

FY2008 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 and student success.

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
1.1. Improve student success.	Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin	8/31/2008	1.1.1. Specific student success initiatives for FY2008 implemented, and corresponding measures identified.	1.1.1.1. PASS test was administered to 796 of 1,428 college algebra and calculus students on first day of spring 2008 classes. Results were used to evaluate students' readiness for the two courses and for advising them about their degree of readiness and available options if they were not ready. After faculty advising, several PASS students who appeared unprepared for the classes in which they had enrolled opted to drop. This created additional space for students who were prepared for the courses. Midterm progress reports were given to PASS students to provide feedback they could use to adjust their effort levels. At end of semester, course completion rates for PASS and nonPASS students were compared. PASS students demonstrated about 10% higher course completion than nonPASS students. After reviewing the outcomes of the PASS program, faculty and administrators decided to extend the project for the next academic year.

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 2 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
1.1. Improve student success. (continued)	Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (continued)	8/31/2008 (continued)	1.1.1. Specific student success initiatives for FY2008 implemented, and corresponding measures identified. (continued)	1.1.1.2. Collin's Model UN students competed and received four awards in the Model UN competition after participating, but receiving no awards, in 2006. In fall 2007 a Collin student took first place for the General Assembly First Committee on Nuclear and Biological Weapons and Disarmament from among 250 students. A Collin student was also named the first place delegate on the Economic and Social Council from among 100 students. Collin students received two awards for Outstanding Position Papers from among 25 students: one for the Jordan Delegation and one for the Saudi Arabia Delegation. The qualitative impact was voiced by the students as they developed skills in teamwork, decision-making, speaking, writing, logical reasoning, and leadership.

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 3 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.1. Improve student success. (concluded)</p>	<p>Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>1.1.1. Specific student success initiatives for FY2008 implemented, and corresponding measures identified. (concluded)</p>	<p>1.1.1.3. At the request of the CPC VPP, IRO undertook two projects to support objective 1.1. (1) A study was completed examining the relationship between ENGL1301 and other intensive writing courses to determine whether or not ENGL1301 should be a prerequisite for intensive writing courses. The study found no evidence to suggest ENGL1301 should be a prerequisite for non-English courses that involve intensive writing experiences. The report was shared with the three VPPs and will be shared with appropriate constituent groups during fall 2008. (2) A study was initiated to determine the number of students who attend Collin exclusively on weekends and their enrollment patterns to support decision making about how to best serve and retain those students. The study was not completed by the end of FY2008. The data have been extracted, and the analysis has been started, but the study and report were delayed by the Banner transition and should be completed in early fall semester.</p> <p>1.1.1.4. IRO's Campus Survey, administered in fall 2007, found that 94% of students responding (n=933) agreed that "Collin's libraries have the books I need to be successful in my courses."</p> <p>1.1.1.5. A total of 5,276 students attended PRC library instruction classes in 2008, up 11% from 2007.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 4 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.1. Improve student success. (continued)</p>	<p>Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.1.2. Data dashboard created to communicate status of priority measures.</p>	<p>1.1.2.1. Leadership Team subcommittee appointed to develop dashboard/report card. 1.1.2.2. Data elements identified by subcommittee and reviewed by Leadership Team and Board of Trustees. 1.1.2.3. Data finalized, approved, and prepared for publication in <i>Connection</i> community newsletter and posting on District Web site in 9/2008.</p>
			<p>1.1.3. Pilot program to engage full-time faculty in academic advising pilot tested in spring 2008.</p>	<p>1.1.3.1. Not accomplished. A proposal for a faculty advising pilot test that engaged full-time faculty in advising students was developed by a subcommittee of the Student Success Committee. 1.1.3.2. After concerns were raised by the Faculty Council about engaging full-time faculty in the academic advising process, it was determined that the plan was unviable, and the pilot test was cancelled. 1.1.3.3. A committee is reviewing the six drop policy and the withdrawal policy for the District.</p>
			<p>1.1.4. Academic Affairs (AA) and Student Development (SD) policies and procedures that may impede student success reviewed and evaluated for revision, continuation, or deletion.</p>	<p>1.1.4.1. Placement, prerequisites and co-requisites have been reviewed and revised for all courses in the Collin course inventory. The major features of the revision were to bring Collin's transfer courses in line with those of other colleges that have clarified the placement of students into college-level transfer courses. Except for foreign languages, faculty in the various transfer disciplines recommended that students demonstrate readiness for college-level reading and writing, or math prior to enrollment in transfer courses. The Social & Behavioral Sciences and Communications & Humanities divisions revised their placement requirements to ensure that students have college-level reading and writing skills before enrolling in transfer courses.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 5 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.1. Improve student success. (continued)</p>	<p>Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.1.4. Academic Affairs (AA) and Student Development (SD) policies and procedures that may impede student success reviewed and evaluated for revision, continuation, or deletion. (concluded)</p>	<p>1.1.4.2. Intrusive drop/add intervention strategies fully implemented in summer and fall 2007. Overall Developmental Education retention across the two terms improved 4.7 percentage points with a slight increase in the percentage (0.5) of students who earned a “C” or higher. Intrusive course withdrawal process continues. Two major adjustments occurred during fall 2008: Students were provided information about support services at the end of weeks two and five during the semester.</p> <p>1.1.4.3. To comply with changes in state guidelines, beginning in fall 2007, sophomore TAKS scores were eliminated as a measure of eligibility to enroll in concurrent/dual-credit program for high school students.</p> <p>1.1.4.4. Decision made to reduce the minimum earned credit hours required before students can be placed on probation from 12 to 9 hours in fall 2008. Students with less than 2.0 GPA and fewer than 9 hours will be placed on warning.</p> <p>1.1.4.5. Research is currently underway comparing academic standards at peer benchmark institutions. A white paper will be produced with suggested changes to strengthen Collin’s academic standards.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 6 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.1. Improve student success. (continued)</p>	<p>Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.1.5. Student success data communicated to academic and student development stakeholders. (concluded)</p>	<p>1.1.5.1 Administrative restructuring occurred with the placement of Vice-President/Provost (VPP) positions on each campus. The change was designed to be more responsive to students and faculty on campuses and to be more proactive concerning student success initiatives and student learning outcomes. 1.1.5.2. Academic Planning Team (APT) was reconstituted to include academic deans and representatives of the Faculty Council. The rationale was to involve faculty directly in academic planning and in discussions regarding student success, retention, and student learning outcomes. 1.1.5.3. President met with the Faculty Council in 2/2008 to discuss retention and state accountability measures. 1.1.5.4. A meeting of the VPPs and the Faculty Council was held during 4/2008 to discuss student retention. 1.1.5.5. Retention information was disseminated and discussed with faculty individually. 1.1.5.6. All prerequisites and co-requisites were reviewed and implemented in fall 2008. 1.1.5.7. Two workshops conducted by IRO for SD leadership. On 12/18/2007, workshop conducted on strategic planning and goal setting. SD leaders learned about the strategic planning process, how to write measurable milestones, and how the SD division and its departments interconnect with District goals and objectives. Twenty-three people attended. A follow-up workshop was held on 3/6/2008 to discuss data from the National Community College Benchmark Project, IPEDS Feedback Report, and Noel-Levitz Student Satisfaction Inventory. SD leadership reviewed the reports and discussed data to support data-driven planning for department/division objectives and milestones. Eighteen people attend.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 7 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.1. Improve student success. (concluded)</p>	<p>Chesney, M. McRae, Provosts, Academic Deans, Faculty Members, Kihl, T. Martin (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>1.1.6. The number of associate degrees awarded during FY2008 increased by at least 10% above the number awarded during FY2007.</p>	<p>1.1.6.1. Preliminary numbers indicate that the District awarded a total of 1,171 associate degrees (+5%) during FY2008, though the figure could be higher when finalized in mid-10/2008. ARO actively works to identify students who might be eligible for graduation by checking degree requirements against courses completed through various reports and the on-course system. Advising staff are trained in running a degree audit check for students to show students how close they are to graduation.</p>
			<p>1.1.7. As a result of coordinated AASD interventions, the percentage of students dropping/withdrawing during the first three weeks in spring 2008 will have decreased, compared to spring 2007, while maintaining or increasing the student success rate (C or better final grade).</p>	<p>1.1.7.1. Attainment of “C” grades or higher increased in introductory chemistry and biology courses during fall 2007 due to early faculty advising. This early faculty advising resulted in some students moving out of courses geared toward science majors into courses geared toward non-science majors because it was determined that the other course was more relevant to their needs and gave them a greater likelihood of success. The effectiveness of this intervention will continue to be assessed when spring 2008 data are reviewed.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 8 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.2. Improve and ensure the quality and professional development of the faculty with a renewed emphasis on associate faculty (AF).</p>	<p>Chesney, Schumann, Coan, Newman, Carter, Parcells, Rodgers</p>	<p>8/31/2008</p>	<p>1.2.1. Fall Faculty Conference conducted followed by additional discipline-specific opportunities for faculty enrichment.</p>	<p>1.2.1.1. Fall Faculty Conference offered 52 professional development sessions attended by 216 faculty members. 1.2.1.2. English Department offered a session entitled “Writing and the Liberal Arts” during 1/2008 Faculty Development Week. The session was attended by 35 AF and provided critical information about changes to the expected student learning outcomes in ENGL1301 and ENGL1302 so AF members could adjust their curricula and syllabi to make them consistent with the new expected outcomes. 1.2.1.3. PRC full-time faculty members representing transfer disciplines delivered 16 presentations at Collin’s Fall Faculty Conference. Although associate faculty members were invited to participate in the conference, the focus was primarily for full-time faculty members. 1.2.1.4. Full-time faculty members were encouraged to attend discipline-specific conferences and workshops. 1.2.1.5. “Faculty Institute” task force was formed with the purpose of creating a more intensive orientation to the College for new faculty. Meetings held during fall 2007 and spring 2008. Recommendations were submitted to VPPs, and changes were made to the FY2009 faculty orientation. 1.2.1.6. Full-time faculty members at CPC were given access to online publication, <i>The Teaching Professor</i>, which gives tips, and solutions for improved instruction. Faculty members deemed this an important tool. The cost made it prohibitive to give access to associate faculty members. 1.2.1.7. Meeting was held with CPC chairs to discuss methods for recruiting “quality” associate faculty members. Additional chairs meetings were held to discuss associate faculty professional development. Ideals and solutions were generated.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 9 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.2. Improve and ensure the quality and professional development of the faculty with a renewed emphasis on associate faculty (AF). (continued)</p>	<p>Chesney, Schumann, Coan, Newman, Carter, Parcels, Rodgers (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.2.2. New model for AF Orientation evaluated for efficacy and revised as needed.</p>	<p>1.2.2.1. Results of AF Orientation feedback survey were reviewed and incorporated into planning for the fall 2008. Approximately 450 AF attended the three orientations. Overall, feedback was very positive. As a result of the evaluation finding, it was determined that the same format will be used in fall 2008. Also, based on faculty feedback from the evaluation, an interpreter will be provided at SCC.</p> <p>1.2.3.1. “Retention without the Tension” workshop was conducted at CPC, primarily for associate faculty members. Participants were positive about the experience, indicated that the workshop was effective, and indicated that they intended to adopt some of the techniques presented in the workshop in their classrooms.</p> <p>1.2.3.2. Reference librarians conducted “Lunch and Library!” event at SCC in 1/2008 to provide an opportunity for AF to meet their liaison librarian, learn about library services, learn about digital resources, and request books or databases. SCC librarians met with 63 hard-to-reach associate faculty members. Nineteen on-the-spot demonstrations of electronic resources were presented. Within 48 hours of the event, participants submitted 11 bookings for library instruction classes, and three participants submitted lists of purchase recommendations.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 10 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.2. Improve and ensure the quality and professional development of the faculty with a renewed emphasis on associate faculty (AF). (continued)</p>	<p>Chesney, Schumann, Coan, Newman, Carter, Parcells, Rodgers (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.2.3. AF-focused professional development event held at each main campus.</p>	<p>1.2.3.3. AF Professional Development workshop featuring Dr. Leah Savion was attended by approximately 80 full-time and part-time faculty members at PRC. Evaluation results indicated that AF had positive perceptions of the workshop, the speaker, and skills that were learned. They also showed support for continuing the full-day format with a speaker, but there was also strong support for a shorter format ending before 3:00 p.m. with two different topics presented in the morning and afternoon as opposed to the current day-long continuation of a single topic. Evaluations also indicated that AF value the opportunity to form collegial relationships with peers and are willing to participate in planning future AF training activities.</p> <p>1.2.3.4. Full-time faculty members at CPC mentored associate faculty members in selected disciplines. Associate faculty mentees were selected based on student evaluations, grade distributions, and student-generated leads.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 11 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.2. Improve and ensure the quality and professional development of the faculty with a renewed emphasis on associate faculty (AF). (concluded)</p>	<p>Chesney, Schumann, Coan, Newman, Carter, Parcels, Rodgers (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>1.2.4. At least 50% of associate faculty documented as having participated in one or more Collin-sponsored professional development activities.</p>	<p>1.2.4.1. Associate faculty meetings were held on separate evenings at each campus prior to fall semester. Each department chair maintains attendance records, and approximately 70% of the AF attended to get updates on their departments and learn which courses they would be teaching.</p> <p>1.2.4.2. Approximately 60 AF participated in the “Lunch and Library!” event at SCC. To date 170 associate faculty members have attended TLC-sponsored professional development activities (13%).</p> <p>1.2.4.3. Full-time (FT) faculty members at PRC pilot tested an associate faculty mentoring program in which 45 FT faculty member mentored approximately 125 associate faculty members for the year. The FT faculty members were available as resources. A roundtable discussion was conducted prior to fall 2009 to evaluate the process and make improvements for FY2009.</p> <p>1.2.4.4. An associate faculty guide that was pilot tested at PRC will be distributed in fall 2008.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 12 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.3. Increase private sector donations and public grants and contracts.</p>	<p>T. Jenkins, Frazier, Dominguez</p>	<p>8/31/2008</p>	<p>1.3.1. An annual giving program is designed with giving levels, benefits, and direct mail appeals resulting in a minimum of 100 new donors.</p>	<p>1.3.1.1. Not accomplished. A two-phased annual giving program was established. In phase one, the year-end component, a solicitation for donations was mailed to 3,300 Collin graduates and people whose names appear in the Foundation's database. Only 11 new donors came from this effort. It became clear that there is a need to improve alumni communication and change approaches to cultivating donors. Other community colleges' alumni programs and communication strategies are being studied. Phase II spring mailing was sent to an acquisition list of 5,600 households with income levels of \$250,000+. Results were very low with two new donors. This process targeted new prospects who may or may not be affiliated with the College or Foundation. Research reveals that repeat direct mail campaigns yield a higher rate of return. Future campaigns will be targeted based on these results.</p> <p>1.3.1.2. Fourteen (14) non-endowed scholarships were renewed and 33 new non-endowed annual scholarships were secured.</p>
			<p>1.3.2. A least 10 new \$20,000 endowed scholarships secured.</p>	<p>1.3.2.1. Not accomplished. Two endowed scholarships were secured with full payment. Four quasi-endowments were established (pledges to establish \$20,000 endowments from people who intend to donate in phases). Three contributed to increase their principal amounts to \$20,000. Six donors contributed to increase their endowed principal above the \$20,000 principal minimum amount.</p>
			<p>1.3.3. At least one new \$300,000 endowed chair secured.</p>	<p>1.3.3.1. Not accomplished. Six prospects have been identified. Proposals will be submitted during the next six months. The second \$150,000 Hites Transfer Scholarship endowment was secured.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 13 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.3. Increase private sector donations and public grants and contracts. (concluded)</p>	<p>T. Jenkins, Frazier, Dominguez (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>1.3.4. Building naming opportunities established and 20 prospects identified and cultivated.</p>	<p>1.3.4.1. Not accomplished. The Naming Opportunities Program has been established for five campuses which includes naming for buildings, areas, and classrooms. Two prospects are being cultivated via personal visits and 9 additional prospects have been identified for cultivation. Personal visits and submission of proposals will occur in the next six months.</p>
			<p>1.3.5. Volunteer committee created and \$300,000 raised through “Signature” fundraising event.</p>	<p>1.3.5.1. Volunteer committee established with six Foundation Board members and four community volunteers. 1.3.5.2. The 2008 Collin Cabaret drew a crowd of about 400. The event grossed approximately \$271,000 and netted approximately \$200,000 for scholarships. This was roughly \$25,000 more than any previous fund raiser, but was short of the goal. Community feedback was extremely positive, and the goal will be increased next year.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 14 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.4. Enhance the District-wide sense of engagement in scholarly community.</p>	<p>Chesney, Provosts, Mansueto, Hodge</p>	<p>8/31/2008</p>	<p>1.4.1. College Convocation planned, proposed and approved for implementation during fall 2008.</p> <p>1.4.2. Student Learning Outcomes (SLO), measures and results reviewed, refined, and reported to ensure that they contribute toward realizing the aims of a scholarly community.</p>	<p>1.4.1.1. Not accomplished.</p> <p>1.4.2.1. District-wide faculty data coordinators were designated for each academic discipline to coordinate the logistics of collecting, organizing, processing, and reporting SLO data.</p> <p>1.4.2.2. Prior to the start of the fall semester, discipline chairs and data coordinators conducted department meetings to review SLOs from the FY2007 and make improvements to SLOs, measurement instruments, and curricula.</p> <p>1.4.2.3. Associate Dean of Outcomes and Quality Enhancement met individually with VPPs and their respective deans to review and assess the status and efficiency of SLO assessments, measures, data collection procedures, and reporting processes.</p> <p>1.4.2.4. An SLO documentation plan was presented to deans and VPPs during 6/2008 and adopted for fall 2008 discipline meetings.</p> <p>1.4.2.5. Minutes of fall 2008 discipline meetings documented 2009 SLO focus for continuous improvement action plan and assessment.</p> <p>1.4.2.6. Portfolio/matrix assessment methods were adopted by all Communications & Humanities disciplines for evaluating student performance relative to expected SLOs. A review of expected SLOs in HUMA1301 is in progress. More rigorous statements of expected SLOs were developed for ENGL1301 and ENGL1302.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 15 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.4. Enhance the District-wide sense of engagement in scholarly community. (continued)</p>	<p>Chesney, Provosts, Mansueto, Hodge (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.4.2. Student Learning Outcomes (SLO), measures and results reviewed, refined, and reported to ensure that they contribute toward realizing the aims of a scholarly community. (concluded)</p>	<p>1.4.2.7. Social & Behavioral Sciences Division reviewed the data generated by their assessments of expected SLOs from FY2007. The data suggested that students were attaining the expected learning outcomes. However, the data also suggested some assessment questions needed clarification and language changes. Departmental reports are on file with the Academic Deans. Based on the results, the faculty modified the assessment instruments. Annual assessments will be conducted starting spring 2008, with a random sample of sections selected for analysis. Departmental reports sent to the VPPs documented all actions taken.</p> <p>1.4.2.7. PRC VPP met individually with all full-time faculty members to discuss SLOs and discipline-specific results in preparation for new or targeted initiatives.</p>
			<p>1.4.3. Forum held at each campus to engage faculty in scholarly discussions following the CPC model of FY2007.</p>	<p>1.4.3.1. CPC hosted its second student/faculty white paper discussion during 4/2008. The topic was immigration. Workshops were held on how to write a white paper. Eleven disciplines were represented by student papers. Approximately 28 students were selected to attend the white paper luncheon based on the quality of their papers. Three scholarships were awarded.</p> <p>1.4.3.2. Scholarly faculty discussions took place in meetings, presentations and roundtables at all three campuses. Topics included college readiness, course retention, and improving student learning outcomes. At least 150 faculty members participated in the discussions. The discussions contributed to making retention a higher priority among faculty members for FY2009.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 16 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.4. Enhance the District-wide sense of engagement in scholarly community. (continued)</p>	<p>Chesney, Provosts, Mansueto, Hodge (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.4.3. Forum held at each campus to engage faculty in scholarly discussions following the CPC model of FY2007. (concluded)</p>	<p>1.4.3.3. A group was formed at PRC (Scholars for Interdisciplinary Thinking or SIT) to discuss scholarly topics of interest. A meeting was held during 5/2008 for 86 faculty members to discuss best Practices in retention. 1.4.3.4. Prior to the opening of PRC’s science learning room after spring break 2008, PRC science faculty met to plan for student utilization of the space where students can supplement classroom learning with small group work, tutoring and individual practice in an interdisciplinary environment. The faculty group agreed to name the facility the “Science Den” in keeping with the “Cougar” mascot theme.</p>
			<p>1.4.4. Improvement in perceptions documented of (a) the degree to which Collin fosters engagement in scholarly community, (b) the degree to which support for scholarly community has increased, and (c) the degree to which engagement in scholarly community enhances learning climate.</p>	<p>1.4.4.1. The 2007 Campus Survey showed that 86% of SCC students agreed or strongly agreed that they feel involved in a scholarly community at Collin. Additionally, 90% of students responded that Collin’s learning climate was enhanced by their participation in a scholarly community. 1.4.4.2. The 2007 Campus Survey showed that 97% of Collin students responding (n = 1,012) agreed that “Having access to a good library is important to my education.” 1.4.4.3. The 2007 Campus Survey showed that 43% of students responding (n = 1,156) go to a Collin College library at least once a week. 1.4.4.4. The 2007 Campus Survey showed that 90% of full-time faculty responding (n = 76) agreed that “most library materials are selected with significant input from professors.” 1.4.4.5. The 2007 Campus Survey showed that 87% of full-time professors responding (n = 83) gave assignments that require the use of the library.</p>

Goal 1. Create and elevate programs and services that foster a scholarly community and student success. (continued, 17 of 18)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>1.4. Enhance the District-wide sense of engagement in scholarly community. (continued)</p>	<p>Chesney, Provosts, Mansueto, Hodge (continued)</p>	<p>8/31/2008 (continued)</p>	<p>1.4.4. Improvement in perceptions documented of (a) the degree to which Collin fosters engagement in scholarly community, (b) the degree to which support for scholarly community has increased, and (c) the degree to which engagement in scholarly community enhances learning climate. (concluded)</p>	<p>1.4.4.6. Guest lecturers, public programs in religious studies, African American studies, Mexican American studies, poetry, rhetoric and other areas raise the public profile of Collin’s humanities programs, and bring new perspectives to faculty and students. Some events were covered by local media. Posters were placed throughout the local community. The events also increased awareness of classes related to their themes to members of the local community who might be interested in registering for them.</p> <p>1.4.4.7. Humanities faculty workshop explored the nature of the humanities, approaches to teaching the liberal arts, the relationship between teaching and scholarship, impact of fundamentalism, and other issues; engages Collin faculty with UTD humanities faculty.</p> <p>1.4.4.8. Guest speakers brought on campus in fall 2007 to present scholarly research in the behavioral sciences.</p> <p>1.4.4.9. “Cultivating Scholars” student research showcase was conducted at PRC on 4/25/2008. Over 100 poster presentations were demonstrated. About 200 people attended the keynote session.</p>
<p>1.5. Improve student outcomes in developmental education (DE).</p>	<p>Chesney, Austin, Academic Deans, Academic Chairs, Faculty Members, Kihl</p>	<p>12/15/2007</p>	<p>1.5.1. Efficacy of summer 2007 intrusive intervention pilot test evaluated for subsequent broader application within the District.</p>	<p>1.5.1.1. DE course withdrawal initiative pilot test began in summer 2007.</p> <p>1.5.1.2. A review of the initiative was conducted. Findings for summer and fall 2007 showed a 5% increase in DE retention.</p>

***Goal 1. Create and elevate programs and services that foster a scholarly community and student success.
(concluded, 18 of 18)***

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
1.5. Improve student outcomes in developmental education (DE). (concluded)	Chesney, Austin, Academic Deans, Academic Chairs, Faculty Members, Kihl (concluded)	12/15/2007 (concluded)	1.5.2. Intermediate algebra (MATH0310) offered as three one-credit modules.	1.5.2.1. Plans are underway for spring 2009 implementation of three one-credit MATH0310 modules to be taught by Professor Vishnyakova. Courses are being built. Implementation, originally slated for fall 2008, was delayed due to Banner issues.
		8/31/2008	1.5.3. Recommendations made and implemented for revision and broader application of intrusive intervention model in developmental education.	1.5.3.1. Completed. District-wide application to be decided by President and VPPs. Result of DE pilot test showed a 5% increase in retention.
			1.5.4. Effectiveness of modularized intermediate algebra evaluated.	1.5.4.1. Courses have been designed and approved by CAB; enrollment deferred until spring 2009 due to concerns over accurate placement into one-credit courses vs. three-credit courses. Testing Centers, ARO and DE are working to establish cut scores.
			1.5.5. Increase in proportion of students initially placed into MATH0310 who attempt and succeed in college-level math courses compared to FY2007.	1.5.5.1. Not yet accomplished. Deferred until FY2009 while drop/add pilot was extended.
	Chesney, M. McRae, Austin, M. Smith, DE Chairs, DE Faculty Members, Malone, T. Martin	5/31/2008	1.5.6. Validation study conducted of TSI cut scores for course placement.	1.5.6.1. Comparison statistical analysis on Mathematic, English, and Reading placement scores were forwarded to deans in fall 2008. Review of cut scores was completed and slated for implementation spring 2009.
			1.5.7. Adjustments made to cut scores and placement procedures based on validation study results.	1.5.7.1. Assessment cut scores and prerequisites were entered into Banner and documented in master syllabi. Recommended adjustments will be made in spring 2009.
			1.5.8. Increase in proportion of students who successfully complete the initial developmental courses into which they are placed compared to FY2007.	1.5.8.1. Not accomplished. Deferred until FY2009 while drop/add pilot was extended.

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.1. Strengthen the quality of health care workers produced by the District.</p>	<p>Chesney, McBryde-Foster, Health Sciences and Emergency Services Division (HSES) Program Directors</p>	<p>8/31/2008</p>	<p>2.1.1. Simulations integrated into all EMSP, RNSG, and RSPT courses.</p>	<p>2.1.1.1. High fidelity simulation was integrated during spring 2008 into the Nursing program in Levels I, II and III and constitutes one lab section four days a week. 2.1.1.2. Nursing simulation has been implemented in all four semesters of the nursing program as of fall 2008. 2.1.1.3. Respiratory Care has implemented simulation into first year labs. Simulation is now fully implemented in all semesters. 2.1.1.4. EMSP instituted high fidelity simulation labs into 15% of its campus labs. 2.1.1.5. EMSP associate faculty members are implementing simulation for the fall 2008 semester, though the degree to which it initially will be implemented has yet to be determined.</p>
			<p>2.1.2. Health sciences general academic core curriculum initiated with BMGT1307, PHIL2303, and HPRS1271 having been adopted by all health sciences programs.</p>	<p>2.1.2.1. Core curriculum courses, BMGT1307, PHIL2303, and HPRS1271 have been integrated into Surgical Technology and Health Information Management programs. 2.1.2.2. Respiratory Care faculty is preparing a CAB proposal for curriculum changes in the FY2009. 2.1.2.3. Faculty members from Respiratory Care, Health Information Technology, and Dental Hygiene attended WECM workshops during the summer 2008. The Dean attended a regional THECB workshop on Programs of Study in June 2008. The Programs of Study project of THECB is in progress which will give some direction in developing additional core course structure in the FY2009.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 2 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.1. Strengthen the quality of health care workers produced by the District. (concluded)</p>	<p>Chesney, McBryde-Foster, Health Sciences and Emergency Services Division (HSES) Program Directors (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>2.1.3. CEH strategic plan completed and approved by the Leadership Team.</p> <p>2.1.4. Licensure pass rates increased to 90% for Emergency Medical Technology (EMT) students and 95% for Respiratory Care students.</p>	<p>2.1.3.1. Not accomplished. The data from the health careers needs assessment study done through a Perkins grant in FY2006 was used during summer 2007 to gain THECB approval for AAS degrees in health information and surgical technologies. Advisory committee candidates have been approved by T. Jenkins and M. McRae. Currently, candidates are being surveyed for willingness to serve. Invitations to a mid-fall meeting will be mailed by 9/30/2008.</p> <p>2.1.4.1. Licensure/certification pass rate for fall 2007 EMT-B completers was 82% compared to state pass rate of 63%. EMS-Paramedic spring 2008 completers have a 92% pass rate on initial exam for 10 of the 11 completers and an overall pass rate of 95%. The most recent licensure exam pass rate available for Collin's Respiratory Care students was 95% in FY2007.</p>
<p>2.2. Improve linkages with secondary schools to prepare service area students for entry into CEH programs.</p>	<p>Chesney, McBryde-Foster, Huppe, Jaworski, HSES Program Directors</p>	<p>8/31/2008</p>	<p>2.2.1. Cohort Project designed and implemented to coach and track Collin County middle school and high school students' readiness for health and fire sciences programs.</p>	<p>2.2.1.1. The 70 high school students who attended the summer 2008 SCRUBS program will comprise a cohort that will be tracked to determine how SCRUBS participation enhances the likelihood of their continuing on into Collin health sciences programs.</p> <p>2.2.1.2. Critical thinking measurements will be offered to cohort students who continue to participate in the SCRUBS program during FY2009.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 3 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.2. Improve linkages with secondary schools to prepare service area students for entry into CEH programs. (continued)</p>	<p>Chesney, McBryde-Foster, Huppe, Jaworski, HSES Program Directors (continued)</p>	<p>8/31/2008 (continued)</p>	<p>2.2.2. In collaboration with Tech Prep, initiatives identified for middle school and high school students, teachers, and counselors.</p>	<p>2.2.2.1. Global EDGE met with selected HSES program directors to approve implementation of Medical Terminology and Keyboarding courses in a Tech Prep program for Health Information Technology and Surgical Technology. In addition, selected TEKS curriculum courses in Health Science Technology will be offered via Tech Prep programs of study for the Central Processing Tech MSA being developed in FY2009. Meetings with high school health technology faculty to develop course ending examinations will be conducted in fall 2008. Implementation in Allen, Frisco, and McKinney high schools should be initiated by spring 2009.</p> <p>2.2.2.2. The two-day SCRUBS program (6/17-18/2008) was attended by 70 students from high schools throughout the service area who participated in activities that introduced them to careers in Health Sciences and Emergency Services (HSES). Student survey results indicated that the program was successful.</p> <p>2.2.2.3. Careers on Wheels (COW) Day was conducted on 5/16/2008 at SCC. 555 middle school students and teachers were involved along with 20 businesses (including HSES) and programs from Collin College.</p> <p>2.2.2.4. A six-year plan was developed for medical terminology instruction. Discussions continue as high schools who may participate are being identified. Dr. McBryde-Foster has approved the articulation pathway.</p> <p>2.2.2.5. Collin summer program for teachers that was initiated in 2007 was postponed during FY2008 due to CPC construction.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 4 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.2. Improve linkages with secondary schools to prepare service area students for entry into CEH programs. (concluded)</p>	<p>Chesney, McBryde-Foster, Huppe, Jaworski, HSES Program Directors (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>2.2.3. Initiatives scheduled and implemented.</p>	<p>2.2.3.1. The two-day SCRUBS program (6/17-18/2008 at CPC) was attended by 70 students from high schools throughout the service area. Other SCRUBS events will be developed for FY2009. 2.2.3.2. Careers on Wheels (COW) Day was conducted on 5/16/2008 at SCC. A total of 555 middle school students and teachers were involved along with 20 businesses and programs from Collin College (including HSES).</p>
			<p>2.2.4. Initiatives assessed and revised as necessary.</p>	<p>2.2.4.1. Eighty-five students were accepted to attend SCRUBS in summer 2008. Construction constraints have necessitated modification of planned activities. Student and faculty evaluations of the event have been conducted and summarized. FY2009 events will be planned based on this feedback.</p>
			<p>2.2.5. Aggregate student performance data collected from secondary schools and used to assess admissions criteria for CEH programs.</p>	<p>2.2.5.1. Critical thinking was selected as the initial student performance parameter. The Dean of HSE&ES will work with IRO to select an appropriate instrument and offer online testing during fall 2008.</p>
<p>2.3. Create and expand continuing education programs that support the healthcare industry.</p>	<p>T. Jenkins, Hardy, Albrecht</p>	<p>8/31/2008</p>	<p>2.3.1. Leadership training program for healthcare supervisors and managers created.</p>	<p>2.3.1.1. Completed. A Practice Administrator program was initiated, and 22 students enrolled in the program during fall 2007 and spring 2008. Instruction was offered in “Contract Negotiations and Conflict Resolution,” “Human Resources for Healthcare Leaders,” “Managing the Medical Practice,” “Revenue Cycle Management,” and “Project Management for Healthcare.” The latter two courses were cancelled for lack of enrollment. The small enrollment numbers are not unusual for a new CE program. 2.3.1.2. All the courses were evaluated by students during the final class sessions. All student evaluations of the courses were positive.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (continued, 5 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.3. Create and expand continuing education programs that support the healthcare industry. (continued)</p>	<p>T. Jenkins, Hardy, Albrecht (continued)</p>	<p>8/31/2008 (continued)</p>	<p>2.3.1. Leadership training program for healthcare supervisors and managers created. (concluded)</p> <p>2.3.2. Partnership developed with Texas Health Resources (THR) to deploy Spanish language training to member hospitals.</p>	<p>2.3.1.3. “Building and Managing Healthcare Teams” implemented summer 2008 for Healthcare Leadership Series.</p> <p>2.3.1.4. Developed courses specific to the needs of physician office staff. Curriculum developed and approved by the Professional Association of Healthcare Office Managers. Also received CEU approval from the American College of Medical Practice Executives toward certification and recertification as a Certified Practice Management Executive (CPME) for leadership training classes.</p> <p>2.3.1.5. Working with PR, CEWD created a “Practice Management and Leadership Series” brochure and distributed it to over 2,000 physicians’ offices. Also created press releases in fall and spring that were given to local area hospitals’ physician relations groups. Despite these efforts, no one enrolled for summer, but inquiries have been received for fall 2008.</p> <p>2.3.2.1. Presbyterian Hospital of Plano delayed scheduling Spanish courses until spring 2009.</p> <p>2.3.2.2. Twelve Presbyterian Hospital of Plano employees completed 30 hours of “ESL for the Healthcare Setting” training that concluded on 5/5/2008.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (concluded, 6 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.3. Create and expand continuing education programs that support the healthcare industry. (continued)</p>	<p>T. Jenkins, Hardy, Albrecht (continued)</p>	<p>8/31/2008 (continued)</p>	<p>2.3.3. Institutional certificate series created in medical coding and other health-related courses. (concluded)</p>	<p>2.3.3.1. Institutional certificate series for medical coding now conducts cohort classes in the day, evening and on the weekends. Classes prepare students to take the Certified Professional Coding exam administered by the American Association of Professional Coders.</p> <p>2.3.3.2. Curriculum developed and instructor hired for new Health Unit Clerk training. Class was created as a result of survey findings. Eight students enrolled for initial class; 14 for second. Externship/clinical rotation opportunities were provided to initial group of Health Unit Clerk students at Baylor Medical Center of Plano. Feedback from hospitals and students was very positive.</p> <p>2.3.3.3. Continuing education opportunities for current licensed health professionals included a conference for dental professionals provided by the Dental Oncology Education Program and CEUs for licensed massage therapists.</p> <p>2.3.3.4. Worked with third party vendor, Condensed Curriculum International, to develop a Pharmacy Compounding class for certified pharmacy technicians and pharmacists to provide training and state certification needed to work in hospital pharmacies. This course has been approved for five CEUs through the Texas Pharmacy Association, an approved provider of continuing pharmacy education for the Accreditation Council of Pharmacy Education.</p> <p>2.3.3.5. Home Health Aide and Rehabilitation Aide instruction were offered. Rehabilitation Aide had three completers, but Home Health Aide was cancelled due to lack of enrollment.</p>

Goal 2. Implement and expand a Center of Excellence in Healthcare (CEH) to provide comprehensive solutions to the needs of the local healthcare industry. (concluded, 7 of 7)

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>2.3. Create and expand continuing education programs that support the healthcare industry. (concluded)</p>	<p>T. Jenkins, Hardy, Albrecht (concluded)</p>	<p>8/31/2008 (concluded)</p>	<p>2.3.4. Enrollment increased in Continuing Education health instruction compared to FY2007.</p> <p>2.3.5. Survey administered to physician groups and healthcare personnel, and results used to determine ongoing continuing education needs for future course/program development.</p> <p>2.3.6. Applications for grant funding submitted for healthcare training and program development.</p>	<p>2.3.4.1. Enrollment in CE health instruction increased 26% and contact hours increased 32% from FY2007 to FY2008.</p> <p>2.3.5.1. Met with leaders from several local hospitals. Although most current management receives training in-house, those who aspire to management have no formal training opportunities and would be good candidates for healthcare leadership series.</p> <p>2.3.6.1. Submitted a proposal for a Community-Based Job Training Grant in Diagnostic Medical Sonography on 10/30/2007 to the U.S. Department of Labor’s Employment and Training Administration.</p>

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	Outcomes and Improvements as of 8/31/2008
<p>3.1. Successfully implement Banner, Luminis, and related systems.</p>	<p>R. Hall, Hoyt, Hollander, Banner Transition Steering Committee, Project Leads, Banner Users</p>	10/15/2007	<p>3.1.1. Luminis platform production-ready.</p>	<p>3.1.1.1. Luminis went live for employees during 4/2008 and for students during 6/2008. It was successfully used to register 21,000 credit students and approximately 4,359 CE students for fall 2008. 3.1.1.2. There were issues with Luminis sign-in for employees who were both employees and students, and there was an issue with connecting courses in Luminis to Blackboard. Both issues were resolved during 9/2008.</p>
		1/2/2008	<p>3.1.2. Human resources system live and functioning within expectations.</p>	<p>3.1.2.1. Banner HR “go-live” was delayed until April due to unexpected conversion and implementation issues. Additional consulting/advising hours were added to the project and the system went live 4/1/2008. 3.1.2.2. The first Banner payroll was successfully processed during 4/2008. All subsequent payrolls have been produced in Banner. 3.1.2.3. The “Web Time Entry” module was scheduled to go live during 7/2008. Implementation was delayed to resolve conflicts between District policy and how the module requires time to be entered. Implementation target is now spring 2009 and this will be an FY2009 milestone.</p>
		4/30/2008	<p>3.1.3. Luminis platform live for employees and functioning within expectations.</p>	<p>3.1.3.1. Luminis for employees went live on 4/1/2008. The system is functioning within expectations, but continues to have technical glitches.</p>
		4/30/2008	<p>3.1.4. Luminis Content Management System production-ready.</p>	<p>3.1.4.1. The Luminis Content Management System (CMS) prototype completed in June 2008. CMS is production-ready. It is the tool with which the new District Web site is being developed. The new Web site is scheduled to go live during 10/2008. 3.1.4.2. Phase I of migration to www.ccccd.edu will take place during fall 2008 sometime after census.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>3.1. Successfully implement Banner, Luminis, and related systems. (concluded)</p>	<p>R. Hall, Hoyt, Hollander, Banner Transition Steering Committee, Project Leads, Banner Users (concluded)</p>	5/31/2008	<p>3.1.5. Financial Aid system live and functioning within expectations.</p>	<p>3.1.5.1. All Financial Aid staff members were trained in 4/2008 and 5/2008. Additional consulting sessions were provided for the Financial Aid Office staff to ensure a successful implementation. 3.1.5.2. Tracking letters were sent to students by the end of 3/2008. Student academic history was loaded into Banner by the beginning of 6/2008. This delayed some the awarding of some aid and the verification of satisfactory academic progress (SAP). 3.1.5.3. The Financial Aid Office is processing and awarding aid to students as planned.</p>
		6/30/2008	<p>3.1.6. Student system live and functioning within expectations.</p>	<p>3.1.6.1. Records for all students, past and present, have been loaded into Banner and are being maintained in both Banner and PLUS. The Student System went live in 6/2008. Fall 2008 students registered and paid tuition and fees through Luminis. Numerous student support issues arose over the summer, and many, if not most, were resolved.</p>
			<p>3.1.7. Operational Data Store live and functioning within expectations.</p>	<p>3.1.7.1. Not accomplished. The Operational Data Store (ODS) is at a standstill. The District does not have the functional or technical resources available at this time to implement and use ODS in production.</p>
			<p>3.1.8. Luminis platform for students production-ready.</p>	<p>3.1.8.1. Luminis for students went live on schedule in 6/2008. There were issues with the event queue at the beginning of fall semester.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
<p>3.2. Successfully implement a District-wide assessment management system to standardize collection and documentation of outcomes data, to facilitate evaluation and reporting at the course, program and general education levels, and to support the District's Quality Enhancement Plan.</p>	<p>Kihl, Fenton, Chesney, T. Jenkins, T. Martin, V. Putman</p>	<p>8/31/2008</p>	<p>3.2.1. WEAVEonline assessment management system installed and operational for end-user access.</p>	<p>3.2.1.1. Collin went live with WEAVEonline on 2/26/2008.</p>
			<p>3.2.2. Appropriate staff and faculty trained to use WEAVEonline assessment management system.</p>	<p>3.2.2.1. A training module is under development to inform deans, chairs, and data custodians in the use of WEAVEonline in the core assessment process and in documenting program- and course-level student learning outcomes (SLOs). 3.2.2.2. Deans, chairs, and data coordinators attended professional development on collecting and documenting SLO information for WEAVEonline input.</p>
			<p>3.2.3. Processes established to document course, program and general education level outcomes in WEAVEonline</p>	<p>3.2.3.1. Each VPP and their respective deans have participated in a dialogue about a proposed process. 3.2.3.2. Data collection process was revised for fall 2008 to respond to needs of VPPs, deans, faculty and accreditation requirements.</p>
			<p>3.2.4. WEAVEonline used for reporting student learning outcomes at course, program, and general education levels.</p>	<p>3.2.4.1. Sample data for course, program, and general education levels were populated in WEAVEonline as an example for end users to follow during initial use. 3.2.4.2. A parallel paper version of essential data for WEAVEonline input served as a template for documenting 2009 discipline action plans to allow WEAVEonline 4.0 to stabilize prior to use.</p>
			<p>3.2.5. WEAVEonline data and reports integrated into program assessments to the extent possible.</p>	<p>3.2.5.1. Full WEAVEonline implementation delayed until modifications to the 4.0 version of the software stabilize. 3.2.5.2. A parallel paper version of essential data for WEAVEonline input will serve as a template during the program assessment process.</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	Outcomes and Improvements as of 8/31/2008
<p>4.1. Develop new workforce education programs and university transfer pipelines that address the needs of Collin County businesses, industry, and students.</p>	<p>Chesney, Blitt, Cooksey</p>	<p>8/31/2008</p>	<p>4.1.1. AAS degree in International Business approved by Collin and THECB for fall 2008 admissions.</p>	<p>4.1.1.1. New International Business specialization within Management AAS was approved by Collin’s Curriculum Advisory Board and will be offered beginning in fall 2008. 4.1.1.2. An altogether new and separate AAS program in International Business will be implemented following proof of feasibility based on sufficiency of potential enrollment, completers, and employment opportunities.</p>
			<p>4.1.2. Associate of Applied Arts (AAA) degree in Technical Theater approved by Collin and THECB for fall 2008 admissions.</p>	<p>4.1.2.1. Postponed to fall 2009.</p>
			<p>4.1.3. Statewide conference hosted to discuss a possible Field of Study in Biotechnology.</p>	<p>4.1.3.1. Postponed due to decision by the Texas Common Course Numbering System (TCCNS) Committee of the THECB.</p>
			<p>4.1.4. BIOT rubric accepted by THECB for transfer.</p>	<p>4.1.4.1. On hold. Rubric accepted by Academic Course Guide Manual Committee of the THECB, but was denied by TCCNS Committee. TCCNS Committee has been restructured. Barriers to transfer include revised restrictions on programmatic vs. elective transfer.</p>

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	Outcomes and Improvements as of 8/31/2008
<p>4.2. Develop new noncredit instruction that address the needs of Collin County business and industry.</p>	<p>T. Jenkins, Hardy, Sheppard, Wormald, Greenwell, Frey</p>	<p>8/31/2008</p>	<p>4.2.1. New business curriculum developed and marketed.</p>	<p>4.2.1.1. Collin’s Small Business Development Center (SBDC) added eight new courses related to finance, marketing, and time management in response to an initial gap analysis conducted at the end of FY2007 and a needs assessment conducted in 3/2008. New classes are also considered each quarter to meet growing demand. All new courses were evaluated by students during the final class sessions and those evaluations are reviewed by the director monthly. All student evaluations of the new courses were positive.</p> <p>4.2.1.2. The Business Solutions Group (BSG) held an “Achieve Global” performance management showcase on 11/8/2007 to introduce their curriculum to key clients and prospects. The showcase was attended by 17 participants representing 13 companies.</p> <p>4.2.1.3. BSG developed course bundling to market DDI’s Leadership Development Solutions for three levels of management. BSG held an Executive Briefing on 6/26/2008 to showcase DDI’s “Adapting to Change” curriculum. Seventeen participants representing 10 local companies, chambers of commerce, and economic development corporations attended. BSG is also exploring a curriculum partnership with VisionPoint.</p> <p>4.2.1.3. CE began offering 22 new courses and programs covering mediation and negotiation, business law, quality control, project management, purchasing, hiring, and financial management. All the courses were evaluated by students during the final class sessions. All student evaluations of the courses were positive.</p>

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	Outcomes and Improvements as of 8/31/2008
<p>4.2. Develop new noncredit instruction that address the needs of Collin County business and industry. (continued)</p>	<p>T. Jenkins, Hardy, Sheppard, Wormald, Greenwell, Frey (continued)</p>	<p>8/31/2008 (continued)</p>	<p>4.2.1. New business curriculum developed and marketed. (concluded)</p>	<p>4.2.1.4. Through grant partnerships, the Center for Workforce and Economic Development offered new premium business training curricula from InsideOut Development, Peck Training, The Hopkins Group, Quid Pro Quo, J. Elle Associates, and Ken Blanchard Companies. All the courses were evaluated by students during the final class sessions. All student evaluations of the courses were positive. 4.2.1.5. New curricula using Vital Learning is being explored and two new APICS Logistics courses are scheduled to be offered in the coming year.</p>
			<p>4.2.2. Increase in Continuing Education enrollment in business instruction.</p>	<p>4.2.2.1. Enrollment increased 11%, and contact hours increased 19% in FY2008 compared to FY2007.</p>
			<p>4.2.3. Quality Assurance (QA) Managers/Directors identified and convened to determine training partnership opportunities for grant funding.</p>	<p>4.2.3.1. Not accomplished. Actively researched QA job objectives in industry, created a QA director survey, and met with two local QA directors in manufacturing. Expect to complete survey by 5/30/2008. However, the milestone was not accomplished this year due to state grant skills funding not providing adequate staff for grant deployment. Therefore CWED lacked sufficient staff to complete the milestone. Consequently, it was determined that time should be allocated to writing additional skills grants. This resulted in the awarding of one new grant and consideration is being given by TWC for awarding another grant in FY2009.</p>
			<p>4.2.4. Increase in the number of clients being served by the Small Business Development Center compared to FY2007.</p>	<p>4.2.4.1. The Collin SBDC experienced a 34% increase in the number of clients counseled between 10/1/2007 and 8/31/2008 (FY2007: 521 clients, FY2008: 699 clients). The SBDC has helped nearly twice as many clients as the Dallas SBDC and has seen 68% more than Tarrant SBDC within the same time period.</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	Outcomes and Improvements as of 8/31/2008
4.2. Develop new noncredit instruction that address the needs of Collin County business and industry. (concluded)	T. Jenkins, Hardy, Sheppard, Wormald, Greenwell, Frey (concluded)	8/31/2008 (concluded)	4.2.5. Major forum created and hosted to bring business leaders together to discuss key county-wide business and economic issues.	4.2.5.1. CEWD has been involved in the planning of Collin County Day and for the creation of the Education/Workforce Development panel to be held 3/25/2008.

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	Outcomes and Improvements as of 8/31/2008
<p>5.1. Create a Collin Higher Education Center (CHEC).</p>	<p>Israel, Kihl, Hanson</p>	<p>8/31/2008</p>	<p>5.1.1. CHEC financial, facility and staffing plans developed.</p>	<p>5.1.1.1. Floor plans have been finalized, and construction drawings are being drafted. 5.1.1.2. Financial and staffing plans were discussed by the Board subcommittee on Education and Policy on 2/26/2008. Modifications to the plans are continuous as CHEC needs are solidified.</p>
			<p>5.1.2. Survey conducted to determine which potential degree programs are of greatest interest to potential CHEC students.</p>	<p>5.1.2.1. A survey of the Collin County community was conducted in 11/2007 and results reported in 12/2007 The report identified community preferences for degree programs, class schedule and university partners. 5.1.2.2. A survey of current Collin students was conducted during 5/2008, and results were reported during 7/2008. The report identified current student preferences for degree programs, class schedule and university partners. 5.1.2.3. A survey was administered to Collin’s Weekend College students in spring 2008 to determine their degree of interest in continuing their educations at the CHEC. A total of 516 surveys were collected.</p>
			<p>5.1.3. Parameters established for a university partnership agreement(s).</p>	<p>5.1.3.1. A partnership proposal was created and distributed to university partners during spring 2008.</p>
			<p>5.1.4. Partner institutions and programs identified.</p>	<p>5.1.4.1. Seven university partners have submitted programs of interest for the CHEC. 5.1.4.2. A preliminary list of graduate and undergraduate programs has been and pending approval by all partners.</p>
			<p>5.1.5. Implementation plan developed coinciding with construction of administration building.</p>	<p>5.1.5.1. A partnership proposal time line was established and is underway.</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	Outcomes and Improvements as of 8/31/2008
5.2. Identify and acquire new sites for future campus locations.	Israel, Trustees	8/31/2008	5.2.1. Potential future campus sites identified in east Collin County.	5.2.1.1. The Board of Trustees' Campus, Facilities, and Construction Subcommittee is exploring land availability in southeast Collin County
			5.2.2. Potential future campus sites identified in northwest Collin County.	5.2.2.1. The Board of Trustees' Campus, Facilities, and Construction Subcommittee is exploring land availability in northwest Collin County
			5.2.3. Potential future campus sites evaluated and presented to Board of Trustees for consideration.	5.2.3.1. Not accomplished.
			5.2.4. Acquisition of new sites approved by Board of Trustees.	5.2.4.1. Not accomplished.
5.3. Construct new facilities and renovate existing facilities to accommodate enrollment growth.	Hall, Israel, Parcels	3/31/2008	5.3.1. Construction initiated on CPC library/ classroom building and existing campus renovation.	5.3.1.1. Construction is underway. Surgical Technology lab nearly complete (Phase 1). 5.3.1.2. Contract for the construction manager-at-risk was awarded to Hunt Construction. CPC science labs were completed in summer 2008 and are scheduled for lab instruction in fall 2008. Construction on the library, SDEV center, bookstore, parking structure, and conference center are well underway. The expected completion date is 4/1/2009.
			5.3.2. Construction initiated on administration/CHEC building.	5.3.2.1. A construction manager-at-risk was approved at an 8/2008 Board meeting. A guaranteed maximum price set and construction will begin when site is pad-ready.

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	Outcomes and Improvements as of 8/31/2008
<p>5.4. Establish and evaluate Destination College outreach initiatives with high schools to improve college readiness.</p>	<p>McRae, Huppe, Marcy Wilson</p>	<p>8/31/2008</p>	<p>5.4.1. Curriculum alignment and evaluation of high school Algebra II and College Algebra completed.</p>	<p>5.4.1.1. Accomplished. Members of the Destination College Consortium’s (DCC) Math Curriculum Alignment group developed a team teaching (a high school teacher and a Collin professor) pilot program through which a curriculum of high school “Math Models” and “Algebra II” courses were aligned with Collin’s MATH0310 and MATH1314. Program implementation is scheduled for fall 2008 at Plano East Senior High School.</p>
			<p>5.4.2. Large scale mathematics summer bridge program developed for incoming freshman.</p>	<p>5.4.2.1. Evaluation of summer 2007 program was conducted. Logistics, staffing, and curriculum were assessed to increase capacity and participation from last year’s pilot program. The following recommendations emerged: the program should be offered without cost to students, student should be able to apply for the program either online or with paper application, the developmental math department should supply texts, and greater emphasis should be given to “out-of-class” work.</p> <p>5.4.2.2. Summer 2008 program had more than 70 registrations. The initial class started with 23 students, and the program ended with 21 students. To explore participant interest in different demographics, the program was open to high school and Collin students (versus just high school students in summer 2007). Those who had consistent attendance and completed homework assignments showed gains in the post-test COMPASS math assessment.</p> <p>5.4.2.3. Partnership with Hendricks’ Academy was considered for program participants. Two incoming Hendricks’ students participated.</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	Outcomes and Improvements as of 8/31/2008
<p>5.4. Establish and evaluate Destination College outreach initiatives with high schools to improve college readiness. (continued)</p>	<p>McRae, Huppe, Marcy Wilson (continued)</p>	<p>8/31/2008 (continued)</p>	<p>5.4.3. Programs designed to align with objectives of Achieve Texas.</p>	<p>5.4.3.1. Speaker representing the technology career cluster addressed “Career and Technology Education and College Readiness” at the 1/30/2008 DCC meeting. There were 25 attendees.</p> <p>5.4.3.2. Employers panel (mangers speaking about specific skills and knowledge needed at the workplace which are learned in high school and college) is planned for sometime in 11/2008. Exploring Majors is planned for sometime in 1/2009.</p> <p>5.4.4.1. Partnerships were developed with the AVID programs in Plano and McKinney ISDs to reach first-generation students. College planning presentations were conducted at the schools and Collin is targeting AVID teachers and parents, as well as the students, reaching a total audience of 247. Because the program targets 10th grade students, it will be a few years before the effectiveness of the effort can be evaluated.</p> <p>5.4.4.2. The Cougar Town event, co-sponsored with Cougar SMART Money, was held on 5/7/2008. Registration closed when it reached capacity (200 participants). Cougar Town provided a hands-on simulation in which 8th, 9th, and 10th graders learned the financial concepts of budgeting, check writing, debt, and savings. Feedback from participants was overwhelmingly positive with most students stating they had a greater appreciation for what their parents must deal with when it comes to budgeting.</p>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2008
5.4. Establish and evaluate Destination College outreach initiatives with high schools to improve college readiness. (concluded)	McRae, Huppe , Marcy Wilson (concluded)	8/31/2008 (concluded)	5.4.4. Two new Destination College program initiatives conducted.	5.4.4.3. Parent panel and dessert held 10/16/2007. A total of 46 parents registered for the event. Findings from evaluations of the event indicated that it was well received by those who participated. Specific feedback suggested that future panels should include at least some panelists who are not full-time Collin employees. Feedback also suggested that the length of the program should be reviewed as well as the time of year in which it is offered.