

FY2011 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.

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.1. Implement retention strategies designed to increase the proportion of students who successfully complete certificates and degrees including the Texas core certificate.</p>	<p>Money, Fields, Meinhardt, Woolverton, Vasquez</p>	<p>8/31/2011</p>	<p>1.1.1. 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>1.1.2. Increase the number of colleges and universities involved in the audit of transcripts and award of reverse transfer hours.</p>	<p>1.1.1.1. After the grading cycle finishes each term, Banner automatically reviews records of students with degree plans to identify core completers. Scripts were developed and successfully executed to identify field of study (FOS) certificate, marketable skills awards (MSA), and certificate completers whether or not they had degree plans.</p> <p>1.1.1.2. ARO automatically awarded students based on results of 1.1.1.1. Increases in the numbers of certificates, FOS certificates, and MSAs were directly attributable to this initiative. The following awards were made in FY2011: 1,573 degrees (7% increase), 1,834 core completers (-13%), 552 certificates (+86%), 162 FOS certificates (+268%), and 284 MSA (+68% increase). After all students were awarded, 36 more students were identified who met criteria for program completion who had not applied for graduation. ARO sent awards to all students who were program-complete.</p> <p>1.1.1.3. For FY2012, additional criteria will be added to audit AAT, AAS, AS, and AA degree completers.</p> <p>1.1.2.1. Collin negotiated the addition of TWU as a reverse transfer partner to enhance information received from UTD. Feedback received from these partners is used to identify and audit program completers. ARO is exploring additional partnerships.</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, 2 of 12)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.1. Implement retention strategies designed to increase the proportion of students who successfully complete certificates and degrees including the Texas core certificate. (continued)</p>	<p>Money, Fields, Meinhardt, Woolverton, Vasquez (continued)</p>	<p>8/31/2011 (continued)</p>	<p>1.1.3. Increase number of Associate degrees awarded to Collin College alumni meeting graduation requirements.</p>	<p>1.1.3.1. Programs are written and operational to audit alumni for AA/AS completion. ARO and the Academic Advising Office are using this program to determine if UTD transfer students have successfully completed AA/AS degrees. TWU transfer students will also be audited for successful completion. Approximately eight students were identified from UTD as having completed an AA or AS degree.</p>
				<p>1.1.4. Establish a process to obtain transcripts of core-complete Collin transfer students at top transfer universities.</p>	<p>1.1.4.1. A process is currently established to obtain transcripts from UTD and UNT for Collin core complete transfer-out students.</p>
				<p>1.1.5. Conduct "Graduation Fairs" on each campus providing walk-up unofficial degree audits.</p>	<p>1.1.5.1. Graduation Fair dates are being scheduled for fall 2011 and spring 2012. A Graduation Fair/Degree Audit marketing strategy will be completed by 8/ 2011 1.1.5.2. Degree audits will be conducted from 4/5/2011 through 4/7/2011. The efficacy of this initiative will be synthesized (early results indicate that several students have petitioned for graduation as a result of this program) and revisions will be made to improve student participation in future degree audit days. District-wide, approximately 100 degree audits were completed during the Graduation Fairs between 4/5/2011 and 4/7/2011.</p>
				<p>1.1.6. Automate the degree plan process to improve timely delivery to students.</p>	<p>1.1.6.1. <i>College Source</i> software is a tool to assist with the transfer and equivalencies of degrees/certificates. Academic Advisors have been cross-trained to use <i>College Source</i>, a tool that assists with the transfer and equivalencies of degrees and certificates, and to assist ARO with completion of student degree plans. A total of 4,054 degree plans were completed from 9/1/2010 to 8/31/2011.</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, 3 of 12)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.1. Implement retention strategies designed to increase the proportion of students who successfully complete certificates and degrees including the Texas core certificate. (concluded)</p>	<p>Money, Fields, Meinhardt, Woolverton, Vasquez (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>1.1.7. Campaign(s) implemented to promote completion of core curriculum, certificate, degree, and marketable skills awards.</p> <p>1.1.8. Student awareness of the benefits of degree and core completion increased.</p>	<p>1.1.7.1. Campaign marketing plan completed in 3/2010 by committee of faculty, deans, VPIE, the Transfer Programs Office, Student Development, and PR staff.</p> <p>1.1.7.2. Article emphasizing benefits of core completion direct-mailed to 285,000 local households.</p> <p>1.1.7.3. Flash feature posted on Collin Web site in 1/2011 to promote core completion.</p> <p>1.1.7.4. News article about the core curriculum published in campus newspaper in 3/2011.</p> <p>1.1.7.5. An on-campus Collin, the Cougar, birthday celebration took place from 4/5 through 4/7/2011 encouraging students to get a degree audit (and learn how to access one by themselves through CougarWeb) to track their progress toward core completion.</p> <p>1.1.7.6. A brochure titled "Road Trip to Graduation, First Stop: The Core" was developed and distributed.</p> <p>1.1.7.7. A letter to students who are short of program completion has been finished. The letter explains the benefits of completing the core curriculum before transferring from Collin College to a university.</p> <p>1.1.7.8. Programming will be generated that will automatically send the letter to students via CougarMail each semester.</p> <p>1.1.7.9. A video PSA and companion html email graphic are in development.</p> <p>1.1.7.10. Incorporated degree completion and core completion information into all advising sessions.</p> <p>1.1.8.1. Not yet measured.</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, 4 of 12)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.2. Increase student and faculty participation in service learning and civic engagement activities.</p>	<p>Kihl, VPPs, Hockenbrough, IRO, Deans</p>	<p>8/31/2011</p>	<p>1.2.1. Conduct faculty service learning orientations on all three campuses.</p> <p>1.2.2. Host service learning showcases on each campus to recognize service learning students and faculty.</p>	<p>1.2.1.1. Service Learning faculty orientations were offered prior to fall and spring semesters on 1/13/2011 (PRC), and 1/14/2011 (SCC). Another session was cancelled due to weather.</p> <p>1.2.1.2. Orientation for new faculty members was conducted on 11/12/2010.</p> <p>1.2.1.3. Fall 2010 Service Learning faculty training workshops were offered on 9/30/2010 (CPC), 10/12/2010 (PRC), and 10/29/2010 (SCC).</p> <p>1.2.1.4. Spring 2011 faculty training workshops were offered 2/26/2011 (CPC), 3/24/2011 (PRC), 4/21/2011 (SCC), and 4/26/2011 (PRC).</p> <p>1.2.1.5. A 4-hour service learning faculty training camp was offered on 8/19/2011. A total of 48 faculty members attended.</p> <p>1.2.2. 1. Fall 2010 Service Learning Showcases occurred on 11/18/2010 (CPC, 18 attendees), 11/29/2010 (PRC, 53 attendees), and 11/30/2010 (SCC, 29 attendees).</p> <p>1.2.2.2. Spring 2011 Service Learning Showcases were held 5/2/2011 (SCC – 75 attendees), 5/3/2011 (PRC – 55 attendees), and 5/4/2011 (CPC – 16 attendees).</p>

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Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.2. Increase student and faculty participation in service learning and civic engagement activities. (continued)</p>	<p>Kihl, VPPs, Hockenbrough, IRO, Deans (continued)</p>	<p>8/31/2011 (continued)</p>	<p>1.2.3. Communicate service opportunities District wide.</p>	<p>1.2.3.1. CSCE regularly communicates service opportunities through various means including Cougar Mail to students, District email alerts, community marketing, posters, CSCE announcements, CSCE Web sites, special events, and Cougar News. Regular opportunities are also sent to Student Life for distribution to student organizations and their advisors. 1.2.3.2. The CSCE Director regularly meets with agency volunteer directors and executive directors to offer service learning links. 1.2.3.3. Community Partner Fairs were held on all three campuses in fall 2010 with 17 non-profits and 299 attendees participating, and in spring 2011 with 29 non-profits and 613 attendees participating.</p>
				<p>1.2.4. Organize opportunities for students, faculty, and staff to serve the community.</p>	<p>1.2.4.1. CSCE organized regular opportunities for volunteerism, including the Love Where You Live Plano project (10/2010), the Face of Homelessness Care Packages (1/2011), and Alternative Spring Break volunteer projects (3/2011), opportunities with the Collin County Homeless Coalition, and Medical Reserve Corps volunteer trainings. 1.2.4.2. CSCE initiated the Collin Serves Committee which unites faculty, staff and students in volunteerism at each campus. 1.2.4.3. Each campus has an appointed faculty service learning coordinator and a Collin Serves faculty campus chair. 1.2.4.4. Documented Service Learning engagements for FY2011 include 96 Faculty engagements (19% increase), 1,465 student engagements (54% increase), and 21,252 service-learning hours (48% increase).</p>

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<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.2. Increase student and faculty participation in service learning and civic engagement activities. (concluded)</p>	<p>Kihl, VPPs, Hockenbrough, IRO, Deans (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>1.2.5. Design and conduct a study on academic outcomes resulting from service learning participation.</p>	<p>1.2.5.1. Academic learning outcomes are accessed via the Service Learning Student Survey found at http://www.collin.edu/academics/servicelearning/. Areas of measurement include (1) Knowledge, Skills, Abilities (2) Personal Development (3) Civic Awareness and (4) Motivation and Retention. 1.2.5.2. Meetings to design a more in-depth study were held 9/27/2010 (Martin and Hockenbrough) and 1/27/2011 (Kihl, Martin, Hockenbrough). Project is ongoing.</p>
				<p>1.2.6. Analyze data and distribute findings.</p>	<p>1.2.6.1. Qualitative survey results from Collin students participating in service learning are positive, but cannot be correlated to quantitative academic outcomes. 1.2.6.2. Collin College partnered with the University of Minnesota to participate in a nation-wide study of Service Learning to gain national comparative data.</p>
				<p>1.2.7. Conduct faculty focus groups to develop ideas for increased engagement among faculty, students and the community.</p>	<p>1.2.7.1. Online faculty focus groups were conducted. Results identified how to improve processes and faculty participation in service learning in the future.</p>
				<p>1.3.1. Appoint QEP Advisory Council members.</p>	<p>1.3.1.1. A QEP advisory committee will be appointed during FY2012.</p>
<p>1.3.2. Review SACS COC QEP requirements.</p>	<p>1.3.2.1. SACS requirements for the QEP have been reviewed and the topics of the 2010 reaffirmation colleges categorized to denote the range and frequency of recently approved topics.</p>				
<p>1.3.3. Draft 3-year planning proposal for presentation to Leadership Team.</p>	<p>1.3.3.1. Process outline reviewed by Leadership Team in April 2011.</p>				
<p>1.3.4. Revise and implement QEP implementation plan.</p>	<p>1.3.4.1. Quality Enhancement Plan kick-off announced at fall 2011 All College Day.</p>				
	<p>1.3. Develop a plan for the second Quality Enhancement Plan selection and design process.</p>	<p>Kihl, Fenton</p>	<p>8/31/2011</p>		

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Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.4. Increase course and program offerings through eCollin and Weekend College.</p>	<p>Deans, Summerville, Schumann</p>	<p>8/31/2011</p>	<p>1.4.1. Offer additional sections and more variety of core courses on the weekend.</p>	<p>1.4.1.1. Offered 21 additional weekend sections during fall 2010 and spring 2011 compared to fall 2009 and spring 2010. Of the 21 additional sections, 12 sections were additional core sections.</p> <p>1.4.1.2. The number of core sections was increased by expanding weekend core courses to different campuses, days, formats or in new time windows, four new core courses were offered at SCC on the weekend: ANTH2346, FREN2304, SPAN2321, and SPAN2322. Two new core courses, ARTS1301 and PHIL2321 were offered at CPC. MUSI1306 (Hybrid) was offered on Saturday at PRC. In addition, the number of ARTS1301 sections offered on Saturday at SCC increased from one to two.</p> <p>1.4.1.3. Fourteen new non-core offerings (different campuses, days, formats, time windows or new courses) were added on the weekend. Examples include Introduction to Business (BUSI1301) at CPC; Basic Health Profession Skills (HPRS1204) at CYC; Wills, Trusts and Probate Administration (LGLA1353) and Survey of the Music Business (MUSB1305) at PRC; Intermediate Computer-Aided Drafting (DFTG2319) and Beginning Spanish (SPAN1411) at SCC.</p>

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<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.4. Increase course and program offerings through eCollin and Weekend College. (continued)</p>	<p>Deans, Summerville, Schumann (continued)</p>	<p>8/31/2011 (continued)</p>	<p>1.4.2. Initiate Weekend College express block sequence at CPC.</p>	<p>1.4.2.1. Two five-week express sessions were pilot tested at CPC during spring 2011: Computers and Technology (COSC1300) and American Government II (GOVT2302). A five-week express block sequence has not been fully implemented to date, but a pilot test is scheduled for fall 2011.</p>
				<p>1.4.3. Expand hybrid course offerings based on student need.</p>	<p>1.4.3.1. Twelve new hybrid offerings have been offered District-wide: Music Appreciation (MUSI1306) hybrid offered on Saturday at PRC, Beginning Russian I (RUSS1411) and Beginning Russian II (RUSS1412) hybrids offered at SCC. 1.4.3.2. ENGL1301 and ENGL2342 (Express) were added as hybrid courses. ENGL2328 hybrid was developed for use in the summer with dual credit students who completed ENGL1302 and had just graduated.</p>
				<p>1.4.4. Increase program offerings through eCollin.</p>	<p>1.4.4.1. Four programs began offering 100% online instruction with the addition of new courses or program changes: AAS E-Business Media, AAS Web Developer Specialization, the Web Developer Specialization Certificate, and the E-Commerce Certificate. 1.4.4.2. Three programs were reported to SACS in fall 2010 as crossing the 50% threshold (majority of the program online). New online instruction will be begin in summer 2011 for: AAS Biomedical Instrumentation Electronic Specialization, AAS Semiconductor Manufacturing Technology and the Information Systems Cybersecurity Professional Certificate.</p>

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<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.4. Increase course and program offerings through eCollin and Weekend College. (concluded)</p>	<p>Deans, Summerville, Schumann (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>1.4.4. Increase program offerings through eCollin. (concluded)</p>	<p>1.4.4.3. Six new online courses were approved and implemented impacting multiple programs: Clinical I for Health Information Technology (HITT1160), Intermediate Geographical Information Systems (GISC2420), Special Topics in Computer Programming: Objective –C for iPhone Development (ITSE1392), Portfolio Development (IMED2311), Fundamentals for Information Security (ITSY1400), and Crime in America (CRIJ1307).</p> <p>1.4.4.4. Stars and Galaxies (PHYS1403) and Introduction to Biology I (BIOL1408) distance learning templates were completed by faculty teams and approved by the Online Advisory Board. The courses are designed to be offered fully online (lecture and lab). The offering of these two fully online sections will complete the AA degree (100% online).</p> <p>1.4.4.5. Increased core curriculum offerings during FY2011 with 59 additional sections (20% increase) and increased non-core offerings with 37 additional sections (12%) compared to FY2010.</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, 10 of 12)

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<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.5. Increase students' term-to-term persistence.</p>	<p>VPPs, Blitt, Hodge, Money, Vasquez, Faculty Council, APT</p>	<p>8/31/2011</p>	<p>1.5.1. Review and implement Phase II recommendations from the Retention Council to include piloting predictive modeling to identify students at risk of not returning for the next semester.</p> <p>1.5.2. Develop a PR campaign to inform faculty and students regarding the value of completing the core at Collin.</p>	<p>1.5.1.1. Phase II plan finalized and presented to the Academic Planning Team in 5/2011.</p> <p>1.5.1.2. Development of the predictive model is moving forward in a manner consistent with the original schedule.</p> <p>1.5.2.1. Campaign marketing plan completed in 3/2010 by committee of faculty, deans, VPIE, the Transfer Programs Office, Student Development, and PR staff.</p> <p>1.5.2.2. Article emphasizing benefits of core completion direct-mailed to 285,000 local households.</p> <p>1.5.2.3. Flash feature posted on Collin Web site in 1/2011 to promote core completion.</p> <p>1.5.2.4. News article about the core curriculum published in campus newspaper in 3/2011.</p> <p>1.5.2.5. An on-campus Collin, the Cougar, birthday celebration took place from 4/5 through 4/7/2011 encouraging students to get a degree audit (and learn how to access one by themselves through CougarWeb) to track their progress toward core completion.</p> <p>1.5.2.6. A unique brochure titled "Road Trip to Graduation, First Stop: The Core" was developed and distributed.</p> <p>1.5.2.7. A letter to students who are short of program completion has been finished. The letter explains the benefits of completing the core curriculum before transferring from Collin College to a university.</p> <p>1.5.2.8. Programming will be generated that will automatically send the letter to students via CougarMail each semester.</p> <p>1.5.2.9. A video PSA and companion html email graphic are in development.</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, 11 of 12)

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.5. Increase students’ term-to-term persistence. (concluded)</p>	<p>VPPs, Blitt, Hodge, Money, Vasquez, Faculty Council, APT (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>1.5.3. Develop and implement a strategy to engage faculty in communicating with students about the value of the core curriculum.</p>	<p>1.5.3.1. The Retention Council collaborated with PR on a campaign to promote awareness of the core curriculum. 1.5.3.2. Core curriculum talking points and PowerPoint presentation developed for delivering core curriculum information to faculty and students.</p>
				<p>1.5.4. Open fall registration in 4/2011.</p>	<p>1.5.4.1. Fall registration opened on 4/19/2011.</p>
				<p>1.5.5. Develop and implement strategies of active engagement to improve term-to-term persistence.</p>	<p>1.5.5.1. A pilot test of an advising program for DE students is being designed with an implementation target of spring 2012. One objective of the program is to improve term-to-term persistence. 1.5.5.2. Developed and initiated distribution of an online “New Student Welcome Packet” that appears as a link in the admissions letters sent via email to newly admitted students.</p>
	<p>1.6. Implement administrative drop for students who do not attend prior to the census date in the 16-week semesters.</p>	<p>Deans, Business, ARO</p>	<p>8/31/2011</p>	<p>1.6.1. Implement a communications plan regarding administrative drops.</p>	<p>1.6.1.1. Administrative drops are no longer tied to census dates. 1.6.1.2. Deans are developing an administrative drop proposal for review by the Leadership Team. 1.6.2.3. The implementation of administrative drops for DE students is being developed by DE faculty. A proposal will be finalized by 10/2011.</p>
				<p>1.6.2. Evaluate impact of administrative drops.</p>	<p>1.6.2.1. The administrative drop is still under discussion. Before making recommendations, academic administrators want to study course success rate data from the period after the census date was moved up. 1.6.2.2. Measures of the impact of administrative drops for DE students will be included in the proposal will be finalized by 10/2011.</p>

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<ul style="list-style-type: none"> • Core curriculum completion rate (+) • Certificate completion rate (+) • AA/AS/AAT/AAS graduation rate (+) • Fall to fall persistence (+) • Contact hour completion rate (+) 	<p>1.7. Develop relevant new workforce education degree and certificate programs, and update existing programs to maintain relevancy to industry standards and needs.</p>	<p>Deans, VPPs</p>	<p>8/31/2011</p>	<p>1.7.1. Develop curriculum for new programs to meet national, state, and local needs.</p>	<p>1.7.1.1. BIET developed curriculum, which was approved by CAB, to offer an instructional program in mobile application programming (iPhone, Android, etc.).</p> <p>1.7.1.2. Polysomnographic Technology Coordinator was hired in 7/2011. Curriculum is ready for CAB presentation. Advisory Committee is in place. Start date for first cohort will be fall 2012.</p> <p>1.7.1.3. Conducted a focus group to study the feasibility for a Medical Sonography program. Received positive feedback. Due to the current financial challenges this program has been tabled.</p> <p>1.7.1.4. IPPD course descriptions were revised, courses within the program evaluated, and schedule realigned to reflect changes to state and national standards for interpreters for the deaf. Received CAB approval in 4/2011.</p> <p>1.7.1.5. Realigned the AAS and certificate programs in Applied Graphic Design Technology. Programs that are aligned correctly with GIPWE are Animation, Digital Video, Graphic Design, and Photography.</p>

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

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey awareness measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+) • Media Coverage (+) 	<p>2.1. Develop a written framework that integrates all assessment processes within the District and fills gaps in the overall assessment system.</p>	<p>Fenton, Green</p>	<p>8/31/2011</p>	<p>2.1.1. Identify all assessment components that occur throughout the District.</p>	<p>2.1.1.1. District-wide assessments components have been identified and operationally mapped to the College mission and purpose.</p>
				<p>2.1.2. Establish an Assessment Team to engage in discussion with key stakeholders to obtain input into what the assessment plan should look like.</p>	<p>2.1.2.1. GEO Forum II is charged with making recommendations to a newly formed Core Objectives Assessment Team. 2.1.2.2. Plans are in place to create an assessment team that will audit the Continuous Improvement process.</p>
				<p>2.1.3. Draft a comprehensive District assessment plan aligned with THECB accountability requirements that details methodology, data collection, analysis, and reporting processes.</p>	<p>2.1.3.1. Comprehensive plan development is in process for implementation upon THECB approval of Texas Core objectives. 2.1.3.2. Web-based assessment site was launched that includes a link to assessment and institutional effectiveness documentation.</p>
				<p>2.1.4. Share initial draft with key stakeholders for revision and for input on gaps in Collin’s assessment system.</p>	<p>2.1.4.1. A draft of an assessment process has been shared with key stakeholders.</p>
				<p>2.1.5. Finalize plan and post it on the intranet site.</p>	<p>2.1.5.1. A conceptual plan was posted on the institutional effectiveness Web site.</p>
				<p>2.1.6. Initiate implementation.</p>	<p>2.1.6.1. Phased implementation began during 8/2010 with inclusion of the workforce programs, academic emphasis areas and service units in continuous improvement planning. Full implementation of the core assessment process was delayed until new rules regarding core curriculum are approved by the THECB.</p>

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

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey awareness measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+) • Media Coverage (+) 	<p>2.1. Develop a written framework that integrates all assessment processes within the District and fills gaps in the overall assessment system. (concluded)</p>	<p>Fenton, Green (concluded)</p>	6/1/2011	<p>2.1.7. Conduct kick-off for the new service assessment process.</p>	<p>2.1.7.1. Service Unit assessment began in 11/2010 with student, staff & faculty surveys and orientation of unit leaders in early 3/2011. An e-workbook was developed and distributed to assist unit leaders with the planning process.</p>
				<p>2.1.8. Service assessment process completed.</p>	<p>2.1.8.1. Continuous Improvement Plans (CI Plans) were submitted by 7/31/2011. The first implementation cycle will run from 8/2011 through 12/2011. In the future, planning will take place each January through March and implementation will take place each April through December.</p>
				<p>2.1.9. Submit reports from completed service assessments to Leadership Team.</p>	<p>2.1.9.1. Service unit CI Plans were entered in WEAVE and linked on the institutional effectiveness Web site.</p>
			8/31/2011	<p>2.1.10. Create a District-wide process to assess the core curriculum.</p>	<p>2.1.10.1. GEO Forum II recommended criteria for course inclusion in the core curriculum 2.1.10.2. GEO Forum II submitted recommendations in 6/2011 to assess communication and critical thinking skills obtained through core courses.</p>

***Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.
(continued, 3 of 5)***

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey awareness measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+) • Media Coverage (+) 	<p>2.2. Implement internal and external marketing efforts that promote the degree programs offered at the CHEC to increase community participation in CHEC degree programs.</p>	<p>Yeager, PR</p>	<p>8/31/2011</p>	<p>2.2.1. Identify community groups, forums, and businesses where information about CHEC programs can be presented to community members.</p>	<p>2.2.1.1. Information presented to community groups: Collin classes, realtor groups, various community information fairs.</p>
				<p>2.2.2. Share CHEC information with media outlets via Press Releases.</p>	<p>2.2.2.1. Press releases sent out for major events, such as CHEC Info Fairs.</p>
				<p>2.2.3. Track how inquiring students learn about the CHEC.</p>	<p>2.2.3.1. Student survey distributed to current CHEC students. Largest groups heard about CHEC from partner universities (40%), Collin’s Web site (31%), and word-of-mouth (22%).</p>
				<p>2.2.4. Identify avenues within Collin College to distribute information about CHEC programs to students.</p>	<p>2.2.4.1. Information distributed by Collin and CHEC Web pages, digital postcards sent through CougarMail, Information Fairs and Transfer Fairs at Collin campuses, through Collin academic advisors, Collin classroom presentations, university partner representatives, and general press releases.</p>
				<p>2.2.5. Work with Academic Advising to distribute CHEC information to students preparing to transfer.</p>	<p>2.2.5.1. Brochures and transfer information distributed through Academic Advising offices. University Partner Representatives are occasionally invited to attend the College’s monthly academic advising meetings to share updated information for CHEC programs.</p>
				<p>2.2.6. Schedule regular CHEC Information Fairs at Collin Campuses.</p>	<p>2.2.6.1. Four information fairs are being conducted each semester: one each at SCC, CPC, PRC, and CHEC.</p>

**Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.
(continued, 4 of 5)**

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey awareness measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+) • Media Coverage (+) 	<p>2.3. Implement new marketing strategies that will improve reach and engage community members.</p>	<p>Vasquez, Miller, Cadena-Smith</p>	<p>8/31/2011</p>	<p>2.3.1. New advertising campaign launched.</p>	<p>2.3.1.1. New advertising campaign launched in movie theatres in 11/2010. 2.3.1.2. Ad campaigns aired on Time Warner Cable TV and Verizon FiOS TV in Collin County zone. 2.3.1.3. Silver Paragon (national award from National Council for Marketing & Public Relations) earned for story written for local magazine about a student and related volunteerism. 2.3.1.4. Medallion Award presented by NCMPR to the college for the new commercial</p>
				<p>2.3.2. New College promotional video developed and distributed to ISDs and community resources.</p>	<p>2.3.2.1. Not accomplished.</p>
				<p>2.3.3. Flip video series produced and distributed beginning with virtual campus tours.</p>	<p>2.3.3.1. Campus tour pilot video drafted. 2.3.3.2. Flip video created of distinguished speaker visit.</p>
				<p>2.3.4. Series of appearances coordinated in which Collin, the Cougar attends key events and visits locations to engage with the community.</p>	<p>2.3.4.1. Mascot visits piloted during ISD College Week in fall and spring 2011. Four appearances booked with 300-500 in attendance at each event. 2.3.4.2. Mascot attended City of Plano “Dickens of a Holiday” festival. Light attendance and only moderate exposure compared to College Week visits. 2.3.4.3. Mascot popularity to be leveraged on-campus in 4/2011 to bring attention to core completion initiative in conjunction with Collin, the Cougar’s birthday. 2.3.4.4. Collin, the Cougar’s, social media presence has grown significantly both in terms of friends and engagement because of constant content posts. Collin the Cougar now has 2,308 friends and had 1,496 interactions during 8/2011.</p>
				<p>2.3.5. Develop interactive FlipBook version of viewbook for prospective students.</p>	<p>2.3.5.1. Completed and posted at http://www.collin.edu/2010viewbook/ and http://www.collin.edu/2011viewbook.</p>

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

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey awareness measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+) • Media Coverage (+) 	<p>2.3. Implement new marketing strategies that will improve reach and engage community members. (concluded)</p>	<p>Vasquez, Miller, Cadena-Smith (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>2.3.6. Initiatives piloted in Search Engine Marketing and Optimization.</p>	<p>2.3.6.1. Conducted search engine marketing campaign with BeloMedia during summer 2011. 2.3.6.2. The results of the campaign were sufficiently positive that this activity will be integrated into the annual advertising plan for FY2012.</p>
		<p>Vasquez, Cadena-Smith</p>		<p>2.3.7. Social media procedure guide created and published to employees.</p>	<p>2.3.7.1. Social media guide drafted. 2.3.7.2. The media guide will be released in FY2012. 2.3.7.3. A plan is being explored for developing and offering a professional development session for Collin employees on appropriate social media usage and leveraging social media for marketing.</p>
		<p>Vasquez, Cadena-Smith, Michael, Webb-Losh</p>		<p>2.3.8. Effectiveness of advertising in social media evaluated.</p>	<p>2.3.8.1. A small Facebook pilot was conducted for one week during 6/2011 to promote fall enrollment. The ad yielded 1,321,061 impressions for about \$250. This was very effective for its targeted purposes. Further use of this medium is recommended.</p>
		<p>2.3.9. Create version of Web site streamlined for mobile devices.</p>		<p>2.3.9.1. Strategic plan created on 3/7/2011 including tentative site plan and timeline for development. 2.3.9.2. Survey conducted during 3/2011 to determine student preferences for functionality. 2.3.9.3. Team decided to develop this product in-house. The site is complete and will go live in late 9/2011.</p>	
		<p>2.3.10. Launch strategies in community through interactivity.</p>		<p>2.3.10.1. A special edition of the community newsletter was published in summer 2011. It highlighted accomplishments and emphasized that Collin offers a “degree worth more than you paid.” It was published in both electronic and print formats. 2.3.10.2. Search engine advertising was pilot tested during summer 2011. 2.3.10.3. A wrap was developed for the District’s mail truck to serve as a mobile billboard. It was so popular that other District vehicles will be wrapped in FY2012.</p>	

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions.

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.1. Strengthen Collin’s high school dual credit program.</p>	<p>Huppe, Martinez, Mott</p>	<p>12/31/2010</p>	<p>3.1.1. Implement dual credit course offerings at Wylie ISD.</p>	<p>3.1.1.1. Eleven sections in six disciplines offered “team-taught” dual credit pilot courses in fall 2010. Seventeen courses were offered in spring 2011. A total of 275 students participated in fall, and 287 in spring (562 for both terms).</p>
		<p>Huppe</p>	<p>3/31/2011</p>	<p>3.1.2. Implement engineering courses as part of “College Fast Track” at Allen ISD.</p>	<p>3.1.2.1. In a cooperative effort between the Office of Recruitment and Programs for New Students and the BIET Division, a comprehensive program of study in Engineering Technologies was developed to be offered at Allen High School. A pilot course (ENGR1201) was successfully offered in fall 2010 with 15 participants. The entire sequence, including ITCC1301 and CPMT1405, will be offered in fall 2011.</p>
				<p>3.1.3. Obtain and analyze results of TACC’s 2010 Dual Enrollment/Early College Participation Survey to identify variations and patterns in participation, implementation, and success of high school dual credit programs among Texas community colleges.</p>	<p>3.1.3.1. A copy of the report was acquired. Collin percentages were consistent with state averages including average college credits earned while in high school (11) and GPA (state=2.75, Collin = 2.77). It is worth noting that 67% of Texas community colleges that responded to the survey waive all or part of tuition for high school dual credit students.</p>
				<p>3.1.4. Research Texas community colleges for high school dual credit best practices.</p>	<p>3.1.4.1. In progress. Complete setup for Dual Credit Texas initiative. 3.1.4.2. A review of how community colleges peers serve high school dual credit students identified three concepts that might be attractive to Collin’s service area ISDs: online courses, broader curriculum from which student select courses, and tuition/fee waivers for high school students. As a result of the peer review, an online Literature course will be pilot tested at Blue Ridge ISD during fall 2011, and course selections will be expanded at Allen and Prosper ISDs.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 2 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.1. Strengthen Collin’s high school dual credit program. (concluded)</p>	<p>Huppe (concluded)</p>	<p>3/31/2011 (continued)</p>	<p>3.1.5. Explore comprehensive dual credit offerings at each ISD in the service area.</p>	<p>3.1.5.1. Wylie High School is offering a team-taught dual credit pilot. 3.1.5.2. Allen High School is participating in technical dual credit. 3.1.5.3. In spring 2011, 100% of Collin and Rockwall county ISD’s were participating in dual credit with Collin College.</p>
		<p>Huppe, Carter</p>		<p>3.1.6. Implement a campaign to increase the percentage of dual credit students becoming freshman at Collin College after high school graduation.</p>	<p>3.1.6.1. Project completed to change students’ status in Banner from “D” or “H” to “I,” (“in-progress”) for dual credit and home schooled students whose high school completion is imminent. This change permits online registration prior to high school graduation.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 3 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.2. Improve student satisfaction with Student Development services.</p>	<p>Meinhardt, Dippel</p>	<p>8/31/2011</p>	<p>3.2.1. Pilot test online advising utilizing the most current technological tools.</p>	<p>3.2.1.1. Completed and ongoing. Online advising is staffed by professional academic advisers using WIMBA three days per week. Current usage is approximately 30 students per day.</p>
				<p>3.2.2. Scheduled sessions for updated advising and retention training for staff via NACADA Webinar.</p>	<p>3.2.2.1. Collin's Academic Advisors participated in six Webinar's provided by NACADA during FY2011. 3.2.2.2. Further participation is planned for FY2012.</p>
		<p>Fields, Qualia</p>	<p>1/31/2011</p>	<p>3.2.3. Develop survey of student satisfaction with Student Development services.</p>	<p>3.2.3.1. Not accomplished. The Student Development Leadership Team will evaluate what to do with regard to objective 3.2. during FY2012.</p>
		<p>Fields, Dippel</p>	<p>3/31/2011</p>	<p>3.2.4. Develop a marketing campaign to facilitate usage of online services developed.</p>	<p>3.2.4.1. Currently developing materials to be distributed during Graduation Fairs. 3.2.4.2. Developed online "New Student Information Guide."</p>
				<p>3.2.5. Offer mini information sessions providing instruction for online services.</p>	<p>3.2.5.1. ARO and Academic Advising collaborated with College & Public Relations to facilitate mini sessions in conjunction with Graduation Fairs.</p>
				<p>3.2.6. Implement a queuing system to efficiently manage student flow.</p>	<p>3.2.6.1. Not accomplished.</p>
		<p>Wilkison, Jones, Thompson, Gray, Lancaster, Reeser</p>	<p>4/30/2011</p>	<p>3.2.7. Banner functionalities analyzed to determine processes that will enhance services to students.</p>	<p>3.2.7.1. Continued improvement of Banner processes with assistance from IT staff and a Sungard consultant. 3.2.7.2. The consultant determined that the Financial Aid Office is using most of what Banner has to offer. 3.2.7.3. Changes were made to Transfer Monitoring, COD reconciliation, and payment of Pell within COD.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 4 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.2. Improve student satisfaction with Student Development services. (continued)</p>	<p>Wilkison, Jones, Thompson, Gray, Lancaster, Reeser (continued)</p>	<p>4/30/2011 (continued)</p>	<p>3.2.8. Banner used to contact students with email reminders about application deadlines.</p> <p>3.2.9. Numbers of emails and responses tracked; emails correlated with actual applicants to track effectiveness; tracking of telephone inquiries to determine most effective means to contact students.</p>	<p>3.2.8.1. Accomplished. Program written to send email messages to students who have applied in the past but have not applied for financial aid during the current year.</p> <p>3.2.8.2. The Web page was updated with information concerning application deadlines and other information.</p> <p>3.2.9.1. Email messages are sent to students requesting missing financial aid application information, and notification of awards can be tracked by viewing sent messages folder. Phone calls are tracked through the Telecommunications Office. As a result of the large volume of telephone calls documented, additional resources are being reviewed.</p> <p>3.2.9.2. Once phone calls were analyzed, a temporary Call Center was created to help with the huge numbers of calls.</p> <p>3.2.9.3. IT determined that it could not track the volume of financial aid email received.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 5 of 14)

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.2. Improve student satisfaction with Student Development services. (concluded)</p>	<p>Wilkison, Jones, Thompson, Gray, Lancaster, Reeser (concluded)</p>	<p>4/30/2011 (concluded)</p>	<p>3.2.10. Research the feasibility of automating some financial aid processing.</p>	<p>3.2.10.1. All possible processes continue to be automated. 3.2.10.2. RFPs were initiated to seek vendors to assist with the verification of financial aid files. Global FAS was selected and began the process 7/25/2011.</p>
		<p>Qualia, Wilkison</p>	<p>12/31/2010</p>	<p>3.2.11. Use CougarWeb to continuously update student information.</p> <p>3.2.12. Finalize study exploring the feasibility of creating a Veteran’s Affairs Office.</p>	<p>3.2.11.1. All Financial Aid staff members post messages to Banner form ROAMESG. This allows students to see the messages on their personal CougarWeb pages. 3.2.12.1. Work on this initiative has been postponed, though, the Student Development reorganization has led to discussion of creating a veteran services initiative. 3.2.12.2. An active student veterans’ association has been established. Participants are evaluating ways to assist veterans in their transition to civilian life.</p>
		<p>Hoyt, Hall, Farr, Woolverton, Sheppard</p>	<p>11/10/2010</p>	<p>3.3.1. Flexible Registration and Banner configured for Spring 2011 registration. 3.3.2. Continuing Education web site modified to work with new Flexible Registration (FlexReg) system. 3.3.3. Flex Registration is live for spring 2011 registration.</p>	<p>3.3.1.1. Flexible Registration and Banner were configured for spring 2011 registration. 3.3.2.1. The Continuing Education Web site was modified to work with the new FlexReg system for spring 2011 registration. 3.3.2.2. FlexReg was upgraded to version 8.5 during 7/2011. About 36% of Continuing Education students are now registering online using FlexReg. 3.3.3.1. Registration for spring 2011 Continuing Education classes went live on 3/1/2011. 3.3.3.2. Flex Registration continues to improve with new versions being installed in conjunction with upgrades to the Banner Student System.</p>
	<p>3.3. Implement Flexible Registration for Continuing Education.</p>				

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 6 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.4. Develop programs and initiatives to intervene with Collin’s at-risk student population.</p>	<p>Brennan, Qualia</p>	<p>8/31/2011</p>	<p>3.4.1. Increase awareness of on-campus services and resources by strengthening interactions between DOS, SOBI, counseling staff and faculty.</p>	<p>3.4.1.1. Counseling, DOS Office, and SOBI are working closely together. Staff members from both DOS Office and Counseling Services are on SOBI and referrals are first filtered through them. 3.4.1.2. Training was expanded with three town hall style training sessions for faculty and staff conducted during fall 2010 and four during spring 2011. A Saturday session was conducted for associate faculty. Three sessions were conducted for students, and there was a presence at the Health Fair as well as an Active Minds event.</p>
				<p>3.4.2. Implement medical leave procedures.</p>	<p>3.4.2.1. A mental health leave policy was approved by the Board of Trustees in 12/2010. Final TASB revisions were made in 1/2011. Processes, procedures, and various forms were created and await final approval from legal counsel. The information regarding the policy is printed in Collin’s 2012 <i>Student Handbook</i>.</p>
				<p>3.4.3. Expand “Ounce of Prevention” training modules developed for faculty to provide instructors with information regarding syllabi, first class day, and dealing with disruptions, scholastic dishonesty, recognizing and responding to emotional concerns concerning writing, threats of harm, etc.</p>	<p>3.4.3.1. SOBI distributed information regarding threatening writing in 12/2010. 3.4.3.2. SOBI Town Hall Meetings contain segments dedicated to responding to classroom disruptions (i.e. "Ounce of Prevention"). During these segments, DOS and SOBI personnel discuss strategies for addressing and reporting disruptive behavior. 3.4.3.3. The "Ounce of Prevention" module was extended to students during both the "Bystander Awareness Month" campaign in 1/2011 and student organization training scheduled for 3/2011. 3.4.3.4. Counseling Services conducted Safe Zone training during fall 2010. New marketing tools were created including wallet-size tri-fold emergency cards, SOBI folders with SOBI contact/reporting highlights.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 7 of 14)

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.5. Improve college readiness of entering freshmen.</p>	<p>Deans, Huppe, VPPs, Money</p>	<p>8/31/2011</p>	<p>3.5.1. Increase in the number of faculty participating in orientation sessions.</p> <p>3.5.2. Pilot test a “freshman experience” or “orientation program” for new students consistent with the Phase I recommendations from the Retention Council.</p> <p>3.5.3. Host meetings with college faculty and high school faculty to discuss college readiness standards and college expectations.</p>	<p>3.5.1.1. Summer 2010 baseline: 85 faculty members volunteered to participate in orientation. In summer 2011, 109 faculty members volunteered (28% increase).</p> <p>3.5.2.1. Pilot program with Plano East Senior High School graduates was conducted on 6/20/2011: 68 graduates attended orientation, and 34 registered early.</p> <p>3.5.2.2. Cohort tracking is in progress for FY2012.</p> <p>3.5.3.1. On 2/18/2011, Collin faculty and math curriculum coordinators from nine local ISDS met to discuss mathematics curriculum alignment. Discussion included the MyMathTest Pilot Program, a presentation on TEKS and College Readiness Standards alignment from Frisco ISD, the 2011 Math Summer Bridge program, and a presentation from dual credit math professor, Denise Brown, on Wylie ISD's college algebra course offerings.</p> <p>3.5.3.2. English faculty led the LINK workshop, a collaboration of county high school English teachers and Collin English faculty, during 5/2011.</p> <p>3.5.3.3. The Math Bridge program for summer 2011 was established, staffed and publicized. A total of 94 applications were received, 33 students were accepted, and 23 completed. Of the completers, 18 (78%) increased their placement by at least one course level, and 5 increased by 2 or more levels.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 8 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.5. Improve college readiness of entering freshmen. (concluded)</p>	<p>Deans, Huppe, VPPs, Money (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>3.5.4. Improve the visibility of Destination College and its college readiness opportunities throughout the academic year.</p>	<p>3.5.4.1. Destination College implemented an online marketing tool through the use of Constant Contact in 9/2010. A total of 300 people signed up for these notifications.</p> <p>3.5.4.2. The number of contacts in the community who receive notifications on program offerings and help to market them to their constituents increased by 115% (from 52 to 112). These include local high school counselors, home school co-ops, AVID teachers, high school E-News distributors, and PTSAs.</p> <p>3.5.4.3. Destination College conducted 16 programs on- and off-campus. A total of 2,126 students and parents participated.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 9 of 14)

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.6. Improve matriculation of developmental education students.</p>	<p>VPPs, Deans</p>	<p>8/31/2011</p>	<p>3.6.1. Re-examine and refine a plan for placing first-time-in-college (FTIC) students into DE math courses.</p>	<p>3.6.1.1. The focus of this plan has shifted to improving placement of a comparable group of DE students through an intervention (advising) program and through advising FTICs mid-semester since FTICs are identified after the beginning of semesters.</p>
				<p>3.6.2. Enrich professional development for DE faculty with new information about “best practices” in developmental education.</p>	<p>3.6.2.1. Barbara Calderwood, Asst. Director for Publications at the National Center for Developmental Education, and Editor of the Journal of Developmental Education, presented at 1/7/2011 DE in-service meeting. 3.6.2.2. The DE Forum, a group studio forum in CougarWeb, is continuously updated to maintain effective communications and promote continuous professional development.</p>
				<p>3.6.3. Extend study of best learning modalities for developmental education students.</p>	<p>3.6.3.1. The focus of this study has shifted toward matching learning modalities with students most likely to succeed in those modalities. No single modality or set of modalities is best suited for all DE students. The drive to provide fast-tracked, outcome-based instruction and non-course-based interventions also contributed to the refocusing of the study. Nine initiatives to address this “matching” are 1) promoting students’ understanding of different modalities; 2) establishing an advising intervention to encourage students’ intelligent choice of modalities; 3) fast-tracked pilot test of outcome-based instruction in Math pods; 4) reconsidering Passport courses; 5) encouraging/vetting the offering of a learning community that combines DE with a credit course; 6) supporting the Math Bridge program; 7) designing an online version of READ0310; 8) designing a 3-credit reading/writing course; 9) designing non-semester-length, non-course based interventions to be offered prior to fall and spring terms.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 10 of 14)

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.6. Improve matriculation of developmental education students. (concluded)</p>	<p>VPPs, Deans (concluded)</p>	<p>8/31/2011 (concluded)</p>	<p>3.6.4. Pilot test the effects of extending Collin’s “three-peat” policy to include developmental math students.</p>	<p>3.6.4.1. Few and insignificant effects have been identified. Few students have contacted the DE office regarding the “three-peat” policy. Few have asked for exceptions to the policy. A more formal report is being prepared.</p>
				<p>3.6.5. Experiment with fast-tracked, outcome-based developmental education.</p>	<p>3.6.5.1. A team of faculty and lab instructors is designing a pilot test for fast-tracked, outcome-based instruction and will implement it in Math pods by spring 2012. 3.6.5.2. A team of Developmental Reading and Developmental Writing faculty are designing a 3-credit hour course integrating reading and writing instruction at advanced levels.</p>
				<p>3.6.6. Evaluate alignment of DE and credit-level course learning outcomes to ensure successful matriculation from DE to credit-level courses.</p>	<p>3.6.6.1. Three committees are investigating the alignment of DE courses with credit courses. The three committees include DE faculty (Developmental Mathematics, Developmental Reading, and Developmental Writing) and faculty members who teach credit courses. The evaluation includes a comparative analysis of DE and credit course SLOs, identifying revisions, and seeking approval from academic units and CAB.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (concluded, 11 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.7. Research and develop new CE course offerings to meet industry standards and emerging fields.</p>	<p>Sheppard, Hardy, Greenwell, Albrecht, Byers, Luckock, Merritt, Spears</p>	<p>7/31/2011</p>	<p>3.7.1. Seek grant and alternative funding opportunities for sustainable and renewable energy job training.</p>	<p>3.7.1.1. In partnership with the State Energy Conservation Office (SECO), work began in 6/2011 on a grant to develop curriculum to train the next generation of Texas Smart Grid managers. The College received \$133,626, and project completion is scheduled for 5/2012.</p>
				<p>3.7.2. Conduct feasibility study for HVAC Technician, Energy Auditing and Weatherization Assistance training.</p>	<p>3.7.2.1. Initiated instructional programs in Basic Electricity for HVAC and Weatherization and Energy Audit Supervisor, Solar Sales Representative, and Solar Assessor. Fall enrollment was insufficient to run classes, and forecasted job growth in these areas has not materialized due, in part, to a decrease in federal funding and free training offered through Texas Department of Housing and Community Services. 3.7.2.2 Research has been initiated to replace Weatherization class with Home Energy Rater training.</p>
				<p>3.7.3. Develop new e-course offerings for mobile applications.</p>	<p>3.7.3.1. Initial iPhone application development classes developed; 27 students trained. Additional courses are being developed due to demand.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (concluded, 12 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.7. Research and develop new CE course offerings to meet industry standards and emerging fields. (concluded)</p>	<p>Sheppard, Hardy, Greenwell, Albrecht, Byers, Luckock, Merritt, Spears (concluded)</p>	<p>7/31/2011 (concluded)</p>	<p>3.7.4. Identify potential trends and emerging needs in healthcare.</p>	<p>3.7.4.1. Current and future market needs show Health IT as a key area to pursue. 3.7.4.2 Central Sterile Processing, identified as a need through collaboration with credit Surgical Technology (ST) faculty, is now included in the credit ST curriculum. 3.7.4.3. International Classification of Diseases (ICD)-10 training coursework has been developed to address federal mandate requiring all coding to be completed using ICD-10 codes by 10/1/2012. 3.7.4.4. CE established a surgical technology exam review course based on a new mandate requiring all surgical technicians to obtain national certification.</p>
				<p>3.7.5. Expand LEA offerings to include cybercrime and forensics.</p>	<p>3.7.5.1 First Responder Electronic Crime Scene Investigations, the first in a series of Electronic Evidence programs offered at CCLEA, enrolled 19. 3.7.5.2. Introduction to Computer Forensics, Searching and Seizing Computers (canceled for low enrollment), and Obtaining Electronic Evidence in Criminal Investigations (21 enrolled) were offered in Spring and Summer 2011. Introduction to Computer Forensics and Searching and Seizing Computers did not make due to low enrollments.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (concluded, 13 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.8. Identify training gaps in current programs and certificate series and develop new courses that expand or replace current offerings.</p>	<p>Sheppard, Hardy, Greenwell, Byers, Albrecht</p>	<p>7/31/2011</p>	<p>3.8.1. Conduct feasibility study to identify opportunities for crossover training between computer and healthcare programs that would provide training for Informatics Technology professionals who want to work on Electronic Medical Records (EMR) transition in a variety of healthcare settings.</p>	<p>3.8.1.1. A feasibility study was conducted to identify opportunities for crossover training between computer and healthcare programs that would provide training for healthcare and/or Informatics Technology professionals who want to work in the implementation of EMR. 3.8.1.2. A CE certificate series was developed to prepare students for the Certified Health Informatics Systems Professional (CHISP) credential. The certificate series was introduced in spring 2011. Twelve people have completed a program application and/or started taking coursework, and 19 potential students attended information sessions during 8/2011.</p>
				<p>3.8.2. Expand in-house online offerings.</p>	<p>3.8.2.1. New in-house online courses include Basic Anatomy & Physiology (14 enrolled), Medical Front Office (16 enrolled), Computers in the Medical Office (10 enrolled), and Medical Coding Overview for Health Informatics Technology Series (5 enrolled). 3.8.2.2. Developed and piloted an instructor-led, live online Advanced PHP/MySQL class. Though the class made with minimal enrollment, the format proved successful. This is a model that will be replicated for future computer online offerings. 3.8.2.3. SECO grant funds have been budgeted to create in-house online curricula for the Smart Grid Management courses using CITRIX Go-To-Training software.</p>

Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (concluded, 14 of 14)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Percent of students requiring developmental education (-) • Participation in pre-admissions programs (+) • Participation in new student orientation (+) • Matriculation rate of DE students into credit courses (+) • Success rate in college-level math courses after remediation (+) • Percent of dual credit students attending Collin after HS graduation (+) • SBDC Success (+) • Student satisfaction with academic advising, admissions, financial aid, and registration (+) • Number of Collin students transferring into CHEC baccalaureate programs (+) • Transfer rate (+) • Number of new linkages and opportunities (+) • Satisfaction with linkages and opportunities (+) • Employment Rate of Workforce Education Program Completers (+) 	<p>3.8. Identify training gaps in current programs and certificate series and develop new courses that expand or replace current offerings. (concluded)</p>	<p>Sheppard, Hardy, Greenwell, Byers, Albrecht (concluded)</p>	<p>7/31/2011 (concluded)</p>	<p>3.8.3. Expand usage of CYC Hospital Lab.</p>	<p>3.8.3.1. Classes that have been scheduled to use CYC Hospital Lab include: Nurse Aide; Health Unit Coordinator, now utilizing lab for simulation; Rehabilitation Aide; Pharmacy Compounding; Basic Life Support for Healthcare Providers; Electrocardiography (EKG); and credit is offering a basic medical skills class.</p>
				<p>3.8.4. Develop VMware certification program.</p>	<p>3.8.4.1. Continuing Education attained college membership in the virtual machine (VM)-ware IT Academy which provides certification program credentials. A total of 60 students enrolled during FY2011.</p>
				<p>3.8.5. Develop in-house certification programs for Java and MS Office applications.</p>	<p>3.8.5.1. Corporate mergers have impacted the need for Java programming. Training in Java Programming, OCP (Oracle Certified Professional) will be offered in spring 2012. This course will prepare students for the Oracle Certified Professional Programmer Exam. 3.8.5.2. The Microsoft Word and Excel curricula have been redesigned to prepare for the Microsoft Office Specialist (MOS) exam. 3.8.5.3. A Business Intelligence Certificate Series was developed. Enrollment in various courses totaled 59.</p>

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	<p>4.1. Increase philanthropic giving.</p>	<p>Israel, Jenkins, Foundation/Development Director, Foundation Board</p>	8/31/2011	<p>4.1.1. Receive gifts and donations of at least \$1 million for Naming Opportunities Campaign.</p>	<p>4.1.1.1. Approximately \$561,000 has been raised in gifts and pledges towards the Naming Opportunities Campaign. The endowment agreement for an additional \$150,000 contribution is being reviewed by legal counsel.</p>
		<p>Jenkins, Foundation/Development Director, Yates, George</p>		<p>4.1.2. Raise \$125,000 for scholarships through the Annual Giving Campaign.</p>	<p>4.1.2.1. \$66,216 has been raised to date through the Annual Giving Campaign. This includes direct contributions, the SECC campaign involving faculty and staff and contributions to Donor Bridge.</p>
		<p>Jenkins, Foundation/Development Director, George</p>		<p>4.1.3. Raise \$300,000 for scholarships through Special Events.</p>	<p>4.1.3.1. A total of \$270,524 was received through sponsorships, ticket sales, the live auction, and in-kind contributions for Cabaret 2011. Expenses were reduced considerably from previous years resulting in a net for Cabaret 2011 of \$216,575. This is the highest netting special event in the history of the Foundation.</p>
	<p>4.2. Develop management reports that comparatively track and analyze departmental expenses.</p>	<p>Jindra, Hall</p>	8/31/2011	<p>4.2.1. Complete comparative analysis reports across the College.</p>	<p>4.2.1.1. Finance developed and used reports to analyze three prior years of actual expenses versus current year budget. Reports were distributed before the budget development process for FY2012</p>
				<p>4.2.2. Reports used to develop/analyze cost variances and budget allocations.</p>	<p>4.2.2.1. Reports that can be used to analyze cost variances and budget allocations by cost center managers have been developed and are available for use...</p>
	<p>4.3. Reduce administrative time needed to create requisitions and purchase orders.</p>	<p>White, Hall, Hoyt</p>	9/30/2010	<p>4.3.1. Purchase and implement e-procurement system.</p>	<p>4.3.1.1. System went live on 5/23/2011. 4.3.1.2. All orders are now being processed through the new e-procurement system, CougarMart.</p>

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 2 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	<p>4.4. Develop a facilities plan for a Regional Emergency Services Training Center</p>	<p>Israel, Kihl, Hall, McRae</p>	<p>8/31/2011</p>	<p>4.4.1. Form an integrated emergency services advisory council.</p>	<p>4.4.1.1. The Collin Emergency Services Team (EST), a group of Collin Fire Science and Law Enforcement administrators met with key city staff members in Allen, Frisco, McKinney and Plano to identify future facility and training needs. 4.4.1.2. Additional county-wide advisory board members were added to the Fire Advisory Committee and Law Enforcement Academy Advisory Committee.</p>
				<p>4.4.2. Develop recommendations based on the needs analysis conducted by Brinkley Sargent and input from faculty and advisory council.</p>	<p>4.4.2.1. The Collin EST team created a three-phase plan of facility needs for the next 10 years. 4.4.2.2. Collin EST has initiated partnership discussions with Allen, Frisco, McKinney and Plano to determine the feasibility of partnering to combine resources and create a more comprehensive Regional Emergency Services Training Center.</p>
				<p>4.4.3. Board Facilities committee reviews recommendations and approves a concept for the Training Center.</p>	<p>4.4.3.1. Recommendations are still under consideration by Collin EST and potential partners.</p>
				<p>4.4.4. Develop a comprehensive financial and facilities plan for the Training Center for Board consideration.</p>	<p>4.4.4.1. The Collin EST team created a three-phase plan of facility needs for the next 10 years.</p>

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 3 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	4.5. Develop new sustainability and green practices.	Leathers, Hall, Vasquez	10/31/2010	4.5.1. Plant 150 trees on campuses across the District.	4.5.1.1. Completed as of 1/10/2011.
			8/31/2011	4.5.2. Expand recycling and other sustainability initiatives.	4.5.2.1. As of 08/31/2011, Collin’s recycling program has been expanded to include all electronic components, lamps, ballasts, construction material, batteries, etc. Essentially anything that currently can be recycled is now being recycled.
				4.5.3. Create and implement a communications plan to promote sustainability practices.	4.5.3.1. A press release was distributed recounting the presentation of a check from Oncor to Collin College for an electricity savings rebates.
				4.5.4. Retrofit existing lighting with newer energy efficient products at SCC and CYC.	4.5.4.1. Completed as of 2/15/2011.
				4.5.5. Replace existing chillers with new energy efficient chillers and cooling tower at SCC and CYC.	4.5.5.1. Completed as of 1/1/2011.
				4.5.6. Install new variable frequency drives on all motors/pumps at CPC and CYC.	4.5.6.1. Completed as of 2/15/2011.
				4.5.7. Replace existing turn knob valves with water saver motion sensor valves on sinks at CYC. Replace manual flush valves with motion water saver valves on toilets at CYC.	4.5.7.1. Due to volume used it was determined that it would not be cost effective to proceed with retrofit at this time.
				4.5.8. Replace existing irrigation sprinkler (mist type) heads with new water efficient “Precision H2O Chip technology” sprinkler heads.	4.5.8.1. Completed as of 3/15/2011.

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 4 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	<p>4.6. Update the District's emergency preparedness plan.</p>	<p>Hall, Hoyt, Vasquez, Cadena-Smith</p>	<p>10/1/2010</p>	<p>4.6.1. Acquire an effective emergency alert system.</p>	<p>4.6.1.1. An RFP was released in 8/2010 for a new emergency alert system. The bid was awarded to Blackboard Connect in 9/2010. The system went live in 12/2010. The new system was successfully used in 1/2011.</p>
	<p>4.6.2. Train staff on usage.</p>	<p>4.6.2.1. Training on the new system took place for Public Relations staff in 11/17/2010.</p>			
	<p>4.6.3. Create communication plan for introducing preparedness plan to students and staff.</p>	<p>4.6.3.1. Plan completed on 10/29/2010. Plan implementation was completed in 1/2011.</p>			
	<p>4.6.4. Participate in area disaster drill.</p>	<p>4.6.4.1. Completed in 8/21/2010.</p>			
	<p>4.6.5. Review current emergency preparedness plan for necessary revisions.</p>	<p>4.6.5.1. CougarAlert crisis kit completed in 1/2011.</p>			
	<p>4.7. Migrate academic department and related Web pages into the content management system.</p>	<p>Cadena-Smith, Webb-Losh, Michael</p>	<p>8/31/2011</p>	<p>4.7.1. Launch pilot with selected academic departments to develop standards and templates.</p>	<p>4.7.1.1. Pilot launched as targeted.</p>
	<p>4.7.2. Migrate pages in pilot group.</p>	<p>4.7.2.1. Training for migration began but halted when Sungard discontinued support for Luminis CMS. Migration postponed until after replacement CMS implemented.</p>			
	<p>4.7.3. Identify representatives for remaining departments, train and begin migration.</p>	<p>4.7.3.1. Postponed due to product sunset by Sungard.</p>			

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 5 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	4.8. Implement initiatives to reduce textbook costs.	Deans, Husted, Hoyt, Hall	8/31/2011	4.8.1. Number of self-published and open-source resources increased.	4.8.1.1. BIOL1406 and BIOL1408, and PHYS1415 have new faculty-developed lab manuals, bringing the total to 12 science lab courses that will have faculty-developed lab manuals delivered at no cost to students. Manuals for PHYS1401 and GEOL1401 have been started. 4.8.1.2. Online lab materials for CHEM1412 were developed by faculty and will be offered at no cost to students during fall 2011.
			4.8.2. Number of custom published texts increased.	4.8.2.1. Custom published material continues to dominate most of the core course offerings. Bookstore distributes material as needed per adoption requests from faculty.	
			4.8.3. Provide releases to faculty members who create materials or compile open-source materials.	4.8.3.1. Greg Sherman completed the PHYS1415 lab manual with a fall 2011 release.	
			4.8.4. E-book and online labs pilot tested in Political Science at SCC.	4.8.4.1. The "MyLabsPlus" pilot project at SCC was expanded in spring 2011 to include CPC courses. 4.8.4.2. The "MyLabsPlus" pilot will continue in fall 2011 with one instructor.	
			1/1/2011	4.8.5. Implement textbook rental programs for courses in core disciplines.	4.8.5.1. Textbook rentals are not available for core disciplines that are using custom published material. In order for textbook rentals to be successful, there must be an actual book that can repeatedly be rented. Custom published material is normally loose leaf in nature with one-time use access codes. It is not something that can be rented.

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (concluded, 6 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	<p>4.9. Implement new faculty load component of Banner.</p>	<p>Haroutunian, Gonzales, Smith, Kimbrough</p>	1/31/2011	<p>4.9.1. Payroll feeds from the faculty load component live.</p>	<p>4.9.1.1. An evaluation of the Banner Faculty Load system was conducted in fall 2010. 4.9.1.2. Based on the evaluation, a decision was made to <u>not</u> use this function and to continue using the in-house solution (FLIP).</p>
	2/28/2011		<p>4.9.2. Teaching and non-teaching assignments available for faculty and deans to view through CougarWeb.</p>	<p>4.9.2.1. Teaching and non-teaching assignments are available for deans to review through FLIP.</p>	
			<p>4.9.3. State reports generated from faculty load data tested and ready for spring 2011 reporting.</p>	<p>4.9.3.1. A pilot test was conducted during spring 2011 to download data from FLIP to produce the report. 4.9.3.2. The pilot test successfully generated data for the reports. However, new reporting guidelines from the State will require additional development to customize the data to meet the new requirements. The new guidelines will be addressed in fall 2011.</p>	
	<p>4.10. Improve documentation and monitoring of faculty members' compliance with credentialing standards and other District policy and SACS requirements.</p>	<p>Haroutunian, Smith, Merrill, Kimbrough</p>	5/31/2011	<p>4.10.1. Official transcripts and required documentation of faculty credentials scanned into BDMS.</p>	<p>4.10.1.1. All official transcripts and related faculty credentials documentation have been scanned into BDMS.</p>
				<p>4.10.2. Appropriate academic administrators enabled to access and verify compliance with credentialing standards and other District policies and SACS requirements.</p>	<p>4.10.2.1. Programming and installation of organization-level security has been completed. User training will start in 10/2011 with the Leadership Team receiving the initial training. Ultimately, this will allow deans and managers to review relevant personnel data and documents for employees within their areas of supervision.</p>
				<p>4.10.3. Files that are incomplete or insufficient investigated and resolved working closely with the appropriate academic dean and VPP.</p>	<p>4.10.3.1. A complete review of all transcript files has been conducted. 4.10.3.2. Foreign transcripts have been reviewed, evaluated with related documentation, and scanned into BDMS.</p>

Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (concluded, 7 of 7)

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvements as of 8/31/2011
<ul style="list-style-type: none"> • Administrative expenditures as percent of total (-) • Employer satisfaction with Collin completers (+) • Energy consumption per square foot (-) • Philanthropic giving to Collin (+) • Total savings from energy efficiencies (+) • University transfer success (+) 	<p>4.11. Continue assessment of organizational structure and leadership succession plans, and develop recommendations to improve organizational effectiveness and quality.</p>	<p>Israel, Davison</p>	<p>8/31/2011</p>	<p>4.11.1. Staffing, workforce, succession planning models, and organizational structures of comparable organizations identified and reviewed.</p> <p>4.11.2. Collin growth rates and campus expansion plans projected for the next five years taking into account current capacities and projected talent and leadership gaps.</p> <p>4.11.3. A three-year internal organizational audit implemented.</p> <p>4.11.4. Pilot immersion program for select administrative positions.</p>	<p>4.11.1.1. Some staffing, workforce, and organizational data have been collected from peer institutions. The review of this data will take place in FY2012.</p> <p>4.11.2.1. With significant funding cuts from the State following the spring legislative session, several key organizational changes, including shifts in several leadership positions were implemented this year. As a result the reorganization, the review of projected talent and leadership gaps has been rescheduled for FY2012.</p> <p>4.11.3.1. A baseline of organizational metrics has been established to form the foundation of the organizational audit.</p> <p>4.11.4.1. A pilot immersion program has been implemented for one position on a full-time basis, three interim positions, and two on a partial basis.</p> <p>4.11.4.2. During the year, due to staffing changes (retirements and resulting organizational shifts), the person in the full-time immersion position had the opportunity to apply for (and was selected for) an interim assignment as associate vice president. Two other individuals participating in partial or interim assignments were offered regular promotions.</p> <p>4.11.4.3. A survey is being drafted to be administered to all participants during the fall 2011 to help assess the effectiveness of this immersion experience.</p> <p>4.11.4.4. Resulting feedback will be carefully reviewed to consider potential program edits before expanding any implementation of the program.</p>