

## FY2012 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 Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Core curriculum completion rate (+)</li> <li>• Certificate completion rate (+)</li> <li>• AA/AS/AAT/AAS graduation rate (+)</li> <li>• Fall to fall persistence (+)</li> <li>• Contact hour completion rate (+)</li> </ul>	<b>1.1.</b> Complete application of predictive model of student stop-out, drop-out behavior.	<b>Ahmad</b> , T. Martin, Huppe, Student Development Staff, Information Technology Staff	9/31/2011	<b>1.1.1.</b> Modify and launch supplemental data survey.	<b>1.1.1.1.</b> The supplemental survey was administered to students enrolled during fall 2011. Administration ran from 9/28/2011 through 11/18/2011.
			10/31/2011	<b>1.1.2.</b> Score predictive model with fall 2011 student data.	<b>1.1.2.1.</b> A total of 2,717 fall 2011 students responded to the survey. The data were cleaned and responses were scored using the predictive model to assign respondents membership in one of three student segments. <b>1.1.2.2.</b> The placement of students into segments validated the predictive model, developed over the past four years, in that the three student groups identified by the initial model emerged cleanly from the data.
				<b>1.1.3.</b> Work with Student Development and Information Technology staff to implement Web portals to targeted student segments.	<b>1.1.3.1.</b> IRO staff members met several times with various groups of administrators and student development managers to determine the best way to proceed with using the model to improve student persistence. <b>1.1.3.2.</b> Student Development staff decided against the use of Web portals specifically targeting student segments, and decided, rather, to use the data generated by the predictive model to develop student intake forms that will be used to classify students and identify appropriate support services. <b>1.1.3.3.</b> Data from the predictive model were used to update the College's Academic Action Plan that is used for academic advising, and the data also informed the development of components of the Student Success and Momentum Plan.

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			1/31/2012	<p><b>1.1.4.</b> Conduct post hoc analysis to fine tune and improve model and student support.</p>	<p><b>1.1.4.1.</b> Preparations have been completed to begin post hoc analysis by administering non-returning student survey to assess the degree to which the model accurately placed students into the correct segments. The survey will be initiated during the first week of 3/2012 and will be administered to all students who enrolled during fall 2011 and did not return for spring 2012.</p>
	<p><b>1.2.</b> Develop an interactive interface to enable the timely analysis of longitudinal and cross sectional student and course data that can be used in determining efforts to increase student retention and completion.</p>	<p><b>R. Hall</b>, Hoyt, Farr</p>	08/31/2012	<p><b>1.2.1.</b> Develop the criteria for developing the interactive interface.</p> <p><b>1.2.2.</b> Develop the criteria for dashboard development.</p> <p><b>1.2.3.</b> Develop an ongoing review process for the interactive interface.</p>	<p><b>1.2.1.1.</b> A subcommittee of the Administrative Technology Committee was given the task of developing criteria. <b>1.2.1.2.</b> The criteria were presented and approved in the 2/2012 meeting <b>1.2.2.1.</b> IT is working with IRO to design a survey that will be conducted in fall 2012 to determine staff data needs and priorities for a dashboard and reporting interface. <b>1.2.3.1.</b> The Administrative Technology Committee will review the interactive interface annually and suggest adjustments as needed to IT.</p>
<p><b>1.3.</b> Implement strategies to increase the number of students who complete associate degrees.</p>	<p><b>Vasquez</b>, <b>Colleen Smith</b>, McRae, Schumann, Kihl, Deans</p>	8/31/2012	<p><b>1.3.1.</b> Campaign created for better awareness of associate degree value.</p>	<p><b>1.3.1.1.</b> An article on the value of associate degrees was published to 275,000 County residents in Collin's 1/2012 community newsletter <b>1.3.1.2.</b> Alumni testimonials were recorded during commencement and a draft of the video is being refined for posting on You Tube. <b>1.3.1.3.</b> A home page feature ad ran on the Collin College home page in spring 2012. <b>1.3.1.4.</b> An audio podcast was recorded by Dr. Roderick Hunter on the value of an associate's degree. It will be produced and released in FY2013.</p>	

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	<p><b>1.4.</b> Continue implementation of strategies to encourage completion of core curriculum.</p>	<p><b>Vasquez, Colleen Smith</b>, McRae, Schumann, Kihl, Deans</p>	<p>8/31/2012</p>	<p><b>1.4.1.</b> Ongoing core completion tactics identified and implemented.</p> <p><b>1.4.2</b> Awareness of core evaluated against FY2011 benchmark.</p>	<p><b>1.4.1.1.</b> An automated email process was developed to send each student a list each semester of the remaining courses needed to complete the core curriculum.</p> <p><b>1.4.1.2.</b> Flash features for Collin's Web site and highlight ads for CougarWeb published to promote the value of core completion.</p> <p><b>1.4.1.3.</b> Budget planning for FY2013 includes allocating sufficient resources to reprint core curriculum brochure that was developed in FY2011.</p> <p><b>1.4.1.4.</b> Completed development of PHYS1415 for online delivery.</p> <p><b>1.4.1.5.</b> Chairs worked with IRO to identify students that have declared the major and, where possible, advised them of remaining courses for the award.</p> <p><b>1.4.1.6.</b> Faculty discussed completion in classes and made graduation application forms available in class.</p> <p><b>1.4.2.1.</b> Not yet accomplished.</p>
	<p><b>1.5.</b> Explore new student orientation formats to expand delivery options</p>	<p><b>Huppe, Colleen Smith, Money</b>, TLC, Vasquez</p>	<p>8/31/2012</p>	<p><b>1.5.1.</b> Provide orientation for dual credit students.</p> <p><b>1.5.2.</b> Develop online orientation.</p> <p><b>1.5.3</b> Provide orientation in venues off campus.</p>	<p><b>1.5.1.1.</b> Dual credit students are provided an orientation prior to enrolling in dual credit courses.</p> <p><b>1.5.2.1.</b> In progress. Reviewing modules used through eCollin as well as researching other institutional formats.</p> <p><b>1.5.3.1.</b> Cohort sessions expanded to include Veteran's Orientation.</p> <p><b>1.5.3.2.</b> New Student Orientation will be expanded as part of the Student Success Initiative.</p>

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			12/31/2011	<p><b>1.6.2.</b> Seek grant funding to provide financial support for student success programming.</p>	<p><b>1.6.2.1.</b> Secured \$73,000 in Perkins funding to assist with student success programming.  <b>1.6.2.2.</b> Submitted proposal for Comprehensive Student Success Program grant to THECB.  <b>1.6.2.3.</b> The grant proposal was not awarded.</p>
			12/31/2011	<p><b>1.6.3.</b> Present plan to Dean's Council, Faculty Council, and Leadership Team for input.</p>	<p><b>1.6.3.1.</b> Student Success and Momentum Plan presented to Leadership Team on 3/19/2012. Initial investigation into Student Success completed and progress report presented to LT. Research indicated breadth of program requires extensive planning and research beyond the time frame of this plan.  <b>1.6.3.2.</b> Faculty Council hosted Gaining Momentum for Student Success forum on 4/17/2012. Feedback was incorporated into the Student Success Plan.</p>
			2/28/2012	<p><b>1.6.4.</b> Begin implementation of Student Success Plan.</p>	<p><b>1.6.4.1.</b> Plan has been developed and was revised by Leadership Team for implementation.</p>

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	<p><b>1.7.</b> Create structures and processes for Student Development and Academic Affairs to collaborate and cooperate in order to improve completion outcomes.</p>	<p><b>Colleen Smith</b>, Money, McRae, Schumann, Kihl</p>	<p>8/31/2012</p>	<p><b>1.7.1.</b> Reorganize Student Development Staff to incorporate Dean of Student Development on each of the three major campuses. <b>1.7.2.</b> Develop Deans Council for Academic Affairs and Student Development to cooperate in the implementation of the Student Success Plan.</p>	<p><b>1.7.1.1.</b> Deans of Student Development located at CPC, SCC, and PRC as of spring 2012. <b>1.7.2.1.</b> Student Development Deans joined academic deans as members of the Academic Planning Team. <b>1.7.2.2.</b> Deans of Student Development meeting regularly to plan and coordinate activities.</p>
	<p><b>1.8.</b> Provide information to develop an understanding of completion outcomes across the District.</p>	<p><b>Colleen Smith</b>, Money, McRae, Schumann, Kihl, Day</p>	<p>8/31/2012</p>	<p><b>1.8.1.</b> Provide data concerning benefits of completion to students.</p>	<p><b>1.8.1.1</b> In conjunction with QEP development, student focus groups were conducted at SCC, CPC and PRC from 10/2011 through 11/2011 to discuss student success. State and national data were shared during the discussion. <b>1.8.1.2.</b> All registered credit students are being sent core completion/registration letters with attached personalized degree plans to encourage registration. Letters include data on the benefits of degree/core completion. As of 2/29/2012, over 22,000 students were identified and 2,200 had been notified.</p>

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	1.8. Provide information to develop an understanding of completion outcomes across the District. (concluded)	<b>Colleen Smith</b> , Money, McRae, Schumann, Kihl, Day (concluded)	8/31/2012	1.8.2. Provide information across the District concerning momentum points and accountability measures and the impact of completion rates on funding.	1.8.2.1. Momentum Point funding is not yet defined. Collin has been preparing faculty with updates.
	1.9. Create processes to increase degrees awarded through the reverse transfer process.	<b>Kihl, Huppe</b> , Fields, Belt, Hanson	8/31/2012	<p>1.9.1. Develop plan to effectively process reverse transfer credits, audit transcripts and award associate degrees.</p> <p>1.9.2. Create reverse transfer partnerships with primary transfer universities.</p> <p>1.9.3. Train staff to audit transcripts for degree completion.</p> <p>1.9.4. Award associate degrees to qualifying students.</p> <p>1.9.5. Report reverse transfer completion rate.</p>	<p>1.9.1.1. ARO and Transfer Programs worked together to develop a process to facilitate the university agreements and the process that will be used to send transcripts and student lists to Collin College.</p> <p>1.9.1.2. ARO developed a process to award degrees to reverse transfer students.</p> <p>1.9.2.1. Reverse transfer agreements have been signed with UT-Dallas, TWU, SMU, UNT, and Texas State University.</p> <p>1.9.3.1. Three additional student development staff members were trained to help with degree audits. There are multiple departments that have associated down time stemming from regular job responsibilities. Staff in those departments will be trained to use the specific software to complete degree audits during those down periods.</p> <p>1.9.4.1. Associate degrees and certificates are being awarded to all students who qualify.</p> <p>1.9.4.2. UT-Dallas sent transcripts to Collin College during fall 2011. Eight of the 228 identified students expressed interest in receiving associates degrees, and two met qualifications for degree completion.</p> <p>1.9.5.1. Not accomplished, but in progress.</p>

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(continued, 2 of 8)**

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<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey awareness measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> <li>• Media Coverage (+)</li> <li>• Market penetration among high school graduates (+)</li> </ul>	<p><b>2.2.</b> Raise awareness of Service Learning (SL) and volunteering opportunities in the community.</p>	<p><b>Hockenbrough, Day</b>, Service Learning Liaisons, Deans</p>	<p>5/31/2012</p>	<p><b>2.2.1.</b> CSCE Director to attend area agency volunteer coordinators meetings to promote SL opportunities.</p> <p><b>2.2.2.</b> Formalize Alternative Breaks (AB) service programs with opportunities in spring 2012 and summer 2012.</p>	<p><b>2.2.1.1.</b> CSCE Director attended meetings with Volunteer McKinney Center, Collin County Social Service Association, and Collin County Homeless Coalition.</p> <p><b>2.2.1.2.</b> Met with community partners each semester at the Community Partners Fairs at each campus.</p> <p><b>2.2.1.3.</b> One-on-one collaboration and planning via email, phone conversations, and personal meetings to collaborate on opportunities such as MLK Day of Service, the Face of Homelessness, the Poverty Simulation, Make a Difference Day, Love Where You Live (Plano), and various Collin Serves volunteer projects.</p> <p><b>2.2.1.4.</b> Met with both faculty and partners to coordinate meaningful service-learning projects.</p> <p><b>2.2.1.5.</b> CSCE Director attends Collin County Homeless Coalition meetings and serves on the Executive Team.</p> <p><b>2.2.2.1.</b> About 50 students served at four major area non-profit agencies, including Habitat for Humanity North Collin County (McKinney), Mane Gait (McKinney/Frisco), Heard Natural Science Museum and Wildlife Sanctuary (Allen) and the Holifield Science Learning Center (Plano). Teams were led by two Collin faculty and two CSCE staff. Plans are being made for AB Summer 2012 projects.</p> <p><b>2.2.2.2.</b> AB Summer was determined ineffective due to the intense time commitment to summer classes, the absence of student organizations on campus during the summer, and the excessive heat index (as most AB service is outdoors). Emphasis was changed to offer the first annual Student Leadership Camp on 1/17/2012.</p> <p><b>2.2.2.3.</b> The Student Leadership Camp emphasized Service and Service-Learning and connected with student organizations in preparation for 2012-13. Over 50 attended.</p>



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(continued, 3 of 8)**

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			12/31/2011	<p><b>2.3.2.</b> Ezine/annual of magazine feature stories developed and released to the public.</p>	<p><b>2.3.2.1.</b> Graphics are being developed for Ezine, and it is on track for completion before the end of the fiscal year.</p>
			8/31/2012	<p><b>2.3.3.</b> Guest columns published from college leaders on key issues for higher education.</p>	<p><b>2.3.3.1.</b> Two guest columns were written on behalf of faculty. Meredith Martin, history professor at PRC, published a column in the 11/11/2011 issue of AACC’s <i>Community College Times</i> entitled “Veterans Contribute Unique Skills, Experiences to the Classroom.” Dr. Tracey McKenzie, sociology professor at PRC, has a column that will appear in the 3/19/2012 issue of <i>Community College Week</i> entitled “The Professor as Entertainer: Keeping Students Captivated and Engaged</p> <p><b>2.3.3.2.</b> A guest column from Collin College Trustee Stacy Arias was accepted for publication in Trustee Quarterly.</p>

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(continued, 6 of 8)**

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<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey awareness measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> <li>• Media Coverage (+)</li> <li>• Market penetration among high school graduates (+)</li> </ul>	<p><b>2.3.</b> Improve community perception of academic quality and innovation.</p>	<p><b>Vasquez</b></p>	12/31/2011	<p><b>2.3.4.</b> List of five facts that everyone in community needs to know about Collin College developed and publicized.</p>	<p><b>2.3.4.1.</b> “Five Facts” (“World Renowned Honor Society,” lowest tuition in Texas, Center for Excellence in Nursing, students who discovered an asteroid and Collin’s string of U.S. Professors of the Year) were featured on two billboards in Collin County beginning in spring.  <b>2.3.4.2.</b> Five Facts were featured on the cover of the 2012-13 Student Handbook and Catalog.</p>
			5/15/2012	<p><b>2.3.5.</b> Explore feasibility of changing student correspondent position to blogging position for blog series.</p>	<p><b>2.3.5.1.</b> Peer study completed.  <b>2.3.5.2.</b> Proposal submitted for review by PR department leadership to determine feasibility.</p>

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

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey awareness measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> <li>• Media Coverage (+)</li> </ul> Market penetration among high school graduates (+)	<b>2.4.</b> Increase awareness of programs and services.	<b>Vasquez, Belt</b>	8/31/2012	<b>2.4.1.</b> Digital signage system utilized to broadcast video features about key programs.	<b>2.4.1.1.</b> Proposal for rollout of monitors through the District approved by Leadership Team in 11/2011. <b>2.4.1.2.</b> Purchase of monitors for signage system scheduled for summer 2012. <b>2.4.1.3</b> PR and Student Development developed plan for content and processes during fall 2011. <b>2.4.1.4.</b> Templates for slides and graphics are in development for “CougarVision.” <b>2.4.1.5.</b> Content developed to pilot test two new features: “Math Minute” and “Science Second.” <b>2.4.1.6.</b> Monitors were installed in summer and the system went live in 8/2012.
			12/31/2011	<b>2.4.2.</b> Feasibility study conducted on outdoor advertising.	<b>2.4.2.1.</b> Feasibility study completed. <b>2.4.2.2.</b> Artwork developed highlighting programs of excellence, accolades, and key points for the community. <b>2.4.2.3.</b> Two billboards purchased and implemented for six months, the first debuting in 4/2012 along U.S. 75 and the second in 6/2012 along President George Bush Tollway. <b>2.4.2.4.</b> Initial feedback was sufficient to continue outdoor advertising during FY2013. Boards will rotate to other highway and Tollway locations with highest traffic counts at the expiration of the six month contracts.
			8/31/2012	<b>2.4.3.</b> Completion of PRC expansion publicized as well as beginning of SCC construction.	<b>2.4.3.1.</b> Announcement of expansion opening published in 1/2012 community newsletter. <b>2.4.3.2.</b> Postcards developed and mailed to direct marketing of conference center. <b>2.4.3.3.</b> News released published in April after parking garage opened.

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

Targeted Measures (“+”: Expected Increase; “-“: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Market penetration among high school graduates (+)</li> <li>• Market penetration among adult population (+)</li> <li>• Community survey awareness measures (+)</li> <li>• Community survey approval measures (+)</li> <li>• Media coverage dedicated to Collin College excluding paid space (+)</li> <li>• Media Coverage (+)</li> </ul> Market penetration among high school graduates (+)	<p><b>2.4.</b> Increase awareness of programs and services.</p>	<p><b>Vasquez, Belt</b></p>	<p>8/31/2012</p>	<p><b>2.4.4.</b> Key programs promoted to the community through podcasts and YouTube videos.</p> <p><b>2.4.5.</b> Develop effective communication for dual credit students.</p>	<p><b>2.4.4.1.</b> Videos developed and posted on YouTube promoting the Dr. Martin Luther King, Jr. celebration and the Honors Institute.</p> <p><b>2.4.4.2.</b> Podcast developed and published on guest lecture by Dr. Robert Xavier Rodriguez.</p> <p><b>2.4.4.3.</b> Videocast of President Israel’s All College Day message filmed and posted both internally and externally.</p> <p><b>2.4.5.1.</b> A dual credit faculty orientation was offered on all three campuses.</p> <p><b>2.4.5.2.</b> A dual credit faculty handbook that outlines the dual credit program and procedures to help faculty communicate information about the dual credit program to students was developed.</p> <p><b>2.4.5.2.</b> A Web page for graduating dual credit seniors has been developed to inform students of the process to continue their college education at Collin.</p> <p><b>2.4.5.3.</b> An information night specifically for home school students was held on 3/20/2012.</p>

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

Targeted Measures (“+”: Expected Increase; “-“: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.1.</b> Explore new delivery methods for continuing education (CE) classes to reach expanded student demographics.</p>	<p><b>Hardy, Albrecht, Byers, Luckock, Merritt, Spears</b></p>	<p>8/31/2012</p>	<p><b>3.1.1.</b> Implement open lab class for MS Office applications with curriculum tailored to individual student needs.</p>	<p><b>3.1.1.1</b> Two morning and evening MS Office “open lab” classes were scheduled for spring and summer 2012. Both courses were canceled due to no enrollment.</p> <p><b>3.1.1.2.</b> Microsoft MOS “Exam Prep” courses were scheduled to start in 4/2012 for students who have completed the Level III Word and Excel courses. These courses were canceled due to no enrollment.</p>
				<p><b>3.1.2.</b> Revise curriculum in CE workforce training classes to infuse use of technology in traditional lecture classes.</p>	<p><b>3.1.2.1.</b> New Administrative Assistant Certificate Series used computer classroom and Internet to deliver curriculum for Internet Communications &amp; Research class with 11 enrolled in spring 2012 and 5 in summer.</p> <p><b>3.1.2.2.</b> The Business Intelligence certificate series at CYC (13 enrolled for spring 2012); Business Correspondence and Communication (10 in spring, 7 in summer); and Internet Communications and Research (11 in spring, 5 in summer) are being offered using the computer lab. Using technology labs for traditional lecture based courses provides a richer learning experience for the students and one that reflects how jobs are being done in the workplace.</p> <p><b>3.1.2.3.</b> A completely online option for Coding courses was offered in summer 2012 to capture a different target population of students who may not be able to attend on campus classes. Twelve students enrolled in the first ever offering of Introduction to Medical Coding online course; part of the series.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.1.</b> Explore new delivery methods for continuing education (CE) classes to reach expanded student demographics. (concluded)</p>	<p><b>Hardy</b>, Albrecht, Byers, Luckcock, Merritt, Spears</p>	<p>8/31/2012</p>	<p><b>3.1.3.</b> Develop online computer forensics class for LEA.</p>	<p><b>3.1.3.1.</b> The law enforcement academy has completed the development of an online computer forensics class for law enforcement officers: "Computer Forensics and Cyber Crime – An Introduction."</p>
				<p><b>3.1.4.</b> Develop hybrid method for administering supplemental peace officer course.</p>	<p><b>3.1.4.1.</b> The Supplemental Peace Officer hybrid course was implemented in fall 2011. The course was designed for the out-of-state peace officer and federal officers who want to attain peace officer certification in Texas. To date only two students have taken advantage of the hybrid program.</p>



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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.2.</b> Increase average CE class size and student repeat rate through innovative marketing methods.</p>	<p><b>Hardy</b>, Albrecht, Byers, Luckock, Merritt</p>	<p>8/31/2012</p>	<p><b>3.2.1.</b> Utilize CE eNewsletter to highlight class offerings and follow-up classes.</p> <p><b>3.2.2.</b> Create a blog with subscription feature to provide computer education students with timely information for potential class offerings.</p>	<p><b>3.2.1.1.</b> For promotion of spring 2012 classes, CE emailed 13,000 former CE students. The 1/2012 edition had a 29% open rate with Logistics, Medical Assistant, SQL Server, Handwriting Analysis, Personal Trainer, and Certified Ethical Hacker experiencing the largest open rates.</p> <p><b>3.2.1.2.</b> For summer courses promotion, the e-newsletter was sent to 15,910 subscribers with a 26.2% open rate.</p> <p><b>3.2.1.3.</b> CE staff viewed the email addresses of readers who clicked on certain articles. EKG (243), HUC (136), Internet Marketing (119), Distance Learning (87), Comp TIA (76), Lean Manufacturing (73).</p> <p><b>3.2.1.4.</b> Program Directors then provided follow-up information for potential students.</p> <p><b>3.2.1.5.</b> Increased enrollments in the EKG course (9 in fall 2011, 19 in spring 2012, and 21 in summer 2012 can be attributed to the e-newsletter.</p> <p><b>3.2.1.6.</b> CE e-Newsletter highlighted class offerings and follow-up classes in the April, May, and July.</p> <p><b>3.2.2.1.</b> A blog was released featuring VMWare and Social Media courses. Twelve students enrolled in VMWare in fall, 23 in spring and 57 in the summer. Social Media enrolled 53 in spring courses and 49 in summer.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.2.</b> Increase average CE class size and student repeat rate through innovative marketing methods. (concluded)</p>	<p><b>Hardy, Albrecht, Byers, Luckock, Merritt</b></p>	<p>8/31/2012</p>	<p><b>3.2.3.</b> Establish linkages with Student Development to draw in targeted students for career paths that may only require non-credit certifications.</p>	<p><b>3.2.3.1.</b> CE established communication with credit healthcare advisors to ensure they are aware of CE course offerings with prospective students. As a result several inquiries were received about CE courses. Credit advisors referred students to the CE Nurse Aide, Pharmacy Tech and Medical Assistant programs.</p>
				<p><b>3.2.4.</b> Schedule visits to Advising and ARO at Collin campuses to increase their knowledge of CE offerings.</p>	<p><b>3.2.4.1.</b> A meeting and presentation to credit advisors about CE course offerings was held on 3/23/2012. CE staff presented information about targeted CE course offerings including Healthcare courses planned to be offered, with special emphasis on Clinical Medical Assistant. This initiative increased awareness among credit advisors about CE course offerings. CE receives calls regularly (as a referral from credit advisors) from students interested in Nurse Aide, Medical Assistant, Pharmacy Tech, EKG Tech.</p>
				<p><b>3.2.5.</b> Identify and implement other innovative marketing methods.</p>	<p><b>3.2.5.1.</b> CE established fast track Medical Billing and Coding course schedules for day, evening, and weekends providing a predetermined schedule of courses.</p> <p><b>3.2.5.2.</b> Fourteen students registered in multiple courses in the certificate series as a result of understanding the fast track option to complete their courses with minimum downtime.</p> <p><b>3.2.5.3.</b> Created CE Courses "Landing Page" with "Other Courses You Might Like" listed for current course offerings.</p> <p><b>3.2.5.4.</b> Actively managed Facebook page by providing feedback, communicating with students and responding to queries.</p> <p><b>3.2.5.5.</b> Instructors promoted next level or related upcoming courses.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.3.</b> Research and develop new CE offerings to meet industry standards and emerging fields.</p>	<p><b>Hardy</b>, Albrecht, Byers, Merritt</p>	<p>8/31/2012</p>	<p><b>3.3.1.</b> Establish healthcare advisory committee.</p> <p><b>3.3.2.</b> Advisory committee conducts an assessment of trends and emerging needs in healthcare.</p>	<p><b>3.3.1.1.</b> An advisory committee was established for continuing education healthcare programs that met for the first time on 1/19/2012. The committee includes a cross section of healthcare areas including audiology, dentistry, optometry, nursing, healthcare training, veterinary medicine, blood center, healthcare compliance, and hospital staff development.</p> <p><b>3.3.2.1.</b> The Healthcare Advisory Committee provided feedback on existing healthcare programs offered through continuing education and provided information about areas that could be studied for new course/program offerings. Medication Aide, Phlebotomy Technician, and Pharmacy Technicians Externships are new courses identified by the Committee that were offered by CE in summer 2012.</p> <p><b>3.3.2.2.</b> Medication Aide was cancelled in summer 2012. Phlebotomy Technician (15 students) filled in June with a waiting list resulting in a second section with 14 students in July. Eight students enrolled in the Pharmacy Technician Externship</p> <p><b>3.3.2.3.</b> Three other new areas were recommended for research by the committee including Heath Careers Success, Veterinary Assistant, and CEUs for Nurses.</p> <p><b>3.3.2.4.</b> The Health Careers Success course curriculum was finalized and has 5 students enrolled. It was designated a pre-requisite for Phlebotomy and Health Unit Coordinator students for fall 2012.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.3. Research and develop new CE offerings to meet industry standards and emerging fields. (concluded)</b></p>	<p><b>Hardy, Albrecht, Byers, Merritt (concluded)</b></p>	<p>8/31/2012 (concluded)</p>	<p><b>3.3.3. Identify externships and potential job opportunities for completers.</b></p>	<p><b>3.3.3.1.</b> Externships for Medical Billing and Coding completers were established with Legacy Physicians, CPR/Heartplace, and DRS Systems. Additional opportunities are being sought with Senior Sight, Inc.  <b>3.3.3.2.</b> An agreement was reached with Target and CVS pharmacies to provide externships for Pharmacy Tech completers. Eight students registered for the class. All but one completed the externship.</p>
				<p><b>3.3.4. Review new healthcare programming options from third party vendors (CCI, WITS, ELearning, etc.).</b></p>	<p><b>3.3.4.1.</b> The new Clinical Medical Assistant program was added using Boston Reed as the vendor provider. The first class offered on Saturdays in the spring enrolled 27 students. Due to high interest, a second evening section was offered in April with 18 students. A third section with 17 students was a daytime offering and started in July.  <b>3.3.4.2.</b> The provider of the CNA program developed the new Medication Aide course for summer 2012. This course was cancelled due to no enrollment.  <b>3.3.4.3.</b> A Health IT Advisory Committee recommendation resulted in expansion of the Health IT certificate series of to include curriculum that allows students to earn two distinct industry certifications: Comp TIA A+ and HIT Pro.</p>
				<p><b>3.3.5. Identify new opportunities for programs in mobile technology.</b></p>	<p><b>3.3.5.1.</b> An advanced iOS class, advanced Android App Development, and In-a-Day iPad courses were added to the lineup of mobile course offerings. A total of 146 students enrolled in FY2012 mobile courses.</p>
				<p><b>3.3.6. Establish CE Advisory Committee with representatives from companies and industries to provide guidance on development of new workforce programs.</b></p>	<p><b>3.3.6.1.</b> CE established a committee to discuss new workforce and technology programs. The first meeting of the Workforce and Technology Advisory was held on 3/14/2012. OSHA 10 and OSHA 30 certificate preparation; Drupal Website Development (offered in fall 2012), Welding (24 enrollments in FY2012), Lean Manufacturing certificate series (offered in fall 2012) were developed as a direct result of the Advisory Committee's input.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.4.</b> Recruit friends of Collin College in a philanthropy program.</p>	<p><b>Foundation</b>, Vasquez</p>	<p>8/31/2012</p>	<p><b>3.4.1.</b> Friends of Collin College identified including current and former students, employees, business and community members, etc.</p>	<p><b>3.4.1.1.</b> On hold due to staff turnover.</p>
				<p><b>3.4.2.</b> Collateral developed.</p>	<p><b>3.4.2.1.</b> On hold due to staff turnover.</p>
				<p><b>3.4.3.</b> Social media tactical plan developed and implemented</p>	<p><b>3.4.3.1.</b> Responsibility for Alumni Facebook page switched to PR staff after resignation of Chief Development Officer.</p>
				<p><b>3.4.4.</b> Friend of Collin e-zine developed.</p>	<p><b>3.4.4.1.</b> On hold due to staff turnover.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.5.</b> Increase opportunities for students to participate in new student orientations.</p>	<p><b>Money, Huppe, TLC, Belt</b></p>	<p>8/31/2012</p>	<p><b>3.5.1.</b> Develop online orientation.</p>	<p><b>3.5.1.1.</b> Not accomplished, but In progress. Reviewing modules used through eCollin studying other institutional formats.</p>
				<p><b>3.5.2.</b> Provide orientation at different locations including in the high schools for dual credit students.</p>	<p><b>3.5.2.1.</b> Orientation for dual credit students interested in attending Collin will be part of the new Student Success Plan.</p>
	<p><b>3.6.</b> Restructure developmental course pedagogy and course offerings to improve completion and success in credit courses.</p>	<p><b>McRae, Weasenforth,</b> Developmental Education Faculty</p>	<p>8/31/2012</p>	<p><b>3.6.1.</b> Participate in THECB seminars.</p>	<p><b>3.6.1.1.</b> No THECB seminars have been offered.  <b>3.6.1.2.</b> Dean Weasenforth and DE faculty members attended THECB town hall meetings at the 2011 CASP conference, the 2012 NADE conference, and discipline-specific conferences.  <b>3.6.1.3.</b> THECB representatives gave updates to faculty at the 2012 DE Forum and 2012 NTCCC Fall Convocation.</p>
				<p><b>3.6.2.</b> Research best practices.</p>	<p><b>3.6.2.1.</b> Professor Massey serves on the DEI team for mathematics, and Dean Weasenforth serves on the DEI team for reading, both engaging with the THECB and other institutions regarding best practices. Several ESL faculty members were engaged in researching best practices as part of the THECB Workgroup to write SLOs for the ACGM. All full-time faculty and staff have researched best practices as part of curricular redesign projects (TIP, DE Advising Program, integrated reading/writing).  <b>3.6.2.2.</b> Dean Weasenforth and faculty remain current with discussions of best practices through reading of literature, which is disseminated to Collin's DE faculty and staff via the online DE Forum.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.6.</b> Restructure developmental course pedagogy and course offerings to improve completion and success in credit courses. (concluded)</p>	<p><b>McRae, Weasenforth,</b> Developmental Education Faculty</p>	<p>8/31/2012</p>	<p><b>3.6.3.</b> Develop short courses and bridge programs.</p>	<p><b>3.6.3.1.</b> CAB approved INRW0315, an integrated reading/writing course, which is equivalent to READ0310 and ENGL0315 and which will be offered in spring 2013.</p> <p><b>3.6.3.2.</b> The following courses will be terminated as of spring 2013, thus abbreviating the Developmental Reading and Developmental Writing programs: READ0300, ENGL0300, and GRAM0300.</p> <p><b>3.6.3.3.</b> During spring 2012, Developmental Mathematics pilot tested short-term, targeted instruction for MATH0305. Since results from the pilot results were mixed, revisions to instruction were made for fall 2012.</p> <p><b>3.6.3.4.</b> ALEKS, a possible replacement for MyMathLab, will be pilot tested during spring 2013.</p> <p><b>3.6.3.5.</b> Planning has been initiated to combine other DE courses to abbreviate course sequences and accelerate matriculation into college-level courses. Developmental Mathematics faculty will decide by the end of fall 2012 which one of two course redesign models to implement.</p> <p><b>3.6.3.6.</b> Plans were developed for implementing an emporium model in the AIM Centers starting in spring 2013.</p> <p><b>3.6.3.7.</b> Two non-course-based options (NCBOs) were informally pilot tested during spring 2012. One ("Writer's Boot Camp") is now built in Banner and will be formally piloted during fall 2012. NCBOs for other departments are being designed and will be built for spring/summer 2013.</p>

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

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.7.</b> Improve academic advising by developing new processes and effectively utilizing technology.</p>	<p><b>Huppe</b>, Colleen Smith, McRae, Schumann, Kihl, Deans, TLC Staff</p>	<p>8/31/2012</p>	<p><b>3.7.1.</b> Seek grant funding to assist with purchase of Degree Works.</p>	<p><b>3.7.1.1.</b> Secured \$73,000 in Perkins funding. Perkins grant was amended for funds to be used in areas of need. It was determined that students would be better served by upgrading and enhancing the current CAPP system rather than invest in a new product.</p>
				<p><b>3.7.2.</b> Train faculty to use information technology resources in academic advising.</p>	<p><b>3.7.2.1.</b> System updates are still being implemented by IT. When technology is implemented, faculty will be trained as part of the Student Success Plan.</p>
				<p><b>3.7.3.</b> Recognize faculty advising as a recognized college service in faculty performance appraisals.</p>	<p><b>3.7.3.1.</b> CPC AA Division faculty report advising activities each month and HS&amp;ES Division faculty report twice (middle and end) per semester. The reports will be taken into consideration as college service in annual faculty performance reviews. <b>3.7.3.2.</b> A pilot program was implemented to train faculty to provide academic advising at CPC and may be used to document College service for performance appraisals.</p>
				<p><b>3.7.4.</b> Develop online advising.</p>	<p><b>3.7.4.1.</b> The Academic Advising Office is using WIMBA to advise students online on Tuesdays, Wednesdays, and Thursdays with coverage rotating among the three campuses. A link to the online advising service is found on the advising Web page. <b>3.7.4.2.</b> DE faculty members advised and registered 250 students for spring 2012, and an additional 820 students for Maymester, summer and fall 2012 sessions. A limited number of students were advised online. <b>3.7.4.3.</b> Data have been collected and are now being analyzed to determine changes to the advising program.</p>
				<p><b>3.7.5.</b> Extend and evaluate the Developmental Education advising pilot.</p>	<p><b>3.7.5.1.</b> Dean Weasenforth is collecting quantitative and qualitative data with which to assess the pilot and identify changes for continuous improvement.</p>



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

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Percent of students requiring developmental education (-)</li> <li>• Participation in pre-admissions programs (+)</li> <li>• Participation in new student orientation (+)</li> <li>• Matriculation rate of DE students into credit courses (+)</li> <li>• Success rate in college-level math courses after remediation (+)</li> <li>• Percent of dual credit students attending Collin after HS graduation (+)</li> <li>• SBDC Success (+)</li> <li>• Student satisfaction with academic advising, admissions, financial aid, and registration (+)</li> <li>• Number of Collin students transferring into CHEC baccalaureate programs (+)</li> <li>• Transfer rate (+)</li> <li>• Number of new linkages and opportunities (+)</li> <li>• Satisfaction with linkages and opportunities (+)</li> <li>• Employment Rate of Workforce Education Program Completers (+)</li> </ul>	<p><b>3.8. Analyze Effectiveness of Financial Aid call bank and outsourcing verification.</b></p>	<p><b>Money, D. Wilkison</b></p>	<p>8/31/2012</p>	<p><b>3.8.1.</b> Complete student surveys and develop plans for future action.</p> <p><b>3.8.2.</b> Compare data from previous year concerning number of calls and satisfaction with customer service.</p> <p><b>3.8.3.</b> Develop plans for future action.</p>	<p><b>3.8.1.1.</b> Since the Noel-Levitz Student Satisfaction Inventory solicits feedback about student perceptions of financial aid services, and since Noel-Levitz is scheduled for spring 2012 administration, it was determined to use that existing survey rather than administer a new survey.</p> <p><b>3.8.2.1.</b> Baseline data: During FY2011, the Financial Aid Department received 213,274 incoming calls on 3 lines. Many calls were unanswered. This created negative results. From 6/17/2011 through 3/6/2012 a total of 42,572 financial aid calls were received.</p> <p><b>3.8.2.2.</b> Establishment of a call center for financial aid inquiries reduced the number of repeat calls made when the wait time was more extensive.</p> <p><b>3.8.3.1.</b> On 7/22/2011, Collin College began collaboration with Global Financial Aid Services (GFAS) to perform the verification function for students selected for verification.</p> <p><b>3.8.3.2.</b> A total of 15,669 Institutional Student Information Records (duplicated count) were sent to Global Financial Aid Services (GFAS). Of those, 9,006 students registered on the GFAS Web site. A total of 3,095 completed the process, and 1,346 are in the last stages of completion.</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 Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.1.</b> Develop new Argos reports to improve access and response times to recurrent data requests.</p>	<p><b>T. Martin</b>, IT Leadership</p>	<p>8/31/2012</p>	<p><b>4.1.1.</b> Inventory reports.</p> <p><b>4.1.2.</b> Identify which reports are exclusively Banner-dependent.</p> <p><b>4.1.3.</b> Develop report specifications.</p> <p><b>4.1.4.</b> Work with ATS to program.</p> <p><b>4.1.5.</b> Test reports.</p> <p><b>4.1.6.</b> Deploy reports.</p>	<p><b>4.1.1.1.</b> The Data Standards &amp; Quality Assurance Committee (DS&amp;QAC) decided that the time and effort involved in conducting a comprehensive inventory of all reports would not be productive since there are myriad reports, the vast majority of which are departmentally specific and relevant to no one outside the specific departmental context for which they were designed.</p> <p><b>4.1.2.1.</b> Rather than base the creation of new Argos reports on a reporting inventory, DS&amp;QAC decided it would be more productive to solicit requests for new Argos reports from the Collin community. Thus far, three requests have been approved by DS&amp;QAC for development: a) a class schedule report that provides users with information that can be used to monitor enrollment and course builds; b) a Continuing Education report that provides much of the functionality that was lost with the Banner conversion; and c) a student data report.</p> <p><b>4.1.3.1.</b> Tom Martin met with each of the individuals requesting the reports to develop specifications and parameters that would enable APS programmers to create the reports.</p> <p><b>4.1.4.1.</b> The class schedule report and the CE report were developed as OLAP cubes that allow users to select parameters. The student data report is in beta testing.</p> <p><b>4.1.5.1.</b> The class schedule report and the CE report were beta tested. The beta test designations were removed in 11/2011. The student data report will be deployed in fall 2012 after the completion of beta testing.</p> <p><b>4.1.6.1.</b> The class schedule report and the CE report are fully deployed.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 2 of 11)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.2.</b> Develop a Web-based interface to provide end-user access to Banner-based Argos reports.</p>	<p><b>T. Martin</b>, IT Leadership</p>	<p>8/31/2012</p>	<p><b>4.2.1.</b> Conduct inventory of reports.</p> <p><b>4.2.2.</b> Develop parameter for Web-based (portal) interface.</p> <p><b>4.2.3.</b> Work with IT to program interface.</p> <p><b>4.2.4.</b> Test interface internally.</p> <p><b>4.2.5.</b> Beta test interface.</p> <p><b>4.2.6.</b> Deploy interface.</p>	<p><b>4.2.1.1.</b> The Data Standards &amp; Quality Assurance Committee (DS&amp;QAC) decided not to pursue the report inventory and focus on identified needs.</p> <p><b>4.2.2.1.</b> In 11/2011, AdTech established a subcommittee to generate recommendations for a Web-based reporting interface.</p> <p><b>4.2.2.2.</b> The subcommittee presented its recommendations to AdTech on 2/16/2012. AdTech unanimously adopted the recommendations, and Ralph Hall agreed to take them to the IT staff for implementation.</p> <p><b>4.2.3.1.</b> IT staff is studying the recommendations and making preparations for implementation.</p> <p><b>4.2.3.2.</b> During summer 2012, IT and IRO were assigned by AdTech to survey staff to determine requirements for a reporting interface/dashboard. The survey will be conducted during fall 2012.</p> <p><b>4.2.3.3.</b> DS&amp;QAC was assigned by AdTech to develop data and report definitions to provide for user documentation in the new reporting interface. Development will begin during fall 2012.</p> <p><b>4.2.4.1.</b> Not accomplished, but work continues. This is a long-term project.</p> <p><b>4.2.5.1.</b> Not accomplished, but work continues. This is a long-term project.</p> <p><b>4.2.6.1.</b> Not accomplished, but work continues. This is a long-term project.</p>
	<p><b>4.3.</b> Implement Continuous Improvement (CI) planning process.</p>	<p><b>Day</b>, Fenton</p>	<p>8/31/2012</p>	<p><b>4.3.1.</b> Complete third cycle &amp; develop fourth CI plans for academic disciplines.</p> <p><b>4.3.2.</b> Complete first cycle and develop second CI plans for workforce programs.</p>	<p><b>4.3.1.1.</b> Assessment training provided to core curriculum discipline leads in 8/2011 and 1/2012.</p> <p><b>4.3.1.2.</b> Spring 2012 data were generated for fall 2012 analysis &amp; planning.</p> <p><b>4.3.2.1.</b> Assessment training provided to workforce education discipline leads in 8/2011 and 1/2012.</p> <p><b>4.3.2.2.</b> Spring data collection generated data for fall 2012 analysis &amp; planning.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 3 of 11)***

Targeted Measures (“+”: Expected Increase; “-”: Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.3.</b> Implement Continuous Improvement (CI) planning process. (concluded)</p>	<p><b>Day, Fenton</b> (concluded)</p>	<p>8/31/2012 (concluded)</p>	<p><b>4.3.3.</b> Conduct 1<sup>st</sup> CI plans for service units.</p>	<p><b>4.3.3.1.</b> CI plan training provided to service unit heads.  <b>4.3.3.2.</b> CI plan development completed.  <b>4.3.3.3.</b> Baseline data for CI plans generated from District-wide student and faculty/staff surveys.  <b>4.3.3.4.</b> Consulting for second round of CI plan development completed.  <b>4.3.3.5.</b> Spring data collection generated data for fall 2012 analysis &amp; planning.</p>
				<p><b>4.3.4.</b> Review the assessment process and make any necessary adjustments.</p>	<p><b>4.3.4.1.</b> COAT developed a new process to assess student learning in the core curriculum that aligns with the core changes approved by the THECB.  <b>4.3.4.2.</b> Pilot test of Critical Thinking Skills and Communications Skills assessments were completed during spring 2012.</p>
	<p><b>4.4.</b> District-wide assessment team formed for District-wide institutional effectiveness and strategic planning.</p>	<p><b>Day, Fenton</b></p>	<p>12/31/2011</p>	<p><b>4.4.1.</b> Establish District-wide assessment team.</p>	<p><b>4.4.1.1.</b> A District-wide Core Objectives Assessment Team (COAT) was organized. COAT consists of faculty representation from across the District. COAT established process and standards for measuring student learning within the new core curriculum, and began the process of conducting assessments of learning to ensure compliance with SACS COC and THECB standards, and to generate recommendations for improving learning.</p>
				<p><b>4.4.2.</b> Establish operational procedures for assessment team.</p>	<p><b>4.4.2.1.</b> Operational procedures have been established for COAT.</p>
			<p><b>4.4.3.</b> Identify indicators of institutional effectiveness.</p>	<p><b>4.4.3.1.</b> Institutional effectiveness indicators for academic and service units have been identified.</p>	
			<p><b>4.4.4.</b> Review continuous improvement plans to generate recommendations for inclusion in strategic planning.</p>	<p><b>4.4.4.1.</b> Continuous Improvement Plans are now being reviewed to generate recommendations for Program Reviews. Program Review will make recommendations for Strategic Plan.</p>	

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 4 of 11)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.5.</b> Establish processes for ongoing curriculum assessment and review.</p>	<p><b>Day</b>, Fenton, CAB</p>	<p>5/31/2012</p>	<p><b>4.5.1.</b> Develop curriculum inventory review process.</p>	<p><b>4.5.1.1.</b> Low enrollment trend data on courses are provided to the Deans for retention or deletion. High enrollment courses are identified and ranked. Core courses are monitored for enrollment.</p>
				<p><b>4.5.2.</b> Develop a curriculum rating rubric.</p>	<p><b>4.5.2.1.</b> A Core Component Rating Rubric was developed by GEO Forum II as a recommendation for CAB.</p>
				<p><b>4.5.3.</b> Review program degree audits.</p>	<p><b>4.5.3.1.</b> A system for degree program audits has been developed including review of degree requirements.</p>
	<p><b>4.6.</b> Make institutional effectiveness data available for review.</p>	<p><b>Fenton</b>, T. Martin</p>	<p>8/31/2012</p>	<p><b>4.6.1.</b> Create an assessment Web page.</p>	<p><b>4.6.1.1.</b> The Institutional Effectiveness (IE) Web page was developed.</p>
				<p><b>4.6.2.</b> Post District-wide continuous improvement (CI) plans.</p>	<p><b>4.6.2.1.</b> Initial CI plans for the general education core curriculum, workforce programs, and service units have been entered into WEAVEonline.</p>
				<p><b>4.6.3.</b> Establish procedures to publish all assessment team agendas and minutes.</p>	<p><b>4.6.3.1.</b> Procedures have been established.</p>
	<p><b>4.7.</b> Implement Banner Workflow to streamline business processes.</p>	<p><b>R. Hall</b>, Hoyt, Farr, Webb-Losh, Ammons</p>	<p>8/31/2012</p>	<p><b>4.7.1.</b> Workflow implemented in a production environment.</p>	<p><b>4.7.1.1.</b> Workflow training was completed in 5/2012. <b>4.7.1.2.</b> HR is in the final stages of testing a workflow for full implementation in fall 2012 to streamline the employee termination process.</p>
				<p><b>4.7.2.</b> Departments trained on the conversion of analyzed business processes into workflows.</p>	<p><b>4.7.2.1.</b> Administrative Programming Systems (APS) staff members are working with functional areas on the creation and conversion of business processes into workflows. <b>4.7.2.2.</b> APS staff and functional staff were completed in 5/2012.</p>
				<p><b>4.7.3.</b> Multiple workflows in production and used by the intended audience.</p>	<p><b>4.7.3.1.</b> Additional workflows will be implemented as staff time permits.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 5 of 11)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.8.</b> Work with publishers and faculty to expand Web-based course material offerings through the Bookstore.</p>	<p><b>R. Hall</b>, Husted, McRae, Schumann, Kihl, Deans</p>	<p>8/31/2012</p>	<p><b>4.8.1.</b> Students are able to choose from multiple platforms for course materials; e.g. new book, used book, access code (no book).</p> <p><b>4.8.2.</b> Increase Web-based offerings through the Bookstore as they become available.</p>	<p><b>4.8.1.1.</b> This is a constantly changing environment. Collin's Bookstore offers course materials selected by the faculty and continues to offer access codes as stand-alone products when available from the publisher.</p> <p><b>4.8.1.2.</b> Effective in fall 2012, publishers have been mandated by the Texas Legislature to offer all bundled components as standalone products. Students will be able to pick and choose the parts of a bundled package they want to purchase.</p> <p><b>4.8.2.1.</b> Web-based offerings are evolving as publishers offer more online materials. It is still unclear what role Collin's Bookstore will play since many publishers are now allowing students to purchase Web-based material directly from the publishers. The following examples illustrate the current situation. (A) Pearson offers many of its titles as downloads so students who download from the Pearson Website spend about 25% less, but don't receive a book. (B) The Bookstore sells stand-alone access codes for items such as Mathlab, when available from publishers so students can access a text online. (C) Carnegie is a publisher that makes many of its titles available as downloads for slightly less cost than some other publishers. Prices for online materials are increasing apace with prices for printed materials. Between 50% to 75% of titles are offered as downloads directly from publishers, but students need compatible devices.</p>
	<p><b>4.9.</b> Expand technology offerings through the Bookstore.</p>	<p><b>R. Hall</b>, Husted</p>	<p>8/31/2012</p>	<p><b>4.9.1.</b> Expand Bookstore merchandise offerings to include other products such as notebooks, e-readers, and enhanced software offerings.</p>	<p><b>4.9.1.1.</b> Objective 4.9 was accomplished. Collin's Bookstore introduced netbooks, laptops, tablets, and other hardware and software for student purchase.</p> <p><b>4.9.1.3.</b> Total hardware sales exceeded \$600,000 for FY2012. A total of 45 laptops per day were sold during the first three weeks of school.</p> <p><b>4.9.1.2.</b> Students expressed satisfaction with the products purchased, and return rates were very low.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 6 of 11)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.10.</b> Increase facilities to accommodate student and college community population growth.</p>	<p><b>R. Hall</b>, Leathers, C. White</p>	<p>1/1/2012</p>	<p><b>4.10.1.</b> Construct an additional 907 parking spaces at SCC.</p> <p><b>4.10.2.</b> Begin construction on 85,000 sq. ft. Library with 13 classrooms at SCC.</p> <p><b>4.10.3.</b> Complete construction of a 74,000 sq. ft. Classroom Building and 20,000 sq. ft. Conference Center at PRC.</p> <p><b>4.10.4.</b> Construct 350 space parking garage at the PRC.</p>	<p><b>4.10.1.1.</b> Project is complete. With the completion of the additional parking, SCC's Plant Operations was able to close a gravel overflow parking lot. Campus Police report that they are slowly having success changing students' parking habits to use the new spaces.</p> <p><b>4.10.2.1.</b> Project is 95% complete with anticipated substantial completion by 11/15/2012.</p> <p><b>4.10.2.2.</b> Furniture and equipment are being ordered.</p> <p><b>4.10.3.1.</b> The project was completed and the J Building opened for spring 2012.</p> <p><b>4.10.3.2.</b> On average, the conference center is being used on a daily basis by both on-campus and off-campus groups.</p> <p><b>4.10.3.3.</b> The J Building now houses offices for the Vice President/Provost, one dean, associate faculty, and 16 full-time faculty members. In addition, 15 new classrooms and 3 science labs are in regular use with additional space available as needed. Full-time faculty members who had temporary offices were given permanent office space in which to conduct their work and meet with students.</p> <p><b>4.10.4.1.</b> Project is complete. With completion of the parking garage, PRC's Plant Operations Department was able to close a gravel overflow parking lot and they report that the occurrence of students parking in fire lanes has essentially ceased.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 7 of 11)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> </ul>	<p><b>4.11.</b> Implement on-line new employee orientation modules.</p>	<p><b>N. Smith</b>, Merrill, Kimbrough, Davison</p>	<p>8/31/2012</p>	<p><b>4.11.1.</b> Improve effectiveness of the on-boarding process and make the face-to-face orientation more efficient by providing new employees the opportunity to participate in an online orientation for a portion of the information they will need as a new employee prior to any face-to-face meeting with HR/Benefits personnel.</p>	<p><b>4.11.1.1.</b> A new online New employee orientation process has been completed and launched.  <b>4.11.1.2.</b> New employees now receive orientation materials along with their offer letter so they can review it prior to their first day of work and be prepared for questions during the benefits orientation process on their first day.</p>
<ul style="list-style-type: none"> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.12.</b> Develop and implement new/revised supervisory training programs.</p>	<p><b>Eadie</b>, N. Smith, Davison</p>	<p>4/15/2012</p>	<p><b>4.12.1.</b> Supervisors who participate will be trained with improved communication skills, improved skills to assess employee performance, enhanced knowledge of college policies and procedures and skills to implement them consistently.</p>	<p><b>4.12.1.1.</b> Training for all Collin supervisors regarding the College's new Employee Assistance Program has been completed and is available online.  <b>4.12.1.2.</b> A pilot training program for new supervisors regarding "Internal Controls" took place on 3/30/2012. Participant evaluations suggested that the program was beneficial to participants.  <b>4.12.1.3.</b> "Preventing Retaliation in the Workplace" training for supervisors took place on 4/27/2012 and 4/30/2012. Over 100 supervisors attended. A video file of the training program was made available to all other supervisors.  <b>4.12.1.4.</b> Additional on-demand supervisory training programs were offered by HR through DDI for both new and existing supervisors.  <b>4.12.1.5.</b> Supervisory practicum pilot training and experiential learning program was developed to provide employees with skills necessary to effectively supervise employees at Collin College and enable employees that have little or no supervisory experience to be eligible to apply for internal openings (for which they are otherwise qualified) that require supervisory experience.</p>



***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 8 of 12)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<b>4.13.</b> Utilize mobile technology for interactivity.	<b>Vasquez, Hoyt,</b> Webb-Losh	12/31/2011	<b>4.13.1.</b> Pilot test QR (quick response) codes in advertising and publications.	<b>4.13.1.1.</b> QR codes published in the Viewbook and community newsletter. Responses were minimal.
			8/31/2012	<b>4.13.2.</b> Develop smart phone app.	<b>4.13.2.1.</b> An RFP was released in 6/2012 that resulted in no acceptable responses. After additional research, it was decided to delay the next RFP until spring 2013.
	<b>4.14.</b> Migrate to new Web site content management system.	<b>Hoyt, Vasquez,</b> Cadena-Smith, Michael, Webb-Losh	12/31/2011	<b>4.14.1.</b> Best replacement vendor identified.	<b>4.14.1.1.</b> An RFP was released and closed for the replacement content management system. <b>4.14.1.2.</b> Omni Update was the recommended vendor. <b>4.14.1.3.</b> OmniUpdate was approved at the 3/2012 Board of Trustees meeting.
			8/31/2012	<b>4.14.2.</b> Pages currently in LCMS migrated.	<b>4.14.2.1.</b> Migration planned was developed. <b>4.14.2.2.</b> Training will begin in fall 2012. <b>4.14.2.3.</b> The new content management system will be in place the end of 10/2012, and the majority of the pages will be transferred or migrated by that time.

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 9 of 12)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.15.</b> Contain administrative costs within academic affairs and student development.</p>	<p><b>Colleen Smith, Money, McRae, Schumann, Kihl</b></p>	<p>8/31/2012</p>	<p><b>4.15.1.</b> Analyze academic dean and chair structure to determine efficient and effective organization.</p>	<p><b>4.15.1.1.</b> With the addition of a new dean in 7/2011, it has been determined that the need for a revised chair structure is not needed at this time.</p>
				<p><b>4.15.2.</b> Develop student development staff structure on each major campus to effectively and efficiently provide services to meet enrollment capacity.</p>	<p><b>4.15.2.1.</b> Enhanced structure took effect during fall 2011. It includes Student Development Deans at CPC, PRC, SCC and a Dean of Enrollment and Academic Success Momentum at CHEC.</p>
				<p><b>4.15.3.</b> Collapse the TLC and the Online Student Support Center into a combined service sharing staff across the District.</p>	<p><b>4.15.3.1.</b> Accomplished.</p>
	<p><b>4.16.</b> Eliminate redundancy by maximizing processes and staff responsibilities.</p>	<p><b>Money, Hockenbrough</b></p>	<p>8/31/2012</p>	<p><b>4.16.1.</b> Combine functions of the Center for Scholarly and Civic Engagement with Student Life utilizing staff effectively.</p>	<p><b>4.16.1.1.</b> Functions of the CSCE were analyzed. <b>4.16.1.2.</b> Based on the analysis, the decision was made to position the CSCE under the Associate Vice President for Teaching and Learning.</p>
	<p><b>4.17.</b> Plan for effective utilization of space through class scheduling in order to reduce energy costs.</p>	<p><b>Colleen Smith, McRae, Schumann, Kihl</b></p>	<p>8/31/2012</p>	<p><b>4.17.1.</b> Eliminate short winter semester.</p>	<p><b>4.17.1.1.</b> Wintermester was evaluated and discontinued.</p>
				<p><b>4.17.2.</b> Analyze short Maymester and Weekend College to determine whether or not courses should be offered on one campus.</p>	<p><b>4.17.2.1.</b> Analysis of Maymester and Weekend College was completed. <b>4.17.2.2.</b> Based on the analysis, a decision was made to continue Maymester and Weekend College on all three major campuses.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 10 of 12)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.18.</b> Begin the process of gathering information in order to develop a Quality Enhancement Plan to improve student learning.</p>	<p><b>Day</b>, Colleen Smith, Fenton</p>	<p>12/31/2011</p>	<p><b>4.18.1.</b> Utilize existing data to determine challenges in student learning at Collin College.</p>	<p><b>4.18.1.1.</b> The Institutional Effectiveness Office analyzed responses to the President's 2/2011 faculty/staff survey that solicited feedback about of challenges, improvements, and suggestions to identify potential QEP themes.</p>
				<p><b>4.18.2.</b> Facilitate focus groups with faculty and students.</p>	<p><b>4.18.2.1.</b> A series of focus groups were conducted during fall 2011 with faculty, staff, and students to gather information about potential QEP topics.  <b>4.18.2.2.</b> The results of the focus groups led to the creation of a District-wide survey to be distributed to faculty and staff.  <b>4.18.2.3.</b> White papers were completed.</p>
				<p><b>4.18.3.</b> Begin a review of literature and research best practices.</p>	<p><b>4.18.3.1.</b> Accomplished.</p>
	<p><b>4.19.</b> Develop Plan for demonstrating compliance with SACSCOC Principles of Accreditation.</p>	<p><b>Day</b>, Colleen Smith, T. Martin</p>	<p>2/28/2012</p>	<p><b>4.19.1.</b> Review previous compliance documents from 10 year reaffirmation and 5-year report.</p>	<p><b>4.19.1.1.</b> Completed.</p>
				<p><b>4.19.2.</b> Develop steering committee and plan detailed calendar.</p>	<p><b>4.19.2.1.</b> Compliance certification teams developed and calendar completed.  <b>4.19.2.2.</b> A detailed calendar for the QEP has been created.</p>
				<p><b>4.19.3.</b> Plan SACSCOC kick-off.</p>	<p><b>4.19.3.1.</b> The SACSCOC kick-off scheduled for All-College Day in 8/2012 was postponed until All College Planning day in 1/2013.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 11 of 12)***

Targeted Measures ("+": Expected Increase; "-": Expected Decrease)	Objective	Responsible Staff (Primary Responsibility in Bold)	Target Completion Date	Milestones	Outcomes and Improvement as of 8/31/2012
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<p><b>4.20.</b> Further refine the Assessment of Student Learning Program.</p>	<p><b>Day, Colleen Smith,</b> Fenton, Assessment Team</p>	<p>8/31/2012</p>	<p><b>4.20.1.</b> Educate faculty and staff about the new core learning outcomes established by the THECB.</p>	<p><b>4.20.1.1.</b> Members of the Academic Planning Team (APT), Curriculum Advisory Board (CAB), Faculty Council, General Education Outcomes (GEO) Forum II, Core Objectives Assessment Team (COAT) &amp; faculty Data Coordinators have all been informed of the new core learning outcomes that were adopted by the THECB in 10/2011. Completed.</p> <p><b>4.20.1.2.</b> All faculty members were informed during a faculty development meeting in 8/2011 at which members of the THECB's Undergraduate Education Advisory Committee (UEAC) presented the parameters of the new Texas core curriculum. Completed.</p>
				<p><b>4.20.2.</b> Create a process through CAB and the Core Objectives Assessment Team (COAT) for approval of core courses with new learning outcomes.</p>	<p><b>4.20.2.1.</b> CAB has proceeded as the body making decisions about which courses meet institutional and state standards for inclusion in Collin's general education core curriculum.</p> <p><b>4.20.2.2.</b> A process is in for faculty to identify SLOs, instructional activities, and assessments mapped to core objectives in courses being submitted for review.</p>
				<p><b>4.20.3.</b> Combine the purpose of the GEO Forum II and the COAT to continue the progress on core outcomes and learning assessment.</p>	<p><b>4.20.3.1.</b> Accomplished.</p>
				<p><b>4.20.4.</b> Provide training for Deans and VP/Ps concerning their roles in improving learning through assessment.</p>	<p><b>4.20.4.1.</b> Program review training for Deans and VPPs was completed.</p>

***Goal 4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. (continued, 12 of 12)***

<b>Targeted Measures</b> (“+”: Expected Increase; “-“: Expected Decrease)	<b>Objective</b>	<b>Responsible Staff</b> (Primary Responsibility in Bold)	<b>Target</b> <b>Completion</b> <b>Date</b>	<b>Milestones</b>	<b>Outcomes and Improvement as of 8/31/2012</b>
<ul style="list-style-type: none"> <li>• Administrative expenditures as percent of total (-)</li> <li>• Employer satisfaction with Collin completers (+)</li> <li>• Energy consumption per square foot (-)</li> <li>• Philanthropic giving to Collin (+)</li> <li>• Total savings from energy efficiencies (+)</li> <li>• University transfer success (+)</li> </ul>	<b>4.20.</b> Further refine the Assessment of Student Learning Program. (concluded)	<b>Day, Colleen Smith,</b> Fenton, Assessment Team (concluded)	8/31/2012 (concluded)	<b>4.20.5.</b> Analyze the progress on program-level assessment and determine appropriate strategy.	<b>4.20.5.1.</b> A continuous improvement planning process is in place. District-wide program review processes have been developed and are being implemented in fall 2012.