

## FY2009 District Strategic Plan Year-End Status Report Collin College

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2009
<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor.</p>	<p><b>VP/Ps, Deans</b></p>	<p>8/31/2009</p>	<p><b>1.1.1.</b> Faculty development conducted with a focus on diffusing Collin best teaching practices related to effective student retention and outcomes.</p>	<p><b>1.1.1.1.</b> All instructional divisions made course completion a primary focus in their FY2009 faculty meetings. While improvements in course completion rates cannot be attributed to any single factor, the emphasis on retention undoubtedly contributed to fall 2008 86% course completion rate, the highest rate ever attained at Collin during a long semester, and the largest one-year increase ever recorded at Collin, up from 82% in fall 2007. Some divisions undertook additional activities to improve retention.</p> <ul style="list-style-type: none"> <li>• PRC-AA Division: conducted a roundtable on 1/13/2009 to discuss strategies used by professors for retention and outcomes success. There were 43 participants. Qualitative responses from faculty involved showed a heightened awareness of how classroom management skills affect retention and outcomes. Conclusions will be shared at the 8/2009 PRC faculty development sessions and division workshops.</li> <li>• PRC-AA Division: a group of 8 faculty members met from 10/2008 through 2/2009 to develop strategies for student retention and outcomes success based on a “caring behaviors” model of best practices. Forty strategies were identified and were used during the fall and spring semester by the 8 instructors. Fall student retention data showed high retention by the 8 instructors compared to peers. Action plans were implemented during spring 2009; 12 additional faculty members implementing the strategies.</li> </ul>

**Goal 1. Create and elevate programs and services that foster a scholarly community. (2 of 19)**

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>VP/Ps, Deans</b> (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.1.</b> Faculty development conducted with a focus on diffusing Collin best teaching practices related to effective student retention and outcomes. (continued)</p>	<p><b>1.1.1.1.</b> (concluded)</p> <ul style="list-style-type: none"> <li>• CPC-AA Division: Initiated a new program entitled Assisting Students in Persisting by Interpersonal Retention Efforts (ASPIRE) that included faculty meetings and discussions focused on identifying factors that contribute to high and low course completion rates. A document entitled “Retention: What Works” was generated to summarize what was learned from the program, and the document was shared with the faculty. Faculty members were encouraged to adopt practices that contribute to higher retention and avoid practices that contribute to lower retention. Faculty members generated a document based on discussion of customer service and retention entitled “CPC Faculty: What We Value.” It delineated good professional service attributes. Faculty members pilot tested an early alert program in which they emailed students who had 3 or more absences during spring 2009 and encouraged them to contact their instructors. CPC’s Dean of Academic Affairs also contacted students in the pilot test. Faculty members reported an average response rate of 60%. Two faculty members used their office hours during registration to serve as discipline advisors, forwarding their names to the Academic Advisors should advisors need assistance. Fall 2008 retention rate for full-time faculty was 88%.</li> <li>• BIET Division: retention and best teaching practices topics were addressed at all division and department meetings. Fall 2008 retention rate for BIET’s full-time faculty was 87% and 86% for the associate faculty. BIET retention continued to improve during spring 2009 with retention rates of 89% and 87% for full-time and associate faculties, respectively.</li> </ul>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>VP/Ps, Deans</b> (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.1.</b> Faculty development conducted with a focus on diffusing Collin best teaching practices related to effective student retention and outcomes. (continued)</p>	<ul style="list-style-type: none"> <li>• <b>1.1.1.1.</b> SCC Social and Behavioral Science Division: fall division meeting focused on best practices in retention. Psychology professor Jennifer O’Laughlin-Brooks delivered a 30-minute presentation regarding factors affecting student retention. A 45-minute faculty discussion followed the presentation. Fall 2008 course completion rate attained the division’s 85% goal.</li> <li><b>1.1.1.2.</b> Faculty members from BIET, PRC-AA, CPC-AA, and Fine Arts served on a committee to develop online resources for associate faculty members that included best practices for improving retention and student outcomes. A plan was submitted to the VPPs.</li> <li><b>1.1.1.3.</b> Approximately 20 faculty members participated in a PRC Webinar on 11/20/2008 entitled “Retention: What Faculty Members Need to Know.” Awareness of retention issues was enhanced among the participants.</li> </ul>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>VP/Ps, Deans</b> (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>1.1.1.</b> Faculty development conducted with a focus on diffusing Collin best teaching practices related to effective student retention and outcomes. (concluded)</p>	<p><b>1.1.1.4.</b> Distance Learning and Weekend College conducted four faculty development workshops entitled “Best Practices in Online Retention Strategies” attended by 78 faculty members. Experienced Distance Learning (DL) faculty members have reported implementing changes in course design and pedagogical practice based on the workshops by 1) adding discussion posts and online orientations, 2) using Wimba archives to create presentations, and 3) modifying course syllabi to more clearly articulate expectations of students. About four out of five of the experienced faculty members reported incorporating clearer expectations into their online courses; 72% incorporated an online orientation into their online courses. Less experienced DL faculty members reported that the workshops provided a greater understanding of the online advisory board (OAB) rubrics necessary for successful online learning, subsequently enabling them to improve DL courses as evidenced by OAB course submissions and reviews.</p> <p><b>1.1.1.5.</b> Faculty development workshops were offered through The Sloan Consortium via the Teaching and Learning Centers on a variety of topics related to Best Online Teaching Practices. A total of 26 faculty members participated in 11 workshops.</p>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>Money, T. Rodgers, Schumann, Pielack, Fueller</b></p>	<p>8/31/2009</p>	<p><b>1.1.2.</b> New and revitalized student support services developed to foster course completion and success.</p>	<p><b>1.1.2.1.</b> Successfully implemented Stop Out/Drop Out program where academic advisors visited six college success (COSU0300) sections and assisted students with registering early for spring 2008 classes. Of the 136 students who were assisted, 25% registered for a full load of spring 2009 classes. Roughly 20% of the 136 students either withdrew from COSU0300 or had already decided not return to Collin for spring semester. The remaining 55% of the students registered for one or two classes, but needed more time to check work schedules, family, finances, etc. and chose to register at a later time.</p> <p><b>1.1.2.2.</b> Extended Developmental Education's (DE) Course Withdrawal Initiative requiring students wishing to drop a DE course to meet with the professor, an advisor, and the dean prior to withdrawing so information can be provided about available support services such as tutoring, math and writing labs, study skills seminars, etc.</p> <p><b>1.1.2.3.</b> Beginning in fall 2008, students began receiving immediate feedback when submitting online admissions applications.</p> <p><b>1.1.2.4.</b> Students are now able to go online to view holds on their records.</p>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>Money, T. Rodgers, Schumann,</b> Pielack, Fueller (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.2.</b> New and revitalized student support services developed to foster course completion and success. (continued)</p>	<p><b>1.1.2.5.</b> Online requests for “verification of enrollment” and transcripts became available during spring 2009. The ability for students to view and order official transcripts could contribute to higher graduation rates as students are able to analyze their GPAs, determine how close they are to graduation, and use the transcript in conjunction with the online Catalog to determine which course(s) are needed to finish degree or certificate requirements. Students on academic probation or suspension will be able to use this information to determine which courses to repeat to raise GPAs and graduate.</p> <p><b>1.1.2.6.</b> Accounting professor Paula Miller established a tutoring lab for accounting students to provide them with additional assistance in successfully completing accounting courses. Fall 2008 retention reports indicate that accounting course retention was 2 percentage points higher than in fall 2007. Accounting retention for spring 2009 was 7 percentage points higher than in spring 2008. Although it was not the only factor in the improved spring retention, part of the improvement is attributable to this initiative.</p> <p><b>1.1.2.7.</b> Implemented an Online Student Support Center (OSSC) to assist students taking distance learning (DL) classes and those who use distance learning technologies to support or enhance traditional classroom learning. A variety of activities were undertaken to foster course completion and success:</p> <ul style="list-style-type: none"> <li>• initiated face-to-face DL orientations (202 attendees);</li> <li>• initiated Wimba orientations (115 students attendees to date)</li> <li>• initiated self-paced online orientations for students (885 participants to date);</li> <li>• initiated student success seminar via WIMBA (12 participants);</li> </ul>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>Money, T. Rodgers, Schumann,</b> Pielack, Fueller (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.2.</b> New and revitalized student support services developed to foster course completion and success. (continued)</p>	<ul style="list-style-type: none"> <li>• DL orientations offered for the first time prior to spring 2009 (431 students participated either prior to or within the first 10 days of the term. [Of the DL students enrolled in online courses, 77% of those who enrolled in the DL orientation successfully completed all DL course while 61% of those who did not enroll in the D orientation completed all DL courses.]);</li> <li>• redesigned Web site with new resources and tutorials for students using Blackboard;</li> <li>• the OSSC assisted 841 students either via walk-up, telephone, or email;</li> <li>• just over a third of DL students surveyed during fall 2008 were aware of Collin’s OSSC; during spring 2009, two-thirds of students who had contact with the OSSC during fall and spring found the OSSC orientation information helpful. About 30% had yet to attend an orientation and contacted the OSSC for other reasons.</li> </ul>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>Money, T. Rodgers, Schumann, Pielack, Fueller</b> (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.2.</b> New and revitalized student support services developed to foster course completion and success. (continued)</p>	<p><b>1.1.2.8.</b> Survey of ET students was administered during fall to determine what classes were needed for spring, and to answer questions about students' curricular needs and career paths. Based on survey results, schedule revisions were made for spring and summer to better sequence the courses in the degree program. Two new certifications were developed as a direct result of these surveys: Leadership in Energy and Environmental Design (LEED) within the Green Design program and Certified Information Systems Security Professional (CISSP) within the Cyber-Security program. Anecdotal information indicated greater student satisfaction.</p> <p><b>1.1.2.9.</b> Director of Engineering and Technology has set up a faculty advising model called "counseling blocks" where any student in the department could discuss curriculum and career opportunities with the Director. Based, in part, on feedback provided by students during counseling blocks, schedule revisions were made for spring and summer, and one-on-one advising should reduce the number of students who are incorrectly placed. Student and instructor feedback suggest there was a substantial reduction in the number of incorrectly placed students. Data will be reviewed for impact on completers and enrollment after the summer sessions.</p> <p><b>1.1.2.10.</b> COSC department is developing a survey to gather information from workforce and transfer computer science students about curricular needs and career paths.</p> <p><b>1.1.2.11.</b> Hospitality/Culinary Arts department chair is maintaining an email list of current and former students to provide advisement to students in the department and build ongoing relationships with former students. An electronic newsletter is also sent out to students through the Hospitality &amp; Culinary Student Association (HCSA). Data will be reviewed for impact on completers and enrollment after the summer session.</p>



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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>Money, T. Rodgers, Schumann,</b> Pielack, Fueller (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>1.1.2.</b> New and revitalized student support services developed to foster course completion and success. (concluded)</p>	<p><b>1.1.2.12.</b> Real Estate faculty members have implemented a procedure whereby, on the first day of class, students are advised that any student who is planning to drop is requested to visit with the professor first. The department is documenting all reasons for withdrawal and where necessary, personally calling the students to find out the reason. Data will be reviewed for impact on completers and enrollment after the summer session.</p> <p><b>1.1.2.13.</b> Faculty Council Web site provides a student orientation link that offers lessons in study skills, time management and other skills necessary to improve student retention.</p> <p><b>1.1.2.14.</b> English Department increased Writing Center access with expansion into the Allen High School's dual enrollment program.</p>
	<p><b>VP/Ps, Kihl,</b> Deans, Fenton, Hockenbrough</p>	<p>8/31/2009</p>	<p><b>1.1.3.</b> Impact measured of engaging students in special programs and activities focused on course retention.</p>	<p><b>1.1.3.1.</b> Faculty members in the BIET Division are working to establish Collin chapters of national and local student organizations to engage students in career- and portfolio-building activities intended to enhance the likelihood of students persisting to program completion at Collin.</p> <ul style="list-style-type: none"> <li>• Collin established a chapter of Student in Free Enterprise (SIFE) that won the regional competition, regional and national Rookie-of-the-Year Award, and was second runner-up at nationals.</li> <li>• The Hospitality and Culinary Student Association was successful in competitions and supported local community events throughout FY2009.</li> <li>• A companion organization, the Hospitality Sales &amp; Marketing Association International, was established.</li> <li>• Collin's Interior and Architectural Design Association was involved in supporting community activities and attracted excellent student support.</li> </ul>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (continued)</p>	<p><b>VP/Ps, Kihl,</b> Deans, Fenton, Hockenbrough (continued)</p>	<p>8/31/2009 (continued)</p>	<p><b>1.1.3.</b> Impact measured of engaging students in special programs and activities focused on course retention. (continued)</p>	<ul style="list-style-type: none"> <li>• Collin’s Robotics Club was reenergized and is attracting students exploring a variety of engineering areas.</li> <li>• The Paralegal Student Organization was active in the community and provided great learning experiences for students to expand their portfolios.</li> <li>• Collin students competed at the Mock Trial Competition beating out teams from UT-Austin, Southwestern, UTD, and Texas Tech, and were invited to nationals. Collin’s new business organization, Phi Beta Lambda, was chartered and is recruiting students for fall 2009.</li> </ul> <p><b>1.1.3.2.</b> A service learning survey was developed during spring 2009 to measure the impact of the Service Learning Program on students’ knowledge, personal development, civic engagement, and institutional support. The survey will be administered for the first time in fall 2009.</p> <p><b>1.1.3.3.</b> A survey was administered during fall 2008 to measure the impact of the Book-in-Common (BIC) Program on students. About 83% of respondents indicated that they were satisfied or very satisfied with the program. Over half the respondents indicated the BIC program motivated them to complete class assignments, come to class, complete the course, and stay in college. As a result of the survey, the BIC program will expand to a full year for FY2010. The BIC survey will be revised during summer 2009 to capture learning and development related to Collin’s core values. The revised survey will be administered during FY2010.</p>

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<p><b>1.1.</b> Increase the District-wide average course completion rate to 85% while maintaining academic quality and rigor. (concluded)</p>	<p><b>VP/Ps, Kihl, Deans, Fenton, Hockenbrough</b> (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>1.1.3.</b> Impact measured of engaging students in special programs and activities focused on course retention. (concluded)</p>	<p><b>1.1.3.4.</b> Five projects were funded for FY2009 to improve course retention: two studies are being conducted to examine the impacts of faculty advising on course retention, along with projects examining the impacts on course completion of supplemental instruction, learning styles, and emotional intelligence. All five projects submitted final reports due by 7/15/2009. Results will be disseminated in an open session to faculty and administration during 9/2009.</p> <p><b>1.1.3.5.</b> During fall 2008, IRO administered a survey to students who withdrew from one or more courses during spring 2008. The purpose of the survey was to identify primary factors contributing to student withdrawal. The 746 students who responded were more than double the 356 needed to attain 95% confidence <math>\pm 5\%</math>. Findings stimulated extensive discussion when they were presented to the Leadership Team, the Academic Planning Team, the All College Council, faculty during Fall 2009 Faculty Development Week, and at a professional conference during spring and summer 2009.</p> <p><b>1.1.3.6.</b> SCC English Department initiated a bridge program with the Plano High Schools to better prepare students for ENGL 1301.</p>

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<p><b>1.2.</b> Increase the number of students who earn at least 30 semester hours prior to transferring to universities to at least 773 (25% increase over the 618 students reported in FY2007.)</p>	<p><b>T. Rodgers, Money, Meinhardt, C. Neal, Hodge, Dipple, Troop, C. Hawkins, K. Ford</b></p>	<p>8/31/2009</p>	<p><b>1.2.1.</b> Faculty Advising/Mentoring program pilot tested in two SCC divisions.</p>	<p><b>1.2.1.1.</b> Eleven faculty members and 121 students participated in the Faculty Advising/Mentoring pilot test during fall 2008, and 40 additional students participated during spring 2009. Students attending new student orientations each semester were assigned to faculty mentors. Faculty members and students attended one social event at the start of each semester as an ice breaker. Faculty members then provided academic advising to the students as needed. The project had the following outcomes:</p> <ul style="list-style-type: none"> <li>• fall credit hour completion rate of 87%;</li> <li>• spring completion of 90%;</li> <li>• fall average GPA of 2.641 (institutional GPA was 2.5);</li> <li>• spring average GPA of 2.757 (institutional GPA was 2.62).</li> </ul> <p><b>1.2.1.2.</b> A Web site (Dr. Cougar) for online generic advising was created, is operational, and will come into full production during 4/2009.</p>

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<p><b>1.2.</b> Increase the number of students who earn at least 30 semester hours prior to transferring to universities to at least 773 (25% increase over the 618 students reported in FY2007.) (continued)</p>	<p><b>VP/Ps, Vasquez, R. Hall, Deans, T. Fields,</b></p>	<p>8/31/2009</p>	<p><b>1.2.2.</b> Effective communication strategies implemented to promote the completion of at least 30 semester credit hours at Collin prior to transfer.</p>	<p><b>1.2.2.1.</b> A total of 1,423 high school students attended 18 “College 101” presentations from 9/1/2008 through 2/28/2009. The events were designed to promote Collin’s degrees and certificates and included booths from Collin’s Academic Advising and Admissions &amp; Records offices. Venues included the following high schools: Anna, Celina, Lewisville, McKinney, Plano East, Plano Senior, Wylie, and Wakeland. Additional venues were: Boys and Girls Clubs of McKinney, Destination Wings, Heritage Christian Academy, McKinney Learning Center, and Winfree Academy Charter School.</p> <p><b>1.2.2.2.</b> Marketing campaign to promote degree and core curriculum completion was postponed until FY2010.</p>
	<p><b>VP/Ps, Money, Huppe, Jaworski</b></p>	<p>8/31/2009</p>	<p><b>1.2.3.</b> Initiatives developed to increase college credits earned by high school students and retention of those students after high school graduation.</p>	<p><b>1.2.3.1.</b> Five new Tech Prep programs (Animation, Applied Graphic Design Technology, Health Information Technology, Respiratory Care, and Surgical Technology) were approved by THECB for articulation. Approval still needed by local ISD's for implementation.</p> <p><b>1.2.3.2.</b> Dual credit courses in Math will be offered at Wylie and Farmersville ISDs, dual credit Speech will be offered at McKinney Christian Academy starting fall 2009. Dual credit offerings in math, biology, and speech are being explored for implementation during FY2010.</p> <p><b>1.2.3.3.</b> Lovejoy ISD will start its dual credit program by sending their students to the SCC. McKinney North HS requested that courses be taught at their site.</p> <p><b>1.2.3.4.</b> Level II Cisco Networking and Digital Home Integration Technology courses will be pilot tested in fall 2009 for Frisco Career &amp; Technology Education (CTE) students in collaboration between Collin's BIET Division, Office of Recruitment and Programs for New Students, and Frisco ISD's CTE Center.</p>

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<p><b>1.3.</b> Increase the number of degrees and certificates awarded to at least 1,561 (10% increase over the 1,419 awarded during FY2007).</p>	<p><b>VP/Ps, Vasquez, R. Hall, Deans, T. Fields</b></p>	<p>8/31/2009</p>	<p><b>1.3.1.</b> Effective communication strategies implemented to inform and prepare students for degree completion.</p>	<p><b>1.3.1.1.</b> A task force was formed to respond to the THECB's 2008 Data Review Report recommendations. In recommendation 4, the THECB report identified five of Collin's workforce education programs (Graphic Communication, Computer Programming, Criminal Justice, Interior Design, and Emergency Medical Technology) that failed to meet the state standard of at least 15 program completers over the three years from 2004 through 2006. In its response to THECB recommendation 4, the task force found that Graphic Communication and Criminal Justice have, since 2006, successfully met the state standard; Interior Design curriculum has been redeveloped to focus on "green" design, and the initial student response has been so positive that faculty and administrators are optimistic about increasing the number of completers in that program sufficiently to meet the state standard; and strategies were outlined for bringing Computer Science and EMT programs in compliance with the state standard for program completers. When appropriate, faculty members and academic advisors are working to make more students aware of these programs to increase enrollment and subsequent degree and certificate completions. The THECB approved Collin's improvement plan as submitted on 4/8/2009.</p> <p><b>1.3.1.2.</b> COSC faculty are developing an internal administrative process to identify students enrolled in their program who either meet or are close to meeting requirements for certificates or marketable skills awards (MSA) and, in the former case, forwarding the student information to ARO so the certificate can be automatically awarded and, in the latter case, making students aware of their status so they can quickly and easily complete certificate or MSA requirements.</p>

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<p><b>1.3.</b> Increase the number of degrees and certificates awarded to at least 1,561 (10% increase over the 1,419 awarded during FY2007). (continued)</p>	<p><b>VP/Ps, Vasquez, R. Hall, Deans, T. Fields</b> (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>1.3.1.</b> Effective communication strategies implemented to inform and prepare students for degree completion. (concluded)</p>	<p><b>1.3.1.3.</b> Director of Engineering and Technology set up a faculty advising model called “counseling blocks” where any student in the department can discuss curriculum and career opportunities with the Director. Student and instructor feedback suggest there was a substantial reduction in the number of incorrectly placed students. Data will be reviewed for impact on completers and enrollment after the summer session.</p>
	<p><b>Money, Meinhardt, Kihl, S. Hanson, Fields, Hawkins</b></p>	<p>2/28/2009</p>	<p><b>1.3.2.</b> Events hosted to promote associate degrees and majors.</p>	<p><b>1.3.1.4.</b> Marketing campaign to promote degree and core curriculum completion was postponed until FY2010.</p>
	<p><b>1.3.2.1.</b> A Pre-Admission Partners Workshop for parents, high school, and first-year Collin students was hosted on 2/24/2009 to advise students about transferring their associate degrees and major requirements to colleges and universities that have partnerships with Collin. Student participation in pre-admission prior to the event was documented for comparison after the event. The pre-admission with the college partners was coordinated by S. Hanson. Student participation in pre-admission increased from 319 before the event to 388 six weeks after the event.</p> <p><b>1.3.2.2.</b> Academic Advising hosted a Collin College Major Fair on 3/30/2009. Between 450 and 500 students participated; The fair served three purposes: 1) to allow interested students the opportunity to discuss Collin’s AA/AS degrees and workforce education programs with chairs, faculty, previous students, and academic advisors; 2) to inform students of future educational opportunities at Collin’s partner universities; and 3) to afford interested students an opportunity to discuss the various Bachelor of Applied Arts and Sciences (BAAS) degree programs with university advisors.</p>			



***Goal 1. Create and elevate programs and services that foster a scholarly community. (17 of 19)***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>1.3.</b> Increase the number of degrees and certificates awarded to at least 1,561 (10% increase over the 1,419 awarded during FY2007). (continued)	<b>Money, Meinhardt, Kihl, S. Hanson,</b> Fields, Hawkins (concluded)	5/31/2009	<b>1.3.3.</b> Follow-up completed to assess effectiveness of events in promoting associate degrees and majors.	<b>1.3.3.1.</b> Not accomplished.
	<b>Money, Meinhardt, T. Fields, Kihl, Hanson</b>	8/31/2009	<b>1.3.4.</b> Systematic reverse transfer processes developed to increase associate degrees awarded to Collin students who transfer to universities.	<b>1.3.4.1.</b> Transcripts of former students who are core complete or who completed 45 credit hours at Collin were requested from UT-Dallas. The transcripts were received and will be evaluated after fall 2009 registration to determine if a Collin degree can be awarded.
	<b>Kihl, Jenkins,</b> Foundation, S. Hanson	8/31/2009	<b>1.3.5.</b> Incentive programs developed that encourage students to complete Collin degrees or certificates prior to transfer.	<b>1.3.5.1.</b> Data are being collected to assist in developing incentive programs designed to encourage students to complete degrees and certificates at Collin. No programs were implemented during the current non-base funding year, but will be reconsidered for FY2010.

**Goal 1. Create and elevate programs and services that foster a scholarly community. (18 of 19)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<p><b>1.3.</b> Increase the number of degrees and certificates awarded to at least 1,561 (10% increase over the 1,419 awarded during FY2007). (concluded)</p>	<p><b>VPs/Provosts, Kihl, T. Martin, V. Putman, C. Neal,</b> Core Curriculum Task Force</p>	<p>8/31/2009</p>	<p><b>1.3.6.</b> Core curriculum reviewed and assessed for transferability and compliance with institutional objectives, state mandates, and SACS requirements.</p>	<p><b>1.3.6.1.</b> A Core Curriculum Task Force was appointed during fall 2008 to review the computer literacy requirement in Collin’s core curriculum. The Task Force ultimately made two recommendations to the Curriculum Advisory Board (CAB): 1) Remove the 3 credit hour computer literacy requirement from Collin’s core curriculum and reduce the total number of credit hours required in the core curriculum from 45 to 42; and 2) some courses be designated as providing a multi-cultural experience and that a course from that list be required for an AA or AS degree. The 3 hours designated as “multi-cultural” would replace the 3 hours of electives needed to complete the 60-hour degree program at Collin that would otherwise be deficient due to the removal of the computer literacy course requirement. CAB tabled both recommendations and requested that the Task Force provide a list of approved courses for recommendation 2 before it would be considered.</p> <p><b>1.3.6.2.</b> Review of academic core curriculum was completed during 5/2009. Recommendations of the Core Curriculum Assessment Group were forwarded to the deans and VPPs so they can be incorporated into the FY2010 academic plan.</p> <p><b>1.3.6.3.</b> During summer 2008, a program-level SACS- and THECB-compliant assessment plan was adopted to facilitate collection of student learning outcomes data and document data driven decisions to strengthen the core curriculum. Faculty data coordinators were trained in execution of the plan. Core assessment resulted in data-driven continuous improvement action (CIA) plans for representative core courses. Fall 2009 faculty departmental meetings will focus on closing the loop by determining the effectiveness of the FY2009 continuous improvement plans and basing new CIA plans on the findings.</p>

***Goal 1. Create and elevate programs and services that foster a scholarly community. (19 of 19)***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
1.4. Improve communication of institutional outcomes.	<b>Kihl, Fenton</b> , Quality Enhancement Plan Advisory Committee (QEPAC)	6/30/2009	1.4.1. Quality Enhancement Plan (QEP) progress communicated to Collin stakeholders.	1.4.1.1. QEP three-year progress summary was disseminated District-wide on 5/8/2009.
	<b>Kihl, Fenton</b>	1/31/2009	1.4.2. Student learning outcomes and faculty action/improvement plans documented based on FY2008 student learning measures.	1.4.2.1. All departments represented in the core curriculum documented action, improvement, and assessment plans at the course level during fall 2008 based on documented FY2008 student learning outcomes data. These plans are documented in parallel paper and MS Word versions to pilot test as WEAVEonline entries. District-wide access to action plans, data, and results will be made available through WEAVEonline during spring 2009.
	<b>Kihl, T. Martin</b> , Hummingbird, Ahmad	8/31/2009	1.4.3. New longitudinal accountability report developed and disseminated that identifies “best practice” institutions.	1.4.3.1. A series of charts were completed on 6/30/2009. Revisions were made based on input by President Israel and the Leadership Team. The charts distill a vast amount of data from the THECB accountability system into a format in which administrators can use to easily compare Collin’s performance on the THECB accountability measures to performance among all Texas community colleges, Collin’s “very large” peer institutions, and specific high- or low-performing institutions. Final revisions were submitted to the Leadership Team and posted to IRO’s intranet site on 8/18/2009.

***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	Outcomes and Improvements as of 8/31/2009
<p><b>2.1.</b> Integrate credit and noncredit Continuing Education (CE) healthcare programs.</p>	<p><b>M McRae, T. Jenkins,</b> McBryde-Foster, Hardy</p>	<p>12/1/2008</p>	<p><b>2.1.1.</b> Interdisciplinary/Interdivisional (credit and CE) advisory committee established for the Center of Excellence in Healthcare from service area healthcare industry.</p>	<p><b>2.1.1.1.</b> A committee was established and met on 11/4/2008. Thirteen of the twenty nominees for the committee were in attendance. The initial meeting was a brainstorming session that focused on emerging technologies, pending/future regulations, and emerging careers in healthcare. Attendees were asked to provide feedback on the most important programs/courses Collin could provide to ensure readiness in the workplace.</p> <p>Credit programs identified as highest needs were:</p> <ul style="list-style-type: none"> <li>• radiology professionals (basic radiologic technologists, as well as specialty disciplines such as CT, MRI, would be an associate degree programs;</li> <li>• laboratory medicine (medical technologist and medical lab technician);</li> <li>• physical therapy assisting (both PTA and occupational therapy assisting are associate degree programs).</li> </ul> <p>Continuing Education programs identified as highest needs were:</p> <ul style="list-style-type: none"> <li>• medical assistants/medical technicians and other basic healthcare support (medical technician is a general term and can encompass basic skills needed in many fields, such as nephrology, cardiology, etc.);</li> <li>• geriatric care (no specific courses or programs were mentioned, just an overall need for more senior care workers);</li> <li>• dialysis technicians</li> </ul>

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2009
<p><b>2.1.</b> Integrate credit and noncredit Continuing Education (CE) healthcare programs. (continued)</p>	<p><b>M McRae, T. Jenkins,</b> McBryde-Foster, Hardy (continued)</p>	<p>12/1/2008 (continued)</p>	<p><b>2.1.2.</b> Current credit and CE healthcare courses/classes inventoried for review by the advisory committee to identify CE courses/ programs that could be developed as credit programs.</p>	<p><b>2.1.2.1.</b> Current credit and CE healthcare courses were inventoried and each of 10 identified courses/ programs was assigned to an advisory committee member for review. Current credit and CE program information was supplied in the member packets. Discussion of current and needed programs indicated areas of greatest need as follows:</p> <ul style="list-style-type: none"> <li>• fiscal concepts and processes to help health care employees better understand the bottom line;</li> <li>• medical techs/assistants or patient care techs;</li> <li>• quality control concepts and processes;</li> <li>• courses related to gerontology and geriatric care roles.</li> </ul> <p>The need to transition present CE courses into credit programs has not yet been addressed</p> <p><b>2.1.2.2.</b> In response to training requests, CEWD's Business Solutions Group delivered diversity and generations training to 59 employees at Medical Center of Plano, leadership training to 40 employees at Medical Center of McKinney and leadership training to 20 employees of Therapy 2000, a local physical therapy provider.</p>
			<p><b>2.1.3.</b> Other CE course/ program needs identified by local healthcare providers that would require longer development time due to certifications, etc.</p>	<p><b>2.1.3.1.</b> Based on advisory committee feedback, a CE hemodialysis certification preparation course is scheduled for summer 2009.</p> <p><b>2.1.3.2.</b> The CE Division is reviewing information, federal and state requirements, and standards of practice for courses and programs in long term care/gerontology.</p> <p><b>2.1.3.3.</b> Advisory Committee members for the Center of Excellence in Healthcare will be surveyed during fall 2009 to further identify needed credit programs, including a post-baccalaureate certificate for long-term care administrator, AAS medical lab technician, post-baccalaureate certificate in Nuclear Medical technician.</p>

***Goal 2. Implement and expand Center of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry. (3 of 4)***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>2.1.</b> Integrate credit and noncredit Continuing Education (CE) healthcare programs. (concluded)	<b>M McRae, T. Jenkins,</b> McBryde-Foster, Hardy (concluded)	12/1/2008 (concluded)	<b>2.1.4.</b> Work plan developed with time lines for new courses/programs.	<b>2.1.4.1.</b> Feasibility studies for new credit programs are being conducted for peri-operative care (enhanced skill certificate), Respiratory Assistant (joint MSAA with Nursing to include EKG Technician and Phlebotomy Technician), and AAS in Medical Lab Technician. Priorities for program development will be established before presentation of findings and recommendations to Collin administrators.
<b>2.2.</b> Create new credit healthcare programs.	<b>M. McRae,</b> McBryde-Foster, HSES Program Directors	5/15/2009	<b>2.2.1.</b> Two new healthcare programs designed and approved.	<b>2.2.1.1.</b> Healthcare case management enhanced skills certificate was approved by THECB on 2/23/2009. Courses are developed, approved by OAB as online offerings and are scheduled for fall 2009. <b>2.2.1.2.</b> Central Sterile Processing MSAA curriculum will be reviewed by the Surgical Technology Advisory Committee during fall 2009. Curriculum recommendations should be presented to CAB during late fall 2009. Surgical Technology faculty will take the central sterile processing certification course during fall 2009 to gain credentials to teach the program's courses. The MSAA will be offered summer of 2010 following THECB approval during the spring semester of 2010.
		5/31/2009	<b>2.2.2.</b> Certified Nurse Assistant program implemented.	<b>2.2.2.1.</b> The first Nurse Assistant course was conducted during summer 2009 with 8 students enrolled; certification testing for this class is pending. <b>2.2.2.2.</b> The Nursing Assistant MSAA is on CAB's 8/2009 agenda. This MSAA includes EKG Technician and Phlebotomy Technician courses. <b>2.2.2.3.</b> During FY2010, the Respiratory Care Program will study the need for Respiratory Therapy Assistants, and, if feasible, a MSAA for Respiratory Therapy Assistants will be developed to include the EKG Technician and Phlebotomy Technician courses as well.

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
2.3. Create new continuing education healthcare courses.	<b>Jenkins, Hardy, Sheppard, Albrecht</b>	8/31/2009	2.3.1. New continuing education healthcare courses developed and offered.	<p><b>2.3.1.1.</b> New continuing education courses and certificate series was offered.</p> <ul style="list-style-type: none"> <li>• Medical Billing Certificate Series: started during summer 2009; currently 10 students enrolled.</li> <li>• Basic Life Support: 116 students trained.</li> <li>• Basic Life Support Renewal: 40 students trained.</li> <li>• Health Unit Clerk: 26 students trained.</li> <li>• Personal Fitness Trainer: 26 students trained.</li> <li>• Hemodialysis Certification Preparation was offered but no one enrolled.</li> </ul> <p><b>2.3.1.2.</b> High growth CE courses and certificate series were offered.</p> <ul style="list-style-type: none"> <li>• Pharmacy Technician: 141 students trained.</li> <li>• Medical Coding: 63 students should complete the two-semester series by the end of summer 2009 (21 completers in 2008).</li> <li>• EKG Technician: 31 students trained.</li> </ul>

***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 8/31/2009
<p><b>3.1.</b> Under the new Banner system, provide access to data and reports that support effective management decision making.</p>	<p><b>R. Hall, VP/Ps,</b> T. Martin, Deans, Hoyt, Farr,</p>	<p>8/31/2009</p>	<p><b>3.1.1.</b> Argos (Banner) reporting and data access tools designed and implemented to succeed Hyperion Explorer (Brio) tools.</p>	<p><b>3.1.1.1.</b> The Argos reporting tool is being used to create reports for various areas of the College including retention reports. Administrative Programming Services is in the process of replacing the Brio/Hyperion Program Snapshots with an Argos-based equivalent. New Argos-based program snapshots are being reviewed for accuracy.  <b>3.1.1.2.</b> IRO staff members converted Brio queries into Argos format as needed. Queries for headcount statistics, registration statistics, state reporting audits, federal reports, and SACS reports have been converted and posted to Cougarweb for District-wide access.</p>
	<p><b>Kihl, T. Martin, Messinger,</b> Hummingbird, V. Putman, Ahmad</p>	<p>State &amp; Federal Reporting Deadlines</p>	<p><b>3.1.2.</b> IRO transition from SIS/Brio to Banner/Argos completed.</p>	<p><b>3.1.2.1.</b> IRO conducted seven departmental professional development sessions since summer 2008 to help staff members learn Argos and Banner. Although still struggling with the learning curve, all IRO research staff members are running Argos queries against the Banner system. Additional professional development activities will continue throughout FY2010.  <b>3.1.2.2.</b> Thus far during FY2009, all federal reports were submitted by the deadlines.  <b>3.1.2.3.</b> All FY2009 federal reports and SACS were submitted by the deadlines. Initial submission deadlines were met for all state reports. Certification deadlines for state reports were met for those reports dependent on data and processes largely controlled by IRO. State certification deadlines were not met for the CBM-001, CBM-004, CBM-00A or CBM-00C.</p>
	<p><b>R. Hall, Hoyt,</b> Farr</p>	<p>8/31/2009</p>	<p><b>3.1.3.</b> SunGard HE's Workflow system expanded to automate manual processes within the District.</p>	<p><b>3.1.3.1.</b> Banner Workflow implementation postponed due to Banner 8 implementation.</p>



***Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (2 of 5)***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>3.1.</b> Under the new Banner system, provide access to data and reports that support effective management decision making. (continued)	<b>Russell, Haroutunian,</b> D. Robinson, Barron, Kemp	12/31/2008	<b>3.1.4.</b> New Web-based organization charting software implemented.	<b>3.1.4.1.</b> The software has been installed and is importing data from Banner. The drafts have been reviewed by the Leadership Team and edits are being addressed. The Web site will be posted for public use in 3/2009.
	<b>Russell, Haroutunian,</b> Dupont	8/31/2009	<b>3.1.5.</b> Documentation and processing of employee work time and leaves of absence streamlined and accuracy improved through implementation of the Banner Web Time Entry module.	<b>3.1.5.1.</b> Implementation plans include pilot tests of part-time non-exempt employee time sheets and full time exempt staff leave that will be implemented in spring 2009. Testing and review of effectiveness will take place prior to broader implementation.
		5/31/2009	<b>3.1.6.</b> Banner Document Imaging solution implemented.	<b>3.1.6.1.</b> Training for HR was delayed until 4/2009 due to staffing changes by vendor. The scheduled implementation processes will be initiated following training.
	<b>Russell, N. Smith,</b> Dupont, Barron	8/31/2009	<b>3.1.7.</b> Employee Relations (ER)/grievance management database implemented to improve the tracking, management, consistency of action, and timeliness of responses to employee relations issues and employee grievances.	<b>3.1.7.1.</b> An Employee Relations spreadsheet has been created to track employee complaints since 2001. HRO is working with PeopleAdmin to determine if this information can be uploaded into PATH and future complaints can be processed via PATH to improve the tracking, reporting, management, consistency of action, trends and timeliness of responses to employee complaints. Use of system for analysis will begin when the process is fully implemented. Anticipated completion date is 7/31/2009.
	<b>Kihl, Fenton,</b> Murph, Stone, T. Martin	3/31/2009	<b>3.1.8.</b> Administrative access to compliance documentation enhanced.	<b>3.1.8.1.</b> QEP site was updated on Luminis.
<b>3.1.8.2.</b> Curriculum Advisory Board (CAB) curriculum development process streamlined and CAB Web site updated.				
<b>3.1.8.3.</b> Accessible J:\ drive folder created to archive THECB and SACS compliance correspondence in electronic format. Electronic scans of documents are in progress				

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>3.1.</b> Under the new Banner system, provide access to data and reports that support effective management decision making. (concluded)	<b>Kihl, Fenton,</b> Murph, Stone, T. Martin (concluded)	3/31/2009 (concluded)	<b>3.1.8.</b> Administrative access to compliance documentation enhanced. (concluded)	<b>3.1.8.4.</b> Accessible I:\ drive folder created for archiving and collecting Metroplex Regional Council reports on out-of-service-area course delivery. The 2009 report is available in the folder and academic administrators have access to submit documentation of out of district course offerings on a regular basis.
<b>3.2.</b> Implement new technologies to increase a sense of community among students and to identify the knowledge and skills needed for improved student outcomes in the distance learning environment.	<b>T. Rodgers, Schumann,</b> Pielack, Fueller	8/31/2009	<b>3.2.1.</b> E-Learning Toolbox and Readiness for Education at a Distance Indicator (READI) used by Online Student Support Center.	<b>3.2.1.1.</b> READI was implemented by the Online Student Support Center. A total of 511 Collin students and 208 prospective students completed READI assessment, designed to provide feedback to students as to their “READIness” for online learning.
			<b>3.2.2.</b> Assessment completed of READI’s impact on student preparation for and success in distance learning.	<b>3.2.2.1.</b> A total of 377 students who completed the READI assessment during fall 2008 and spring 2009 enrolled in online courses. Of the 377 students, 193 subsequently enrolled in distance learning courses. About 87% of the students that completed the READI assessment and enrolled in distance learning courses completed all of their distance learning courses.
			<b>3.2.3.</b> Wimba adopted as a tool to increase interaction among distance learning students.	<b>3.2.3.1.</b> Wimba was implemented during 8/2008 for fall semester. It is used by the TLC for professional development workshops and template development. Faculty members have implemented Wimba Classroom and Wimba Voice Tools for student orientations, office hours, archived presentations, test reviews, study sessions, seminars and live interactive classrooms. Wimba is also being used as a tool to assist students in troubleshooting technology difficulties. <b>3.2.3.2.</b> The OSSC implemented Wimba orientations workshops for students. A total of 115 students participated.
			<b>3.2.4.</b> Professional development activities conducted to educate faculty in the use of the Wimba Collaboration Suite software designed to increase interaction among distance learning students.	<b>3.2.4.1.</b> A total of 22 faculty development workshops were held on Wimba Classroom and Wimba Voice Tools with 85 registrants, 53 individual professors.

***Goal 3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community. (4 of 5)***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>3.2.</b> Implement new technologies to increase a sense of community among students and to identify the knowledge and skills needed for improved student outcomes in the distance learning environment. (concluded)	<b>T. Rodgers, Schumann,</b> Pielack, Fueller (concluded)	8/31/2009 (concluded)	<b>3.2.5.</b> Assessment completed of the extent to which faculty have adopted Wimba in their online courses.	<b>3.2.5.1.</b> Web Services reported that 539 rooms were created with approximately 295 archived classrooms. A current list of 101 classrooms represents a variety of discipline and faculty use. 4,388 users stayed in a Wimba classroom for more than 10 minutes.
<b>3.3.</b> Improve the stability and security of Collin's information technology systems and networks.	<b>R. Hall,</b> Leathers, D. Dunlap	8/31/2009	<b>3.3.1.</b> Backup generator installed at CPC for production systems.	<b>3.3.1.1.</b> The backup generator has been installed, tested and is operational for the CPC computer room and the production systems at that location.
			<b>3.3.2.</b> Backup air conditioning system installed for CPC computer room.	<b>3.3.2.1.</b> The backup air conditioning system has been installed and is operational in the CPC computer room.
	<b>R. Hall, Hoyt,</b> Feng, Green	<b>3.3.3.</b> Oracle data encryption implemented.	<b>3.3.3.1.</b> After further review, it was determined that it was not necessary to fund Oracle Advanced Data Encryption for the Banner databases. Our current security measures will adequately safeguard the data.	
	<b>R. Hall, Hoyt,</b> Ammons	6/15/2009	<b>3.3.4.</b> System load balancing implemented.	<b>3.3.4.1.</b> Web load balancers were purchased during fall 2008. Installed and implementation occurred during spring 2009. Redundant systems are being designed and implemented to take advantage of the web load balancers.

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

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2009
<p><b>3.4.</b> Use technology to improve communication with current and prospective students.</p>	<p><b>Vasquez</b>, Cadena-Smith, Hoyt, Justin Jones, Frost, Webb-Losh</p>	<p>5/31/2009</p>	<p><b>3.4.1.</b> A two-year, online catalog implemented and posted.</p>	<p><b>3.4.1.1.</b> The original plan for two-year catalog was modified after changes proposed to the core would have required a massive printed supplement in FY2010. Instead, the College published a final one-year catalog and will go paperless in 5/2010.</p>
		<p>5/31/2009</p>	<p><b>3.4.2.</b> Web site and portal migration to “www.collin.edu” completed and audiences redirected to new domain.</p>	<p><b>3.4.2.1.</b> Domain migration postponed until 12/2009.  <b>3.4.2.2.</b> New Web site design using Luminis Content Management System went live on 3/31/2009. Increased resources to update Web pages from seven employees with site rights to more than 70 District employees with rights to selected pages in the system. System also developed to create and post new “Flash features” on the home page each week.  <b>3.4.2.3.</b> Facebook page for District created and social media intern hired in summer 2009 to maintain and expand number of friends and fans.  <b>3.4.2.4.</b> Advertising budgeted for Facebook for FY2010.</p>

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<p><b>4.1.</b> Develop new workforce education programs that address the needs of Collin County business, industry, and students.</p>	<p><b>T. Jenkins, Blitt</b></p>	<p>8/31/2009</p>	<p><b>4.1.1.</b> Three new feasibility studies conducted for offering new business programs.</p>	<p><b>4.1.1.1.</b> Studies assessing the feasibility of new programs have been conducted and the findings are being evaluated. Potential of programs in the following areas were assessed:</p> <ul style="list-style-type: none"> <li>• solar cell/photovoltaic installation: BIET Division is working with CEWD to design a curriculum that CEWD will pilot test, BIET is investigating credit certificates based on solid state photovoltaic devices which could revitalize Collin’s Electronics Engineering program, and a green alternative energy engineering specialization is being explored;</li> <li>• working with a local industry, the BIET developed a solar array design and construction curriculum which was approved by the CAB. The THECB approved the program for fall 2009.</li> <li>• radio frequency identification or RFID: in exploring the viability of a program related to RFID technology, BIET will participate in an upcoming conference and is attempting to set up a meeting with TI (Initially, concepts will be incorporated into the Digital Home Technology Integration course, though the content is expected to evolve, and additional courses will be developed over the next year.);</li> <li>• biomedical instrumentation: BIET established contacts through the BioDFW group and is reviewing similar programs at other institutions;</li> <li>• green design specialization under the Interior Design program: CAB approved the curriculum for new “Green Design” specialization and LEED certification;</li> <li>• new Microsoft certificates through an IT Academy: timetable for implementation was developed and curriculum will be developed and implemented in phases;</li> <li>• robotics emphasis in the Electronics program that would blend with the Collin/UT-Dallas EE transfer program;</li> </ul>

**Goal 4. Identify and design academic programs that meet the evolving needs of the business community. (2 of 3)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
4.1. Develop new workforce education programs that address the needs of Collin County business, industry, and students. (concluded)	<b>T. Jenkins</b> , Blitt (concluded)	8/31/2009 (concluded)	4.1.1. Three new feasibility studies conducted for offering new business programs. (concluded)	<ul style="list-style-type: none"> <li>geographical information systems certificate under the CIS program. Initial course development was completed during summer 2009, and an award will be developed and proposed to CAB in fall 2009.</li> </ul>
	<b>T. Rodgers</b> , Wilkinson, Hodge, Belt	5/31/2009	4.1.2. Two additional Online or Weekend College program offerings developed.	4.1.1.2. Office Systems Technology added a new Accounting Support marketable skills award that initially will be offered during fall 2009. OST is also studying the potential demand and feasibility of a court reporting certificate. 4.1.2.1. CDEC1358 (Children with Special Needs) was added to the Weekend College schedule during fall 2008, and eight students enrolled. CDEC2340 (Instructional Techniques for Children with Special Needs) was added as an online course and offered during spring 2009 with 13 students enrolled.
4.2. Improve workforce course transferability and university transfer pipelines.	<b>T. Jenkins</b> , Blitt	5/31/2009	4.2.1. Management and Marketing courses recommended for THECB transferability review via the TCCNS and ACGM Advisory committees.	4.2.1.1. BIET continues to seek approval of transfer credit for MRKG1311, "Principles of Marketing," and BMGT, "Principles of Management," courses. However, attempts to recruit university partners to support the addition of these courses to the THECB's ACGM have been unsuccessful to date.

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
4.2. Improve workforce course transferability and university transfer pipelines. (concluded)	VP/Ps, Deans, Kihl	5/31/2009	4.2.2. Additional WECM to BA/BS/BAAS program articulation agreements designed and proposed.	<p><b>4.2.2.1.</b> BIET is working with several partner universities to develop new articulation agreements:</p> <ul style="list-style-type: none"> <li>• new articulation agreements are in discussion with UT-Dallas for six areas of engineering and computer science and are proceeding well;</li> <li>• UNT agreed, in principle, to an articulation agreement that would increase the number of credit hours Collin students could transfer into their BAIT degree (which will accept WECM courses toward their BA degree), and consummation of a formal agreement is expected in the near future;</li> <li>• initiated discussions with UNT’s College of Public Affairs and Community Services for an articulation agreement on a BAAS degrees in marketing, business management, and hospitality management, but no agreement has yet been concluded;</li> <li>• meeting with UNT’s College of Engineering to articulate credits in engineering and computer science that would include discussions of their accepting some Collin WECM courses, but no agreement has yet been concluded;</li> <li>• signed an industrial engineering articulation agreement with TAMU-Commerce, and a follow-up agreement in Construction Engineering is expected to follow;</li> <li>• articulation agreement and transfer guide for the AAS in Culinary Arts to BAS in Culinary Sciences/Food Management is under review by TWU;</li> <li>• contact was initiated by TAMU-Texarkana to explore the viability of a transfer agreement that would accept WECM courses towards their BSEE and BSCS degrees.</li> </ul> <p><b>4.2.2.2.</b> The Fine Arts Division is exploring the need for and viability of a technical theater program.</p>

***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 8/31/2009
<p><b>5.1.</b> Expand program offerings to reach needs of underserved populations.</p>	<p><b>Money, Steele-Blakeman,</b> M. Wilson</p>	<p>7/31/2009</p>	<p><b>5.1.1.</b> Partnership arranged between ACCESS Office and Destination College to offer workshops that address specific disability needs (ex: ADD, dyslexia, etc).</p>	<p><b>5.1.1.1.</b> The third annual Destination College/ACCESS Transition Workshop for students with disabilities was conducted on 3/10/2009. A total of 25 exhibitors, including three university partners (UTD, UTA, and TWU) are planning to participate. Three additional events were conducted: “LD/ADHD in Higher Education” on 3/26/2009 at PRC with 50 participants; “Autism and Asperger's Disorder in Higher Education” on 4/14/2009 at SCC with 85 participants; and “Mental Health in Higher Education” on 4/28/2009 at CPC with 25 participants.</p>
			<p><b>5.1.2.</b> Presentations conducted at area high schools, TEA Region 10 Service Center, and private high schools about transition for students with special needs.</p>	<p><b>5.1.2.1.</b> The ACCESS staff conducted <b>35</b> presentations to public and private schools between 9/1/2008 and 2/28/2009. Presentations were made at Rockwall (4), Frisco, Lewisville, Allen, TAARP organization, New Faculty Orientation, Counselor's Network, and Destination College English Teacher/Faculty Workshop.</p>
<p><b>5.2.</b> Collaborate on curriculum development across secondary and post-secondary institutions to enhance college readiness of high school students.</p>	<p><b>Money, Huppe,</b> M. Wilson, P. Brown, Math Faculty</p>	<p>8/31/2009</p>	<p><b>5.2.1.</b> High school English IV evaluated relative to ENGL1301 and ENGL1302 at Collin.</p>	<p><b>5.2.1.1.</b> To establish better vertical alignment between high school- and college-level English, Collin staff from the Office of Recruitment and Programs for New Students is working with ISDs to integrate their awareness and understanding of the THECB’s <i>Texas College Readiness Standards</i> and the updated TEA’s English IV TEKS requirements that take effect in fall 2009. Knowledge of this information among high school administrators and teachers aids in the communication of expectations for their students when they enter college-level English courses.</p>



***Goal 5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District. (2 of 3)***

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2009
<p><b>5.2.</b> Collaborate on curriculum development across secondary and post-secondary institutions to enhance college readiness of high school students. (continued)</p>	<p><b>Money, Huppe,</b> M. Wilson, P. Brown, Math Faculty (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>5.2.2.</b> Resource manual and workshop content developed to help high school English teachers better prepare their students for college-level English.</p>	<p><b>5.2.2.1.</b> A best practices workbook entitled “LINK Workshop” was printed and distributed to middle school through high school English teachers. The workbook includes assignments collected from Collin English faculty that exemplify the work expected of students in Collin’s ENGL1301.</p>
			<p><b>5.2.3.</b> Workshop with high school English teachers conducted and evaluated.</p>	<p><b>5.2.3.1.</b> As part of the ongoing efforts to create a best practices exchange with the area middle, high, and senior high schools, the English faculty conducted a LINK (Learn, Innovate, Network, Know) workshop was conducted on 11/15/2008. Registration included 52 individuals representing 11 schools/districts. Participants came from Collin County middle schools through high schools. Keynote speaker, Dr. Dennis Kratz, addressed the benefits of cooperative education and left the group with ideas for college readiness. The purpose was to establish communication among high school teachers and college professors to better prepare students for and improve retention in ENGL 1301. Of the 26 participants who filled out evaluation forms, 85% rated the workshop as excellent.</p>
			<p><b>5.2.4.</b> High school algebra I through college algebra curricula alignment project started.</p>	<p><b>5.2.4.1.</b> First semester of team teaching at PESH completed, and second started with 17 of 18 original participants. Student placement testing and dual-credit registration are scheduled for the end of fall 2009.</p>
<p><b>5.3.</b> Create a Collin Higher Education Center (CHEC).</p>	<p><b>Israel, Kihl,</b> Hanson</p>	<p>8/31/2009</p>	<p><b>5.3.1.</b> Formal articulation and partnership agreements signed with all partner universities.</p>	<p><b>5.3.1.1.</b> A proposal to approve the Collin Higher Education Center was approved by five university partners and submitted to the THECB for approval on 7/29/2009  <b>5.3.1.2.</b> Degree programs were identified and approved.  <b>5.3.1.3.</b> Transfer guides are being drafted for university partner approval.</p>

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

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<b>5.3.</b> Create a Collin Higher Education Center (CHEC). (concluded)	<b>Israel, Kihl, Hanson</b> (concluded)	8/31/2009 (concluded)	<b>5.3.2.</b> CHEC staffing model developed and approved.	<b>5.3.2.1.</b> Proposed staffing model has been completed and is pending approval with the FY2010 budget.
			<b>5.3.3.</b> CHEC marketing plan developed and implemented.	<b>5.3.3.1.</b> Marketing is planned, and implementation has begun. Collin's home page featured the CHEC, the spring 2009 <i>Connection</i> provided degree program information, and information about CHEC is posted on Collin's Web site.
				<b>5.3.3.2</b> Program and campus pages developed in new Web site design for CHEC.  <b>5.3.3.3</b> Flash ad developed for front page of college Web site and set to premier with launch of new design on 3/31/2009.

***Goal 6. Increase scholarships and support of the College in conjunction with Collin's twenty-fifth anniversary.***

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<p><b>6.1.</b> Increase contributions to the Collin College Foundation to fund student scholarships.</p>	<p><b>T. Jenkins, M. Frazier</b> Vasquez</p>	<p>8/31/2009</p>	<p><b>6.1.1.</b> Naming opportunities campaign initiated to recognize donors and increase scholarship funds.</p>	<p><b>6.1.1.1.</b> Received pledge for \$100,000 for naming the Conference Room at the entrance to the CPC Library.  <b>6.1.1.2.</b> Other active prospects include naming the Culinary Arts Institute at PRC, the Library at CPC, and the allied health simulation Area at CPC.  <b>6.1.1.3.</b> Feasibility study plan was initiated and is scheduled for completion in 10/2009.  <b>6.1.1.4.</b> Two hundred prospects for naming opportunities were identified.  <b>6.1.1.5.</b> Interviews are being scheduled to determine the extent of prospects' College awareness and potential involvement with naming opportunities. Eleven interviews were completed.  <b>6.1.1.6.</b> Proposals are being prepared as prospects are identified.  <b>6.1.1.7.</b> Naming opportunities campaign publicized in a full-page feature in the 5/2009 issue of Collin's community newsletter.</p>
			<p><b>6.1.2.</b> Ten new \$25,000 endowed scholarships obtained in connection with the 25<sup>th</sup> anniversary.</p>	<p><b>6.1.2.1.</b> Three endowed scholarships received. The Foundation's Board of Directors met during 8/2009 to approve raising the endowed scholarship minimum amount to \$25,000.</p>
			<p><b>6.1.3.</b> Three new private foundation grants obtained for naming opportunities.</p>	<p><b>6.1.3.1.</b> Received one foundation grant for \$10,000.  <b>6.1.3.2.</b> Fourteen private foundation grants were identified for proposal submissions during fall 2009.</p>

**Goal 6. Increase scholarships and support of the College in conjunction with Collin's twenty-fifth anniversary.  
(2 of 3)**

<b>Objective</b>	<b>Responsible Staff (Primary Responsibility in Bold)</b>	<b>Target Completion Date</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2009</b>
<p><b>6.1.</b> Increase contributions to the Collin College Foundation to fund student scholarships. (concluded)</p>	<p><b>T. Jenkins, M. Frazier</b> Vasquez (concluded)</p>	<p>8/31/2009 (concluded)</p>	<p><b>6.1.4.</b> Donor awareness of outstanding faculty and programs at Collin College increased.</p>	<p><b>6.1.4.1.</b> Over 500 guests attended the 2009 Collin Cabaret on 2/28/2009 and experienced the talent and work of students in nine different academic areas including Culinary Arts, Music, Dance, Choral, Art, Theatre, Applied Graphic Design, Technical Support and Photography. The event netted \$213,113, a 10% increase in scholarship funds over the 2008 Cabaret, and the largest Collin fundraiser to date.  <b>6.1.4.2.</b> President's Circle Society (PCS) event was held at a pre-opening at the CPC Library with over 75 donors attending. Students and alumni participated as volunteers giving presentations about the Library for donor tours. Jenny Kinney, a previous scholarship recipient, presented the story of how scholarships made a major impact on her educational and career successes. Seven donors increased contribution and moved up to other giving levels. Four new donors became members of the PCS.  <b>6.1.4.3.</b> The 2009 Living Legends event honored four legends, and netted \$27,200 for scholarships with 244 guests attending.</p>

**Goal 6. Increase scholarships and support of the College in conjunction with Collin's twenty-fifth anniversary.  
(3 of 3)**

Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2009
<p><b>6.2.</b> Expand community outreach efforts to enhance Collin College's image in the community.</p>	<p><b>T. Jenkins, M. Frazier,</b> Vasquez</p>	<p>8/31/2009</p>	<p><b>6.2.1.</b> Collin College program for graduates and former students established for fundraising.</p>	<p><b>6.2.1.1.</b> Twenty alumni volunteered to participate in focus group sessions and to contact peers to establish a core team for establishing an active alumni program.  <b>6.2.1.2.</b> Focus groups are being scheduled for 10/2009.  <b>6.2.1.3.</b> An e-newsletter is being planned to communicate with alumni. 14,000 alumni have been identified who graduated with either an associate's degree or certificate.  <b>6.2.1.4.</b> Alumni contact information will be updated through the Raiser's Edge database for better communication.</p>
			<p><b>6.2.2.</b> Plan developed to celebrate Collin College's 25<sup>th</sup> anniversary.</p>	<p><b>6.2.2.1.</b> Kickoff set for All College Day. Initial list of events and activities drafted by committee. In light of the current economic climate, the celebration will be integrated into existing events and will focus on philanthropy/plans for the future.  <b>6.2.2.2.</b> Anniversary "ribbon seal" designed and included in annual publications (such as the college catalog) as well as commemorative items.  <b>6.2.2.3.</b> An Alumni Gallery was created and posted in the new website and is updated with each issue of the community newsletter.  <b>6.2.2.4.</b> Alumni testimonial e-zine under development and selected video interviews of alumni from the first graduating class have been taped.</p>
			<p><b>6.2.3.</b> Radio advertising campaign launched on local station KLAK (7/20/2009 through 8/21/2009) to better communicate Collin's key programs and services to the community.</p>	<p><b>6.2.3.1</b> Call traffic resulting from the campaign did not meet expectations, but proposals are under consideration for campaigns on other stations with larger listening audiences.</p>