FY2010 District Strategic Plan
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.

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| 1.1. Increase the proportion of students who complete Collin’s core curriculum, certificates, degrees and marketable skills awards. | Kihl, Hanson | 9/30/2009 | • Core curriculum completion rate (+)  
• Certificate completion rate (+)  
• AA/AS/AAT/AAS graduation rate (+)  
• Fall to fall persistence (+) | 1.1.1. Articulated 2+2 degree plans for all CHEC undergraduate programs approved and posted to the Web.  
1.1.2. Campaign(s) developed to promote completion of core curriculum, certificate, degree, and marketable skills awards.  
1.1.3. Student awareness of the benefits of degree and core completion increased.  
1.1.4. Revised core curriculum integrated into all AA, AS and AAT degrees.  
1.1.5. Changes to core curriculum and degree plans communicated to Collin College community.  
1.1.6. Phase II Retention Council recommendations focusing on increasing term-to-term persistence and program completion completed.  
1.1.7. Phase II recommendations presented to APT and Leadership Team for implementation during subsequent fiscal year(s). |
|  | Deans, Vasquez, Frazier, Department Chairs | 8/31/2009 |  |  |
|  | VPPs, Deans, Money, Vasquez |  |  |  |
|  | Hodge |  |  |  |
### 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 3)

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<td>1.2. Implement retention strategies designed to increase the proportion of students who successfully complete courses.</td>
<td>VPPs, Money, Deans</td>
<td>8/31/2010</td>
<td>Course retention rate (+)</td>
<td>1.2.1. Retention Council’s phase I recommendation to implement a system allowing administrative withdraws piloted to determine impact. 1.2.2. Based on a Retention Council recommendation, the procedures and resources necessary to implement a mandatory College Success course for students who assess into two or more developmental courses will be outlined to determine feasibility. 1.2.3. Faculty-developed strategies for improving retention disseminated and implemented as appropriate.</td>
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<td>1.3. 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.</td>
<td>Money, Fields, Hanson</td>
<td>8/31/2010</td>
<td>• Certificate completion rate (+)  • AA/AS/AAT/AAS graduation rate (+)</td>
<td>1.3.1. Process to audit UTD transcripts and award reverse transfer hours implemented. 1.3.2. Associate degrees awarded to Collin College alumni meeting graduation requirements. 1.3.3. Process to obtain transcripts of core-complete Collin transfer students at UNT, TAMU-C, and TWU established. 1.3.4. “Graduation Fairs” conducted on each campus providing walk-up unofficial degree audits. 1.3.5 Each semester current students who have completed 45 hours or more in that semester are notified of their remaining graduation requirements.</td>
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<td>1.4. Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs.</td>
<td>VPPs, Money, Deans</td>
<td>8/31/2010</td>
<td>• Core curriculum completion rate (+)  • Certificate completion rate (+)  • AA/AS/AAT/AAS graduation rate (+)</td>
<td>1.4.1. AA, AS, and AAT degree plans revised to reflect new 42 hour core. 1.4.2. Changes to core requirements communicated accurately in catalog and program information District-wide. 1.4.3. Process designed and implemented for studying feasibility of and developing new instructional programs evaluated and improved.</td>
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Goal 1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College. (concluded, 3 of 3)

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| 1.4. Develop relevant new degree and certificate programs, and update existing programs to maintain consistency with changes in core and relevancy to industry standards and needs. (concluded) | VPPs, Deans, Hardy, Sheppard, Merritt, Byers, Luckock, Spears, Albrecht, Greenwell, Hardy (concluded) | 8/31/2010 (concluded) | • Core curriculum completion rate (+)  
• Certificate completion rate (+)  
• AA/AS/AAT/AAS graduation rate (+)  
• Certificate completion rate (+) (concluded) | 1.4.4. New programming brainstorm recommendations for the feasibility to create academic, workforce, and continuing education programs in the areas of eldercare, sustainability, medical instrumentation, entertainment technology, technical trades, and computer forensics assessed.  
1.4.5. Comparative feasibility assessed for expansion of existing health science programs by adding MSAAs, enhanced skills certificates and related associate degree options, such as pulmonary function, peri-operative nursing, electronic health records and tumor registry.  
1.4.6. Comparative feasibility assessed for new directions in health science associate degree programs including a healthcare core, long-term care, polysomnography, medical sonography, laboratory technology, health informatics, pharmacy technician, nuclear medical technology, physical therapy assistant and occupational therapy aide.  
1.4.7. New academic, workforce, and CE courses and programs initiated based on feasibility and needs analyses.  
1.4.8. Industry advisory committee created to assist in developing market-driven energy-related and natural resource management classes.  
1.4.9. New CE courses initiated based on advisory committee recommendations. |
## Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value.

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<td>2.1. Implement new marketing strategies that will improve reach and engage community members.</td>
<td>Vasquez</td>
<td>Fall 2009</td>
<td>• Market penetration among high school graduates (+) • Market penetration among adult population (+) • Community survey knowledge measures (+) • Community survey approval measures (+) • Media coverage dedicated to Collin College excluding paid space (+)</td>
<td>2.1.1. Work with ISDs to reach parents and members of the community. 2.1.2. New advertising campaign implemented shifting budget to pilot options. 2.1.3. Increase frequency of newsletter to 3 times per year. 2.1.4. Media coverage generated for key issues and events. 2.1.5. Community focus group conducted to supplement data form community survey.</td>
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<td>2.2. Increase awareness among high school counselors and teachers of the quality of Collin’s programs and faculty.</td>
<td>VPPs, Money, Deans</td>
<td>8/31/2010</td>
<td>• Market penetration among high school graduates (+) • Community survey knowledge measures (+) • Community survey approval measures (+)</td>
<td>2.2.1. Public high schools with lowest proportions of graduates attending Collin targeted for intervention. 2.2.2. Interaction increased between Collin’s English and math faculty and area high schools to improve high school student readiness for college-level English and math.</td>
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Goal 2. Increase the community’s recognition of Collin College’s educational opportunities, quality, and value. (concluded, 2 of 2)

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<td>2.4. Conduct an analysis of Collin County’s adult population to gain deep understanding of the community’s awareness of Collin’s programs, quality, and value</td>
<td>Vasquez, T. Martin</td>
<td>5/31/2010</td>
<td>• Market penetration among adult population (+)</td>
<td>2.4.1. Research methods identified and implemented.</td>
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<td></td>
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<td>• Community survey knowledge measures (+)</td>
<td>2.4.2. Summary report generated on results and implications of community analysis.</td>
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<td>• Community survey approval measures (+)</td>
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<td>2.5. Increase the community’s participation in Collin College events.</td>
<td>Hockenbrough, Kihl</td>
<td>6/30/2010</td>
<td>• Community survey knowledge measures (+)</td>
<td>2.5.1. Community member attendance at scholarly events documented.</td>
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<td>• Community survey approval measures (+)</td>
<td>2.5.2. Participants’ recognition of quality and value surveyed at events.</td>
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Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions.

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| 3.1. Create new educational options, and develop and articulate clear pathways to core completion for dual credit students. | Huppe, Mott, Martinez, VPPs, Money, Deans, Huppe | 5/31/2010 | • Percent of dual credit students attending Collin after HS graduation (+)  
• Percent of students requiring developmental education (-)  
• Number of new linkages and opportunities (+)  
• Satisfaction with linkages and opportunities (+) | 3.1.1. New “College Fast Track” program established with Allen ISD.  
3.1.2. Program linkages identified, and courses developed for specific majors incorporating “Achieve Texas” guidelines as applicable.  
3.1.3. Additional dual credit courses made available to high school juniors and seniors.  
3.1.4. Feasibility assessed for online dual credit options.  
3.1.5. High school students receiving specific degree plans based on broad curricular areas (education, health, business, engineering). |
| 3.2. Identify and implement strategies to improve developmental education outcomes. | Austin, McRae, Money, DE Faculty | 8/31/2010 | • Success rate in college-level math course after DE sequence (+)  
• Matriculation rate of DE students into credit courses (+) | 3.2.1. Faculty development on DE student success strategies conducted by external expert.  
3.2.2. Houston Community College visited to understand their students’ success in passing TSI within three years (with special emphasis on math and writing).  
3.2.3. Policies that promote success in DE examined and revised (repeat policy, incentives for students, COMPASS cut scores, mandatory College Success courses, etc.).  
3.2.4 Connection with high school math and English faculty established to align curriculum in mathematics and English. |
| 3.3. Develop a “cohort” approach targeting learning communities for high school graduates. | VPPs, Deans | 8/31/2010 | • Student satisfaction with admission and registration (+)  
• Student satisfaction with advisement (+)  
• Number of new linkages and opportunities (+)  
• Satisfaction with linkages and opportunities (+) | 3.3.1. A two-year plan of learning community offerings developed and marketed.  
3.3.2. Target student populations identified and recruited for the program.  
3.3.3. Learning community enrollment increased. |
### Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (continued, 2 of 3)

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| 3.4. Increase student participation in pre-admission programs. | Hanson, Kihl, Meinhardt, VPPs, Money, Deans | 8/31/2010 | • Student participation in pre-admission programs (+)  
• Number of Collin students transferring into CHEC baccalaureate programs (+)  
• Transfer rate (+)  
• Number of new linkages and opportunities (+)  
• Satisfaction with linkages and opportunities (+) | 3.4.1. Pre-admission information sessions offered to faculty, students, and staff to increase knowledge of the program across the District.  
3.4.2. Pre-admission promoted through the CHEC. |
| 3.5. Inaugurate and create public awareness of the Collin Higher Education Center. | Kihl, Vasquez, Hanson, CHEC Staff | 1/31/2010 | • Number of Collin students transferring into CHEC baccalaureate programs (+)  
• Transfer rate (+)  
• Number of new linkages and opportunities (+)  
• Satisfaction with linkages and opportunities (+) | 3.5.1. Approval from the Texas Higher Education Coordinating Board to establish the Collin Higher Education Center granted.  
3.5.2. University partnership agreements signed.  
3.5.3. Communication and marketing plan developed for successful opening. |
| 3.6. Develop new processes to facilitate improved academic advising services. | Money, Meinhardt, Dippel | 8/31/2010 | • Student participation in Academic Advising (+)  
• Core curriculum completion rate (+)  
• Certificate completion rate (+)  
• AA/AS/AAT/AAS graduation rate (+)  
• Course retention rate (+)  
• Student satisfaction with advisement (+) | 3.6.1. Faculty advising opportunities for students expanded.  
3.6.2. Timely updates regarding curriculum changes received from academic divisions.  
3.6.3. Sessions for updated advising and retention training for staff via NACADA webinar scheduled.  
3.6.4. Mobile advising stations during non-peak times created. |
**Goal 3. Create linkages and new opportunities to help students navigate 21st century educational transitions. (concluded, 3 of 3)**

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| 3.7. Develop and improve student services using an automated approach in the Admissions and Records Office. | **Money, Fields, Woolverton** | 8/3/1/2010 | - Awareness of ARO functions available online (+)  
- Wait at peak times (-)  
- Use of online ARO services (+) | **3.7.1.** A marketing campaign to facilitate usage of on-line services developed.  
**3.7.2** Mini information sessions providing instruction of on-line services offered.  
**3.7.3**. Queuing system to efficiently manage student flow researched and implemented.  
**3.7.4**. ApplyTexas modified the system to automate residency determination to streamline the online application process. |
- Student satisfaction with financial aid (+) | **3.8.1.** Feasibility of automating financial aid processing researched.  
**3.8.2**. Feasibility of electronic refunds for students evaluated.  
**3.8.3**. CougarWeb used to maintain updated information for students. |
| 3.9. Pilot test on-line student advising. | **Meinhardt, T. Bailey, Lamb, Dippel** | 8/31/2010 | - Student satisfaction with advisement (+)  
- Number of new linkages and opportunities (+)  
- Satisfaction with linkages and opportunities (+) | **3.9.1.** Advising staff trained on WIMBA software system and protocols for online advising.  
**3.9.2**. Two pilot online advising chats monitored to study variations in usage volumes and styles.  
**3.9.3**. Establish baselines so changes can be assessed and the system improved. |
Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency.

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<td>4.1. Explore alternative methods for delivering textbook information.</td>
<td>Hall, Husted</td>
<td>7/31/2010</td>
<td>Total amount of savings from efficiency initiatives (+)</td>
<td>4.1.1. Study completed to determine which, if any, current Collin textbooks are available in alternative formats. 4.1.2. A textbook task force established to review and recommend changes in textbook delivery options.</td>
</tr>
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<td>4.2. Develop specifications and design for a new Public Safety Training Complex and other compatible programs in Melissa.</td>
<td>Hall, Jenkins, McRae</td>
<td>8/31/2009</td>
<td>Specifications and design developed</td>
<td>4.2.1. Collaboration among Administrative Services Division, Fire Science Department, and Law Enforcement Department will have produced an RFQ to hire a consultant to conduct a needs assessment for a new Public Safety Training facility in Melissa. 4.2.2. Academic and continuing education divisions consulted to determine additional compatible programs for the site. 4.2.3. Facility requirements developed to address requirements identified by the needs assessment. 4.2.4. Design completed for new Public Safety Training Complex. 4.2.5. New facility approved for construction.</td>
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<td>4.3. Leverage the college’s 25th anniversary to brand Collin College for philanthropy through “friend-raising” and fundraising.</td>
<td>Vasquez, Jenkins</td>
<td>8/31/2010</td>
<td>Philanthropic giving (+)</td>
<td>4.3.1. Additional gifts and relationships developed resulting from anniversary activities. 4.3.2. Marketing collateral developed and distributed to support naming opportunities campaign. 4.3.3. Work with the Foundation/Development Office to develop an alumni program.</td>
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<td>4.4. Initiate campaign to generate $3.9 million in philanthropic giving by the end of FY2012.</td>
<td>Frazier</td>
<td>8/31/2010</td>
<td>Philanthropic giving (+)</td>
<td>4.4.1. Feasibility study completed. 4.4.2. Results of feasibility study used to design three-year fund raising campaign. 4.4.3. Naming Opportunities Campaign launched: “Hallmark of Opportunity, Building the Future.” 4.4.4. Campaign launched to initiate naming of buildings and classrooms to generate philanthropy.</td>
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**Goal 4. Improve higher education accessibility and advance educational quality, while developing alternative resource streams and improving efficiency. (concluded, 2 of 2)**

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4.5.2. Plans for one additional building on each campus developed. |
| 4.6. Explore the use of green (LEED) principles, including solar and wind, in new construction projects. | Hall, Leathers | 8/31/2010 | • Energy consumption/square foot (-)  
• Administrative expenditures/total expenditures (steady or -)  
• Total amount of savings from efficiency initiatives (+) | 4.6.1. Identify cost effective green principles for college campus buildings.  
4.6.2. Incorporate cost effective green principles into renovation and new construction projects. |
| 4.7. Establish eCollin as the distance learning campus. | Rodgers, Schumann | 8/31/2010 | • Core curriculum completion rate (+)  
• Certificate completion rate (+)  
• AA/AS/AAT/AAS graduation rate (+) | 4.7.1. Develop website and brochure establishing eCollin.  
4.7.2. Increase awareness of (majority or completion) AA, AS, AAS, certificate and marketable skills programs offered online and awareness of student services, academic support and digital library resources available to online students.  
4.7.3. Campaign (working with Public Relations) to promote core, certificate, degree and marketable skills courses and programs available via eCollin developed. |