to Adobe Acrobat and posted on Web site for student and advisor access.</p> <p>3.4.1.4. Information for dual admissions press releases was provided to PR and TransferU has received ongoing exposure in <i>Cougar News</i>.</p> <p>3.4.1.5. Transfer Tips created and published in <i>Caleidiscopes</i></p> <p>3.4.1.6. Informational posters created and are posted on all campuses. New design for informational cards and posters will be worked out for FY2006.</p> <p>3.4.1.7. Dual Admissions Partner pages created on "TransferU" site.</p> <p>3.4.1.8. Dual Admissions Partner office in use at CPC & PRC.</p> <p>3.4.1.9. Increased student awareness of Texas Two-Step Program. CCCCD's Texas Two-Step representative hosted information sessions with individual departments. More than 500 postcards were sent to inform all current and former workforce education students who possess earned degrees/certificates of the Two-Step opportunity. Posters were created and posted on all campuses.</p> <p>3.4.2.1. Status report to be planned once partners send their annual data profile at the end of Spring 2005 report nearing completion for September 2005 deadline.</p> <p>3.4.3.1. Initial talks have taken place with Colleges of Education at UNT, UTD, TWU, TAMU-C and SFA for the articulated transfer of the new Associate of Arts in Teaching degree.</p> <p>3.4.4.1. Not yet accomplished.</p>

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations. (continued 8 of 8)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>3.5. Expand the number of high school students enrolled in concurrent enrollment/dual credit courses.</p>	<p>McRae, Chesney, Jenkins, Huppe, Provosts</p>	<p>8/31/2005</p>	<p>3.5.1. Number of course sections specifically for dual credit students increased at Collin County high schools and CCCCD campuses.</p> <p>3.5.2. Increased counselor contact initiatives and marketing to private schools.</p> <p>3.5.3. College 101 programs hosted for high school students and parents at PRC, CPC, and SCC.</p> <p>3.5.4. Relationships built with new high school counselors and administrators throughout the county to increase awareness of and access to concurrent enrollment/dual credit courses.</p>	<p>3.5.1.1. A total of 58 dual-credit course sections now offered, compared to 53 in fall 2004. A total of 929 students participated in the dual-credit program during fall 2005, a 19% increase over fall 2004.</p> <p>3.5.2.1. CCCCD increased its presence at private high schools through college recruiting events. Examples of schools include: Trinity Christian Academy, Lucas Christian Academy, and Dallas Catholic High School.</p> <p>3.5.2.2. Enhanced marketing efforts through the electronic department newsletter, "The Collin Compass," formerly a hard copy publication, "The Clarion."</p> <p>3.5.2.3. Hosted annual fall 2004 Counselor's Workshop which served 51 high school counselors, up 28% from fall 2003.</p> <p>3.5.2.4. Made site visit to new John Paul II High School with Leadership Team to establish relationship and increase awareness of dual-credit. Conducted site visit of Heritage Christian Academy. Advertised courses offered at Rockwall HIED center.</p> <p>3.5.3.1. Hosted fall College 101 programs serving 45 students at SCC, 11 at PRC, and 5 at CPC.</p> <p>3.5.3.2. Hosted spring College 101 programs serving 28 students at SCC and 8 at PRC.</p> <p>3.5.4.1. Conducted informational meetings and distributed informational material at 8 high schools in fall 2004.</p>

Goal 4. Strengthen internal and external awareness of CCCCD's academic, economic, cultural, and social resources.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>4.1. Promote and coordinate participation internally and externally in activities that engage the public in and inform them about CCCCD's programs and strengths.</p>	<p>Jenkins, Vasquez, Provosts</p>	<p>3/15/2005</p>	<p>4.1.1. Grand opening ceremony of PRC LRC building will have attracted community leaders and academic community.</p>	<p>4.1.1.1. Grand-opening ceremony for the PRC library and classroom building was held on 1/13/2005. It was attended by representatives from Frisco's Chamber of Commerce, business community, architects, CCCCD trustees, Foundation board members, faculty, and staff.</p>
		<p>8/31/2005</p>	<p>4.1.2. Participation on community boards and service organizations increased.</p> <p>4.1.3. National news coverage of select programs achieved.</p> <p>4.1.4. Web-based community calendar developed and launched.</p> <p>4.1.5. Specific marketing strategies for high growth communities in the service area developed.</p> <p>4.1.6. New conferencing facilities leveraged to expand involvement of internal and external constituents.</p>	<p>4.1.2.1. Administrators, faculty and staff are encouraged to be involved in the community. Baseline date will be collected this year for comparison.</p> <p>4.1.3.1. Thirty (30) Collin news items were published in national trade media.</p> <p>4.1.3.2. PR staff was trained on 9/23/2004 on how to get national higher education reporters to publish stories about Collin.</p> <p>4.1.3.3. Major national feature story published in <i>APA Monitor</i> about undergrad research in Collin's Psychology Program.</p> <p>4.1.4.1. Product and process under review.</p> <p>4.1.5.1. Additional advertising was placed in high growth markets and direct mail pieces were mailed to new residents moving into the service area.</p> <p>4.1.6.1. The new facility at PRC opened on January 13, 2005 and is being used by both internal and external groups. At SCC as of February 28, the total number of attendees at events in the SCC conference center booked by internal groups rose by 51% when compared to the same period last year. The total number of attendees at events booked by external groups rose by 30% and the number of attendees at all events rose by 45%.</p>

Goal 4. Strengthen internal and external awareness of CCCCD’s academic, economic, cultural, and social resources. (continued, 2 of 2)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
4.1. Promote and coordinate participation internally and externally in activities that engage the public in and inform them about CCCCD’s programs and strengths. (continued)	Jenkins, Vasquez, Provosts (continued)	8/31/2005	4.1.7. Program-specific marketing efforts developed and implemented for new programs.	4.1.7.1. A marketing plan to promote the Associate of Arts in Teaching has been developed and the initial strategies have been implemented. 4.1.7.2. Plans developed and implemented for ACE NSF grant, parents’ workshop, PRC library, new CE courses, SMART scholarship program, Consumer Health Information Center, mediation course, and Living Legends. News release for Cybersecurity pending approval.
4.2. Build college spirit and image.	McRae, Jenkins, Israel, Provosts, Vasquez, Gates	9/15/2004	4.2.1. New logo and style guide launched and promoted.	4.2.1.1. Completed. Style guide, intranet site and logo classes completed and promoted. It is too early to identify any specific impacts of this initiative.
		9/30/2004	4.2.2. New mascot launched and promoted both internally and externally.	4.2.2.1. Mascot launched. Collin, the CCCCD cougar mascot, was introduced to the College and the community during Welcome Week activities sponsored by Student Life during 9/2004. Students, faculty members, community residents and local press were invited to meet Collin. 4.2.2.2. College has implemented “Cougar Mail.” 4.2.2.3. Student Life has created new student programming board called CAB (Cougar Activity Board). 4.2.2.4. All publicity has been positive. College and community have embraced the cougar as the Collin mascot.
		5/31/2005	4.2.3. Student organizations involved in initiatives to build college spirit.	4.2.3.1. Spirit Committee created to allow all student organizations an equal opportunity to foster the efforts of Student Life and Student Government to build college spirit. 4.2.3.2. SGA continues to promote the Spirit Committee. 4.2.3.3. Student Life continues to sponsor events using Collin and the college logo to build college spirit.
		8/31/2005	4.2.4. Transition to new logo essentially completed.	4.2.4.1. Logo updated in major publications, advertising, District stationery, bookstore, flags, new brochures, signage, etc. Inventory conducted in 2/2005 at all locations to identify remaining updates. It is too early to identify any specific impacts of this initiative.

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.1. Increase philanthropy by 50% within three years.</p>	<p>Israel, Roman</p>	<p>8/31/2005</p>	<p>5.1.1. At least a 25% increase in philanthropic giving to CCCCD above what was given in FY2003.</p>	<p>5.1.1.1. Philanthropic gifts (not including bequests) increased 246% in the 12-month period of FY2005 over the same period of FY2004, increasing from \$376,984 to \$1,302,988.</p>
<p>5.2. Increase involvement of faculty members, chairs, and deans in identifying, applying for, and administering grants to assist with funding for developing curriculum or enhancing existing programs.</p>	<p>Roman, Chesney, Jenkins, Deans, Chairs</p>	<p>8/31/2005</p>	<p>5.2.1. At least an 80% increase in the number of faculty, deans and directors working with the Foundation/Development Office (FDO) in the submission of grants above FY2004.</p>	<p>5.2.1.1. A “Help America Vote College Program” proposal was submitted to the U.S. Election Assistance Commission. It was denied, though CCCCD’s proposal made the final cut. 5.2.1.2. Career Services: Director will determine how many students complete the Meyers Briggs assessment before deciding if there is sufficient need to justify searching for grant funding to automate Meyers Briggs scoring. 5.2.1.3. Increased communications by 200% by sending various “ticker” E-mails to specific VP’s, Faculty, Deans, Directors and also sent District-wide E-mails, pointing out specific potential grant funding opportunities and URL’s. 5.2.1.4. The FDO submitted and received a \$120,000 challenge grant from the Hoblitzelle Foundation for the expansion of the Center for Healthcare Studies. 5.2.1.5. The FDO solicited and obtained matching grants & gifts from 5 other sources to match the Hoblitzelle challenge. In addition, 4 additional proposals were submitted and are pending with reviews expected in November 2005. 5.2.1.6. The FDO sent a “Letter of Interest” on behalf of the Chemistry Department to the “Texas Regional Collaboratives for Excellence in Science Teaching.”</p>

Goal 5. Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 2 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.2. Increase involvement of faculty members, chairs, and deans in identifying, applying for, and administering grants to assist with funding for developing curriculum or enhancing existing programs. (continued)</p>	<p>Roman, Chesney, Jenkins, Deans, Chairs (continued)</p>	<p>8/31/2005 (continued)</p>	<p>5.2.1. At least an 80% increase in the number of faculty, deans and directors working with the Foundation/Development Office (FDO) in the submission of grants above FY2004. (continued)</p>	<p>5.2.1.7. The FDO created two new Intranet pages: “Grant Opportunities” and “Grant Tips & Resources” for District-wide distribution via E-mail. Both pages are full of useful/practical information. 5.2.1.8. The FDO created and presented “Grant Writing 101” at four Professional Development Workshops. Deans, faculty & staff were among the 51 registered. Participants who were interested in working on future grant-writing teams were identified along with their grant ideas. 5.2.1.9. In collaboration with the Fine Arts Department, the FDO explored several funding sources and targeted the National Endowment for the Arts as the strongest potential match for future Fine Arts program grants. 5.2.1.10. In collaboration with the Communications & Humanities Department, the FDO explored funding sources for an Institute for Near East Studies and targeted the Department of Education as a potential match for future Communications & Humanities program grants. 5.2.1.11. The FDO continued searching for potential funding sources for the Developmental Math Department. 5.2.1.12. A preliminary proposal was submitted by the Center for Scholarly and Civic Engagement to the Ford Foundation for “Difficult Dialogues.”</p>

Goal 5. Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 3 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.3. Design an organizational structure with the capacity to effectively and efficiently support at least 50,000 credit and noncredit students per year.</p>	<p>Israel, Russell, Leadership Team</p>	<p>1/31/2005</p>	<p>5.3.1. Study completed comparing CCCCD's organizational structure to those of other rapidly growing multicampus colleges and universities.</p>	<p>5.3.1.1. Information regarding the organizational structures of other rapidly growing multi-campus community colleges was collected and included colleges such as North Harris Montgomery, Austin, and San Jacinto colleges in Texas; Johnson County in Kansas; Metropolitan and St. Louis in Missouri. This information will be used in further review and analysis of the Collin organizational structure during FY2006. 5.3.1.2. The VPAA and EVP worked with academic deans to review other college academic organizational structures and to develop possible restructuring plans for the Academic Affairs Division. 5.3.2.1. Organizational reviews have been completed and changes instituted within several administrative and academic units, including Education, Law Enforcement, Social Sciences, Health and Public Services, Media Services, Teaching/Learning Center, Engineering and Emerging Technologies, Institutional Research, and the President's Office. These changes resulted in the elimination of one full-time support staff position in the President's Office and one full-time position in the Information Technology Office. Savings of approximately \$65,000 were realized, with a portion of those resource savings used to improve classroom media and computing lab support to faculty and students. 5.3.2.2. Greater integration was needed between Media Services, Academic Computing, and Network Services. Thus, Media Services was transferred from Academic Affairs to the Information Systems Technology Division.</p>

Goal 5. Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 4 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.3. Design an organizational structure with the capacity to effectively and efficiently support at least 50,000 credit and noncredit students per year. (continued)</p>	<p>Israel, Russell, Leadership Team (Jenkins) (continued)</p>	<p>1/31/2005 (continued)</p>	<p>5.3.2. Staffing models established to provide support for CCCCD's anticipated growth. (continued)</p> <p>5.3.3. Gap analysis conducted of skills and staffing needed to implement the planned organizational structure.</p> <p>5.3.4. Action plans designed to resolve identified gaps.</p>	<p>5.3.2.3. The need for increased academic leadership and coordination in distance learning resulted in relocation of Distance Learning Coordinator and the Teaching/Learning Centers under the supervision of an instructional dean and the elimination of one full-time administrative position.</p> <p>5.3.2.4. A QEP Director was appointed to spearhead effective and efficient revision and implementation of Collin's SACS QEP.</p> <p>5.3.3.1. A team led by the Assistant Director of Professional Development has been established to review the required knowledge, skills and abilities of the College's administrative staff (deans and directors) in order to be prepared for both growth and anticipated retirements within these positions. An analysis of the possible retirement dates of the selected group has been completed. Additional review of this information will be conducted during FY2006, and a framework for a gap analysis process will be developed.</p> <p>5.3.4.1. Action plans to resolve the anticipated gaps in knowledge, skills and abilities will be developed in FY0206.</p>

Goal 5. Maximize the development and use of CCCCD’s human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 5 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.3. Design an organizational structure with the capacity to effectively and efficiently support at least 50,000 credit and noncredit students per year. (continued)</p>	<p>Israel, Russell, Leadership Team (continued)</p>	<p>1/31/2005 (continued)</p>	<p>5.3.5. System developed to provide for retraining of faculty and staff to increase organizational flexibility.</p>	<p>5.3.5.1. CCCCD partnered with the University of Texas at Dallas to offer full scholarships for as many as ten full-time faculty members to pursue doctoral degrees. Two slots were filled in the first semester. 5.3.5.2. The organizational shift of the Teaching/Learning Centers to become a part of an academic division that focuses on technology will help position the department to enhance its training and support of faculty. FY06 will provide base line data from which performance and outcomes can be tracked. 5.3.5.2 With the reclassification of a position as Assistant Director of Professional Development in 2004, significant progress has been made to enhance professional development of staff. Based on survey feedback from participants in prior professional development programs, improvements have been implemented that include the offering of “Professional Development Week” programs on all campuses. In addition, improved announcements have been designed to enhance interest and participation in these programs. FY2005 will serve as the base year for tracking participation in professional development programs, beginning with approximately 475 participants in the two professional development weeks offered this year.</p>
<p>5.4. Complete development of CPC master plan.</p>	<p>Israel, Parcels, Board of Trustees, Leadership Team</p>	<p>1/31/2005</p>	<p>5.4.1. CPC master plan by Board of Trustees.</p>	<p>5.4.1.1. Board of Trustees approved F&S Partners, Inc. to lead the CPC master planning process at 2/2005 Board Meeting. 5.4.1.2. Master planning process began 3/22/2005.</p>

Goal 5. Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 6 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.5. Provide environments that enhance student and teacher experiences and incorporate advanced technology systems to improve efficiency of CCCCD's operations and processes.</p>	<p>Provosts, Hall, Chesney, Deans, Hoyt (Rodgers)</p>	<p>8/31/2005</p>	<p>5.5.1. Professional development activities provided on the use of classroom technology.</p> <p>5.5.2. Use of library's electronic research resources expanded.</p> <p>5.5.3. Voice over Internet Protocol (VoIP) implemented for new PRC LRC building.</p>	<p>5.5.1.1. Special group training sessions on the new Starboard interactive panel technology were held on all three campuses for faculty during the 2005 spring semester. A total of 25 CPC instructors, 30 SCC instructors, and 15 PRC instructors attended, which resulted in an increase of faculty requests for classrooms equipped with StarBoard technology.</p> <p>5.5.1.2. Teaching/Learning Centers began providing individual Starboard training sessions for faculty. TLC staffing added at PRC and—virtually—to CPC. Emphasis of Faculty Development week includes classroom technology.</p> <p>5.5.2.1. In FY2005, use of electronic reserves increased 59.74% over FY 2004 (from 29,605 to 47,290). Research queries using online databases and full-text resources increased 38.10% (from 219,228 to 302,757). Use of electronic resources from off-campus increased 49.96% (from 21,159 to 31,730).</p> <p>5.5.3.1. VoIP was implemented in 1/2005 at PRC's new L building as District pilot test. VoIP provides unified communications, IP video, and audio conferencing. The installation consisted of 41 VoIP phones, one conference phone, three fax machines, two cordless phones, and 37 voicemail boxes. Voice quality afforded by system has already proven superior to conventional telephony.</p>

Goal 5. Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic, organizational, and financial vitality. (continued, 7 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2005
<p>5.5. Provide environments that enhance student and teacher experiences and incorporate advanced technology systems to improve efficiency of CCCCD's operations and processes. (continued)</p>	<p>Provosts, Hall, Chesney, Deans, Hoyt (Jenkins) (continued)</p>	<p>8/31/2005 (continued)</p>	<p>5.5.4. Email accounts implemented for students enrolled in Internet-based courses.</p> <p>5.5.5. Online advising system for continuing education students pilot tested.</p> <p>5.5.6. College-wide ID (CWID) implemented.</p>	<p>5.5.4.1. Cougar email accounts for students enrolled in Internet-based courses were implemented for spring 2005. A total of 571 students enrolled in Internet-based courses were assigned Cougar email accounts. As of fall 2005, all credit students have Cougar email accounts.</p> <p>5.5.5.1. Continuing Education has modified the FAQs collected from other community colleges web sites and schedules to be program specific to CCCCD programs. The FAQs will be implemented as a static feature on the CE website, an interactive system will involve programming changes.</p> <p>5.5.6.1. The College-wide ID system was implemented during spring 2005 in the Student Information System and many peripheral systems. Some of these include the Pharos SignUp and UniPrint systems in the LRCs, Novell Network accounts for students, Cougarmail passwords, and the student registration system.</p>
<p>5.6. Develop plans for a new CCCCD administrative center and redevelopment of CYC.</p>	<p>Israel, Hall, Board of Trustees, Leadership Team</p>	<p>8/31/2005</p>	<p>5.6.1. Site selection for new CCCCD administrative center approved by Board of Trustees.</p> <p>5.6.2. Plan developed to retrofit CYC for new uses once administrative offices are relocated.</p> <p>5.6.3. Timeline and preliminary plan developed for construction of new CCCCD administrative center, relocation of administrative offices and instructional programs from CYC and campuses to new administrative center, and retrofitting of CYC.</p>	<p>5.6.1.1. Tabled for 60 days at the 5/2005 Board meeting when a final recommendation will be made.</p> <p>5.6.2.1. Not yet accomplished. Contingent upon completion of 5.6.1.1.</p> <p>5.6.3.1. Not yet accomplished. Contingent upon completion of 5.6.1.1.</p>