Clover Park Technical College

2013 – 2018 Strategic Plan
(Summary Report)

May 2013

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Letter from the President

I am pleased to present to you Clover Park Technical College's strategic plan. I am grateful for the hard work done to develop this comprehensive plan that will point the way toward the future for CPTC.

We have had some fiscally challenging years in the recent past. During that period, we reminded ourselves frequently that Clover Park Technical College has a bright future. Developing a plan is an important part of building on the past and looking forward to the future.

The purpose of the strategic plan is to chart the direction of the college over the coming five-year period. We have identified where we are going by collecting and analyzing data to direct us to pay attention to key areas. The core beliefs we have adopted, our mission, vision, and values have helped Clover Park Technical College establish strategic goals and directions; those goals and directions are our best assessment of what the college needs to do to thrive over this five-year period.

Implementation of the plan requires the participation and contributions of everyone at the college, and I believe every individual has something valuable to offer. However, it will be our collective contributions that help guide us in attaining our goals. Change is inevitable. Regardless, while we will rise to meet challenges to our strategic goals, we will always hold tightly to our newly affirmed core beliefs.

Sincerely,
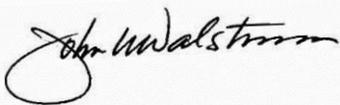
Dr. John W. Walstrum
President

Acknowledgements

More than one hundred faculty, staff, students, community members, and board members have contributed in the development of the Clover Park Technical College 2013-2018 Strategic Plan. A list of the strategic planning participants can be found in Appendix A. However, without the leadership of Dr. Walstrum, Dr. Ranniger, Claire Korschinowski and the Strategic Planning Steering Committee (Appendix A), this plan would not exist. A special thank you and gratitude is extended to all who participated and to those who went the extra mile to make this Strategic Plan a reality.

Executive Summary

Clover Park Vocational Technical Institute became Clover Park Technical College in 1991. The main campus is located in Lakewood, Washington, about eight miles from downtown Tacoma. The college also offers classes at its South Hill campus. CPTC is located in Pierce County, where the population is expected to grow by 10.2% by 2020. The unemployment rate has declined over the past years in Pierce County. The highest employment industries are government, healthcare, retail /hotel /food, and construction. CPTC has Washington State's second highest percentage of females (63%) attending two-year colleges. Of the total student enrollment (8,744 total headcount), 70% attend classes during the day.

The College Brain Trust entered into a Professional Services Agreement with CPTC to complete a five-year Strategic Plan. The 2013-18 Strategic Plan work began in November 2012 with a team of four consultants. This Strategic Plan will serve as a blueprint toward achieving the updated CPTC mission, vision, values, goals, and objectives over the years to come. The Strategic Plan was organized into six phases and adopted in May 2013 at a regularly scheduled Board of Trustees meeting. Both quantitative and qualitative information and analyses were employed to update the mission, vision, values, goals, and objectives.

This Summary Report includes much information about the history of the college; its county, regional and student demographics; employment industries; college readiness, certificates and degrees; student completion and retention; and institutional data capacity, information technology, and facilities planning. A series of recommendations are offered to boost the college's efforts toward improving institutional decision-making, effectiveness, and student success.

Finally, seven goals and 26 objectives are outlined for implementation and achievement.

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Introduction

Purpose of the Plan
Strategic planning provides a continuous and systematic process for institutional improvement and overall institutional effectiveness. The Strategic Plan is the blueprint toward achieving our mission, vision, values, and goals; it provides an opportunity to measure progress, evaluate outcomes, and guide effective institutional decision-making. The Clover Park Technical College 2007-2012 Strategic Plan expired and was replaced by the 2013-2018 Strategic Plan, approved in May 2013.

Strategic Plan Team, Process, and Timeline
The College Brain Trust, a consulting firm of McCallum Group, Inc., entered into a Professional Services Agreement with CPTC in November 2012 to guide a strategic planning process for a new 2013-2018 Strategic Plan. The CBT team began its work in December 2012 and included:

Dr. Frances White, superintendent/president emerita of the Marin Community College District, is the project leader for the CBT team. Dr. White has extensive experience in developing strategic plans and has a national reputation as an innovative leader.

Dr. Diane Troyer, a previous founding president of Lone Star College-CyFair, in Cypress, Texas, brings experience as a previous senior program officer with the Bill and Melinda Gates Foundation on the Postsecondary Success team in Washington.

Dr. Nancy Poppe has experience developing strategic plans in community colleges as well as direct knowledge of Washington's technical colleges and accreditation issues. Dr. Poppe directed the launch of the Completion by Design multi-state reform effort for the Bill and Melinda Gates Foundation. She is a former president of the Portland Community College Extended Learning Campus.

Dr. Robert Williams is an expert in helping colleges link budgetary decision-making and resource allocation to the strategic planning process. Dr. Williams is former vice president for administrative services at Lone Star College-CyFair in Cypress, Texas.

The college president and cabinet endorsed a process and timeline that fully began on January 14 -15, 2013, when the CBT team traveled to CPTC to hold meetings over a two-day period and conduct a well-attended strategic planning workshop. The CBT team used the following steps to create the 2013-2018 Strategic Plan:

1. Reviewed documents related to the current Strategic Plan;
2. Identified and reviewed institutional and environmental data available for planning;
3. Held interviews with the board, staff, and campus leadership;
4. Conducted and facilitated an all campus /community strategic planning workshop;
5. Consultants collaborated with the president and the Strategic Planning Steering Committee to confirm the mission, vision, values, goals, and objectives of the college.

Phase 1 involved establishing logistics for the Strategic Planning process, identifying staff contacts and establishing a schedule for meetings, and identifying documents to be reviewed. Phases 2 and 3 involved planning the strategic planning workshop, creating agendas and a PowerPoint presentation. It also involved developing survey questions for the Board of Trustees and interview questions for campus and community stakeholders. Phases 4 and 5 involved working with the steering committee to confirm mission, vision, values, goals, and objectives. The CBT team began writing the Summary Report during these phases. After feedback from the president and steering committee, Phase 6 involved finalizing the Summary Report and preparing it for submission to the college president and Board of Trustees.

History of the College

Clover Park Technical College provides a rich history of professional and technical education that dates back to the 1940s, when the Clover Park School District established a War Production Program training civilians as auto mechanics for the Mt. Rainier Ordnance Depot; aircraft service mechanics for McChord Field and the Fort Lewis Army Post; and shipfitters, welders, and blueprint readers for Tacoma shipyards during World War II. After the war, the popular aircraft service mechanic program was the first in the Northwest to offer Civil Aeronautics Administration certification. With the addition of other programs, Clover Park Vocational Technical Institute became a regional training facility. In 1991, Clover Park Vocational Technical Institute became Clover Park Technical College and began offering degrees and transferable programs. The main campus is in Lakewood, Washington, about eight miles from downtown Tacoma. The college also offers classes at its South Hill campus. CPTC has a reputation for providing professional and technical education training with hands-on learning experience taught by experts in a variety of career fields.

Lessons from the Data and Recommendations

Area Population and Economy

Population growth is expected to climb over the next seven years in Washington State (10.2%) and all counties. In Pierce County, where CPTC is located, population growth is also expected to climb 10.2% by 2020. The unemployment rate has been declining over the past several years, but is slightly higher in Pierce County at 7.9%, compared to 7.3% for Washington State. The average annual salary in 2011 was $43,039, compared to the state average of $50,264. The poverty rate in 2006-2010 was 11.6%, compared to 12.1% for Washington. In addition, the 2006-2010 data reveals that 89.8% of the population under age 25 has a high school diploma, while 23.4% of county residents over age 25 hold a bachelor's degree. The statewide average is 31%. Another data point is the low enrollment directly from high school, where 7,600 students graduated from high school in Pierce County in 2010, but only 167 registered at CPTC during the 2010-11 academic year. The college should analyze these data to determine the implications for action and identify any additional data needed for decision-making.

Pierce County is still making the transition from manufacturing and a resource-based economy to a service-oriented economy. The economic recovery has been slow for all but the healthcare sector. As a consequence of the previous economic downturn in 2008, there is an exceptionally high foreclosure rate in the county that will continue to suppress the construction industry. The growth industries are in health and aerospace. In Pierce County, 25% of county residents commute to King County for work. The Port of Tacoma and Joint Base Lewis-McChord are major contributors to the economy, and investments in revitalizing the Port are beginning to pay off (Employment Security Department County Profiles, CPTC OIR, 2013).

Recommendation

The college should accelerate its ability to use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns based on population, the economy, and employer satisfaction to make effective academic decisions about relevant training programs and services. Achieving the Dream and the Governance Institute for Student Success have shown cohort tracking to be the most effective tool for colleges in planning for systemic change. This methodology allows the college to track differences between student groups and to determine the actual outcomes for progression and completion. It also aids the college in determining those

groups most at risk and identifying the specific terms or courses that pose barriers to completion.

Student Enrollment and Demographics

Student enrollment at CPTC in 2011-12 was 8,744 total headcount. Enrollment has declined sharply since 2007. For the most part, the 2008-2012 enrollment declines were associated with severe budget cuts in state funding and the subsequent closure of certain CPTC educational programs. However, the college has not fully analyzed the causes for the enrollment decline. It will be critical for the college to enhance its ability to analyze enrollment data to determine not only what changes occur but why.

With projected regional population growth, CPTC enrollments are expected to rise 4.2% by 2020. CPTC serves a majority female population: 63% female (second highest in state two-year colleges) with an average age of 32 (26 years for the state average). However, this average reflects a wide range of ages, with two-thirds of students under the age of 35 and a significant number over the age of 50. It appears that there is an opportunity and great potential to target younger students (18-21) with cutting-edge career programs of the future. Although high school graduation rates are projected to decline slightly over the next seven years, CPTC does not have access to high school enrollment and penetration rates and serves a very low number of recent graduates. Data-sharing agreements are being negotiated at the state level to make these data available.

For the academic year 2011-12, students of color represented 2,821 students (approx. 25%) with African American students being the largest minority (49% of minority students are African American). While a significant number of students reported holding either a high school diploma or some prior education, many students in the group reported no prior education. A large percentage of students either is employed full-time or work part-time while attending CPTC. Almost 70% of CPTC students attend classes during the day.

Recommendation

Similar to a previous recommendation, CPTC should use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns, progression, prior education, employer satisfaction, and success to make effective academic decisions (e.g., high school grads, online enrollments, tracking by age or zip code, etc.).

Student Achievement Points

CPTC gained in Student Achievement Initiative (SAI) points for developmental education progress with an 18% gain over 2010-11 and a gain of 117% over 2006-07. The college is significantly down in Student Achievement points for completion of 15 credits and 30 credits; however, because of state budget cuts, the points declined overall for the state. At this writing, the college is engaged in systemic reform to improve outcomes for under-prepared students, including participation in the Achieving the Dream Initiative. The SAI point progress reflects the college's emphasis on moving more under-prepared students through basic skills and developmental education (SAI Report, 2010-11).

Recommendation

While the college should be commended for its progress in basic skills and developmental student success, specific emphasis should be placed on program retention, credit accumulation, and completion.

Workforce Programs, Certificates, Degrees, Retention, Completion, and Employment

At the time of this writing, the college offers 43 programs with 53 degrees and 60 certificates within. All of their credit and transfer programs are grouped into clusters: Transportation and Trades; Aerospace and Advanced Manufacturing Science; Business and Hospitality; Science, Technology, and Engineering; and Allied Health. In addition to their credit offerings, students have access to a variety of non-credit, short-term programs and continuing education programs.

Although CPTC's credit workforce programs demonstrate strong second-term retention rates, significant attrition occurs in the third and fourth quarters (CPTC Multiple Cohort Retention and Capstone Completion Reports, 2011-12). The overall college attrition rate is 31%, but other programs have attrition rates over 50% with students not staying to complete a credential. While there may be numerous reasons for the current attrition rates of specific programs, it is up to the college to determine what causes may be leading to high program attrition and programs where students are not completing. Although the most recent workforce graduation numbers for 2008-09 and 2010-11 are slightly improved at 886 and 889 respectively, the same report showed minority students having a lower graduation rate at 28% as compared to other student groups (SBCTC 2012 report on Student Progress and Success). The college is working hard to improve student success and completion by way of its Achieving the Dream program goals and will have current data to draw upon.

The overall student/graduate employment rate is 61.4%, which is lower than the state average for other community and technical colleges. Sixty-nine percent of completers

are employed, compared to the state average of 77% for all technical and community colleges. Those leaving without completion are employed at 56%, compared to the state average of 66%. (CPTC Program Employment Report 2011-12.)

Recommendation

CPTC needs to closely examine attrition data program by program to understand what is happening to their students as they move through their programs and either complete or drop out prior to earning a credential. Once all stakeholders (faculty, staff, and students) agree on what the data means, each program can craft a plan for improving completion rates each year. Depending on the results of the inquiry process, possible solutions could be:

1. Summer bridge or boot camp programs particularly with those students taking classes on the CPTC campus;
2. Redesigning courses (e.g., dev. math) that are barriers to completing;
3. Creative scheduling;
4. Stackable credentials (which would allow those students leaving earlier for jobs the opportunity to work and continue towards the next stackable credential, either online or regular coursework);
5. Supplemental instruction;
6. Targeted student services.

Part of each plan should be a way to closely monitor students each quarter (preferably electronically) and make sure they are completing and registering for the right classes the next quarter. The plan needs to have measurable goals. Staff may want to benchmark completion rates for similar programs at their peer institutions and use that information to set their goals.

It is recommended that CPTC place stronger emphasis on completion of certificates and degrees, as well as success in the workplace, as the yardstick of success. The data are clear that in a global economy certificates and degrees matter. This reflects a national shift that values credentials for both technical and community colleges as an important means of assuring lifelong upward mobility. This is not meant to ignore the reality that many CPTC students will leave for financial and family reasons as soon as they have enough skills to get that first job. It is suggested that the leadership explore barriers, including requirements that serve as unintended barriers, and assess the ability to award intermediate certificates in stackable pathways to track student progress and success. The next step for many colleges is a rigorous application of degree audit,

resulting in auto-graduation and auto-population of programs. These strategies often produce a clearer picture of student progress and success.

CPTC must aggressively address the achievement gap for minority students. Again, the first step is to understand what is happening with minority students, at what points and for what reasons they are being lost, and then to decide on a plan of action.

With the primary focus of the college on preparing students for the workforce, the college should implement specific strategies to increase the number of students (both leavers and completers) who enter and are successful in the workplace. With the data showing that CPTC former students and completers are employed at a rate lower than the state average for community and technical colleges, it is recommended that the college analyze the reasons for the lower employment rate and develop specific strategies to improve employment success. These may include better connections to employers, expanded internships, workplace experience, and improved job placement services. This analysis should also examine the barriers to both academic success and employment that under-prepared students face and explore ways to better prepare them with the non-technical skills needed in the workplace.

College Readiness
As with most two-year colleges across the country, most students who enroll at CPTC are not college ready. The college offers an Adult Basic Education program for students who do not have a high school diploma and/or are not proficient in English. These GED / high-school equivalency preparation classes and English as a Second Language classes are offered at multiple times and places. In addition to its Adult Basic Skills program, CPTC offers developmental education courses designed to bring students' skill levels up to college readiness.

CPTC Basic Skills data reveals that 71% of minority students are enrolled in Basic Skills classes, although they make up only 35% of the total student body. The data also shows 51% of the 2010 high school graduates who enrolled at CPTC (167) were not college ready (SBCTC Role of Pre-College Education for 2009-10 Public High School Graduates who enrolled in Washington Community and Technical Colleges in 2010-11, Dec. 2012).

Recommendation
Students coming to CPTC directly from high school will benefit from even deeper engagement between high schools and CPTC than exists now. This could include placement testing juniors, even more opportunities to engage with the college prior to high school graduation, cross-faculty meetings so that high school faculty understand

what students need to know to be college ready, bridge programs and placement test preparation.

Most students who enroll at CPTC are far removed from the K-12 system. The goal for all students should be to reduce the need for remediation as much as possible and then accelerate the remediation needed. National research recently released by CCRC indicates that, while more expensive at the outset, the academic and technical skill gains through I-BEST are worth the investment. Because of the college's commitment to underprepared students, I-BEST expansion should be considered as a strategic direction. Other strategies such as modularization, contextualization, and supplemental instruction should be incorporated once staff has the opportunity to understand what is happening with their Adult Basic Skills (ABS) and developmental students.

The college's participation in Achieving the Dream will support the goals of improving academic readiness for students. The College should engage in actively scaling the ATD strategies showing positive outcomes across the college and measuring the impact through disaggregated student progression analysis.

Employment Industries
The highest employment sectors in Pierce County are government, healthcare, retail / hotel /food, and construction. Unemployment rates are slowly declining in Pierce County, with 11% in January 2010, compared to 9.8% in April 2012. Growth industries are IT, healthcare, aerospace, manufacturing, and port activities. More than 25% of the Pierce County workforce commutes to King County (Employment Security Department County Profile Report). There will be significant changes in the military population over the next five years that will impact Joint Base Lewis McChord. The college should dedicate planning efforts to this shift and how to respond effectively.

Recommendation
CPTC's cluster areas are in fairly good alignment with the regional labor market. CPTC should aggressively seek out niche or specialty credentials in each of those clusters, which would open up more opportunities for their students. These offerings could be either credit or non-credit. CPTC should continue to pursue more contract training opportunities and leverage their partnership with Invista Performance Solutions in partnership with the Global Corporate College. Building on the relationships between the deans and local industries, the college leadership should implement regular strategic reviews of sector shifts and the need for new or revised programs. Secondly, significant changes in the number of individuals being discharged from the military and their dependents will create new opportunities for CPTC to provide retraining services. They

should start now to increase their visibility and begin marketing CPTC as veteran friendly.

Program Review

Of the two programs provided to the consultants for review, the college appears to have the data and a point system for program review comparisons, as well as in-depth information on program attrition, program currency and equipment, and employer satisfaction. It is unclear how the data from program reviews translates into an accountable system for direct program improvement of retention, completion and successful employment in the two programs provided (Environmental Science Program Review Data, CPTC Program Review Data Report; Program Review report for Aviation Maintenance Technician, and CPTC Multiple Cohort Retention and Capstone Completion report, 2011-12).

Recommendation

CPTC programs with low enrollment, retention, or employment success should be considered for deeper analysis that results in timely and aggressive action. With the range of data available on programs, it would be helpful for the information to be compiled in an executive summary along with firm recommendations and timelines for implementation.

Online Technology for Student Services, Instruction, and Online Programs

Twenty percent of CPTC courses are online or hybrid. Increasingly, faculty members are engaged in technology-enhanced delivery. Currently, CPTC offers only one certificate program (Dental Business Assistant Certificate) and no degree programs via the Washington Online System. In comparison, Pierce College offers 30 programs, including 13 degree programs; Tacoma Community College offers six programs, including two online degrees (SBCTC Washington Online, Degree and Certificate Programs List). The three highest transfer-out institutions in 2011-12 for CPTC were the University of Phoenix (61), Evergreen State College (29), and Western Governors University (25). Interestingly, of students who transfer to four-year colleges, the majority of students transfer to online and flexible schedule universities (SBCTC Student Progress and Success Report, 2012). The college should analyze the online programs available to its service area and determine whether and how to expand offering to students.

In conversations with students, comments were made about the difficulty of accessing information and registering online. It is unclear the degree to which the college has analyzed the accessibility of its web presence and online student services.

Recommendation

CPTC is making good progress in the expansion of online and hybrid courses through faculty development. Nationally, online and hybrid formats are the fastest growing modality for instructional delivery. The college should continue to develop flexible delivery including hybrid and online formats for courses. Professional development for faculty to develop and apply technology options for classroom, hybrid, and online formats will be critical.

Moving beyond individual courses, the college should develop a plan to expand full online certificate and associate degree programs. This is particularly important as CPTC expands its ability to lead the region in responsive, cutting-edge programs, plans for a stronger presence with military populations, and responds to the large commuter population in the service area. In addition, it is recommended that the college analyze the accessibility and effectiveness of its web presence for students and the range and ease of use of its online information, online registration, and other student services. Finally, the college should evaluate and supplement the technology infrastructure necessary to support instructional delivery and student services.

CPTC Facilities and Information Technology

The 2007 Facilities Master Plan (FMP) is thorough, comprehensive, and well prepared. The FMP focuses on both short-term (five-year) and long-term (ten-year) planning. Short-term planning has concluded and has resulted in significant facility additions and renovations. Buildings 14 and 19 have been renovated; building 15 has been renovated and is now the new Learning Resource Center. Building 18 is demolished and building 21 is under new construction to become the Health Sciences Facility (2007 CPTC Facilities Master Plan).To continue recent productive facilities efforts, an update to the FMP, both short-term and long-term, should be completed. A large number of campus buildings have been evaluated as being in need of major renovation or replacement. Additional new and renovated facilities are critical to providing evolving job-ready training.

Recommendations:

- Update the 2007 Facilities Master Plan. Complete a comprehensive Facility Utilization Report and an updated Facilities Conditions Survey as part of the new FMP package. New planning designs should include multi-use facilities, where possible, to allow for maximum programming flexibility and future re-purposed usage.

- As part of the new FMP package, complete a comprehensive Information Technology Plan and update on a regular basis.

Challenges and Opportunities

The data portfolio provides information for use in planning, as well as sets of information to continually analyze and update in order to monitor population, student graphics, enrollment trends, student progress, and achievement. The following are selected issues drawn from both qualitative and quantitative data and represent challenges and opportunities for the college and ongoing planning.

Challenges

1. The college is primarily challenged with the confluence of several trends: a growing service area population, a loss of programs due to constrained State funding, a student graduate employment rate that is lower than the state average, stagnant career program graduation numbers, attrition rates as high as 50-90% in multiple programs, and competition for students from neighboring institutions.

2. The college is aware from its 2011 Achieving the Dream quantitative data analysis that there is a disparity between student groups in course completion rates, with the greatest gaps occurring within the race/ethnicity demographic data. In 2011, the lowest performing group was African-American, Non-Hispanic at 48% for developmental math compared to 65% for the total population—a 17% gap. The current efforts by the college to address these deficiencies by way of the ATD goals are commendable and should continue.

3. While the college collects extensive data for program review comparisons, that information needs to be applied in a system that results in direct action for program improvement, particularly for programs with low enrollment, retention, or completion, and/or the lack of successful employment. Given the proximity of other colleges and the competition for students, the college must address issues related to attrition and lack of completion for certificates and degrees.

4. Another important consideration for ongoing planning is the fact that the college lacks effective research and data capacity. The college lacks confidence in data produced prior to Fall 2012. The college does not currently have the ability to use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns, progression, employer satisfaction, and student success to make effective institutional decisions. This will continue to be a problem for effective institutional planning if not addressed in the very near future.

5. For a college addressing needs for student success and educational service to the community, and for one experiencing competition and slow growth, sophisticated, cohesive, and coordinated information analysis is critical for decision-making. It will be a challenge to develop a culture of evidence at CPTC; that is, changing behaviors, ways of thinking, and systemic procedures. It will be important that institutional research is coordinated and individuals seek out and use information for continuous planning.

6. Lastly, continued and productive facilities planning should be ongoing. An updated Facilities Master Plan that is both short-term and long-term needs to be developed. A large number of campus buildings still remain in need of renovation or demolition. Additional new and renovated facilities are critical to providing high-quality and evolving job-ready training. In addition, a comprehensive Information Technology Plan needs to be developed and updated on a regular basis and be a part of the new FMP package.

Opportunities
1. Leverage Pierce County population growth (10.2% by 2020) to grow student FTE by adding programming that matches existing college demographics (63% female), niche, and online programming to attract new students.

2. Increase market share of certain segments of the service district, particularly high school graduates, students ages 18-25, and veterans.

3. More fully apply the existing data on program health and fill gaps in data to make changes to programs that result in the improvement of overall program impact, both in student success and employment.

4. To be more competitive, expand options for online degrees, certificates, and hybrid access to courses and programs.

5. Analyze progression patterns, including high leakage or attrition points, to implement strategies to support credit progression and program completion.

6. Improve employment rates for all programs to reflect success in the college's stated priority mission.

7. Leverage the opportunity to participate in Achieving the Dream to achieve systemic institutional improvement of college policies, programs, and services that result in increased developmental math success and overall student success.

8. Explore alternative funding sources to reduce reliance on decreasing state resources, including corporate training, business partnerships, and enterprise solutions.

Core Beliefs

VISION

Transforming lives, enriching communities, and enhancing futures by creating an environment of innovation, equity, and excellence through education.

MISSION

We are a values-driven institution that delivers quality education, training, and support focused on student success in an evolving economy.

VALUES

Equity

Respect

Diversity

Innovation

Excellence

Student Success

Lifelong Learning

Social Responsibility

VALUES DEFINITIONS

Equity:

> We recognize that the unique needs, goals, and circumstances of the individual have a direct impact on a person's ability to access and benefit from college activities and opportunities.

Excellence:

> We seek opportunities to consistently exceed our best individual and institutional performance.

Respect:

> We consider respect to be the inherent dignity we give all people.

Diversity:

> We celebrate the many individuals that make up our community and embrace the opportunity to learn from both their differences and similarities.

Innovation:

> We pursue the development and application of new ideas that lead to creative solutions.

Student Success:

> We support our students to reach or exceed their personal goals or other desirable outcomes.

Lifelong Learning:

> We promote ongoing pursuit of knowledge for both personal and professional reasons.

Social Responsibility:

> We commit to decisions and actions that are socially aware and make us a strong community partner.

Strategic Goals and Objectives

Promote student success

i. Provide an environment that supports student retention, persistence, and completion

ii. Invest in personal and professional growth for all employees

iii. Celebrate staff and student achievement, success, and creativity

Champion equity

i. Create an understanding of equitable principles

ii. Identify and implement opportunities for increasing equity

iii. Identify and address achievement gaps

Build an educated community

i. Ensure student learning outcomes are aligned with current professional standards

ii. Respond to labor market needs and close workforce gaps

iii. Expand lifelong learning and professional credentialing opportunities

iv. Strengthen educational transitions between K-12 and higher education

Enhance institutional capacity

i. Create and improve systems to support a culture of inquiry and evidence-based decision making

ii. Review and revise systems and processes for effectiveness

iii. Judiciously manage the acquisition, use, and maintenance of goods and materials

iv. Integrate technology across the college

Promote innovation

i. Upgrade the college's innovation support structures

ii. Create a culture where all ideas can be shared and validated

iii. Develop entrepreneurial attitudes, behaviors, and skills that can be applied across the college

iv. Develop collaborative and innovative partnerships with internal and external stakeholders.

Create and maintain a sustainable college community

i. Cultivate relationships and explore options to find and utilize alternative funding sources

ii. Maintain and update existing infrastructure

iii. Implement sustainable practices

iv. Document our institutional knowledge

Foster community engagement and social responsibility

i. Build and maintain community partnerships

ii. Promote and strengthen internship and service opportunities

iii. Identify and develop opportunities for community education and outreach

iv. Promote a welcoming and safe environment

Appendix A: **Strategic Planning Steering Committee Participants**

Chairs: Debbie Ranniger, Claire Korschinowski

Lori Banaszak	Denise Klug
Andy Bird	Joyce Loveday
Travis Cohen-Lucey	Erina McGann
Loren Davis	Taylor McGovern
Mabel Edmonds	Roger Nix
Teresa Greene	Tracy Rose Pennisi
Jonathan Wagner	Chris Ridler
Wendy Joseph	Stephen Rousseau
Linda Schoonmaker	Kathryn Smith
Teresa Scotland	Michael Taylor
Tony Endresen	