



DISCOVER AN INEWORLD

# Strategic Plan

## January 2012-December 2016



Revised January 2012

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# Introduction

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This South Florida Community College (SFCC) Strategic Plan 2012-2016 provides direction for prioritizing future initiatives and allocating limited resources. The SFCC Strategic Plan assists the SFCC District Board of Trustees (DBOT) and college employees in focusing their efforts to cost-effectively serve students and their communities.

In fall 2008, a broadly based and representative Strategic Planning Taskforce (SPT) was created to coordinate the development of the SFCC Strategic Plan. The SPT first reviewed the DBOT Policy 1.02: *Vision, Mission, and Institutional Core Values*. This review resulted in several recommendations including the addition of a new vision statement.

## ***Enriching our communities through education . . . one life at a time***

Additionally, the institutional core values of *integrity, service, community, learning, excellence, accountability, and responsibility* were reaffirmed and descriptors were revised to clarify their meaning. The new *Vision, Mission, and Institutional Core Values* policy was adopted by the DBOT in February 2009.

The SPT analyzed several available reference sources that provided information relating to national, state, county, and community college trends, as well as projections to assist in planning for the future. This research resulted in a set of *Strategic Planning Assumptions* for guiding strategic planning at SFCC.

Simultaneously during fall 2008, the SPT organized a process for gathering input from a wide variety of stakeholders, including students, staff, and various external constituents. A survey was developed and distributed to the identified individuals; feedback was solicited regarding current strengths and weaknesses of the college, community needs, and suggestions for future directions for the college. Surveys were also distributed to students, the community, and employees. Group response rates varied, but the 397 returned surveys from all groups provided a rich array of considerations for initial development of the strategic plan.

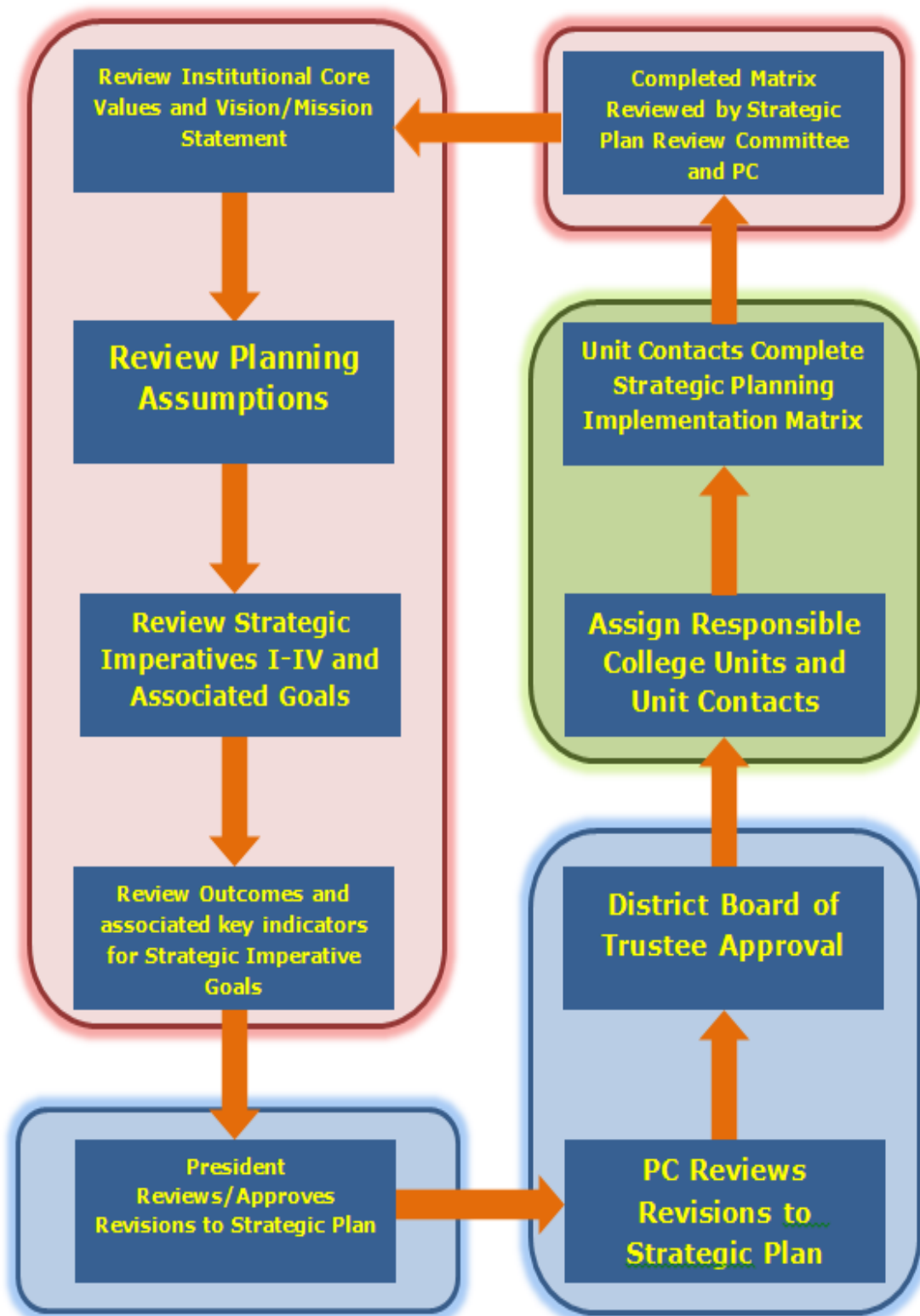
The SPT recommended adoption of four strategic goals determined to be core functions for achieving the college vision and mission. These strategic goals provide a framework for organizing, understanding, and responding to survey responses.

1. Identify and meet community educational needs
2. Enable all students to succeed
3. Enable all employees to succeed
4. Ensure institutional effectiveness

In August 2011, the SPT was formally reorganized into the Strategic Plan Review Committee. The committee is presently tasked with monitoring the strategic plan's progress and recommending changes. A formal and systematic process was adopted to guide the committee's review activities. The committee also adopted a rolling planning cycle that continually looks ahead over a five-year period and updates the plan each year.

This proposed South Florida Community College Strategic Plan 2012-2016 was presented to the SFCC District Board of Trustees for review, discussion, and consideration.

# Strategic Plan Review Process





# Institutional Core Values

*The attributes that guide our behavior*

<b>I</b>	<b>ntegrity:</b>	We encourage the free exchange of ideas in an environment that embraces honesty, fairness, personal responsibility, and ethical leadership.
<b>S</b>	<b>ervice:</b>	We actively seek opportunities to enhance achievement and success in our local and world communities.
<b>C</b>	<b>ommunity:</b>	We embrace cultural diversity, inclusiveness, collaboration, mutual respect, responsive and productive partnerships, and the sharing of resources.
<b>L</b>	<b>earning:</b>	We are committed to providing opportunities for students and staff to succeed in a highly competitive environment so that they can become effective lifelong learners.
<b>E</b>	<b>xcellence:</b>	We seek to provide high-quality, innovative, and flexible teaching and learning opportunities in a learning-centered environment.
<b>A</b>	<b>ccountability:</b>	We value personal and institutional investment in integrated planning and assessment of all programs.
<b>R</b>	<b>esponsibility:</b>	We honor our commitments in all initiatives and leadership endeavors. We promote environmental stewardship.





# Vision Statement

*Within the next decade, we desire to be known for*

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**Enriching our communities through education...  
one life at a time**





# Mission Statement

*The function of our organization*

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South Florida Community College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnership with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The college assists the people of its service district (Highlands, Hardee, and DeSoto counties) regardless of economic, social, or educational background to achieve success in:

- Completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential
- Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances
- Completing college preparatory programs of study including those leading to the high school diploma
- Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society
- Promoting personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society
- Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities
- Participating in the social, cultural, environmental, and economic development of the communities served by the college

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.



# Planning Assumptions

*Key points that will shape our future*

The South Florida Community College district, comprised of DeSoto, Hardee, and Highlands counties, has unique demographics, resources, and needs. The planning assumptions listed below generally pertain to the college service area as a whole.

**1. The demand for higher education will increase as individuals seek to improve their circumstances in an ever-changing world.**

- a. Community college enrollments respond inversely to economic cycles—people tend to work more when the economy is good and continue their education more when work is less available. The economic forecast for the next five years remains uncertain.
- b. State universities are limiting first-time college student enrollment and giving preference to transfer students who have completed their associate’s degrees. Steady enrollment demand for college transfer programs is anticipated.
- c. The demand for job retraining, upgrading employability skills, and lifelong learning will increase in the highly competitive global economy.
- d. Education and training beyond high school will increase in importance for individuals seeking high-demand and fast-growing jobs in our economy. Demand for employment will increase in careers related to science, health care, information technology, skilled trades, and business.
- e. The college will continue to remain the primary gateway institution for educational opportunities in this rural area of the state.
- f. The college will continue to partner with public and private baccalaureate degree-granting institutions to bring additional higher education opportunities to its region.
- g. The college will continue to explore the demand and cost-effectiveness of offering additional baccalaureate programs of study.
- h. Time limitations and economic pressures will influence students to enroll in classes at sites closest to their homes and workplaces.

*As a college diploma becomes more critical, higher education must be accessible to all Americans and meet the diverse and changing student population.*

***-Spellings Report (2006)***

**2. Political, environmental, educational, economic, and demographic characteristics of each of the three counties in our rural service district are diverse and unique.**

- a. Average per capita income of the service district is much lower than state or national averages. This is due in some part to large numbers of retirees in Highlands county and depressed economic circumstances with low wage and low skill jobs throughout the district.
- b. With the bubble of baby-boomer retirees impacting the national and local economy, a significant and increasing proportion of an older age and retiree population demands a more service-related economy with a high demand for medical, retail, and age-appropriate recreational and leisure opportunities. The organizational culture and structure of the college itself will also be impacted by the anticipated retirements of several members of the administration, faculty, and professional staff within the next five years.
- c. The percentage of minorities, and in particular non-English speakers, is increasing in the region at a faster rate than the majority population.
- d. Florida's growth rate is currently decelerating. State and regional population growth during the next five years will be slower than in the past decade and may actually decline.
- e. Enrollments in public and private schools are projected to remain stable or slightly decrease in the next three to five years.
- f. The average age of the college's associate's degree-seeking students has trended younger than state and national averages for community colleges.
- g. Qualified adjunct faculty in many disciplines in our rural service district and particularly in DeSoto and Hardee counties are scarce.

**3. Future students will be increasingly diverse in background, academic preparations, and demand for educational services.**

- a. Increasing numbers of underprepared students, including older adults, minorities, and non-English speakers needing academic intervention and remediation, are expected.
- b. The proportion of first generation college students will remain high.
- c. Statewide and local initiatives will continue to focus on decreasing the number of high school students entering college with developmental education needs.

**4. Workforce education and training as well as the demand for lifelong learning will continue to be a major focus of the college.**

- a. Economic conditions and economic development initiatives may require new or modified educational programs and training.
- b. Service-related industries (e.g., agriculture, phosphate mining, health care, and manufacturing) will continue to be the economic mainstay of the three counties.
- c. Because of the central location and due to the abundance of available land, water, and natural resources, the area should remain an opportunity for emerging industries such as alternative energy, bio-fuels, and medical services.
- d. The demand for high-skills, high-wage jobs in the region is growing.
- e. Employees will need to continue their career and professional development to keep pace with and anticipate emerging technologies and employability skills.

**5. Technology increasingly influences working, learning, and daily living.**

- a. Generational influences on learning with technology differ and will require changes in the delivery of educational and training services.
- b. The demand for asynchronous and online learning opportunities for students will increase.
- c. Familiarity, acceptance, and understanding of technology are required in virtually all workplaces.
- d. The use of asynchronous and distance learning instructional modalities will increase as their educational viability improves and becomes more common and accepted.
- e. The demand for electronic textbooks and other course materials, with a focus on lower costs, will significantly increase during the next five years. Florida law currently requires that at least 50% of K-12 secondary courses provide digital content via e-texts by 2015-16; this will lead to increased expectations among incoming first-year students at post-secondary institutions.

**6. Funding of higher education will remain limited from traditional state and federal sources.**

- a. Pressure will continue to increase tuition and fees to offset reduced state funding.
- b. The aggressive pursuit of public and private grants will be necessary to supplement traditional funding of the college.
- c. Private fundraising efforts of the college's Foundation will grow in importance to assist students by removing financial barriers and to supplement funding for various college initiatives and operations.
- d. Strong private and public partnerships to share and conserve limited resources will be a continuing necessity.

**7. Public demands for institutional accountability and effectiveness will continue to increase.**

- a. The college will need to embrace innovation and continuous quality improvement efforts in academic and administrative support programs and services.
- b. Information gathering and reporting will continue to be a major requirement of the college to monitor continuous improvement and cost-effectiveness.
- c. Accrediting agency expectations will require more documented evidence of performance.
- d. Accountability measures will focus on student learning, outcomes, program completion, and cost-effectiveness.

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# **Strategic Imperative I - Identify and Meet the Educational Needs of Our Communities**

*We proactively seek ways to understand the educational needs of our local communities and then offer programs to address those needs.*

## **Goal A. Increase technical workforce programs to meet community demand**

### **Outcome 1. Expand assessment of evolving needs for new workforce programs**

#### **Key Indicators:**

- a. Conduct needs assessments for local workforce programs
- b. Explore state and national workforce trends for potential new programs
- c. Partner with the Heartland Workforce Investment Board (HWIB), Florida Heartland Rural Economic Development Initiative (FHREDI), local economic development commissions, Institute of Food and Agricultural Services (IFAS), and other regional workforce planners in assessment initiatives

### **Outcome 2. Update, expand, and delete program offerings to meet demand and stay current with workforce needs**

#### **Key Indicators:**

- a. Increase technical offerings at all campuses to meet identified needs
- b. Maintain technical programs offered as part of the college's Career Academy

## **Goal B. Increase partnering efforts**

### **Outcome 1. Actively seek partnerships with community agencies and businesses**

#### **Key Indicators:**

- a. Increase the number of students partnering with community groups in service-learning projects
- b. Increase the number of youth outreach programs partnering with community groups in service-learning projects
- c. Expand cooperative education experiential learning opportunities

### **Outcome 2. Intensify engagement/involvement with K-12 systems in our service district**

#### **Key Indicators:**

- a. Develop annual reporting process of key dual enrollment statistics for service area school districts
- b. Align academic standards between area high schools and the college
- c. Direct market to high schools using multiple approaches (e.g., Channel 1 – high school announcement system)
- d. Increase number of high-achieving high school students selecting the SFCC Honors Program as their first step to a baccalaureate degree
- e. Collaborate with area high schools on PERT testing transition

## **Goal C. Increase awareness of the college through expanded marketing of college programs and services**

### **Outcome 1. Expand the use of online marketing**

#### **Key Indicators:**

- a. Increase college information available to students online
- b. Use social networking opportunities to reach potential students
- c. Incorporate student and faculty blogs on the college website
- d. Increase online marketing efforts to non-traditional students

### **Outcome 2. Promote workforce development**

#### **Key Indicators:**

- a. Update workforce brochures
- b. Integrate Panther Den (D2L) as a resource for workforce training programs
- c. Market and promote the Bachelor of Applied Science degree in Supervision and Management (BAS-SM) degree program to current and prospective students via print, electronic media, and recruitment activities
- d. Provide additional online corporate training opportunities

### **Outcome 3. Promote bachelor's and advanced degree options**

#### **Key Indicators:**

- a. Provide regular university partnership information sessions
- b. Regularly publicize advanced degrees available at the University Center
- c. Market and promote the Bachelor of Applied Science degree in Supervision and Management (BAS-SM) degree program to current and prospective students via print, electronic media, and recruitment activities
- d. Increase number of students utilizing SFCC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors

### **Outcome 4. Promote alumni association**

#### **Key Indicators:**

- a. Highlight alumni as guest speakers/participants during graduation and other campus events
- b. Recruit alumni association members at local events
- c. Establish alumni scholarships

## **Goal D. Expand cultural program awareness**

### **Outcome 1. Increase cultural events and diverse offerings**

#### **Key Indicators:**

- a. Focus Kaleidoscope events toward multiple diverse groups
- b. Target and market cultural events to low participating groups
- c. Target selection of artists and performances representing low participating groups
- d. Offer diverse Florida-focused exhibits, artifacts, and programs

**Outcome 2. Expand cultural enrichment opportunities**

**Key Indicators:**

- a. Survey the college students and community members to determine specific areas of interest
- b. Seek additional program funding for multicultural activities, performances, exhibitions, and participation through grants, sponsorships, and memberships
- c. Provide enrichment opportunities for college students via field trips to museums

**Outcome 3. Increase participation of K-12 students in enrichment opportunities**

**Key Indicators:**

- a. Provide enrichment and cultural programs appropriate for K-12 students
- b. Increase awareness of K-12 enrichment opportunities available through SFCC
- c. Provide offerings at K-12 schools (e.g., performances, SFCC clubs)

**Goal E. Expand, renovate, and maintain college facilities and equipment to meet educational needs**

**Outcome 1. Continue development of fire science training facilities when possible**

**Outcome 2. Expand and improve facilities in accordance with the Educational Plant Survey**

**Outcome 3. Increase the number of smart classrooms and computer labs at all campuses and centers**

## **Strategic Imperative II - Enable All Students to Succeed**

*We keep student learning at the forefront of everything we do and actively seek ways to help our students be successful both in the classroom and as they transition beyond our campus.*

### **Goal A. Improve student retention and success**

#### **Outcome 1. Increase student retention rates**

##### **Key Indicators:**

- a. Identify barriers to student learning and strategies for improvement
- b. Evaluate the effectiveness of existing retention efforts and student success programs
- c. Monitor the effects of the GPS on student retention rates

#### **Outcome 2. Implement a First Year Experience (FYE) Program**

##### **Key Indicators:**

- a. Provide professional development opportunities related to FYE
- b. Establish and pilot FYE program
- c. Market the SFCC FYE program

#### **Outcome 3. Establish learning communities**

##### **Key Indicators:**

- a. Establish formal learning communities
- b. Institute a formal student mentoring program
- c. Provide intensive, subject-specific remediation for at-risk students

#### **Outcome 4. Increase student awareness of financial aid opportunities**

##### **Key Indicators:**

- a. Evaluate the effectiveness of existing financial aid services
- b. Research current best practices in financial aid services
- c. Develop marketing strategies for students seeking financial aid and those who are reluctant to ask for financial aid services
- d. Provide accessible website information with frequently asked questions (FAQ) about financial aid
- e. Conduct routinely scheduled financial aid workshops for prospective and enrolled students at all college campuses
- f. Provide support and update sessions for college financial aid recipients so that they understand how to maintain eligibility for financial aid
- g. Conduct routinely scheduled financial aid workshops in the high schools and during special on campus activities (e.g., college-for-a-Day)
- h. Increase student awareness of transfer scholarships and strategies for utilizing them

## **Outcome 5. Provide classroom technology that is current and of value to faculty and students**

### **Key Indicators:**

- a. Increase accessibility and availability of technology
  - 1) Implement the Panther Central and Banner Document Management System
  - 2) Establish a process to identify academic software needs
  - 3) Pilot the use of electronic textbooks
  - 4) Expand virtual teaching and learning offerings
- b. Expand computer resources
  - 1) Install additional student computer stations at all campuses as needed
  - 2) Provide wireless access at all campuses
  - 3) Provide computerized general education classrooms
  - 4) Assess usage and projected needs of existing computer facilities for incorporation into the Technology Plan
- c. Install additional classroom technology
  - 1) Identify and prioritize classrooms for upgrade to "smart" classrooms on each campus
  - 2) Provide computer simulation labs for allied health programs at the Hardee campus

## **Outcome 6. Strengthen support mechanisms for high-risk students**

### **Key Indicators:**

- a. Support under-prepared students
  - 1) Establish a working group to investigate the available and needed support mechanisms for under-prepared students
  - 2) Evaluate the effectiveness of existing support mechanisms and success rates of under-prepared students
  - 3) Research current best practices used with under-prepared students
  - 4) Identify barriers to student learning and develop improvement strategies
  - 5) Pilot strategies designed to improve the success of under-prepared students
  - 6) Increase student awareness of available student support services
  - 7) Provide professional development activities related to supporting under-prepared students
- b. Support under-represented students
  - 1) Establish a working group to investigate the available and needed support mechanisms for under-represented students
  - 2) Evaluate the effectiveness of existing support mechanisms and success rates of under-represented students
  - 3) Research current best practices in improving success with under-represented students
  - 4) Identify barriers to student learning and develop improvement strategies
  - 5) Pilot strategies designed to improve the success of under-represented students
  - 6) Increase student awareness of available student support services
  - 7) Provide professional development activities related to supporting under-represented students

**Goal B. Evaluate student learning outcomes in each program and implement improvement strategies**

**Outcome 1. Provide professional development activities related to assessment of student learning**

**Outcome 2. Provide incentives to promote investigation of student learning outcomes**

**Goal C. Expand educational opportunities**

**Outcome 1. Expand online, evening, flex session, and weekend offerings to accommodate student demand**

**Key Indicators:**

- a. Assess the demand for online, evening, flex session, and weekend offerings
- b. Market the availability of new course offerings

**Outcome 2. Offer more bachelor's degree opportunities**

**Key Indicators:**

- a. Expand 2+2 partnerships with other colleges and universities
  - 1) Identify the bachelor's program(s) and courses most needed
  - 2) Establish 2+2 partnerships that meet identified needs
  - 3) Increase awareness of 2+2 transfer scholarship opportunities and requirements to prospective and incoming students
- b. Expand the use of the college University Center for college and university partnerships
  - 1) Increase the presence of advisors from various universities in the college's University Center
  - 2) Provide annual mass mailings targeting local businesses and agencies
  - 3) Market bachelor's degrees to high school students, the college's graduates, and community members
  - 4) Increase the number of bachelor's and master's degrees available through the University Center

**Outcome 3. Increase course offerings with a science, technology, engineering, and mathematics (STEM) focus in the A.A. track**

**Key Indicators:**

- a. Explore 2+2 partnerships in STEM related programs
- b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
- c. Build STEM degree support courses to be offered to the colleges' students
  - 1) Technical Writing
  - 2) Pre-engineering
  - 3) Summer STEM related internships
- d. Partner with Heartland Educational Consortium (HEC) on STEM related activities and projects

# Strategic Imperative III - Enable All Employees to Succeed

*We actively support all our employees and seek ways for them to achieve personal and professional fulfillment in all that they do for the college.*

## Goal A. Actively support a dynamic workforce at the college

### Outcome 1. Promote a work environment where employees are empowered and participate as respected team members

#### Key Indicators:

- a. Promote college-wide communication through regular dialogue (virtual and face-to-face) between administration and all other employees
- b. Conduct virtual meetings using available technology in order to include employees from all campuses
- c. Enhance opportunities for all employees to participate in decision making processes

### Outcome 2. Ensure that we have a diverse workforce

#### Key Indicators:

- a. Identify and recruit potential employees from diverse backgrounds
- b. Implement strategies identified in the Annual Equity Plan to increase diversity in the workforce
- c. Provide employee development workshops on cultural sensitivity and diversity

### Outcome 3. Ensure that we have a highly qualified and competent workforce

#### Key Indicators:

- a. Enhance new employee and adjunct faculty orientation
- b. Establish a structured new faculty and adjunct mentoring program
- c. Establish an interdepartmental mentoring program for new employees
- d. Monitor applicant review and interviewing process to ensure consistency college-wide
- e. Establish a leadership program for current and prospective college managers and administrators
- f. Reward and recognize career and professional staff who seek or complete job-related educational advancement and degrees
- g. Increase cross-training within departments

### Outcome 4. Actively promote employee retention

#### Key Indicators:

- a. Ensure competitive pay and benefits for all employees
  - 1) Analyze existing methods for placement on the salary schedule
  - 2) Communicate existing benefits more effectively
- b. Provide multiple opportunities to monitor employee satisfaction
  - 1) Assess existing employee job satisfaction by conducting an individual employee personal satisfaction inventory
  - 2) Identify areas of concern related to employee morale and develop and implement strategies to address concerns

**Goal B. Expand professional development for all college employees**

- Outcome 1. Increase frequency and type of on-site professional development opportunities**
- Outcome 2. Increase career and professional staff attendance at relevant professional development opportunities during regularly scheduled work hours**
- Outcome 3. Recognize professional organizational approvals (continuing education credits) for professional development and continuing workforce education**
- Outcome 4. Support local and online professional development opportunities**

## **Strategic Imperative IV - Ensure Institutional Effectiveness**

*We regularly review how well we are doing, analyze our results, and then use our analyses to make improvements.*

### **Goal A. Develop and implement formal systems to monitor, assess, enhance efficiency, and improve program accountability**

#### **Outcome 1. Enhance program quality**

##### **Key Indicator**

- a. Strengthen the program review process by creating a comprehensive electronic clearinghouse of reports, evaluations, program review data, and data summaries to facilitate the measurement of institutional effectiveness
- b. Implement a program leaver satisfaction survey and a program completer survey
- c. Develop and implement a broad-based needs assessment that provides information related to:
  - 1) Additional program needs
  - 2) Barriers to student retention and success
  - 3) Student awareness of financial aid opportunities
  - 4) Factors promoting or inhibiting success of under-prepared students
  - 5) Barriers inhibiting success of under-represented students
- d. Continually improve formal assessment processes of student learning at the course, department, division, and student level
- e. Evaluate community college transfer data using the National Student Clearinghouse (NSC) data
- f. Foster a college-wide culture of continuous quality improvement

#### **Outcome 2. Pursue relevant and appropriate grant funding opportunities**

##### **Key Indicator:**

- a. Increase applications to appropriate national, state, and regional grant opportunities
- b. Seek sponsors for new endowed teaching chairs
- c. Seek funding for program expansion (e.g., fire sciences, allied health, STEM, Upward Bound, veterans, and bio-fuels)

#### **Outcome 3. Increase private gifts to support the institutional mission**

##### **Key Indicator:**

- a. Expand planned giving opportunities
- b. Expand major giving efforts
- c. Develop endowed chairs for additional areas
- d. Seek additional outside funding opportunities

### **Goal B. Implement an open digital campus strategy designed to strengthen and enhance the education experience**

#### **Outcome 1. Provide professional development training to facilitate the use of Panther Central**

#### **Outcome 2. Develop and implement a mobile messaging and application strategy which provides for text/email messaging to students**

**Goal C. Actively promote sustainable and energy-conserving activities throughout all college campuses, centers, and instructional sites**

**Outcome 1. Formalize and promote the campus recycling and energy conservation programs**

**Outcome 2. Secure funding opportunities for energy-conservation initiatives**

**Goal D. Evaluate annually all components (e.g., mission, strategic imperatives, goals, and outcomes) of the college's strategic plan**

**Outcome 1. Anticipate significant trends and determine strategies to achieve the college's mission, strategic imperatives, and goals**

**Outcome 2. Ensure appropriate allocation and effective use of college resources**

**Outcome 3. Monitor, evaluate, and communicate progress toward meeting goals identified in the college's strategic plan**