

## FY2010 District Strategic Plan Year-End Status Report Collin College

***Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
1.1. Increase the proportion of students who complete Collin's core curriculum, certificates, degrees and marketable skills awards.	<b>Kihl, Hanson</b>	9/30/2009	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Fall to fall persistence (+)</li> </ul>	1.1.1. Articulated 2+2 degree plans for all CHEC undergraduate programs approved and posted to the Web.	1.1.1.1. Partially accomplished. Degree plans are posted for all but one undergraduate degree at <a href="http://www.collin.edu/chec/degrees/bachelors.html">http://www.collin.edu/chec/degrees/bachelors.html</a> .
	<b>Deans, Vasquez, Frazier,</b> Department Chairs	8/31/2010		1.1.2. Campaign(s) developed to promote completion of core curriculum, certificate, degree, and marketable skills achievement awards (MSAA).	1.1.2.1. A campaign was researched, and the benefits of core completion were identified. Implementation not yet completed, so milestone 1.1.2. will be rolled over to FY2011. 1.1.2.2. Retention Council Co-Chair (Hodge) met with the President and Executive Director of College & Public Relations on 9/1/2010 to discuss the Council's phase II plan recommendations.
				1.1.3. Student awareness of the benefits of degree and core completion increased.	1.1.3.1. Fine Arts faculty members are spending more time during office hours, auditions, and orientations discussing the benefits of completing the core. 1.1.3.2. SCC Communications and Humanities faculty members are encouraging students in their courses to "complete" by discussing the benefits during first day of classes. 1.1.3.3. CPC Academic Affairs faculty participated in a pilot program advising students to enroll in core courses.
	<b>VPPs, Deans, Money, Vasquez</b>			1.1.4. Revised core curriculum integrated into all AA, AS and AAT degrees.	1.1.4.1. Completed. All program revisions must be approved through the Curriculum Advisory Board. 1.1.4.2. Printed information updated in 12/2009.

***Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College. (continued, 2 of 13)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<b>1.1.</b> Increase the proportion of students who complete Collin's core curriculum, certificates, degrees and marketable skills awards. (concluded)	<b>VPPs, Deans, Money, Vasquez (concluded)</b>	8/31/2009 (concluded)	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Fall to fall persistence (+) (concluded)</li> </ul>	<b>1.1.5.</b> Changes to core curriculum and degree plans communicated to Collin College community.	<b>1.1.5.1.</b> The 2010-2011 Collin Catalog is the first to be made available only online. Significant changes were made to the content to include eliminating the institutional option requiring a COSC1300 or BCIS1305, changing the core from 45 hours to 42 hours, and adding a Texas Core Certificate for students completing Collin's core curriculum. <b>1.1.5.2.</b> Academic advisors and degree plan specialists were informed of the change to the core curriculum. <b>1.1.5.3.</b> Faculty were informed through their representatives on the Curriculum Advisory Board and through Division meetings.
	<b>Rodgers, Hodge</b>			<b>1.1.6.</b> Phase II Retention Council recommendations focusing on increasing term-to-term persistence and program completion completed.	<b>1.1.6.1.</b> Not accomplished. Final draft of phase II recommendations is scheduled for completion in 12/2010.
				<b>1.1.7.</b> Phase II recommendations presented to APT and Leadership Team for implementation during subsequent fiscal year(s).	<b>1.1.7.1.</b> Not accomplished. <b>1.1.7.2.</b> Latest draft of phase II recommendations are scheduled for discussion at 9/2010 APT meeting.
<b>1.2.</b> Implement retention strategies designed to increase the proportion of students who successfully complete courses.	<b>VPPs, Money, Deans</b>	8/31/2010	Course retention rate (+)	<b>1.2.1.</b> Retention Council's phase I recommendation to implement a system allowing administrative withdraws piloted to determine impact.	<b>1.2.1.1.</b> Not accomplished. <b>1.2.1.2.</b> Phase I plan presented to the Leadership Team in 7/2009, 10/2009, and 1/2010. <b>1.2.1.3.</b> Leadership Team determined that the Council's recommendations are not an option at present due to possible changes in the statewide census date.
				<b>1.2.2.</b> Based on a Retention Council recommendation, the procedures and resources necessary to implement a mandatory College Success course for students who assess into two or more developmental courses will be outlined to determine feasibility.	<b>1.2.2.1.</b> The Council's recommendation for a mandatory College Success course for students who assess into two or more DE courses has been modified to apply to first-time college students. <b>1.2.2.2.</b> The feasibility of a mandatory orientation is being explored.

***Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College. (continued, 3 of 13)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.2.</b> Implement retention strategies designed to increase the proportion of students who successfully complete courses. (continued)</p>	<p><b>VPPs, Money,</b> Deans (continued)</p>	<p>8/31/2010 (continued)</p>	<p>Course retention rate (+) (continued)</p>	<p><b>1.2.3.</b> Faculty-developed strategies for improving retention disseminated and implemented as appropriate.</p>	<p><b>1.2.3.1.</b> SCC Social &amp; Behavioral Sciences faculty implemented retention strategies focusing on early intervention. Overall course completion rates within the division increased from 84% in fall 2008 to 95% in fall 2009. This percentage increase was greater than that of the overall College for this period and at least a portion of that difference can reasonably be attributed to faculty intervention.</p> <p><b>1.2.3.2.</b> The HS&amp;ES Division implemented a process for early detection of at-risk students and provided students with feedback and referral to counselors if necessary. The three programs using early intervention for at-risk students are Dental Hygiene (DH), Nursing (ADN), and Respiratory Care (RC). The retention rate for DH remained at 100% from FY2008 through FY2010. ADN improved from 90% (FY2008), to 92% (FY2009), and 100% (FY2010). RC retention steadily increased from 71%, to 88%, and 92% during the same period.</p> <p><b>1.2.3.3.</b> Institute of Hospitality and Culinary Education (IHCE) implemented a mandatory orientation session for students wanting to take CHEF1301, RSTO2307, and PSTR1301 in summer 2010. A total of 180 students went through the orientation. Nine classes were offered in fall 2010 and filled with 138 students. The effectiveness of the orientation will be evaluated at the conclusion of fall 2010.</p> <p><b>1.2.3.4.</b> Music and Theatre programs require a mandatory orientation in August 2010 for returning and new students. Parents are invited. The effectiveness of the orientation will be evaluated at the conclusion of fall 2010.</p>

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<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p><b>1.2.</b> Implement retention strategies designed to increase the proportion of students who successfully complete courses. (concluded)</p>	<p><b>VPPs, Money,</b> Deans (concluded)</p>	<p>8/31/2010 (concluded)</p>	<p>Course retention rate (+) (concluded)</p>	<p><b>1.2.3.</b> Faculty-developed strategies for improving retention disseminated and implemented as appropriate. (concluded)</p>	<p><b>1.2.3.5.</b> The English Department added more 8-week sessions so students who enrolled late or had unavoidable problems at the beginning of the semester could enroll in a course without missing anything. A total of 204 students enrolled in these ENGL1301 sections with a retention rate of 92.4% (all ENGL1301 courses retained 89.6%) and a 68.9% pass rate (64.9% for all ENGL1301 sections). A total of 117 students enrolled in 8-week ENGL1302 sections with a retention rate of 84.7% and a pass rate of 68.9%.</p> <p><b>1.2.3.7.</b> Other Communications and Humanities departments have scheduled late start sections beginning in fall 2010. The effectiveness of the orientation will be evaluated at the conclusion of fall 2010.</p> <p><b>1.2.3.8.</b> Math PASS program implemented on all campuses for student re-advising. Success in math courses increased by six percentage points. It is unknown how much of that can be attributed to PASS.</p> <p><b>1.2.3.9.</b> Science major/nonmajor re-advising implemented. Biology success rates increased by seven percentage points. At least some of the increase can reasonably be attributed to re-advising.</p> <p><b>1.2.3.10.</b> Faculty-developed lab manuals implemented in multiple science courses. The manuals provide clearer instruction, and may have contributed to increased retention.</p> <p><b>1.2.3.11.</b> CPC faculty sent email messages to students informing them of their absences and asking students with excessive absences to contact them.</p>

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<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p><b>1.3.</b> Improve the degree audit process to ensure that all eligible core curriculum and degree completions are awarded, and to ensure that all students approaching core curriculum and degree completion receive timely notification of their remaining requirements.</p>	<p><b>Money, Fields, Hanson</b></p>	<p>8/31/2010</p>	<ul style="list-style-type: none"> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> </ul>	<p><b>1.3.1.</b> Process to audit UTD transcripts and award reverse transfer hours implemented.</p> <p><b>1.3.2.</b> Associate degrees awarded to Collin College alumni meeting graduation requirements.</p>	<p><b>1.3.1.1.</b> UTD audit has been completed and the ARO staff is in the process of evaluation credit to award degrees,</p> <p><b>1.3.2.1.</b> Effective in fall 2009: a computer program was developed that runs at the end of each term to identify students who have completed any Field of Study (FOS) or Marketable Skills Achievement Award (MSAA) programs. The student data are sent to the degree plan specialist who then awards the certificate.</p> <p><b>1.3.2.2.</b> As part of the grading cycle, core course information is updated in Banner. ARO uses that information to identify students who completed the core curriculum at the end of the term. Those student accounts are evaluated to see if they also had enough credit to be awarded a degree.</p> <p><b>1.3.2.3.</b> Partially accomplished. Fire Science and Law Enforcement sometimes report their completed certificate students each semester instead of one time per year to facilitate Banner data entry, but there are still some issues that need to be resolved.</p>

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<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<b>1.3.</b> Improve the degree audit process to ensure that all eligible core curriculum and degree completions are awarded, and to ensure that all students approaching core curriculum and degree completion receive timely notification of their remaining requirements. (concluded)	<b>Money, Fields, Hanson</b> (concluded)	8/31/2010 (concluded)	<ul style="list-style-type: none"> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+) (concluded)</li> </ul>	<b>1.3.3.</b> Process to obtain transcripts of core-complete Collin transfer students at UNT, TAMU-C, and TWU established.	<b>1.3.3.1.</b> Not accomplished pending development of a process to obtain transcripts.
				<b>1.3.4.</b> “Graduation Fairs” conducted on each campus providing walk-up unofficial degree audits.	<b>1.3.4.1.</b> Accomplished. Graduation Fairs were conducted during the spring 2010 semester in the Academic Advising Offices on each campus. No participation numbers are available.
				<b>1.3.5.</b> Each semester, current students who have completed 45 hours or more in that semester are notified of their remaining graduation requirements.	<b>1.3.5.1.</b> A program was developed to identify currently enrolled students who have earned at least 45 credit hours at Collin. Once those students are identified, degree compliances are run against each one. Students are notified of the audit results, and any who are close to graduation receive information on how to apply for graduation. The process is still being refined.
<b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs.	<b>VPPs, Money, Deans</b>	8/31/2010	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul>	<b>1.4.1.</b> AA, AS, and AAT degree plans revised to reflect new 42 hour core.	<b>1.4.1.1.</b> Accomplished. The revised 42 hour core was included in the 2010-2011 Catalog for the AA, AS, and AAT. <b>1.4.1.2.</b> Transfer Biotechnology courses approved and added to articulation agreements with Texas A&M-Commerce and Tarleton State University.
				<b>1.4.2.</b> Changes to core requirements communicated accurately in catalog and program information District-wide.	<b>1.4.2.1.</b> History of Photography course was offered for the first time in spring 2010 with an enrollment cap of 20 students. A total of 23 students ultimately enrolled, of which 22 completed the course, 21 passed, and 21 earned a grade of C or higher. This resulted in a course completion rate of 96%, a pass rate of 91%, and a success rate of 87%. <b>1.4.2.2.</b> Marketing for the course was communicated through print on all campuses.

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<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)	<b>VPPs, Money,</b> Deans (concluded)	8/31/2010 (concluded)	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> (continued)	<b>1.4.3.</b> Process designed and implemented for assessing the feasibility of new instructional programs and developing new instructional programs.	<b>1.4.3.1.</b> Not accomplished. <b>1.4.3.2.</b> Meetings are being held between STEM areas, UT-Dallas, and Richland College to discuss curriculum alignment and transfer, funded by a NSF grant. <b>1.4.3.3.</b> Health Science Division program directors conducting research on program feasibility. <b>1.4.3.4.</b> Planning is underway to organize a committee of health science program directors in FY2011 to help the Dean explore and develop new programs.
	<b>VPPs, Deans,</b> <b>Hardy, Sheppard,</b> <b>Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy	8/31/2010		<b>1.4.4.</b> New programming brainstorm recommendations for the feasibility to create academic, workforce, and continuing education programs in the areas of eldercare, sustainability, medical instrumentation, entertainment technology, technical trades, and computer forensics assessed.	<b>1.4.4.1.</b> Based on community and Advisory Committee recommendations, additional courses and topics have been added to begin implementation of a program in renewable energy (e.g. SMFT 1471: Solar Cell Fundamentals). <b>1.4.4.2.</b> Based on Advisory Committee recommendations, additional courses and topics have been added to revitalize the electronics program (e.g. SMFT 1471: Solar Cell Fundamentals, RBTC 1305: Introduction to Robotics). <b>1.4.4.3.</b> Based on community and Advisory Committee recommendations, additional courses and topics have been added to begin implementation of a program in sustainable living (INDS 1271: Perspectives on Sustainable Living and Environmentally Conscious Building, INDS 2374: Sustainable Living, INDS 1375: Green Building Certification Training). <b>1.4.4.4.</b> Based on Advisory Committee recommendations, two courses were added to the GIS program (GISC2410: Intermediate Geographic Systems, GISC2231: Advanced Problems in GIS to expand the program and make a GIS specialization available.

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Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+) (continued)</li> </ul>	<p><b>1.4.4.</b> New programming brainstorm recommendations for the feasibility to create academic, workforce, and continuing education programs in the areas of eldercare, sustainability, medical instrumentation, entertainment technology, technical trades, and computer forensics assessed. (concluded)</p>	<p><b>1.4.4.5.</b> CE and credit theater faculty explored an Entertainment Technology CE program. At this time, resources for development are not available through the credit faculty, but CE will re-evaluate the feasibility of pursuing this program. <b>1.4.4.6.</b> As a result of new legislation in Texas, there will be a demand for a Nitrous Oxide Monitoring Certificate, CE applied and was approved by TSBDE (Texas State Board of Dental Examiners) to offer The Nitrous Oxide Monitoring Certificate for Dental Assistants. <b>1.4.4.7.</b> CE hosted a Future of Aging Conference on 2/26/2010. The conference had 91 attendees and offered CEUs for certification. This was an opportunity to raise awareness of Collin's certificate and degree programs that benefit the long-term care community in both credit and non-credit.</p>

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<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> <p>(continued)</p>	<p><b>1.4.5.</b> Comparative feasibility assessed for expansion of existing health science programs by adding MSAs, enhanced skills certificates and related associate degree options, such as pulmonary function, peri-operative nursing, electronic health records and tumor registry.</p>	<p><b>1.4.5.1.</b> Nursing successfully launched the Certified Nurse Assistant program (MSAA).  <b>1.4.5.2.</b> Respiratory Care began a newly revised curriculum in fall 2010.  <b>1.4.5.3.</b> Surgical Technology is developing a credit Central Sterile Processing certificate, and is in the process of revising the rest of its curriculum.</p>
				<p><b>1.4.6.</b> Comparative feasibility assessed for new directions in health science associate degree programs including a healthcare core, long-term care, polysomnography, medical sonography, laboratory technology, health informatics, pharmacy technician, nuclear medical technology, physical therapy assistant and occupational therapy aide.</p>	<p><b>1.4.6.1.</b> Not accomplished.  <b>1.4.6.2.</b> Health Sciences Division is expected to make a final recommendation on a health science core. The programs suggested will be evaluated during FY2011.</p>
				<p><b>1.4.7.</b> New academic, workforce, and CE courses and programs initiated based on feasibility and needs analyses.</p>	<p><b>1.4.7.1.</b> A new certificate in Music Business was approved in 5/2010. Courses are scheduled for fall 2010 at SCC, PRC, and for spring 2011 at CPC.  <b>1.4.7.2.</b> AAS in Polysomnography is being developed. A program coordinator position is currently open and a search committee is in place.  <b>1.4.7.3.</b> BIET developed a course on i-phone programming that was offered during spring 2010. A total of 15 students took the course. Demand has increased and 40 students enrolled for fall 2010.  <b>1.4.7.4.</b> BIET developed a new course in Game Development in C++. This course allows students to developing more advanced programming expertise in creating games, simulations, and artificial intelligence applications. The class was scheduled for fall 2010 but was cancelled due to low enrollment.</p>

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Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> <p>(continued)</p>	<p><b>1.4.7.</b> New academic, workforce, and CE courses and programs initiated based on feasibility and needs analyses. (continued)</p>	<p><b>1.4.7.5.</b> BIET developed a new course in embedded C/C++ Programming. This course is designed specifically for people with knowledge of C++ programming who wish to get into the area of embedded programming. This class was scheduled for fall 2010 but was cancelled due to low enrollment</p> <p><b>1.4.7.6.</b> BIET developed a new course in Bankruptcy. This course was added as an elective to remain competitive and consistent with other ABA approved programs. Twenty students enrolled in fall 2010.</p> <p><b>1.4.7.7.</b> BIET developed two new courses in Geographical Information Systems (Intermediate Geographic Information Systems and Advanced Problems in Geographic Information Systems). These courses will facilitate expansion of the GIS program and offer specialization in GIS. The first course was offered in fall 2010 with 24 students enrolled. The second course will be offered in spring 2011.</p> <p><b>1.4.7.8.</b> BIET added four courses in Engineering (ENGR1172: Introduction to Experimental Techniques, ENGR2110: Introduction to Digital Systems Laboratory, ENGR2300: Applied Linear Algebra, ENGR2310: Introduction to Digital Systems). These courses are parallel courses offered by UTD, the primary transfer destination for Collin's engineering students, allowing a seamless transition. They will also be accepted by UNT and will be part of an articulation agreement for Electrical Engineering. ENGR1172 was offered in fall 2010 with 10 students enrolled. The other courses will be offered in spring 2011 and fall 2011.</p>

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Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> <p>(continued)</p>	<p><b>1.4.7.</b> New academic, workforce, and CE courses and programs initiated based on feasibility and needs analyses. (continued)</p>	<p><b>1.4.7.9.</b> Applied Graphic Design now offers a third MSAA in 3-D Animation. At present, there are no declared majors in MSAA 3-D Animation, so the program is being marketed through the Catalog and advertising.</p> <p><b>1.4.7.10.</b> Based on a CEWD-conducted feasibility study, a new certificate series for Accounting Clerk has been developed and was offered for the first time this Summer with 16 enrollments.</p> <p><b>1.4.7.11.</b> A new Certified Ethical Hacker Certification was developed based on a feasibility analysis and offered for the first time in spring 2010. The program was successfully offered with 12 students enrolled in the first class in 2/2010, and 5 students enrolled in the summer.</p> <p><b>1.4.7.12.</b> CEWD offered four sessions of Solar Installer Training in FY10 for a total of 56 students.</p> <p><b>1.4.7.13.</b> CEWD implemented an instructor-led Wedding Planner Certificate program Fall 2009 based on a previously conducted feasibility study. The program had 31 enrollments in FY2010</p> <p><b>1.4.7.14.</b> Collin became the first community college in Texas to implement online Modular Education Program for Activity Professionals (MEPAP) Part 1 and 2 training in spring 2010 through CWED. The MEPAP I &amp; II courses are part of the process in acquiring national activity certification through the National Certification Council for Activity Professionals (NCCAP). The first class had three online enrollments.</p> <p><b>1.4.7.15.</b> The first The Nitrous Oxide Monitoring Certificate for Dental Assistants course was held March 2010 with 48 enrollments and an additional 64 enrollments in summer.</p>

***Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College. (continued, 12 of 13)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (continued)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (concluded)</p>	<p>8/31/2010 (concluded)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> <p>(continued)</p>	<p><b>1.4.7.</b> New academic, workforce, and CE courses and programs initiated based on feasibility and needs analyses. (concluded)</p>	<p><b>1.4.7.16.</b> CEWD initiated a certified nurse aide and an activity director programs responding to needs in the elder care industry.  <b>1.4.7.17.</b> CEWD used the Lunch-Time Certificate series as a new format to offer Basic Human Resource Skills Certificate series in Spring 2010 with 12 enrollments for Spring and Summer.  <b>1.4.7.18.</b> New CWED training programs for the Lean Manufacturing Consortium Grant, awarded in 6/2010, included will provide students with Geometric Dimensioning and Tolerance, Fanuc Robotic Manufacturing. Programming, Franklin Covey Time Management, Manufacturing Skills Standards Certification Logistics Certification and Basic Welding training.  <b>1.4.7.19.</b> SCC's Dean of Communications and Humanities (CH) began work on a proposal to assess, revise, and possibly move the Deaf Interpreter Preparation Program to CEWD. CEWD began offering some IPPD courses, while CH has reshaped the IPPD program: the program is under new leadership, has re-formed an advisory board, has begun discussions with TWU and U of Houston about possible articulation agreements, and is assessing each course along with course outcomes while a decision on complete phase out of the program is made.</p>

***Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College. (concluded, 13 of 13)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>1.4.</b> Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (concluded)</p>	<p><b>VPPs, Deans, Hardy, Sheppard, Merritt,</b> Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (concluded)</p>	<p>8/31/2010 (concluded)</p>	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Certificate completion rate (+)</li> </ul> <p>(concluded)</p>	<p><b>1.4.8.</b> Industry advisory committee created to assist in developing market-driven energy-related and natural resource management classes.</p>	<p><b>1.4.8.1.</b> The Electronics Advisory Committee has been expanded and an agenda focused on renewable energy has been added.  <b>1.4.8.2.</b> In coordination with CEWD, BIET added a new “Perspectives” course which conducts seminars in Sustainable Living. The course is part of a credit program and is also available to community members. This course has been embraced and supported by Frisco EDC. A course was offered in fall 2010 with 10 students enrolled.  <b>1.4.8.3.</b> An initial meeting of the industry advisory committee formed by CEWD was conducted on 2/19/2010.  <b>1.4.8.4.</b> Data from the meeting is being compiled and assessed to determine what additional feedback might be useful from advisory committee members.</p>
				<p><b>1.4.9.</b> New CE courses initiated based on advisory committee recommendations.</p>	<p><b>1.4.9.1.</b> A second meeting of the new Energy Advisory Committee was conducted in the spring to refine data and develop a list of possible new courses and programs for feasibility analysis.  <b>1.4.9.2.</b> Teacher Certification Program (TCP) submitted Language Other Than English EC-12 for Spanish, French and German certification programs to TEA for approval and developed a 4-8 Developmentally Appropriate Practices class based on recommendations from TCP Advisory Committee and TEA requirements.</p>

***Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
2.1. Implement new marketing strategies that will improve reach and engage community members.	<b>Vasquez</b>	Fall 2009	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> </ul>	2.1.1. Work with ISDs to reach parents and members of the community.	<p>2.1.1.1. Destination College events were advertised through ISDs’ e-News. Information was distributed to 112 e-News and counselor contacts.</p> <p>2.1.1.2. A 7-week “Gridiron Scholarship Blitz” campaign, conducted in fall 2009, visited high school football games in Celina, Plano, McKinney, Allen, Frisco, Farmersville and Wylie to present scholarships at halftime. Approximately 49,000 people saw the presentations and 2,048 people signed up for the drawing. This campaign received the Grand Award from the Council for Advancement and Support for Education as well as a Medallion Award from the National Council for Marketing &amp; Public Relations (NCMPR), District IV.</p> <p>2.1.1.3. Selected ISDs were contacted about publicizing college through school district electronic newsletters to parents. The program met with resistance.</p>
				2.1.2. New advertising campaign implemented shifting budget to pilot options.	<p>2.1.2.1. A 13-week advertising pilot test with 30-second commercials ran on Time Warner Cable from 3/2010 through 5/2010. The campaign generated significant buzz in the community and will be considered for future campaigns.</p> <p>2.1.2.2. Brainstorming was conducted, concepts were developed, and options will be presented to the President in 10/2010 for a new comprehensive ad campaign to be implemented during FY2011.</p> <p>2.1.2.3. Radio pilot test conducted, but results failed to meet expectations. Other stations were evaluated but do not yet meet the needs of the College.</p>

***Goal 2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.  
(continued, 2 of 8)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>2.1.</b> Implement new marketing strategies that will improve reach and engage community members. (continued)</p>	<p><b>Vasquez</b> (continued)</p>	<p>Fall 2009 (continued)</p>	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> </ul> <p>(continued)</p>	<p><b>2.1.2.</b> New advertising campaign implemented shifting budget to pilot options. (continued)</p>	<p><b>2.1.2.4.</b> A system was developed to provide regular event postings, responses and online conversation through Facebook, Twitter, Flickr, LinkedIn and You Tube. To date, the College's official fan page on Facebook has 1,297 fans and Collin the Cougar's page has 1,992 friends. The pages seem to be most successful in engaging current students rather than the community.</p> <p><b>2.1.2.5.</b> Flip camera videos were pilot tested at the medical student/surgical technology project, live art display, veterans program, graduation, crisis news conference, Red Room restaurant, Salsa Standoff, women's basketball game, the Health &amp; Safety fair. It was also used to record and immediately post video from graduation and a press conference. This medium will be further explored. Findings from the pilot test suggest that viewer responded quite positively to the medium, but it remains to be determined how best to use it.</p> <p><b>2.1.2.6.</b> A new commercial aired in movie theatres during 4-week segments prior to summer and fall. This ad focused on health care and service employees prepared for the workforce by the College, and it challenged the community to support students through scholarships to avoid future shortages of critical workers.</p>

**Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(continued, 3 of 8)**

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>2.1.</b> Implement new marketing strategies that will improve reach and engage community members. (continued)</p>	<p><b>Vasquez</b> (continued)</p>	<p>Fall 2009 (continued)</p>	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> </ul> <p>(continued)</p>	<p><b>2.1.2.</b> New advertising campaign implemented shifting budget to pilot options. (concluded)</p>	<p><b>2.1.2.7.</b> A pay-per-click online ad campaign was conducted from 6/2010 to 9/2010. It yielded 242,662 impressions and 25,918 visits to www.collin.edu with an outstanding click-through rate of 14.58%. (Average click-through rate is 1%.) The rate was probably higher than average because the College changed its Web domain name in this timeframe, so more viewers than normal were searching for the College during the transition. That aside, the results were quite positive. Because of service issues with the vendor, other vendors will be evaluated for future campaigns.</p> <p><b>2.1.2.8.</b> Full page ads listing academic programs were placed in local newspapers and magazines in 12/2009. About 44,000 people were exposed to the Collin’s message.</p>
				<p><b>2.1.3.</b> Increase frequency of newsletter to three times per year.</p>	<p><b>2.1.3.1.</b> The first three-issue calendar year was completed. Budgets and timelines were adjusted to accommodate. There is no way to assess the impact of the additional newsletter until Collin’s next marketing study is completed.</p>
				<p><b>2.1.4.</b> Media coverage generated for key issues and events.</p>	<p><b>2.1.4.1.</b> Twenty articles, op-eds and/or listings were generated in national trade journals.</p> <p><b>2.1.4.2.</b> Central Park Library opening successfully publicized for op-ed in 11/2009 <i>College Planning &amp; Management</i> magazine. Also featured on cover of 3/2010 <i>Choice</i> magazine.</p> <p><b>2.1.4.3.</b> National exposure was generated for Gridiron Scholarship Blitz, with special feature in 1/2010 issue of <i>Counsel</i> magazine.</p>

**Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(continued, 4 of 8)**

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
2.1. Implement new marketing strategies that will improve reach and engage community members. (concluded)	<b>Vasquez</b> (concluded)	Fall 2009 (concluded)	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+) (concluded)</li> </ul>	2.1.4. Media coverage generated for key issues and events. (concluded)	<p>2.1.4.4. DFW media coverage generated for opening of Collin Higher Education Center, announcement of U.S. Professor of the Year, Living Legends tribute, 25th anniversary, Pre-Admission, Destination College, naming opportunities campaign, libraries, alumni e-book, and the TWC grant.</p> <p>2.1.4.5. Historic levels of media coverage were managed during a shooting crisis at the Central Park Campus on Aug. 17. The college facilitated more than 100 media calls in 12 hours, aided by posts through CougarAlert, Facebook, Twitter, email and the college website. The college achieved coverage locally, nationally and internationally praising how the shooting was handled and communicated to students. In the first 24 hours, 230 TV and radio stations covered the crisis with 301 broadcast stories and/or live coverage. To date, more than 60 newspaper stories and more than 1,400 online articles have been published. The effort earned a Medallion Award from NCMPR.</p>
2.2. Increase awareness among high school counselors and teachers of the quality of Collin’s programs and faculty.	<b>VPPs, Money,</b> Deans	8/31/2010	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> </ul>	2.2.1. Public high schools with lowest proportions of graduates attending Collin targeted for intervention.	<p>2.2.1.1. Fine Arts division professors conducted demos in Ceramics and Printmaking at Allen HS Plano East high schools in fall 2009 to pilot test a coordinated recruitment plan.</p> <p>2.2.1.2. THE ARTS gallery invited all local high school art educators to its second annual North Texas Art Educators Invitational Exhibition in 1/2010. Email records and observations at the receptions indicate that several high school teachers and students attended, though no exact count was made.</p>

***Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(continued, 5 of 8)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
2.2. Increase awareness among high school counselors and teachers of the quality of Collin’s programs and faculty. (continued)	<b>VPPs, Money,</b> Deans (continued)	8/31/2010 (continued)	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> </ul> (continued)	2.2.1. Public high schools with lowest proportions of graduates attending Collin targeted for intervention.	<p>2.2.1.3. All local high school art students and their teachers were invited to Collin College’s on-campus art-related events throughout the academic year (e.g., Art Day/Open House [conducted during 4/2010 with over 250 participants], visiting artists’ Art Talks, and visits from nationally prominent art programs like Savannah College of Art &amp; Design, Pennsylvania Academy of the Fine Arts, Santa Fe University of Art &amp; Design, and the School of the Art Institute of Chicago).</p> <p>2.2.1.4. The Arts Gallery hosted a High School Art Faculty Exhibition at the end of 1/2010. The event was visited by about 600 people.</p> <p>2.2.1.5. Respiratory Care participated in the Career Fair with Frisco ISD pm 12/18/2010. There is no way to assess the impact of this effort until fall 2010.</p> <p>2.2.1.6. Nursing conducted “Nurse Camp” in collaboration with Global EDGE from 6/7-6/9/2010. There is no way to assess the impact of this effort until 2010 after the participants begin to graduate from high school.</p> <p>2.2.1.7. CPC Academic Dean and the Associate Dean of Recruitment and Programs for New Students established dual credit program with Anna ISD to be implemented fall 2010.</p> <p>2.2.1.8. SCC Dean of Communications and Humanities, the Associate Dean of Recruitment and Programs for New Students, and Wylie ISD representatives developed curriculum for a significantly expanded Wylie HS concurrent enrollment program beginning in fall 2010.</p>

***Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(continued, 6 of 8)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p>2.2. Increase awareness among high school counselors and teachers of the quality of Collin’s programs and faculty. (concluded)</p>	<p><b>VPPs, Money,</b> Deans (concluded)</p>	<p>8/31/2010 (concluded)</p>	<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> </ul> <p>(continued)</p>	<p>2.2.2. Interaction increased between Collin’s English and math faculty and area high schools to improve high school student readiness for college-level English and math.</p>	<p>2.2.2.1. Math professor Lynette Kenyon serves on a statewide committee to write preparation materials for the Algebra II end-of-course exam.            2.2.2.2. Collin English faculty participated in an in-service day at Wylie High School as part of “Collaborative Curriculum” pilot on 8/20/2010.            2.2.2.3. Collin’s English faculty and Destination College co-sponsored a LINK (Learn, Innovate, Network, Know) dinner for 8 local English coordinators on 11/17/2009. College/career readiness standards and teaching methodologies were discussed among the 22 attendees.            2.2.2.4. A mathematics curriculum alignment meeting, co-sponsored by Destination College, was held on 1/22/2010 with 23 attendees representing various ISDs and Collin’s DE math faculty. The disparity between TEKS and the ACGM remains a large obstacle in curriculum alignment.            2.2.2.5. An information session was conducted for Wylie High School English teachers on 8/20/2010.            2.2.2.6. Math coordinators met with Collin faculty through Destination College. Differences in teaching philosophy were noted. Incongruities between TEKS with the ACGM make a continuation of meetings unlikely.            2.2.2.7. A practice placement test (COMPASS) was adopted for implementation in five math sections during a fall 2010 pilot test of MyLabsPlus.            2.2.2.8. New “transition” dual credit College Algebra planned with Wylie ISD.            2.2.2.9. New “transition” dual credit College Algebra ready for fall 2011 implementation with Wylie ISD. Students who complete a preparatory first semester will take dual credit college algebra in spring 2011.</p>

**Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(continued, 7 of 8)**

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
2.3. Improve access to and efficiency of the College’s Web site.	Hall, Hoyt, Ammons, Webb-Losh, Huang Vasquez	12/22/2009	<ul style="list-style-type: none"> <li>• Market penetration among adult population (+)</li> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+) (concluded)</li> </ul>	2.3.1. Web site traffic successfully rerouted to new URL by the end of a six-month overlap between <a href="http://www.ccccd.edu">www.ccccd.edu</a> and <a href="http://www.collin.edu">www.collin.edu</a> .	2.3.1.1. The College’s URL was successfully changed to <a href="http://www.collin.edu">www.collin.edu</a> . All College sites now respond to the new domain. The old domain ended on 5/31/2010.
		5/31/2010		2.3.2. Communication plan implemented to notify current and prospective students, employees, and supporters of Collin College about the URL change.	2.3.2.1. Communication plan was developed and implemented. 2.3.2.2. Internal communication began in 10/2009 and continued past the disconnection of <a href="http://cccd.edu">cccd.edu</a> . 2.3.2.3. Emails, letters and postcards to external audiences were delivered in spring and summer 2010. 2.3.2.4. Final press release distributed on 5/21/2010. 2.3.2.5. Pay-per-click advertising was purchased online to redirect visitors searching for the college on major search engines after <a href="http://cccd.edu">cccd.edu</a> expired.
2.4. Conduct an analysis of Collin County’s adult population to gain deep understanding of the community’s awareness of Collin’s programs, quality, and value	Vasquez, T. Martin	5/31/2010		2.4.1. Research methods identified and implemented.	2.4.1.1. PR and IRO agreed that a series of community focus groups would be the most effective way to “gain a deep understanding” of the community’s perceptions of Collin College. 2.4.1.2. IRO and PR developed proposal for executing a series of community focus group discussions. A set of interview questions was developed to guide the discussion. 2.4.1.3. Vasquez will take the proposal and the set of questions to the President for review and approval. Completion of the project will roll into FY2011.
				2.4.2. Summary report generated on results and implications of community analysis.	2.4.2.1. Not accomplished. Pending President’s approval of the proposed methodology and questions.

***Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.  
(concluded, 8 of 8)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
2.5. Increase the community’s participation in Collin College events.	<b>Hockenbrough, Kihl</b>	6/30/2010	<ul style="list-style-type: none"> <li>• Community survey knowledge measures (+)</li> <li>• Community survey approval measures (+)</li> </ul>	2.5.1. Community member attendance at scholarly events documented.	2.5.1.1. Documented 510 community member “sign-ins” for FY2010 events
				2.5.2. Participants’ recognition of quality and value surveyed at events.	2.5.2.1. Events hosted by the CSCE request participant evaluation. Surveys documented that 75% of participants obtained new knowledge with 93% indicating they were satisfied or very satisfied with CSCE-sponsored programming.

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<b>3.1.</b> Create new educational options, and develop and articulate clear pathways to core completion for dual credit students.	<b>Money, Huppe,</b> Mott, Martinez	5/31/2010	<ul style="list-style-type: none"> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• Percent of students requiring developmental education (-)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> </ul>	<b>3.1.1.</b> New “College Fast Track” program established with Allen ISD.	<b>3.1.1.1.</b> Fast Track program presented to Allen ISD Board of Trustees on 8/24/2009. <b>3.1.1.2.</b> ENGR1201 (Intro. to Engineering), DFTG1309 (Basic CADD), and ITCC1301 (CCNA 1) are scheduled for fall 2010.
	<b>VPPs, Money,</b> <b>Deans, Huppe</b>	8/31/2010		<b>3.1.2.</b> Program linkages identified, and courses developed for specific majors incorporating “Achieve Texas” guidelines as applicable.	<b>3.1.2.1.</b> Additional dual credit courses were evaluated to meet specific career clusters within the Achieve Texas initiative. <b>3.1.2.2.</b> After review, it was determined that limitations on elective courses for high school students due to increased requirements for 4x4 are restricting course options. Consequently, no new additions for FY2011 are anticipated.
				<b>3.1.3.</b> Feasibility assessed for online dual credit options.	<b>3.1.3.1.</b> Numerous meetings have been held discussing expansion of Collin’s dual credit program. No definitive responses to online or hybrid courses are available at this time. <b>3.1.3.2.</b> In preparation for expansion of the dual credit program to include hybrid online courses, faculty will be need to be identified and trained during FY2011, and courses must be developed for implementation in FY2012.
				<b>3.1.4.</b> High school students receiving specific degree plans based on broad curricular areas (education, health, business, engineering).	<b>3.1.4.1.</b> Partially accomplished. Educational tracks for engineering have been developed to pilot test at Allen HS during FY2011.
				<b>3.1.5.</b> Program linkages identified, and courses developed for specific majors incorporating “Achieve Texas” guidelines as applicable.	<b>3.1.5.1.</b> Additional dual credit courses were evaluated to meet specific career clusters within the Achieve Texas initiative. <b>3.1.5.2.</b> After review, it was determined that limitations on elective courses for high school students due to increased requirements for 4x4 are restricting course options. Consequently, no new additions for FY2011 are anticipated.

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 2 of 11)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>3.1.</b> Create new educational options, and develop and articulate clear pathways to core completion for dual credit students. (concluded)</p>	<p><b>VPPs, Money, Deans, Huppe</b> (concluded)</p>	<p>8/31/2010 (concluded)</p>	<ul style="list-style-type: none"> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• Percent of students requiring developmental education (-)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+) (concluded)</li> </ul>	<p><b>3.1.6.</b> Additional dual credit courses made available to high school juniors and seniors.</p>	<p><b>3.1.6.1.</b> English and Speech courses began in fall 2010 at Wylie High School..</p> <p><b>3.1.6.2.</b> BIET began offering technical dual credit courses for Frisco ISD. Classes are held at Frisco’s Center for Technical Education (CTE) and/ PRC. Subject areas include computer networking, computer-aided drafting and design, electronics, and engineering.</p> <p><b>3.1.6.3.</b> BIET will begin offering technical dual credit courses for Allen ISD in fall 2010. Classes will be held at Allen HS, SCC, and PRC.</p> <p><b>3.1.6.4.</b> Anna and Wylie East high schools initiate dual credit instruction in fall 2010.</p> <p><b>3.1.6.5.</b> Because the proposed fall 2010 expansion of Wylie HS dual credit program will enable students to earn more than half of an AA or AS degree at that site, the program required submission of a SACS COC prospectus to obtain COC approval prior to implementation. Notification of approval was received on 8/16/2010.</p> <p><b>3.1.6.6.</b> Prosper ISD is adding dual credit courses and will pay tuition and fees for their students starting in FY2011.</p> <p><b>3.1.6.7.</b> McKinney ISD increased the number of courses for which their students would be eligible to receive dual credit starting in FY2011.</p> <p><b>3.1.3.8.</b> In 8/2010, CPC began in offering Earth Science for McKinney ISD students. Dual credit courses were offered for Anna juniors and seniors and for McKinney Christian students.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 3 of 11)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p>3.2. Identify and implement strategies to improve developmental education (DE) outcomes.</p>	<p><b>McRae, Austin,</b> Money, DE Faculty (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Success rate in college-level math course after DE sequence (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> </ul>	<p><b>3.2.1.</b> Faculty development on DE student success strategies conducted by external expert.</p>	<p><b>3.2.1.1.</b> A faculty development workshop was conducted on 1/8/2010 by Dr. Barbara Bonham, Senior Researcher and Professor of Education at the National Center for Developmental Education. A total of 53 full-time and part-time faculty and staff members participated in the day-long session. Responses to written evaluations indicated that faculty members found the event useful in identifying specific classroom techniques that may improve students' learning and lead to increased student success.</p> <p><b>3.2.1.2.</b> The fifth annual regional symposium on DE, co-sponsored by Collin's DE Division and the North Texas Community College Consortium, was conducted at SCC on 4/16/2010. Keynote presentations were delivered by Tamara Clunis of the THECB and David Caverly, Professor of Developmental Reading at TSU-San Marcos. Six full-time faculty members participated in the day-long session learning about policy related to DE instruction, funding, and best instructional practices. Faculty members indicated that they plan to apply what they learned in their classrooms.</p> <p><b>3.2.1.3.</b> A faculty development workshop was conducted on 8/16/2010 by neuroscientist and professor Dr. Janet Zadina. She discussed brain research and its application to learning and instruction. About 50 full-time and part-time faculty and staff members participated in the day-long session. Responses to written evaluations indicated that participants found the event very interesting and useful. They learned about neurological theory-based instructional techniques that they plan to use to increase student retention and success.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 4 of 11)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>3.2.</b> Identify and implement strategies to improve developmental education (DE) outcomes. (continued)</p>	<p><b>McRae, Austin,</b> Money, DE Faculty (continued)</p>	<p>8/31/2010 (continued)</p>	<ul style="list-style-type: none"> <li>• Success rate in college-level math course after DE sequence (+)</li> <li>• Matriculation rate of DE students into credit courses (+) (continued)</li> </ul>	<p><b>3.2.2.</b> Houston Community College (HCC) visited to understand their students' success in passing TSI within three years (with special emphasis on math and writing).</p>	<p><b>3.2.2.1.</b> Not accomplished. However, while no visit was made to HCC, information was gleaned on HCC's Web site to suggest that differences in HCC and Collin TSI pass rates may be attributable to differences in grading and required meetings with advisors. HCC DE faculty do not assign failing grades to students who complete classes, and DE students are required to meet with advisors throughout every semester. The grading information is not useful to Collin, but the requirement of the advising serves as another example of an advisement program that Collin DE may want to adopt.</p>
				<p><b>3.2.3.</b> Policies that promote success in DE examined and revised (repeat policy, incentives for students, COMPASS cut scores, mandatory College Success courses, etc.).</p>	<p><b>3.2.3.1.</b> A three-peat policy was applied to DE Math in fall 2010. Preliminary results are being collected for analysis, and application of the policy to DE Writing and DE Reading is under consideration.  <b>3.2.3.2.</b> Email messages are being sent to students who need remediation to encourage them to participate in continuous DE enrollment until all required DE course sequences have been completed. This initiative will continue at least through spring 2011. Responses from students indicate that this initiative is somewhat useful in promoting continuous enrollment, but the extent of the effect cannot be determined.  <b>3.2.3.3.</b> Late registrants into DE Math are now denied or discouraged. Students wanting to register late are referred to Express II and Math Pod sections.  <b>3.2.3.4.</b> Student enrollment beyond established section enrollment caps have been disallowed for Math Pods.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 5 of 11)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>3.2.</b> Identify and implement strategies to improve developmental education (DE) outcomes. (concluded)</p>	<p><b>McRae, Austin,</b> Money, DE Faculty (concluded)</p>	<p>8/31/2010 (concluded)</p>	<ul style="list-style-type: none"> <li>• Success rate in college-level math course after DE sequence (+)</li> <li>• Matriculation rate of DE students into credit courses (+) (concluded)</li> </ul>	<p><b>3.2.3.</b> Policies that promote success in DE examined and revised (repeat policy, incentives for students, COMPASS cut scores, mandatory College Success courses, etc.). (concluded)</p>	<p><b>3.2.3.5.</b> E-Write scores for placement into DE Writing were revised. Beginning in fall 2010, students will no longer be placed into ENGL0315 based on E-Write scores. A review of results was initiated with focus on student retention and success.  <b>3.2.3.6.</b> Contact made with UNT’s START Office to gather information about their remedial classes. Communication is ongoing.  <b>3.2.3.7.</b> Investigation continues into disallowing registration of FTIC students in Math Pods.  <b>3.2.3.8.</b> Academic Advisers visited all sections of COSU and discussed early registration procedures, strategies for successful completion of courses, and strategies to improve overall GPA. Effects of the visits varied by advisor and class. No statistical increase in student success or retention has been associated with these visits.  <b>3.2.3.9.</b> Developmental Math faculty met on 2/12/2010 to finalize recommendation for elimination of MATH0300. After consideration of the recommendation, the Leadership Team decided not to eliminate MATH0300. This decision will be reconsidered in fall 2010 based on additional study of other institutions and community services.</p>
				<p><b>3.2.4</b> Connection with high school math and English faculty established to align curriculum in mathematics and English.</p>	<p><b>3.2.4.1.</b> In conjunction with the Collin’s credit Math Department and Destination College, DE co-hosted workshops with the Collin County ISD high school math coordinators on 1/22/2010 and 2/26/2010.  <b>3.2.4.2.</b> No contact occurred between Collin’s DE Writing faculty and high school English faculty during FY2010. Contact will be initiated with the credit English department to review their collaboration with high school English faculty.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 6 of 11)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
3.3. Develop a “cohort” approach targeting learning communities for high school graduates.	VPPs, Deans	8/31/2010	<ul style="list-style-type: none"> <li>• Student satisfaction with admission and registration (+)</li> <li>• Student satisfaction with advisement (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> </ul>	3.3.1. A two-year plan of learning community offerings developed and marketed.	3.3.1.1. Partially accomplished. A two-year plan was developed but has not been marketed. A meeting of learning community faculty was held during fall 2009 during which first-time, full-time students and student enrolled in dual credit were identified as potential targets for the two-year plan. It was determined that an important obstacle to enrolling dual credit students in learning communities stems from the fact that many learning community pairings include courses that dual credit students have already taken. Faculty will be made aware of the need to consider this factor when submitting future learning community proposals.
				3.3.2. Target student populations identified and recruited for the program.	3.3.2.1. A meeting of former and current learning community faculty members was held during fall 2009 to identify potential recruitment strategies for learning community courses. Recruitment, particularly for fall learning community courses, continues to be challenging. Fall registration has not started until June making it difficult for faculty to recruit students for fall learning communities. Changes to the timeline for developing the fall class schedule have been moved up so that registration for fall classes can begin in April 2011 for Fall 2011. In addition, an ARGOS report has been requested that will facilitate identification of recent high school graduates and dual credit students who can be targeted for learning community recruitment.

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 7 of 11)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<b>3.3.</b> Develop a “cohort” approach targeting learning communities for high school graduates.	VPPs, Deans	8/31/2010	<ul style="list-style-type: none"> <li>• Student satisfaction with admission and registration (+)</li> <li>• Student satisfaction with advisement (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+) (concluded)</li> </ul>	<b>3.3.3.</b> Learning community enrollment increased.	<b>3.3.3.1.</b> 10 Learning Communities were taught during FY2010 compared to 20 during FY2009, but 29 more students participated in Learning Communities during FY2010 than participated during FY2009.
<b>3.4.</b> Increase student participation in pre-admission programs.	<b>Kihl, Hanson, Meinhardt, VPPs, Money, Deans</b>	8/31/2010	<ul style="list-style-type: none"> <li>• Student participation in pre-admission programs (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> </ul>	<b>3.4.1.</b> Pre-admission information sessions offered to faculty, students, and staff to increase knowledge of the program across the District.	<b>3.4.1.1.</b> On 3/2/2010, a total of 210 parents and students attended a pre-admission workshop. Pre-admission brochures were distributed at All College Day. Pre-admission information was used in all Transfer Fairs advertising (TransferU Web site, posters, campus-wide emails, and press releases). Sessions were conducted at CPC, PRC, and SCC.
				<b>3.4.2.</b> Pre-admission promoted through the CHEC.	<b>3.4.2.1.</b> All CHEC university partners presented at the pre-admission workshop. <b>3.4.2.2.</b> Information about pre-admission is available to students visiting the CHEC Student Services Center.

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 8 of 11)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
3.5. Inaugurate and create public awareness of the Collin Higher Education Center (CHEC).	<b>Kihl, Vasquez, Hanson, CHEC Staff</b>	1/31/2010	<ul style="list-style-type: none"> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> </ul>	<p>3.5.1. Approval from the Texas Higher Education Coordinating Board (THECB) to establish the Collin Higher Education Center granted.</p> <p>3.5.2. University partnership agreements signed.</p> <p>3.5.3. Communication and marketing plan developed for successful opening.</p>	<p>3.5.1.1. The CHEC was approved by the THECB on 10/29/2009.</p> <p>3.5.2.1. A partnership signing ceremony confirmed five university partners on 11/9/2009.</p> <p>3.5.3.1. Plan developed and implemented based on Web site, press coverage, broadcast and print coverage. Marketing tactics will continue in preparation for fall.</p> <p>3.5.3.2. A CHEC Web page was launched on 10/29/2009.</p> <p>3.5.3.3. Press releases were published in the Dallas Morning News and local papers announcing the CHEC.</p> <p>3.5.3.4. Channels 5 and 8 broadcast an informational video clip.</p> <p>3.5.3.5. A press open house was attended by 13 different media outlets.</p> <p>3.5.3.6. A CHEC brochure was developed and distributed to the public and to all faculty and staff at All College Day.</p> <p>3.5.3.7 The CHEC was featured in a cover story in the 1/2010 issue of <i>Plano Profile</i> in conjunction with the College's 25<sup>th</sup> anniversary commemoration.</p> <p>3.5.3.8. The CHEC was publicized in a front page story in the 1/2010 issue of the College's community newsletter.</p> <p>3.5.3.9. Additional CHEC press coverage was achieved through the local Star Community Newspapers during summer 2010.</p> <p>3.5.3.10. Temporary outdoor signage were created and posted on the parking garage to increase public visibility.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(continued, 9 of 11)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p><b>3.6.</b> Develop new processes to facilitate improved academic advising services.</p>	<p><b>Money,</b> Meinhardt, Dippel</p>	<p>8/31/2010</p>	<ul style="list-style-type: none"> <li>• Student participation in Academic Advising (+)</li> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Course retention rate (+)</li> <li>• Student satisfaction with advisement (+)</li> </ul>	<p><b>3.6.1.</b> Faculty advising opportunities for students expanded.</p>	<p><b>3.6.1.1.</b> Faculty advisors met with students at CPC and PRC during spring 2010 registration regarding Collin’s core curriculum requirements. A total of 23 full-time and 3 part-time faculty members were trained to advise students on Collin’s core requirements. Between 11/16 and 11/24/2009, they spent a minimum of two hours each in F135 at PRC meeting with students. While it is difficult to assess the impact of this activity on student success, faculty participants indicated that they felt more informed and comfortable advising students as a result of the training.</p>
				<p><b>3.6.2.</b> Timely updates regarding curriculum changes received from academic divisions.</p>	<p><b>3.6.2.1.</b> Accomplished. Information regarding core curriculum changes has been disseminated to all advisors District-wide.</p>
				<p><b>3.6.3.</b> Sessions for updated advising and retention training for staff via NACADA Webinar scheduled.</p>	<p><b>3.6.3.1.</b> Academic advisors participated in seven Webinars during the year.</p>
				<p><b>3.6.4.</b> Mobile advising stations during non-peak times created.</p>	<p><b>3.6.4.1.</b> Mobile academic advising tables were set up during ten transfer fairs during fall 2009 and spring 2010.</p> <p><b>3.6.4.2.</b> Mobile academic advising tables were set up during the Technical Education Fair and the Career Day Fair during 3/2010. Participation numbers are not available.</p>

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(concluded, 10 of 11)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
3.7. Develop and improve student services using an automated approach in the Admissions and Records Office.	<b>Money</b> , Fields, Woolverton	8/31/2010	<ul style="list-style-type: none"> <li>• Awareness of ARO functions available online (+)</li> <li>• Wait at peak times (-)</li> <li>• Use of online ARO services (+)</li> </ul>	3.7.1. A marketing campaign to facilitate usage of online services developed.	3.7.1.1. Not accomplished. ARO and Recruitment are working with PR on a checklist to be posted online for students to help students identify, use, and evaluate available services.
				3.7.2 Mini information sessions providing instruction of online services offered.	3.7.2.1. ARO and Academic Advisors inform students about online services when they walk in. Rather than provide mini information sessions, it was decided to have advising work closely with students when they walk in, and guide them to online services. The value of this service is still being monitored and its impact is still being assessed.
				3.7.3. Queuing system to efficiently manage student flow researched and implemented.	3.7.3.1. It was determined that this is not feasible, and it will not be pursued further.
				3.7.4. ApplyTexas modified the system to automate residency determination to streamline the online application process.	3.7.4.1. Accomplished. Apply Texas was modified, and the application process was streamlined. As of 2/2/2010, online applications have been automated to make residency decisions.
3.8. Facilitate timely and accurate delivery of Financial Aid and Veteran Affairs services for Collin students.	<b>Money</b> , Wilkison, Gray	8/31/2010	<ul style="list-style-type: none"> <li>• Processing of financial aid (+)</li> <li>• Student satisfaction with financial aid (+)</li> </ul>	3.8.1. Feasibility of automating financial aid processing researched.	3.8.1.1. Automated financial aid packaging in place for FY2010. A total of 4,787 students were automatically processed and awarded through Banner. Other than executing the processes, There was no manual work involved. This has been expedited awarding financial aid to students.
				3.8.2. Feasibility of electronic refunds for students evaluated.	3.8.2.1. About 58% of students are receiving now electronic direct deposit financial aid refunds via ACH generated by the Business Office. Student feedback has been favorable because it cuts three to five business days from the wait for the refund.
				3.8.3. CougarWeb used to maintain updated information for students.	3.8.3.1. CougarWeb is being used to provide financial aid information to students. The impact of this change will be measured during FY2011.

***Goal 3. Create linkages and new opportunities to help students navigate 21<sup>st</sup> century educational transitions.  
(concluded, 11 of 11)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
3.9. Pilot test on-line student advising.	<b>Money, Meinhardt,</b> T. Bailey, Lamb, Dippel	8/31/ 2010	<ul style="list-style-type: none"> <li>• Student satisfaction with advisement (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> </ul>	3.9.1. Advising staff trained on WIMBA software system and protocols for online advising.	3.9.1.1. All advising staff has been trained to use WIMBA and the protocols of online advising as of 2/2010. Online advising will resume 3/1/2010. WIMBA online advising is available on a daily basis.
				3.9.2. Two pilot online advising chats monitored to study variations in usage volumes and styles.	3.9.2.1. Pilot chat sessions took place in 11/2009 and 12/2009 showing a large volume of student use. Academic advisors worked with an estimated 350 students during the two week pilot test. Students who participated in the pilot test liked the chat sessions. After the sessions, students who participated were more inclined to visit advisors face-to-face. Students who participated in the chat sessions became more comfortable with online advising.
				3.9.3. Establish baselines so changes can be assessed and the system improved.	3.9.3.1. Year-end data show that 55 students responded to a survey of student satisfaction with online advising. Data for two scaled questions (range of 1 to 10, with 1 signifying less satisfaction) indicated a mean response of 8.9. Based on the small sample, the data suggest that users tended to be satisfied with the overall online advising experience. 3.9.3.2. A total of 465 students were served using WIMBA, Collins' online advising system, from 4/2010 through 7/2010.

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency.***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>4.1.</b> Explore alternative methods for delivering textbook information.</p>	<p><b>Hall, Husted</b></p>	<p>7/31/2010</p>	<p>Total amount of savings from efficiency initiatives (+)</p>	<p><b>4.1.1.</b> Study completed to determine which, if any, current Collin textbooks are available in alternative formats.</p>	<p><b>4.1.1.1.</b> Approximately 35% percent of Collin’s textbooks are custom publications. These are alternative format loose leaf books that normally come packaged with an online access code. These packages are less expensive for Collin students to purchase than the hard-bound text books.</p> <p><b>4.1.1.2.</b> Sites with access codes such as “My Mathlab” contain online versions of textbooks and can be used in place of purchasing the text. These are priced 20% to 30% under the bundle price. Access codes are not always available from publishers without purchasing a whole bundle. When available, the Bookstore purchases access codes alone, without the bundle, to sell to students who do not wish to purchase the entire bundle.</p> <p><b>4.1.1.3.</b> E-book readers such as Apple’s iPod, Amazon’s Kindle, and Sony’s e-reader have not yet had a major impact on textbook production or purchases. The Bookstore will monitor content availability for download to determine when Collin should begin making them widely available to students.</p> <p><b>4.1.1.4.</b> Oracle converted textbooks to e-book format for all of its course offerings at CYC. The Bookstore is providing access to the “virtual” textbooks needed for these course offerings.</p> <p><b>4.1.1.5.</b> Collin’s Bookstore is assessing partnership with an off-campus vendor to provide Internet “textbook rentals” with possible start up in spring 2011.</p>
				<p><b>4.1.2.</b> A textbook task force established to review and recommend changes in textbook delivery options.</p>	<p><b>4.1.2.1.</b> Meetings have been held with faculty, staff and administrators. Person Publishing has been involved in talks aimed at reviewing textbook delivery options. This is an on-going process.</p>

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 2 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.2. Develop specifications and design for a new Public Safety Training Complex and other compatible programs in Melissa.	<b>Hall, Jenkins, McRae</b>	8/31/2009	Specifications and design developed	4.2.1. Collaboration among Administrative Services Division, Fire Science Department, and Law Enforcement Department will have produced an RFQ to hire a consultant to conduct a needs assessment for a new Public Safety Training facility in Melissa.	4.2.1.1. The RFP closed at the end of 10/2009. Brinkley-Sargent Architects were chosen to conduct a needs assessment and will gather data from police, fire, EMS personnel, and area agencies on training requirements, facility needs, and future requirements.
				4.2.2. Academic and continuing education divisions consulted to determine additional compatible programs for the site.	4.2.2.1. Brinkley-Sargent will work with internal and external departments to conduct the needs assessment.
				4.2.3. Facility requirements developed to address requirements identified by the needs assessment.	4.2.3.1. Brinkley-Sargent's report was presented to the Board of Trustees at their retreat on 7/21/2010. In summary, the need for basic law enforcement and fire science training is expected remain fairly stable for the next 10-15 years. Growth opportunities appear to exist for ongoing professional development. There is a need for fire fighters to be cross-certified in emergency medical services. Local agencies indicate a desire to be actively engaged through advisory committees. They expressed a need for hands-on , realistic, scenario- based training and were interested in simulation and the use of technology to enhance training.
				4.2.4. Design completed for new Public Safety Training Complex.	4.2.4.1. President Israel and the Board of Trustees will review program costs and benefits as well as options for phasing in the facility needs before determining next steps.
				4.2.5. New facility approved for construction.	4.2.5.1. Not yet accomplished pending completion of needs assessment and design phase.

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 3 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
<p>4.3. Leverage the college's 25<sup>th</sup> anniversary to brand Collin College for philanthropy through "friend-raising" and fundraising.</p>	<p><b>Jenkins, Frazier, Vasquez</b></p>	<p>8/31/2010</p>	<p>Philanthropic giving (+)</p>	<p>4.3.1. Additional gifts and relationships developed resulting from anniversary activities.</p>	<p>4.3.1.1. The Foundation organized a reception in Wylie with President Israel presenting information about Collin College and its 25th anniversary celebrations.</p> <p>4.3.1.2. Dedicated the Pogue Family Conference Room at CPC on 10/22/2009 with a special event that included prospective donors.</p> <p>4.3.1.3. Received 12 months of in-kind advertising from Plano Profile worth an estimated of \$31,000. All ads were 25th Anniversary themed with philanthropic message. Mary Frazier was contacted by someone interested in making a planned gift as a result of one of the ads. A meeting has been scheduled with the potential donor in 10/2010.</p> <p>4.3.1.4. Completed the design and printed "Naming Opportunity Campaign" folders and shell sheets.</p> <p>4.3.1.5. Living Legends, President's Circle Dinner, 2010 Collin Cabaret and Scholarship Awards Ceremony were all themed with 25th Anniversary, including all invitations and collateral pieces. One major gift (\$150,000) is pending resulting from the President's Circle Dinner. Received an award for the design of the Living Legends invitation.</p> <p>4.3.1.6. All collateral information for annual giving, special events, Naming Opportunities Campaign, Board of Directors materials, and general scholarship brochure were designed with 25th Anniversary logo.</p> <p>4.3.1.7. Special giving campaigns tied to 25th Anniversary resulted in increased faculty and staff giving. Received the State Employee Charitable Campaign award for the highest increase in total campaign giving for 2009.</p> <p>4.3.1.8. Special 25th anniversary edition of College's community newsletter was distributed on 1/1/2010.</p>

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 4 of 9)***

Objective	Responsible Staff (Primary in Bold)	Target Completion	Targeted Measures	Milestones	Outcomes and Improvements as of 8/31/2010
<p><b>4.3.</b> Leverage the college's 25<sup>th</sup> anniversary to brand Collin College for philanthropy through "friend-raising" and fundraising. (continued)</p>	<p><b>Jenkins, Frazier, Vasquez</b> (continued)</p>	<p>8/31/2010 (continued)</p>	<p>Philanthropic giving (+) (continued)</p>	<p><b>4.3.1.</b> Additional gifts and relationships developed resulting from anniversary activities. (continued)</p>	<p><b>4.3.1.9.</b> Presented Foundation fundraising opportunities to the Plano Sunrise Rotary Club. Materials had 25th Anniversary logo.  <b>4.3.1.10.</b> A special Associate Faculty Giving Campaign was launched during 25th anniversary year. Paula Miller made presentations in associate faculty meetings seeking scholarship support. A total of \$600 was raised. It was decided to extend the program into FY2011.  <b>4.3.1.11.</b> Culminated the Living Legends event during the 25th Anniversary year as a special tribute and launched the naming opportunity for Legends. Raised \$250,000 for naming the Living Legends Conference Center at SCC.  <b>4.3.1.12.</b> New prospects have been identified by Naming Opportunities Campaign Cabinet members. Among these prospects, proposals are being prepared for naming the dental hygiene clinic, hospital labs, simulations lab, and surgical tech lab.  <b>4.3.1.13.</b> During the "Gridiron Scholarship Blitz" campaign, trustees and the president presented 25th anniversary scholarships at halftimes of 7 local high school football games. Approximately 49,000 people saw the presentations and 2,048 people signed up for the scholarship drawings. This campaign received the Grand Award from the Council for Advancement and Support for Education as well as a Medallion Award from NCMPR District IV.  <b>4.3.1.14.</b> An alumni booklet was released during summer 2010 profiling 25 outstanding alumni and featuring their praises for Collin College. The publication was distributed in electronic format and printed in limited-edition hard copy for potential donors. This publication received a Medallion Award from NCMPR District IV.</p>

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 5 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.3. Leverage the college's 25 <sup>th</sup> anniversary to brand Collin College for philanthropy through "friend-raising" and fundraising. (continued)	<b>Jenkins, Frazier, Vasquez</b> (continued)	8/31/2010 (continued)	Philanthropic giving (+) (continued)	4.3.1. Additional gifts and relationships developed resulting from anniversary activities. (concluded)	4.3.1.15. Commemorative promotional items and collateral were designed and distributed to reinforce the campaign including flags, stationery stickers, throw-blankets, coasters, t-shirts, flash drive pens, mugs, catalog covers, student handbook covers, PowerPoint templates, Web site banner ads, CHEC signage, and invitations and programs for Living Legends, CHEC media tour, Collin Cabaret, Graduation, President's Circle, and the Scholarship ceremony. The Living Legends invitation and the entire Silver Anniversary celebration received a Medallion Awards from NCMPR District IV.
				4.3.2. Marketing collateral developed and distributed to support naming opportunities campaign.	4.3.2.1. The Foundation/Development Office and PR Office completed the design and printing of the folders, shell sheets, envelopes, business cards, and brochures. 4.3.2.2. All materials produced, including Campaign Cabinet information, has 25th Anniversary logo. 4.3.2.3. Crystal paperweights presented for recognition to various audiences had the 25th anniversary logo. 4.3.2.4. 25th Anniversary napkins and coasters were distributed all meetings and events.

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 6 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.3. Leverage the college's 25 <sup>th</sup> anniversary to brand Collin College for philanthropy through "friend-raising" and fundraising. (concluded)	<b>Vasquez, Jenkins</b> (concluded)	8/31/2010 (concluded)	Philanthropic giving (+) (concluded)	4.3.3. Work with the Foundation/Development Office to develop an alumni program.	<p><b>4.3.3.1.</b> Members of Collin's Academy for Collegiate Excellence (ACE) completed a survey and presented a report to the Leadership Team regarding the establishment of an alumni program. A survey was emailed through Survey Monkey to 6,763 alumni; 2,188 emails bounced back; a total of 526 responses were received with 43% interested in participating in focus groups and 3.5% are interested in helping to organize and/or/lead Collin's alumni program.</p> <p><b>4.3.3.3.</b> Based on feedback from focus groups conducted in 3/2010, a goal was established to launch an alumni program in fall 2010.</p> <p><b>4.3.3.3.</b> Six alumni have committed to serve on a Steering/Planning Committee with a goal to launch an alumni program with a spring 2011 kick-off event.</p> <p><b>4.3.3.4.</b> An alumni page was created on the Foundation Web site with links to College and Foundation activities and an alumni photo gallery.</p> <p><b>4.3.3.5.</b> The PR Office published a booklet entitled "In the Words of Alumni," which is available in hard copy and on the District Web site.</p> <p><b>4.3.3.6.</b> The Foundation Office is exploring "no cost" incentive benefit packages and career assistance programs for alumni.</p>

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, page 7 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.4. Initiate campaign to generate \$3.9 million in philanthropic giving by the end of FY2012.	<b>Jenkins, Frazier</b>	8/31/2010	Philanthropic giving (+)	4.4.1. Feasibility study completed.	4.4.1.1. A feasibility study was conducted from 8/2009 through 12/2009 with 20 community leaders: individuals, business leaders and foundation executives. The concluded that a \$15 million campaign to raise money for scholarships could be accomplished. Challenges with the economic climate can be dealt with multi-year pledges.
				4.4.2. Results of feasibility study used to design three-year fund raising campaign.	4.4.2.1. Results of feasibility study indicated that the campaign needs to last for five years. 4.4.2.2. Based on current economy the decision was to conduct the Campaign in two phases with the Phase I goal of \$5 million in the next 3 years and Phase II goal of \$10 million to be raised by 2014. 4.4.2.3. A grant proposal for \$55,000 was submitted to a foundation resulting from a Feasibility Study interview. The results will be known in spring 2011.
				4.4.3. Naming Opportunities Campaign launched: "Hallmark of Opportunity, Building the Future."	4.4.3.1. Fundraising for the campaign began with \$100,000 being received as a result of a feasibility study interview conducted in 8/2009. 4.4.3.2. Three weeks of raising funds for the Living Legends naming room in 10/2009 and 12/2009 raised approximately \$200,000 in cash and pledges toward a \$250,000 goal. An additional \$50,0000 was raised during FY2010 and the Board of Trustees approved naming the Conference Center at SCC the "Living Legends Conference Center." 4.4.3.3. Campaign Cabinet members include: David McCall as Chair, 8 Foundation Board members, and 3 community leaders. 4.4.3.4. A total of \$525,000 was raised in 6 months with two rooms being named: the Pogue Family Conference Room at CPC and the Living Legends Conference Center at SCC.

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, 8 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.5. Develop and implement plans for new campuses and repurposing buildings to accommodate growth.	<b>Hall</b> , Leathers, Kihl	8/31/2010	Plans completed and implemented	4.5.1. Repurposing plan for CYC finalized and renovations commenced.	4.5.1.1. A plan to renovate CYC is completed. 4.5.1.2. Construction is in progress with scheduled completion in 12/2010.
				4.5.2. Plans for one additional building on each campus developed.	4.5.2.1. Construction on classroom and conference building at PRC is scheduled to begin 10/01/2010 with completion scheduled for 12/1/2011. 4.5.2.2. PBK architectural firm is in the process of designing a new library building for SCC.
4.6. Explore the use of green (LEED) principles, including solar and wind, in new construction projects.	<b>Hall</b> , Leathers	8/31/2010	<ul style="list-style-type: none"> <li>• Energy consumption/ square foot (-)</li> <li>• Administrative expenditures/total expenditures (steady or -)</li> <li>• Total amount of savings from efficiency initiatives (+)</li> </ul>	4.6.1. Identify cost effective green principles for college campus buildings.	4.6.1.1. Older T-12 light fixtures have been retrofitted with more energy efficient T-8 fixtures at SCC and are being replaced at CYC. It is estimated that this will save approximately \$67,000 per year at SCC. 4.6.1.2. Older HVAC chillers have been replaced with new energy-efficient chillers at SCC and are being replaced at CYC. There is no baseline data available to determine the cost savings generated by the new chillers. 4.6.1.3. Energy-efficient metal halide light fixtures have been installed in all parking garages and in the new parking lot at PRC. An analysis of the viability of solar light fixtures found that they currently are not cost effective.
				4.6.2. Incorporate cost effective green principles into renovation and new construction projects.	4.6.2.1. All mechanical, electrical and plumbing fixtures in new construction & renovations are energy efficient. 4.6.2.2. Low water landscaping is being used in designs for new construction and for landscape replacements. All 9,817 sprinkler heads in the District will be replaced with low-flow heads in fall 2010. It is estimated that the change will result in a 20% reduction (approximately \$17,000) in the District's water bill.

***Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (continued, 9 of 9)***

<b>Objective</b>	<b>Responsible Staff (Primary in Bold)</b>	<b>Target Completion</b>	<b>Targeted Measures</b>	<b>Milestones</b>	<b>Outcomes and Improvements as of 8/31/2010</b>
4.7. Establish eCollin as the distance learning campus.	<b>Rodgers, Schumann</b>	8/31/2010	<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> </ul>	4.7.1. Develop Web site and brochure establishing eCollin.	4.7.1.1. New e-Collin brochure completed, and over 2,000 were distributed District-wide in 7/2010. 4.7.1.2. New e-Collin Web site launched in 7/2010.
				4.7.2. Increased awareness of (majority or completion) AA, AS, AAS, certificate and marketable skills programs offered online and awareness of student services, academic support and digital library resources available to online students.	4.7.2.1. SACS and THECB notification of degrees and certificates crossing the 25% and 50% thresholds for FY2010 were submitted in 5/2010. Approval received. 4.7.2.2. New e-Collin brochure and Web site provide information to increase awareness regarding online student services, distance learning library, AA, AS, AAS, certificate and MSAA availability via distance learning, as well as answers to FAQs. 4.7.2.3. New e-Collin Student Support Web site (formerly Distance Learning) relocated under Student Resources on the Collin homepage in 7/2010.
				4.7.3. Campaign (working with Public Relations) to promote core, certificate, degree and marketable skills courses and programs available via eCollin developed.	4.7.3.1. All distance learning materials are now branded using the e-Collin logo and tag line: “e-Collin Learn Anywhere, Achieve Every Time.” 4.7.3.2. PR is promoting e-Collin in publications and is distributing materials to high schools and community members.