

FY2007 District Strategic Plan Year-End Status Report Collin County Community College District

Goal 1. Create and elevate programs and services that foster a scholarly community.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.1. Operationalize Collin’s definition of “scholarly community.”</p>	<p>Chesney, Newman, Parcels, Rodgers, McRae, Academic Deans, Faculty</p>	<p>8/31/2007</p>	<p>1.1.1. Successful implementation of FY2007 QEP targets.</p>	<p>1.1.1.1. The entire AA/AS core curriculum has been offered in the Learning Community (LC) format.</p> <p>1.1.1.2. A total of 292 students enrolled in LCs consisting of paired core courses during FY2007.</p> <p>1.1.1.3. LC offerings for FY2007 focused on the Social & Behavioral Sciences (SBS) and Physical Education (PE) core curricula. LCs were offered that meet core course requirements for both areas. All SBS core LCs offered in spring 2007 had sufficient enrollment to allow them to be taught, but low enrollment necessitated that the PE LC be cancelled.</p> <p>1.1.1.4. Core pairings for FY2008 will focus on CH and BCS. LCs meeting core requirements in these areas have been approved for FY2008.</p> <p>1.1.1.5. LC learning outcomes data are documented for all fall 2006. An analysis comparing LC outcomes to stand-alone course outcomes will take place when General Education data are available.</p> <p>1.1.1.6. Faculty development for the QEP included an “Introduction to Learning Communities” workshop on 3/22/2007, a “Blended Learning Outcomes” workshop 12/8/2007, a “Learning Outcomes Conference” on 9/28/2007, and a “Critical Thinking Workshop” on 11/3/2007.</p>
			<p>1.1.2. Learning gains demonstrated through the use of measurable outcomes and results.</p>	<p>1.1.2.1. Partially accomplished. QEP data have been collected, but analysis is not complete.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community. (continued, 2 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.1. Operationalize Collin’s definition of “scholarly community.” (continued)</p>	<p>Chesney, Newman, Parcels, Rodgers, McRae, Academic Deans, Faculty (continued)</p>	<p>8/31/2007 (continued)</p>	<p>1.1.3. Experimental collaborative learning spaces installed at each campus.</p>	<p>1.1.3.1. Classroom F172 PRC has been redesigned to offer a flexible space for collaborative learning. Effectiveness will be measured prior to replication.</p>
			<p>1.1.4. District-wide learning, assembly, and speaker series developed to encourage intellectual inquiry and discourse.</p>	<p>1.1.4.1. Accomplished. Collin College Distinguished Speaker Series presented 3 speakers during FY2007 focusing on the intersection of science, religion, and law. Approximately 900 students attended the first two lectures.</p> <p>1.1.4.2. The FY2008 Distinguished Speaker Series was scheduled and funded. The new theme is “knowledge.” Speakers have been identified and announced District-wide.</p>
			<p>1.1.5. Awareness of dual admissions partnerships increased among Collin students and internal/external stakeholders.</p>	<p>1.1.5.1. New dual admissions agreement with Texas A&M University was publicized through the media and the winter/spring issue of the <i>Connections</i> community newsletter. New marketing developed and distributed.</p> <p>1.1.5.2. Information about the new benefits of the UT-D Comet Connection dual admissions program was released to the press.</p> <p>1.1.5.3. The “Transfer U” Web site was redesigned for improved navigation and usability.</p> <p>1.1.5.4. A pre-admissions agreement was signed with Baylor University.</p> <p>1.1.5.5. A University Partnerships brochure and poster were developed. Posters were placed in most classrooms on PRC, SCC and CPC in summer 2007. Brochures were also distributed internally and to high school counselors prior to fall 2007. Effects of the promotional materials will be evaluated throughout FY2008.</p> <p>1.1.5.6. University partners have scheduled dates and times for FY2008 Collin advising/admission sessions with students. A tracking system is being implemented during fall 2007 to provide data measure the degree to which students are becoming aware of and taking advantage of Collin’s university partnerships.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community. (continued, 3 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.1. Operationalize Collin’s definition of “scholarly community.” (concluded)</p>	<p>Chesney, Newman, Parcels, Rodgers, McRae, Academic Deans, Faculty (concluded)</p>	<p>8/31/2007 (concluded)</p>	<p>1.1.6. More personalized services targeted at Collin students who intend to transfer.</p>	<p>1.1.6.1. Accomplished. A new transfer advisor position was created at SCC to provide specific advising for transfer students.</p> <p>1.1.6.2. Accomplished. University advisors make regular visits to all three Collin campuses for individual advising. Students can schedule appointments through universitytransfer@cccdd.edu. UT-D, UNT, TAMU and TAMU-C participate in the individual advising program.</p> <p>1.1.6.3. Accomplished. Vice President of Student Development and Associate Vice President of Student Development collaborated with Texas A&M Commerce partners to interview, select and award 12 students transfer scholarships for spring 2007. These are new scholarships with Texas A&M Commerce.</p> <p>1.1.6.4. Hannah Chang named Advisor for Transfer Students within Student Development.</p> <p>1.1.6.5. University partners have scheduled dates and times for FY2008 Collin advising/admission sessions with students. A tracking system is being implemented during fall 2007 to provide data measure the degree to which students are becoming aware of and taking advantage of Collin’s university partnerships.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community. (continued, 4 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.2. Increase external funding to support scholarships that enable students to pursue scholarly activities at Collin.</p>	<p>Jenkins, Roman, Frazier, Leadership Team</p>	<p>8/31/2007</p>	<p>1.2.1. Classrooms, laboratories, instructional areas, buildings and other facilities appropriate for naming are identified on all campuses and approved by the Board of Trustees.</p>	<p>1.2.1.1. Architectural plans requested to identify areas in existing facilities, buildings under construction and proposed facilities appropriate for naming opportunities. This milestone will be moved to the FY2008 strategic plan. It was not accomplished primarily due to staffing and organizational changes that resulted in other aspects of the Foundation taking priority.</p>
			<p>1.2.2. Two new endowed chairs secured to support student scholarships.</p>	<p>1.2.2.1. Initial prospect list has been developed and solicitation plans are being developed. 1.2.2.2. Cultivation has begun with two family foundations. This milestone will carry over into FY2008.</p>
			<p>1.2.3. \$400,000 raised through Foundation and Development initiatives to support student tuition, fees and textbook scholarships.</p>	<p>1.2.3.1. The MONOPOLY™ Madness event raised \$187,000 in cash donations. 1.2.3.2. Another \$177,176 was received for scholarships. 1.2.3.3. Another \$87,972 was received for excellence funds. 1.2.3.4. The first Lebrecht-Hites transfer scholarship was established with \$100,000 from the Hites Family Foundation and a match from the Lebrecht Quasi Endowment held by the District. 1.2.3.5. Total cash received during FY2007 was approximately \$625,000. Pledges for scholarships and excellence funds totaled an additional \$40,000.</p>
			<p>1.2.4. \$250,000 secured through the naming opportunity portion of the major gifts campaign.</p>	<p>1.2.4.1. Not yet accomplished pending identification and approval of naming opportunities in 1.2.1.1.</p>
<p>1.3. Align academic and workforce education program assessments with learning and other student outcome measures.</p>	<p>T. Jenkins, T. Martin, Chesney, V. Putman, Academic Deans</p>	<p>5/31/2007</p>	<p>1.3.1. Review of current academic and workforce program assessment instruments, processes, and reporting protocols completed.</p>	<p>1.3.1.1. Meetings conducted with T. Jenkins (9/21/2006, 2/7/2007), Chesney (10/3/2006), and academic deans (10/12/2006, 11/16/2006) to develop a framework for revising the program assessment instruments and processes within the context of meaningful student learning outcomes and relevant SACS and THECB standards. 1.3.1.2. Based on reviewer feedback, it was determined that the new instrument and process should focus on assessing the core curriculum within the contexts of student learning, SACS criteria, and THECB standards with the expectation that the model will serve as a template for assessing workforce education programs.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community. (continued, 5 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.3. Align academic and workforce education program assessments with learning and other student outcome measures. (concluded)</p>	<p>T. Jenkins, T. Martin, Chesney, V. Putman, Academic Deans (concluded)</p>	<p>5/31/2007 (concluded)</p>	<p>1.3.2. Academic and workforce program assessment instruments revised to (a) integrate essential student outcomes measures from the QEP and Collin’s response to SACS recommendation 3.5.1., (b) eliminate nonessential measures, (c) retain or strengthen measures related to THECB, SACS, and federal mandates, and (d) improve the utility of associated reporting protocols.</p>	<p>1.3.2.1. Multiple drafts were reviewed by T. Jenkins, Chesney, and the Academic Deans between February and May. Revisions were made throughout the review process in response to feedback received and to ensure compliance with SACS, state, and federal reporting requirements, streamlining of the process, and improving the utility of the assessment program.</p>
			<p>1.3.3. Academic and workforce program assessment processes revised to maximize efficiency and utility of results.</p>	<p>1.3.3.1. T. Jenkins presented the proposed academic program assessment model to the Leadership Team on 6/18/2007. 1.3.3.2. The LT approved the proposal with two recommendations: (1) delay implementation of the new academic program assessment so the process can be integrated with the District’s newly acquired WEAVEonline software, and (2) pay particular attention to an effective roll-out of the new academic program assessment to ensure that faculty understand what is expected of them and to ensure faculty buy-in.</p>
			<p>1.3.4. Revisions to instruments, processes, and reporting protocols integrated into annual program assessment calendar and training workshop.</p>	<p>1.3.4.1. Not accomplished. The instrument and process are ready, but WEAVEonline is still in its initiation phase. The process of implanting the new academic program assessment model cannot move further until training for WEAVEonline is completed and a determination can be made about the degree to which the academic program assessment can be integrated into WEAVEonline.</p>
			<p>1.3.5. Preparations completed for implementation of new program assessment instruments, processes, and reporting protocols for FY2008.</p>	<p>1.3.5.1. Not accomplished. The new academic program assessment will be implemented during FY2008 after it has been integrated, to whatever degree is possible, with WEAVEonline.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community. (concluded, 6 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>1.4. Design and develop new instructional and administrative facilities.</p>	<p>Israel, Hall, Leadership Team</p>	<p>8/31/2007</p>	<p>1.4.1. Construction drawings finalized and construction begun on new building(s) at CPC based on campus master plan.</p>	<p>1.4.1.1. The Board of Trustees approved Hunt Construction as the Construction Manager at Risk at its 10/24/2006 meeting. 1.4.1.2. Plans are finalized, and a groundbreaking ceremony took place on 8/28/2007. 1.4.1.3. Construction bids are currently being received by Hunt. Hunt will present a guaranteed maximum price for the project at the 10/25/ 2007 Board meeting.</p>
			<p>1.4.2. Construction drawings finalized and construction begun on new PRC academic building.</p>	<p>1.4.2.1. Substantial completion for this project is 10/31/2007.</p>
			<p>1.4.3. Construction begun on new District administration building.</p>	<p>1.4.3.1. Initial plans are 90% complete, but contract negotiations continue with the City of McKinney.</p>
			<p>1.4.4. Facility needs of Culinary Arts program addressed.</p>	<p>1.4.4.1. Corgan Associates, Inc. was awarded a contract for architectural, civil, limited structural and MEP engineering services at the 10/28/2007 Board meeting for the construction of a Culinary Arts area in Alumni Hall at PRC.</p>
			<p>1.4.5. Future campus sites identified and land acquired.</p>	<p>1.4.5.1. About 78 acres were purchased in Farmersville for a future District site.</p>

Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>2.1. Develop new credit and Continuing Education (CE) healthcare programs.</p>	<p>Chesney, T. Jenkins, M. McRae, Parcells, McBryde-Foster, Hardy, Albrecht</p>	<p>8/31/2007</p>	<p>2.1.1. Curriculum for Surgical Technician and Health Information Technology (HIT) programs developed.</p>	<p>2.1.1.1. Surgical Technology AAS curriculum developed and approved through internal and THECB processes. HIT AAS curriculum developed and approved through internal processes and THECB approval is pending.</p>
			<p>2.1.2. Curriculum for new healthcare programs approved by Board of Trustees and the Texas Higher Education Coordinating Board (THECB).</p>	<p>2.1.2.1. Surgical Technology AAS curriculum approved by Collin's Board of Trustees and the THECB.</p>
			<p>2.1.3. Appropriate faculty and staff hired to implement the programs.</p>	<p>2.1.3.1. Surgical Technology Director position was filled with the hiring of Don Martin in summer 2007. 2.1.3.2. Deadline for students to apply for admissions to the Surgical Technology program was extended to 11/2/2007.</p>
			<p>2.1.4. Master plan for renovation and expansion of CPC facilities completed.</p>	<p>2.1.4.1. CPC plans in construction phase.</p>
			<p>2.1.5. Virtual care (simulation) lab established.</p>	<p>2.1.5.1. Accomplished. Four simulation sites established and in use. 2.1.5.2. All allied health programs have used the simulation labs and tabulated student evaluations of their experience. Students are very positive about their experiences and often comment that they would like to repeat the simulations. 2.1.5.3. It is too early to tell if there is an impact on graduation rates or course grades. This is being tracked by the Simulation Lab Task Force.</p>
			<p>2.1.6. Community education plan developed, including emphasis on preventative healthcare.</p>	<p>2.1.6.1. "LiveSmart" Health & Safety Fair held at CPC on 3/2/2007. 2.1.6.2. Over 250 people attended the Fair, and 99 completed the evaluation survey. The Breast cancer awareness session had the greatest number of attendees. Overall, participants rated the sessions "excellent." Impact on life style was rated positively by 92% of respondents. Screenings and booth presentations were rated as "excellent." About 96% of respondents said they intended to attend next year.</p>

Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 2 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>2.1. Develop new credit and Continuing Education (CE) healthcare programs. (continued)</p>	<p>Chesney, T. Jenkins, M. McRae, Parcells, McBryde-Foster, Hardy, Albrecht (continued)</p>	<p>8/31/2007 (continued)</p>	<p>2.1.7. Tech-Prep refocused on healthcare training.</p>	<p>2.1.7.1. “Scrubs,” a two-day session for high school students that was to focus on health and emergency services careers, was scheduled for 2007, but it had to be postponed until summer 2008 due to low pre-enrollment.</p> <p>2.1.7.2. Camp conducted in 6/2007 enrolled 6 local high school teachers in a 4-day interactive workshop. The intended outcome was to provide teachers with a realistic understanding of the health care industry through experiential instruction and creation of instructional units that they could implement in their own classrooms. They developed lesson plans, attended workshops taught by a Bridges instructor, and conducted research in the health section of the CPC LRC. Four teachers completed the workshop. Participants have since asked to bring their students to campus for tours, and they would like Collin faculty to visit their classes in the upcoming year.</p> <p>2.1.7.3. Responses from participants were very positive. They were very impressed that they had a sample of the teaching and learning modalities we use in health science programs. They submitted projects they intended to implement with their own students. This event allows the HSES Division to begin a network and dialog with high school teachers and counselors to enable them to direct students toward health professions and fire service careers.</p>

Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 3 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>2.1. Develop new credit and Continuing Education (CE) healthcare programs. (concluded)</p>	<p>Chesney, T. Jenkins, M. McRae, Parcells, McBryde-Foster, Hardy, Albrecht (concluded)</p>	<p>8/31/2007 (concluded)</p>	<p>2.1.8. Bridge from CE healthcare programs to credit healthcare programs developed and pilot tested.</p>	<p>2.1.8.1. Dental Assistant Program was initially identified as a potential bridge program to Dental Hygiene, but due to the high volume of applicants and small number of applicants accepted by the Dental Hygiene program, a bridge program was not feasible for this discipline. Qualified CE Dental Assistant students are welcomed to apply for openings in the Dental Hygiene program. 2.1.8.2. Health Information Management is a potential bridge program once the HIT AAS degree is established. The program is currently pending THECB approval. 2.1.8.3. Five CE students successfully completed the Pathophysiology course.</p>
			<p>2.1.9. CE Cancer Information Specialist program created.</p>	<p>2.1.9.1. Feasibility study revealed that sufficient demand for the position did not exist currently. Information is currently disseminated through the American Cancer Society, National Cancer Institute and Texas Cancer Council. 2.1.9.2 Cancer Survivorship Conference was scheduled for 2/2007, but was cancelled due to low enrollment. 2.1.9.3 Conference was held 4/20/2007 on Differential Diagnosis of Common Oral Lesions and Oral Complication of Cancer Therapy. Seventeen people registered and attended this conference.</p>
			<p>2.1.10. Feasibility of Chiropractic Assistant training evaluated.</p>	<p>2.1.10.1. Meetings have been held with four Chiropractors and there is very little demand for formal training for assistants. OJT is provided to individuals desiring to become Chiropractor Assistants (CAs). CAs are not licensed or regulated through a national or state accrediting organization. Therefore it has been determined that a Chiropractor Assistant program is not feasible at this time. 2.1.10.2. CE offered Rehabilitation Aide (PT/OT) training during summer 2007. Four students enrolled.</p>

Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry. (continued 4 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
2.2. Identify and meet needs of area healthcare providers.	T. Jenkins, Hardy, Albrecht, Sheppard, Wormald, McBryde-Foster	12/31/2006	2.2.1. Steering committee of healthcare professionals established to identify courses and programs that meet common needs and to serve as a resource for future course development.	2.2.1.1. Established network of healthcare professionals to identify courses and programs to meet common needs and to serve as future resource for new courses and programs. Representatives in the network are from Baylor Plano, Medical Center of Plano, and Presbyterian Plano. Baylor Plano and Presbyterian Plano both have a major need for Patient Care Technicians. Baylor Plano also needs EKG and Unit Secretaries. Medical Center of Plano needs Certified Nursing Assistants. Preliminary discussions have been held with Baylor Plano for an internship for a Unit Secretary series. 2.2.1.2. Established Advisory Committee of healthcare professionals for the CE Medical Coding Certificate series. The committee revised textbook requirements and course syllabi and has made a recommendation for addition of a computer class to the series. The committee is working with the American Association of Professional Coder's (AAPC) Project Extern on the possibility of externships for Medical Coding students.
			2.2.2. CE classes scheduled for common needs training for local hospitals.	2.2.2.1. Hospitals surveyed have requested degree programs in the radiology professions - X-ray tech, Sonography, MRI and CT as well as continuing education programs for Patient Care Technicians, Medical Assistants and/or Certified Nurse Aides. 2.2.2.2 Other courses requested are ESL and Spanish which are being provided through the Business Solutions Group (BSG). During FY2007, BSG provided 2 ESL classes at Presbyterian Hospital of Plano and 19 classes in Spanish for Healthcare Professionals, ESL, and Accent Modification at Baylor Healthcare Systems. In 10/2007, 3 additional Accent Modification and ESL classes will be provided at Baylor.
			2.2.3. Case Management certification pilot tested as common need training for hospitals.	2.2.3.1. CE developed a Practice Management certificate to be offered during fall 2007.

Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry. (continued 5 of 6)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
2.2. Identify and meet needs of area healthcare providers. (concluded)	T. Jenkins, Hardy, Albrecht, Sheppard, Wormald, McBryde-Foster (concluded)	12/31/2006 (concluded)	<p>2.2.4. Seminars conducted on current and emerging healthcare issues.</p> <p>2.2.5. At least 12 new prospects added to data base providing information about DDI Healthcare Customer Service curriculum, Workplace Spanish and ESL Healthcare curriculum for healthcare professionals.</p>	<p>2.2.4.1. Conference on Differential Diagnosis of Common Oral Lesions and Oral Complication of Cancer Therapy was conducted on 4/20/2007. Seventeen people participated.</p> <p>2.2.5.1. About 800 prospects, many healthcare and healthcare-related, were presented with DDI Healthcare customer service as well as all BSG's healthcare-related products through a column in the BSG Newsletter in 2006. It was anticipated that many would then be interested in pursuing this nationally recognized curriculum.</p> <p>2.2.5.2. During 2007 BSG added 5 new active healthcare prospects to the database and two became clients. One prospect, Therapy 2000, a healthcare firm that provides a full range of Pediatric services in physical therapy, occupational therapy, and speech/language therapy in home, school, or day-care settings, contracted with BSG for a DDI course on Essential Interviewing Skills. Baylor Health Care's Clinical Services division contracted with BSG for Accent Modification Coaching. During FY2007, BSG provided two ESL classes at Presbyterian Hospital of Plano and 19 classes in Spanish for Healthcare Professionals, ESL, and Accent Modification at Baylor Healthcare Systems. In 9/2007, 3 additional Accent Modification and ESL classes will be provided at Baylor.</p>
2.3. Increase financial support for the Center of Excellence in Healthcare.	Roman, T. Jenkins, Chesney, McBryde-Foster, Hardy, Greenwell	6/30/2007	<p>2.3.1. Proposals submitted for workforce training grants.</p> <p>2.3.2. Private foundation support cultivated and acquired.</p>	<p>2.3.1.1. One grant proposal submitted and not funded in diagnostic sonography. Continually scanning for additional healthcare related grant opportunities. Many of the healthcare grant opportunities are written for medical research facilities and clinical facilities. Workforce healthcare training grant opportunities are very limited especially since healthcare is not one of the Texas Governor's industry clusters targeted for funding.</p> <p>2.3.2.1. Not accomplished. Process is underway to identify private foundations interested in supporting health care initiatives.</p>

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Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
2.4. Expand advising services to reflect the unique advising needs of healthcare programs.	M. McRae, Meinhardt, McBryde-Foster	8/31/2007	2.4.1. Discussions held with health science dean and chairs to determine unique advising needs of health science students.	2.4.1.1. Advising plan placed on hold for further discussion by newly formed Advisory Committee co-chaired by Vice President of Student Development & Vice President of Academic Affairs.
			2.4.2. Pilot plan developed and timetable established for responding to advising needs of health science students.	2.4.2.1. Not accomplished. In place of pilot plan, continued group advising for health science majors with a focus on nursing, respiratory therapy, surgical technology, and dental hygiene. Group advising is in process.
			2.4.3. Evaluation designed for assessing effectiveness of pilot plan.	2.4.3.1. Not accomplished. Discussion of pilot plan for spring 2008 is currently underway with Advisory Committee.
			2.4.4. Pilot plan implemented.	2.4.4.1. Not accomplished. Discussion of pilot plan for spring 2008 is currently underway with advisory committee.

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
3.1. Successfully implement Banner, Luminis, and related systems.	Hall, Hoyt, Hollander, Banner Transition Steering Committee, Project Leads, Banner Users	10/31/2006	3.1.1. Human Resources System training initiated.	3.1.1.1. Human Resources System training began in 10/2006. Training and consulting visits are on target. Payroll Testing will begin in 10/2007. Go-live scheduled for 1/1/2008.
		1/31/2007	3.1.2. Luminis training initiated.	3.1.2.1. Luminis implementation team training for the Web portal is complete. 3.1.2.2. Luminis IV was installed in 4/2007 in development mode. 3.1.2.3. Selected members of the PR staff visited Pima Community College to observe and elicit information about live Luminis implementation and internal roll-out. 3.1.2.4. Luminis Content Management System training will begin in 9/2007. 3.1.2.5. Luminis end user training will begin on 10/15/2007.
		4/30/2007	3.1.3. Financial Aid System training initiated.	3.1.3.1. Financial Aid is in the middle of their training and implementation. Training has been completed on record creation, data load, tracking documents, budgeting, funds management, packaging, and disbursement. 3.1.3.2. Financial Aid is scheduled to go-live in 1/2008 in preparation for FY2008.
		5/31/2007	3.1.4. Finance System training completed.	3.1.4.1. Finance System training for “go-live” will be completed in 5/2007 with additional consulting and training for “go-live” and end-of-year close scheduled later in the implementation.
		8/31/2007	3.1.5. Successful Finance System launch.	3.1.5.1. Finance System go-live scheduled for 9/1/2007 and is on schedule. Purchasing system went live for requisitions on 7/16/2007.
			3.1.6. Workflow System training completed.	3.1.6.1. Workflow training has been completed. Two workflows for Finance have been developed. The WorkFlow system production mode will be installed in fall 2007.

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (continued, 2 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
3.1. Successfully implement Banner, Luminis, and related systems. (concluded)	Hall, Hoyt, Hollander, Banner Transition Steering Committee, Project Leads, Banner Users (concluded)	8/31/2007 (concluded)	3.1.7. Luminis training completed. 3.1.8. Successful Luminis launch.	3.1.7.1. Luminis portal (CougarWeb) consulting is 95% complete (will be completed in 9/2007). It will be finalized when the Student Module goes live in 5/2008. 3.1.7.2. Luminis end user training will begin in 10/2007 and extend through fall 2008. 3.1.7.3. Training for the Luminis Content Management System is scheduled for completion in 6/2008. 3.1.8.1. Luminis will be launched in phases. Phase 1 will go-live on 10/15/2007 with functionality for the Finance system and its users. Phase 2 will add Human Resources functions in 1/2008. All core functionality will be implemented in 6/2008.

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (continued, 3 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
3.2. Implement a three-year distance learning (DL) plan.	Chesney, Rodgers, Schumann , Academic Deans, Fueller, Newman, Parcels, Adamson, B. Long, Mullin, M. McRae	8/31/2007	3.2.1. Plan reviewed and approved.	3.2.1.1. First year of plan has been implemented as part of Academic Plan. Distance Learning (DL) core course templates were developed for ENGL1301, ENGL1302 and GOVT2301 and approved by Online Advisory Board (OAB), and implemented. Administrative oversight was improved with creation of Dean of Distance Learning and Weekend College position. OAB formed as a standing committee and engaged in qualitative review of new and existing DL courses completing the review of 75 new and existing courses.
			3.2.2. Online student and academic services added to DL.	3.2.2.1. Online MBTI (a personality assessment for career advisement) pilot program administered 110 online instruments. Participants using the online version indicated that this assessment tool was quick and generated a professional report that was easy to understand. 3.2.2.2. Turnitin.com, an online plagiarism prevention tool was implemented: 87 active instructor accounts, 16,662 originality reports generated, 3,597 students have used the “drop box.” Faculty members have a resource that helps them combat scholastic dishonesty. Students are able to use as a learning tool to help them alleviate scholastic dishonesty. 3.2.2.3. Student Development sponsored the following activities: "Facebook, MySpace" audio conference on 5/23/2006 (44 participants); "Survey of Online Student Service Programs" Web conference on 10/12/2006 (13 participants); "Creating a Sense of an Online Community" Web conference on 10/26/2006 (14 participants). The conferences help keep faculty members and administrators abreast of the many technological resources that students are using. Future programming and services will incorporate information gleaned from the conferences.

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (continued, 4 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>3.2. Implement a three-year distance learning (DL) plan. (continued)</p>	<p>Chesney, Rodgers, Schumann, Academic Deans, Fueller, Newman, Parcels, Adamson, B. Long, Mullin, M. McRae (continued)</p>	<p>8/31/2007 (continued)</p>	<p>3.2.3. Video check-out courses converted to digital format via video server.</p>	<p>3.2.3.1. All courses now offered via Web format only. LRCs are no longer involved in video checkout or homework collection. Gradual phase-out of video courses in favor of interactive Web-based instruction underway.</p>
			<p>3.2.4. Professional development activities offered in best practices and innovations in online pedagogy.</p>	<p>3.2.4.1. To date, 84 faculty members have attended related conferences (Colleyville, IL Online Conference, Sloan-C, etc.) 3.2.4.2. A total of 26 faculty members who attended the conferences have submitted and received Online Advisory Board (OAB) course approvals, 16 new courses have been developed by faculty members who attended best practices and innovations in online pedagogy professional development activities, 17 faculty members have completed Module 4 (professional development in online pedagogy) requirement for new online faculty to demonstrate preparation and training prior to, or concurrent with teaching online for the first time.</p>
			<p>3.2.5. Faculty utilized as online subject matter specialists with TLCs providing instructional design/production support to implement high quality online courses.</p>	<p>3.2.5.1. Three courses (ENGL1301, ENGL1302 & GOVT2301) completed core template development with teams of 3 faculty members apiece, TLC, and digital services librarian. 3.2.5.2. There have been several outcomes of this effort. (1) Increased opportunity for faculty to move onto online environment and the ability to respond quickly to unexpected faculty turnover or course demand. (2) Four new faculty members are moving into teaching in the online environment, and 2 more new faculty members are preparing to do so. (3) Although, dual credit enrollment did not result in the delivery of the online dual credit courses, 2 faculty members, 1 full-time and 1 associate, prepared to teach online dual credit courses implementing the core templates.</p>

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (continued, 5 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
3.2. Implement a three-year distance learning (DL) plan. (concluded)	Chesney, Rodgers, Schumann , Academic Deans, Fueller, Newman, Parcels, Adamson, B. Long, Mullin, M. McRae (concluded)	8/31/2007 (concluded)	3.2.6. Library services to distance learning students reviewed and improved.	<p>3.2.6.1. Digital Services Librarian (DSL) hired 11/2006.</p> <p>3.2.6.2. DSL submitted white paper on current and proposed services to Library Executive Directors in 2/2007.</p> <p>3.2.6.3. DSL created separate Web page for Collin distance learners. Web page was promoted to online faculty and students.</p> <p>3.2.6.4. Library participation in planning for Luminis includes a "channel" for library services to distance learners.</p> <p>3.2.6.5. DSL working closely with T/LC, online faculty, and OAB members to plan appropriate library content.</p> <p>3.2.6.6. Proxy server installed in 7/2007 to make all library databases available to distance learning students from off-campus locations.</p> <p>3.2.6.7. Web-based tutorials on how to do library research created and promoted to online faculty.</p>

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (continued, 6 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>3.3. Increase the effectiveness and efficiency of Collin's hiring and performance appraisal systems.</p>	<p>Russell, Bacon, Dupont, Robinson, McNease, McDermott, Kemp, York</p>	<p>12/31/2006</p>	<p>3.3.1. Online applicant tracking system (ATS) successfully installed.</p>	<p>3.3.1.1. The PATH applicant tracking system was purchased, customized and implemented. 3.3.1.2. District-wide supervisory training on the system was conducted from 5/22 through 24/2007. The system went live on 6/4/2007. 3.3.1.3. As of 8/31/2007, more than 2000 applications had been received through the PATH online system for the 84 positions posted since 6/4/2007.</p>
			<p>3.3.2. Online performance appraisal system (PAS) successfully installed.</p>	<p>3.3.2.1. The performance appraisal system was purchased, customized and implemented with existing job description records moved into the performance appraisal system. 3.3.2.2. Go-live took place in 6/2007, with supervisors being trained and then successfully initiating over 450 staff performance appraisals in the first two months.</p>
			<p>3.3.3. Collin job applicants applying online.</p>	<p>3.3.3.1. More than 2000 applicants have applied for employment at Collin through the new PATH online system beginning 6/4/2007. The prior HRsmart system has been archived, but is available for data retrieval as needed.</p>
			<p>3.3.4. All Collin job descriptions maintained in an organized and easily accessible online system.</p>	<p>3.3.4.1. The job description module has been fully implemented with more than 1,300 position descriptions.</p>
			<p>3.3.5. Performance appraisals conducted and maintained through a Web-based system.</p>	<p>3.3.5.1. The PATH performance appraisal system was successfully implemented and more than 450 staff performance appraisals have been initiated through the system.</p>
<p>3.4. Enhance the student experience at Collin through implementation of new student-centered technologies.</p>	<p>M. McRae, M. Smith, Vasquez, Huppe, Meinhardt, T. Jenkins, R. Hall, Hoyt</p>	<p>8/31/2007</p>	<p>3.4.1. Options investigated and plan created for student services paging system that can be used during peak times.</p>	<p>3.4.1.1. Not accomplished. The Dean of Academic Advising will submit proposal in fall 2007 to purchase Student Development Paging System.</p>
			<p>3.4.2. Security camera systems upgraded at SCC and PRC Testing Centers.</p>	<p>3.4.2.1. Accomplished in 10/2006 at PRC and 2/2007 at SCC. 3.4.2.2. The new security systems have assisted in verifying cheating incidents in the Testing Centers. A total of 11 cheating cases were verified at SCC and 10 at PRC.</p>

Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (concluded, 7 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>3.4. Enhance the student experience at Collin through implementation of new student-centered technologies. (concluded)</p>	<p>M. McRae, M. Smith, Vasquez, Huppe, Meinhardt, T. Jenkins, R. Hall, Hoyt (concluded)</p>	<p>8/31/2007 (concluded)</p>	<p>3.4.3. Initiatives pilot tested for communicating with students using text messages, blogs, and podcasts.</p> <hr/> <p>3.4.4. Effectiveness of Cougar Mail evaluated.</p>	<p>3.4.3.1. Pilot test of V-cast shared with Leadership Team. V-cast is a short video clip that highlights features of Collin for prospective students. Can be downloaded on iPods, cell phones, or computers. V-cast was updated based on feedback from Leadership Team. Final draft has been submitted for the President’s approval.</p> <p>3.4.3.2. Text messaging and blogs not accomplished. Once Banner migration takes place, District officers will evaluate use of new technologies in conjunction with Banner.</p> <p>3.4.3.3. RSS feed of news releases launched in spring. Survey conducted on student preferences on new media such as text messaging. Survey indicated that students were opposed to promotional text messages from the College, but were open to emergency alerts. As a result, new text messaging system will be used for closure and emergency notices.</p> <p>3.4.3.4. “CougarCast” podcast launched in 5/2007. Five monthly broadcasts have been released since. Subscriptions numbers were lower than expected, so format is being revised.</p> <p>3.4.3.5. Skytel application purchased for emergency text messaging. Vendor in process of creating Web page to process subscriptions to the service. Communication plan under development.</p> <hr/> <p>3.4.4.1. Cougar Mail software does not provide any tracking/reporting modules. Discussion continues about the total student migration to Cougar Mail has within the context of new Luminis Web portal.</p> <p>3.4.4.2. Decision made to make CougarMail the sole email system for communicating with students beginning fall 2008. This coincides with advent of a new CougarMail application launched with the CougarWeb portal.</p>

Goal 4. Identify and design academic programs that meet the evolving needs of the business community.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
4.1. Develop new academic programs that reflect the needs of the business community.	Chesney, Academic Deans	8/31/2007	4.1.1. Curriculum written and approved for programs in Entrepreneurship (SBDC), International Business, Health Information Technology (OST stem), and Professional and Technical Communication.	4.1.1.1. Developed and received approvals for International Business certificate, AAS in progress. HIT AAS developed and approved internally, pending THECB approval. Technical Communication and Knowledge Management AS (English emphasis) approved by Curriculum Advisory Board.
			4.1.2. Marketing and recruitment plan and materials prepared.	4.1.2.1. Marketing and recruitment plan and materials for International Business, HIT, and Professional and Technical Communications programs are in development. 4.1.2.2. Promotional materials developed for “Business of Studying Business” lecture which occurred on 4/16/2007 with almost 200 in attendance. Evaluation results were very positive with a large majority of participants indicating that (1) the event was worthwhile, (2) they learned something about business, (3) their questions were adequately answered, (4) they had an opportunity to meet faculty members, and (5) they would attend similar events in the future.
4.2. Solve the workforce course transferability issue.	Chesney, Provosts, Kihl, Academic Deans, Faculty,	8/31/2007	4.2.1. Curricular-specific meetings held with faculty and administrators of partner institutions.	4.2.1.1. BAAS articulations with TAMU-Commerce approved; however, AAS to BS/BA articulation continues to face university obstacles.
			4.2.2. Articulation agreements drafted and approved.	4.2.2.1. BAAS articulations approved with TAMU-Commerce that includes 28 detailed career fields; however, AAS to BS/BA articulation continues to face university obstacles. 4.2.2.2. Articulation agreements signed with Tarlton State University and TAMU-Commerce, accepting up to 48 hours of WECM courses in transfer toward BAAS and BSAS degrees. Another agreement was signed with TAMU-Commerce which accepts up to six WECM credit hours in transfer toward a BA or BS in photography. Articulation agreement signed with Fort Hays State University for convergence technology and networking (AAS to BAAS).
			4.2.3. Communications and advising plan developed.	4.2.3.1. Not accomplished.

Goal 4. Identify and design academic programs that meet the evolving needs of the business community. (continued, 2 of 4)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
4.2. Solve the workforce course transferability issue. (concluded)	Chesney, Provosts, Kihl , Academic Deans, Faculty (concluded)	8/31/2007 (concluded)	4.2.4. THECB engaged in WECM-to-university articulation dialogue.	4.2.4.1. BS articulation discussions with TAMU-Commerce continued with the goal of articulating Collin engineering transfer and technology. BAAS articulation agreement with TAMU-Commerce signed that includes 28 detailed career fields. 4.2.1.2. Proposal for inclusion of lower division Biotechnology courses in Academic Course Guide Manual submitted to the THECB Academic Course Guide Manual Advisory Committee (ACGM) which recommended THECB and TCCCNS approval.
4.3. Develop a Strategic Language Institute (SLI).	T. Jenkins, Hardy, Merritt, Sheppard	9/30/2006	4.3.1. Area companies with international affiliations identified.	4.3.1.1. The fifty largest International companies were identified through the <i>Dallas Morning News</i> survey.
			4.3.2. New language needs for SLI determined.	4.3.2.1. Korean was added for Summer 2007 and had 10 enrollments.
			4.3.3. Promotional materials for SLI developed.	4.3.3.1. Press releases were used to promote the strategic language institute and classes. Additional coverage was provided through the <i>Allen Image</i> magazine. 4.3.3.2. All area Economic Development Organizations were provided with information about SLI to provide to their current and future business prospects 4.3.3.3. SLI was promoted through the CE schedule which is mailed to over 200,000 households.
			4.3.4. SLI Web site address developed.	4.3.4.1. SLI classes are listed on District Web site and the new CE Syllabus Depot provides detailed information about each course. 4.3.4.2. Enrollment in foreign language courses remained flat although different languages such as Chinese, Farsi, Hebrew, Korean and Russian were offered through the SLI.

Goal 4. Identify and design academic programs that meet the evolving needs of the business community. (continued, 3 of 4)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>4.4. Expand services provided through the Small Business Development Center targeting business with up to 500 employees.</p>	<p>T. Jenkins, Hardy, Ellis, Wormald</p>	<p>8/31/2007</p>	<p>4.4.1 American Business Disk used to identify and target “larger” small businesses.</p>	<p>4.4.1.1. Collin SBDC has purchased Reference USA, the updated on-line version of American Business Disk. One hundred records can be printed at any give time, and BSG has been provided access to this program. Collin SBDC also has the SBDCNet (database/information clearinghouse in San Antonio) which is another resource to identify larger small businesses that can be targeted.</p>
			<p>4.4.2. Needs analysis conducted of targeted businesses.</p>	<p>4.4.2.1. Collin’s SBDC gathered needs assessments surveys from several local Chambers and Economic Development Organizations. 4.4.2.2. An SBDC needs assessment survey was administered during 4/2007. The information it generated led to adding new courses such as “Legal Aspects of Starting a Business,” “Legal Aspects of Running a Business,” “Email Marketing,” “Basic Web Design.” 4.4.2.3. Training activities sponsored by the SBDC increased from 79 in FY2006 to 125 in FY2007.</p>
			<p>4.4.3. Marketing plan to reach targeted businesses created and implemented.</p>	<p>4.4.3.1. Based on the survey results a plan was developed and implemented to reach a more targeted market. Preliminary information indicates that the target for SBDC clients will be businesses with fewer than 100 employees. 4.4.3.2. Rather than stratifying companies by the number of employees, feedback from the survey resulted in the SBDC providing training and programs designed to appeal to both start up as well as more mature businesses. The Shortcuts to Profitability program, held monthly, is now being branded to attract new and existing clients.</p>

Goal 4. Identify and design academic programs that meet the evolving needs of the business community. (concluded, 4 of 4)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
4.4. Expand services provided through the Small Business Development Center targeting business with up to 500 employees.			4.4.4. At least 12 new leads of “larger” small businesses targeted by BSG to cultivate into clients.	4.4.4.1. The initial intent of this objective was to explore the feasibility of shifting clients, as appropriate, from the BSG to the SBDC and vice versa. What was accomplished was a stronger collaboration among the SBDC, BSG, CE and the Foundation Office. The client demographic targeted by BSG is not the same business demographic targeted by the SBDC. In order for training to be cost effective, BSG needs companies that have at least 100-150 employees. The SBDC’s target clients are larger than in years past but are still much smaller than the BSG’s targeted businesses. It is more cost effective for the SBDC small business clients to enroll in already published classes offered through the CE schedule of classes and in seminars offered through the SBDC.

Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>5.1. Develop recruitment programs and initiatives that target potential students from under-represented groups within Collin County's diverse population.</p>	<p>M. McRae, Newman, Parcels, Rodgers, Huppe</p>	<p>8/31/2007</p>	<p>5.1.1. Baseline data collected on current retention and enrollment of targeted groups.</p>	<p>5.1.1.1. Accomplished. Three high school focus groups were conducted: McKinney North, Plano West and Allen. Collection of baseline data on current retention and enrollment of targeted groups completed. A total of 34 junior and senior students participated. Overall, participants reflected a 50-50 gender split; 23 identified themselves as white, 6 as Black, 4 as Hispanic, and one as Sikh. The majority (28) had a least one parent who attended college, 4 indicated that neither parent attended college, and 2 did not know. Most of the students intended to get a 4-year degree, 2 choose a two-year degree only, and 1 said he did not plan to attend college. Complete results were reported to Horizon Advisory committee.</p>
			<p>5.1.2. Plan and timeline developed for increasing retention and enrollment of African-Americans, Hispanics, and Asian-Americans.</p>	<p>5.1.2.1. Accomplished. Vice President of Student Development and Provosts spearheading first year initiatives.</p>
			<p>5.1.3. At least one new initiative implemented to increase recruitment and enrollment of African-Americans, Hispanics, and Asian-Americans.</p>	<p>5.1.3.1. Accomplished. In 2/2007 two Financial Aid presentations were conducted in Spanish; one session at local Hispanic church. 5.1.3.2. Destination college programs are planned for fall 2007 and spring 2008. 5.1.3.3. Horizon Advisory Committee comprised of community, college, and educational leaders with emphasis on targeted populations established, first meeting held 1/2007. 5.1.3.4. Parent Dinners are planned for fall 2007 and spring 2008 for parents of Asian, Hispanic, and African American high school students.</p>

Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District. (continued, 2 of 5)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>5.1. Develop recruitment programs and initiatives that target potential students from under-represented groups within Collin County’s diverse population. (concluded)</p>	<p>M. McRae, Newman, Parcels, Rodgers, Huppe (concluded)</p>	<p>8/31/2007 (concluded)</p>	<p>5.1.4. Plan developed and implemented to increase Collin’s male enrollment.</p>	<p>5.1.4.1. Accomplished. Draft of strategic initiatives for 2007 submitted to VPSD, President, and Provosts. Pilot project includes the rural ISDs of Anna, Princeton, and Celina and the Douglass community. Selected students from the target area will participate in a structured interview to develop a profile of issues pertinent to this population; a comprehensive recruiting team (members from Recruitment, Advising, Financial Aid, Career Services, Student Ambassadors) will meet with senior men to develop relationships that provide role modeling, general information, college readiness skills, career resources, and financial aid and scholarship direction. Project also included a component to provide information, support, and assistance to meet the special needs of veterans.</p>
			<p>5.1.5. Success of retention and enrollment plans measured by comparisons with baseline data.</p>	<p>5.1.5.1. Not yet accomplished. This milestone is in progress: recruitment strategies were evaluated based upon feedback of focus groups from targeted populations, but data for comparisons with baselines will not be available until the programs have had sufficient time to have an impact on student behavior.</p>
<p>5.2. Establish Destination College outreach initiatives with middle and high schools to improve college readiness.</p>	<p>McRae, Huppe, Wilson, Kihl</p>	<p>9/30/2006</p>	<p>5.2.1. Destination College Coordinator hired.</p>	<p>5.2.1.1. Accomplished. Position began in 9/2007. As a result of having filled this position, over 20 outreach programs have been hosted, the Consortium for College Readiness has been organized and is conducting monthly meetings, and a Web site has been developed and is being used.</p>
		<p>1/31/2007</p>	<p>5.2.2. Research conducted on service area school-aged population and its perceptions about barriers to college.</p>	<p>5.2.2.1. Partially accomplished. Focus groups conducted at Plano West, McKinney North, and Allen High Schools. Data were gathered on perceptions of Collin, not necessarily barriers to college.</p>

Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District. (continued, 3 of 5)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>5.2. Establish Destination College outreach initiatives with middle and high schools to improve college readiness. (concluded)</p>	<p>McRae, Huppe, Wilson, Kihl (concluded)</p>	<p>1/31/2007 (concluded)</p>	<p>5.2.3. Destination College Marketing (DC) plan developed and implemented to promote higher education among grade 6-12 students.</p>	<p>5.2.3.1. In 10/2006, 4,000 postcards mailed announcing Web site launch. 5.2.3.2. A total of 450 people attended DC Parent Program in 2/2007. 5.2.3.3. About 175 students attended DC/ACCESS Transition workshop for students with disabilities on 3/27/2007. 5.2.3.4. In 8/2007, 4,100 DC brochures were mailed to announce the fall 2007 programs. The DC Web site was updated, registering 12,405 hits for the year. 5.2.3.5. In 8/2007, fall 2007 programs were announced to Plano PTA members via e-newsletter.</p>
		<p>8/31/2007</p>	<p>5.2.4. Partnerships with schools, businesses and state education agencies used to develop events, activities, programs and services to improve college readiness.</p>	<p>5.2.4.1. Meetings conducted; consortium formed consisting of members from local ISDs.</p>
			<p>5.2.5. Workshops focusing on a broad range of college readiness topics delivered to grade 6-12 students, their parents, and teachers.</p>	<p>5.2.5.1. A minimum of 900 students participated in more than 20 sessions that were conducted targeting students, parents, and educators.</p>
			<p>5.2.6. One pilot program initiated to increase college-going interest among middle school boys.</p>	<p>5.2.6.1. Not yet accomplished, but a planning meeting is scheduled with representatives from Bowman Middle School on 9/17/2007.</p>

Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District. (continued, 4 of 5)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
<p>5.3. Establish programs and partnerships to reduce the percentage of recent high school graduates who enroll at Collin and who need math remediation.</p>	<p>McRae, Chesney, Huppe, Wilson, Kihl, Austin, Neal, Math Faculty</p>	<p>10/31/2006</p>	<p>5.3.1. Regional task force established, including representatives from Collin and County ISDs, for improving student proficiency in mathematics.</p>	<p>5.3.1.1. Accomplished. The task force has met five times as of 2/07 to discuss improving proficiency in mathematics. The task force is collaboratively organizing details of a curriculum alignment and summer bridge program.</p> <p>5.3.1.2. Measurements of the impact of this initiative will begin with the collection of baseline data in 5/2007 when high school algebra II students in four Consortium ISDs complete the TSI math assessment testing to assist in alignment of math curricula.</p> <p>5.3.1.3. Based on feedback from Consortium members, a Summer Math Bridge Program was developed and piloted tested in 7/2007 with 8 students. Two students did not complete the program. Of the 6 students who completed the pilot program, 3 demonstrated improved math performance from pre-test to post-test, 1 stayed at the same performance level, 1 demonstrated lower math performance, and 1 did not take the post test.</p> <p>5.3.1.4. Based on results of the pilot test, it is recommended that the program be opened to all Collin students in summer 2008, rather than just recent high school graduates, as was the case in the pilot test.</p>
		<p>8/31/2007</p>	<p>5.3.2. Alignment of math curricula in grades 8 through college evaluated and various standardized assessment scores compared to identify factors that may contribute to the need for math remediation.</p>	<p>5.3.2.1. Baseline data were collected from 5 groups of students from different high schools (282 students) during 5/2007. The data are in the process of being collated.</p> <p>5.3.2.2. In 2/2007, course objectives were collected for Developmental Math and MATH1314. Baseline high school student data were collected in 5/2007 and are currently being collated.</p>

Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District. (concluded, 5 of 5)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Measures of Outcomes and Improvements as of 8/31/2007
5.3. Establish programs and partnerships to reduce the percentage of recent high school graduates who enroll at Collin and who need math remediation. (concluded)	McRae, Chesney , Huppe, Wilson, Kihl, Austin, Neal, Math Faculty (concluded)	8/31/2007 (concluded)	5.3.3. Effectiveness of current accelerated learning programs in mathematics evaluated.	5.3.3.1. Developmental math faculty attended the accelerated learning conference, developed accelerated math courses, and presented at state conference.
			5.3.4. Plan developed and strategies implemented to improve the transition from developmental math to credit math.	5.3.4.1. Math Summer Bridge program developed targeting graduating seniors who have completed high school algebra. The three-week program provided individualized math curricula.
			5.3.5. Two programs to improved college readiness in math pilot tested with Collin County ISDs.	5.3.5.1. Partially accomplished. Baseline data was collected but has not been evaluated. 5.3.5.2. Based on feedback from Consortium members, a Summer Math Bridge Program was developed and pilot tested with 8 students during 7/2007. Two students did not complete the program. Of the 6 students who completed the pilot program, 3 demonstrated improved math performance from pre-test to post-test, 1 stayed at the same performance level, 1 demonstrated lower math performance, and 1 did not take the post test. 5.3.1.4. Based on results of the pilot test, it is recommended that the program be opened to all Collin students in summer 2008, rather than just recent high school graduates, as was the case in the pilot test.
5.4. Minimize the cost of textbooks for students.	Israel, Kihl , Chesney, R. Hall, Husted	1/31/2007	5.4.1. Task force established to study plausible strategies for minimizing the cost of textbooks.	5.4.1.1. Accomplished. The Cost of Textbook Task Force (COTTF) was established in 10/2006. The task force researched cost saving measures and drafted a report of its findings and recommendations.
			5.4.2. Publishing companies and other colleges and universities engaged as potential partners to reduce textbook costs.	5.4.2.1. Accomplished. Pearson Publishing, University of North Texas, North Texas Community College Consortium, and Florida Community College at Jacksonville have all expressed interest in partnering to reduce the cost of textbooks.
			5.4.3. Recommendations for reducing the cost of textbooks submitted to Collin's Board of Trustees.	5.4.3.1. Accomplished. COTTF findings and recommendations were presented to the Board of Trustees on 2/27/2007.
		8/31/2007	5.4.4. Strategies for reducing the cost of textbooks approved by Trustees and implemented at Collin.	5.4.4.1. Not accomplished. Cost effective strategies will be proposed for FY2008.