

**REVISED DRAFT OF  
POTENTIAL PLANNING ISSUES  
AND OUTCOMES**

**(Reflects Discussions  
at June 7, 2004 Meeting)**

**FOR DISCUSSION AT  
JUNE 16, 2004  
STRATEGIC PLANNING COMMITTEE  
MEETING**

**PART A – QUALITY AND  
ACCOUNTABILITY**

**PART B – ENROLLMENT  
MANAGEMENT**

**PART C – RESTRUCTURING FOR  
THE FUTURE**

## PART I

### QUALITY AND ACCOUNTABILITY NOTES

#### A. Organizational Unit Effectiveness

1. **Strengthening quality, innovation, and effectiveness in the delivery of academic, administrative, and student support services.**

#### Potential Outcomes

- a. **Vision and Core Values exist for each organizational unit of the College that reflect the Institutional Mission.**
- b. **Annual Operational Plans for each organizational unit exist and are mapped to the College's Strategic Plan.**
- c. **Regular mission-focused evaluations occur within all the College's organizational units. Annual Progress Reports are part of the evaluation.**
- d. **Mission-focused evaluations document quality, innovation, and effectiveness in achieving the College's Mission and the organizational unit mission and goals.**
- e. **Best practices in the delivery of academic, administrative, and student support services are routinely identified, modified and incorporated into College practices.**
- f. **Appropriate benchmarks exist to evaluate organizational unit effectiveness.**
- g. **Professional development opportunities in the area of assessment are available to all staff. There is broad-based participation across the Institution in these activities.**
- h. **Assessment information is used to set priorities, allocate resources, and improve and gain efficiencies in organizational unit services and processes.**

A. **Organizational Unit Effectiveness**

2. **Developing a more student-centered culture throughout the College.**

**Potential Outcomes**

- a. **Practices and policies exist that reflect the diverse needs of the student body. Emphasis on individualized responses to student needs rather than one-size-fits-all approach.**
- b. **Increased levels of student satisfaction with the CCP experience result in fewer grievances and complaints.**
- c. **Greater percentage of students achieve their educational goals.**
- d. **Students demonstrating greater respect for each other and the College's physical facilities.**
- e. **Staff in all student support units participate in student-centered customer-service training opportunities.**
- f. **Students are consistently considered a target audience in communications.**
- g. **More efficient administrative transactions result in less student time devoted to the enrollment process.**

**B. Classroom, Course, and Program Assessment**

- 1. Creating and implementing meaningful strategies to support course and program development and improvement.**

**Potential Outcomes**

- a. Written assessment plans that guide the ongoing evaluation of program and course effectiveness exist.**
- b. Academic program goals are written in terms of student learning outcomes.**
- c. Tightly structured academic program audit process that directly contributes to program renewal exist.**
- d. Uniform course expectations and competencies are reflected in all syllabi for all sections of each course.**
- e. External constituents, such as employers and transfer institution representatives, are systematically engaged in the process of course and program development and revision.**
- f. Comprehensive professional development opportunities in the area of classroom-based assessment and instructional technology support are widely available and all faculty participate in these activities.**
- g. Procedures for course development include guides for course evaluation.**
- h. Classroom-based assessment of teaching is ongoing and pervasive.**
- i. Classroom-based assessments are used to improve the instructional process.**
- j. Student learning outcomes information is core information used to guide the development and revision of courses and programs.**
- k. Existing data and information is used to establish priorities and allocate resources in program development and revision.**
- l. Assessment goals and timetables are realistic and supported by appropriate investment of institutional resources.**

**C. General Education**

- 1. Strengthening the College's current General Education Program to ensure the goals set out in the College's Mission are effectively achieved.**

**Potential Outcomes**

- a. There is a core set of general education goals that are clearly articulated and agreed upon throughout the Institution. These requirements meet the expectations of employers, transfer institutions, external accreditors, and students.**
- b. The general education program is of sufficient scope to ensure students' achievement of the College's educational goals.**
- c. A clear statement of the College's structure for delivering general education and clear understanding of how and where skills and abilities developed in general education are applied in the major exist.**
- d. Graduates demonstrate proficiencies in areas defined by General Education Requirements.**
- e. Courses designed to meet one or more of College's general education goals have clearly established exit criteria.**
- f. General education requirements are clearly and accurately described in institutional publications.**
- g. Students understand the importance of general education and their progress towards meeting the College's general education expectations.**
- h. General education assessment results are used for curricular improvement.**

**D. Student Learning Outcomes**

- 1. Building on current classroom-based models for assessing student learning, implement College-wide assessment of student learning at the classroom level.**

**Potential Outcomes**

- a. Clear statements of appropriate student learning outcomes are available for each course.**
- b. Professional development opportunities for faculty in the area of student learning outcomes, conflict resolution, managing change, and team building are available and attendance at these sessions is pervasive.**
- c. Classroom-based student learning assessment is used by each faculty member to improve teaching and learning.**
- d. Faculty evaluation procedures include a consideration of the faculty member's use of student learning outcomes to improve teaching and learning.**

**D. Student Learning Outcomes**

2. **Ensuring student learning meets the needs of students for subsequent employment and transfer.**

**Potential Outcomes**

- a. **Curricular experiences address ongoing changes in technology to ensure students meet current and evolving labor market needs.**
- b. **Appropriate work-readiness skills are infused throughout the curricula.**
- c. **Graduates are successful on certification and licensure exams.**
- d. **Students are academically successful at transfer institutions.**
- e. **Advisory Committees are proactively involved in program design and restructuring.**
- f. **Employers are satisfied with the work-related performance of CCP career graduates.**
- g. **Students are satisfied with the preparation they received at CCP.**
- h. **Alumni are supportive and engaged at the College.**
- i. **Co-op programs and expanded internship opportunities for students are pervasive.**
- j. **Dual admissions programs successfully achieve their objectives.**

**D. Student Learning Outcomes**

- 3. Striving to ensure that all students are equally able to achieve their goals for enrolling at the College.**

**Potential Outcomes**

- a. At-risk students are identified at time of entry and timely individualized intervention strategies are undertaken to improve student success.**
- b. Students have realistic and meaningful educational goals and educational plans to achieve their goals.**
- c. Assessments are used to determine the effectiveness and efficiency of intervention strategies. Intervention strategies result in equitable success across all student groups.**



**E. External Accountability Standards**

- 1. Refining and expanding accountability standards and effectiveness indicators that are both appropriate for external constituents and supportive of the comprehensive community college mission.**

**Potential Outcomes**

- a. The College collaborates with other Pennsylvania community colleges to develop appropriate statewide measures.**
- b. The College adopts effectiveness reporting that builds upon best practices used elsewhere in country and is adopted or adapted as appropriate to the College's Mission.**
- c. External scan activities exist to understand shifts in public policy and external constituents' expectations and are used as a guide for performance reporting.**

## PART II

### ENROLLMENT MANAGEMENT

#### F. College Image -

1. **Creating an image for the College that reflects the Mission and maximizes opportunity for programmatic and financial success.**

#### Potential Outcomes

- a. **College strengths (e.g., faculty, successful graduates, science programs, etc.) and achievements are identified and documented to support image enhancement activities.**
- b. **The impact of College on City and Region is documented in as many dimensions as possible (e.g. general economy, health industries, four year colleges and universities, etc.)**
- c. **A strong, positive image of the College is developed with internal constituents (e.g., students, employees, Board, etc.)**
- d. **A sustained image enhancement program designed to reach all targeted external constituencies is developed and implemented with a special focus on areas where College image is currently known to be poorly defined or unfavorable, e.g., academically talented high school students, the corporate/employer community and potential donors.**
- e. **Strategies to monitor perceptions held of the College by key external constituents are identified; and there is growth in the percentage demonstrating awareness and a positive perception of the College.**

**G. Marketing –**

**1. Enhancing the College’s marketing approaches.**

**Potential Outcomes**

- a. Web technology is comprehensively integrated into marketing plan.**
- b. Targeted marketing strategies are developed which comprehensively reflect the diversity of the student body and the communities served by the College.**
- c. Internal marketing strategies directed toward employees, current partners and students are developed.**
- d. The comprehensiveness of the College’s mission is captured in marketing efforts.**
- e. Marketing initiatives support the College’s revenue development goals, e.g. City and State funding, private donations, corporate giving, etc.**
- f. Just-in-time marketing strategies are developed to support quick-response program and service development.**
- g. Current and new marketing strategies are regularly assessed for their effectiveness and cost-benefit.**

**H. Recruitment and Retention of Students –**

- 1. Creating support structures for students intended to maximize their persistence at the College until their educational goals are achieved.**

**Potential Outcomes**

- a. Counseling and advising approaches are demonstrably improved as evidenced by:**
  - All students develop and follow an educational plan consistent with their goals.
  - Students understand the connection between career expectations and the required skill sets.
  - Students develop realistic expectations about time and effort required to reach their educational goals.
  - Students understand the importance of general education.
  - Students think about career goals earlier in their educational program.
- b. Tracking systems are in place which permit student persistence to be assessed and described on the basis of student goals and educational plan.**
- c. Student retention programs are in place that are targeted to the needs of individual students and build upon best practices within and outside the College.**

**I. Recruitment and Retention of Students –**

- 2. Improving integration of credit and noncredit, as well as on and off-campus programs, for curricular coherence and improved student retention.**

**Potential Outcomes**

- a. Curricular collaboration across all academic divisions is systematically encouraged.**
- b. Formal, every-year approaches to recruiting non-credit program students into credit programs are developed and specific targets are met for the enrollment of non-credit students into credit programs.**
- c. Banner capabilities are successfully used to facilitate recruitment of current students into new program and course areas.**
- d. Student outcomes in all types of courses (credit and non-credit) are assessed as a basis to track student progress and coordinate academic programming.**
- e. Credit and non-credit offerings within the same discipline area are articulated in a manner that allows students to make the correct course choices and pursue enrollment paths to meet their educational needs and goals.**

**I. Program Delivery Strategies –**

- 1. Creating new, and strengthening current, course and program delivery strategies.**

**Potential Outcomes**

- a. Opportunities are created for students to develop strengthened employment skills through a greater emphasis on internship, clinic, and service learning in curriculum design.**
- b. Career placement services are successfully used by a targeted number of students and employers.**
- c. Instructional delivery options (e.g. accelerated programs, on-line courses, week-end programs) are expanded with specific enrollment and student success targets established and met. Impacts of the instructional delivery changes on student goal achievement are carefully assessed and used to modify delivery options.**
- d. Academic and student support services are successfully modified to support the needs of students utilizing different instructional delivery options.**

**J. Access –**

- 1. Rethinking the mission concept of access in the context of current student and community needs, institutional vision/values and institutional effectiveness.**

**Potential Outcomes**

- a. Identifying underserved constituencies (e.g., potential honors students, adults with continuing education interests, those with programmatic interests not offered by the College).**
- b. Criteria are developed to use in determining which underserved constituencies will be made a priority in program and service expansion and development.**
- c. Specific numeric goals for program level enrollments are set and met based upon the results of the activities in item b.**
- d. The College's current approaches to serving academically under-prepared students are fully assessed and the following questions answered:
  - 1) Are current developmental programs optimally structured to meet students and College goals?**
  - 2) Under what conditions and with what financial expectations for students should the College offer adult literacy programs?**Remedial and adult education programs are restructured based upon this assessment.**
- e. Efforts to develop strategic partnerships with high schools to increase students' entering skill levels and promote enrollment in higher education are continued. Criteria to assess the programs are developed and implemented, and used as a basis to expand or reduce current levels of effort.**

## PART III

### RESTRUCTURING FOR THE FUTURE

#### K. Governance

1. Evaluating and redesigning, as appropriate, the College's governance structures with the goals of clarifying decision making, eliminating steps without value and enabling more rapid decision making.

#### Potential Outcomes

- a. The current College governance structure is assessed in the context of external standards and best practices, e.g., Middle States Characteristics of Excellence and the findings of the 2004 MSA general evaluation team.
- b. Roles are defined for each of the College's current standing and administrative committees. All redundant procedural steps are either consolidated or eliminated.
- c. The role of the Board of Trustees in institutional decision making is reviewed and revised as appropriate.
- d. New decision making structures are created to address issues not handled effectively by the current governance model.
- e. A process is established to review existing decision-making approaches in the context of changing patterns of financial support, i.e., to determine if new funding rules will require different approaches to key decisions?
- f. The average and maximum time for desired changes to policies and programs to be implemented is reduced to an agreed upon college standard.
- g. Communication strategies are improved to help ensure timely broad-based understanding of key decisions.



**L. Building Organizational Capacity**

- 1. Developing the improved capacity of the College to identify new ideas for programs and services, and to improve problem solving with respect to issues in the delivery of current programs and services.**

**Potential Outcomes**

- a. One or more structures (e.g., College “Think Tank”) are created which encourage multi-disciplinary, best thinking about current challenges and opportunities.**
- b. Improved opportunities are developed, within an strengthened governance model, for new ideas to be fully considered in an open fashion and without undue weight from past practice and current bureaucratic and contractual requirements.**
- c. Assessment strategies are developed as a routine part of new idea generation so that clear mechanisms are identified to determine the institutional benefits from a recommended change.**

**L. Building Organizational Capacity**

- 2. Developing a faculty and staff that will ensure the College's effectiveness over the coming decades.**

**Potential Outcomes**

- a. Evaluation processes for all faculty and staff are strengthened to be goal and mission-focused and tied to meaningful opportunities for recognition and advancement.**
- b. Employee professional development opportunities are competency based and tied carefully to an assessment of individual employee needs focusing on both technical skills and creating student-centered services and programs.**
- c. Faculty and staff hiring decisions are demonstrably aligned with College vision, planning priorities, and future, as well as current, staffing needs.**
- d. All new faculty and staff participate in a thoughtful, comprehensive employee orientation program that may include mentoring and structured opportunities to understand College mission, vision, values and planning priorities as well as specific program and organizational unit goals.**
- e. A comprehensive approach is developed and implemented to develop future leadership capacity in current faculty and staff.**
- f. Organizational operating efficiencies are pursued which will permit available new faculty and staff positions to be placed in areas of greatest need.**
- g. A climate of broad-based participation is developed in which talented individuals feel valued and well-utilized.**

**L. Building Organizational Capacity**

- 3. Creating more productive collaboration between the Business and Industry Programs and Community Services staffs with the College's other college departments.**

**Potential Outcomes**

- a. Expeditious approaches are used to create new courses and programs permitting more timely responses to requests for new or customized courses and programs.**
- b. Academic departments develop the capabilities needed to respond effectively to requests made by the Business and Industry clients, e.g. use of alternative delivery strategies, course modularization, customized content, accelerated courses, etc.**
- c. College departments designate representatives to ad hoc cross-functional teams that can respond quickly and fully to new educational program opportunities.**
- d. Communication approaches are put in place at all organizational levels so that lack of or wrong information does not become a barrier to timely decision making in program and service implementation.**

**M. Organizational Culture**

**1. Developing a culture of high morale, engaged faculty and staff.**

**Potential Outcomes**

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- a. The factors which currently contribute to the high morale, and to the high levels of engagement on the part of many faculty and staff are identified.**
- b. Effective internal marketing is employed to recognize college, organizational unit, and individual successes and effectiveness.**
- c. Successful strategies used in other college settings to encourage faculty and staff engagement are identified and implemented.**
- d. The skills and knowledge of new hires are used to create enthusiasm for meaningful change and to identify productive new ideas.**
- e. Key indicators (to be identified) signal significant improvement in employee morale and in levels of engagement in the work of the College.**

**N. Program and Service Addition and Deletion**

- 1. Strengthening the College's ability to respond fully and efficiently to changing educational needs of the its communities.**

**Potential Outcomes**

- a. All communities and groups viewed as targets for educational services offerings by the College are clearly defined.**
- b. Effective methods to assess the educational needs of the communities and groups to be served are in place.**
- c. Well-defined, mission-centered criteria and standards for program/service changes (additions, deletions, modifications to size of effort) are in place.**
- d. There is effective collection and use of the assessment data needed for programmatic decision making.**
- e. There is timely, regular review of all programs and services so that College resources are not inappropriately tied up offering programs and services of limited value to the communities served by the College.**
- f. The College maintains an organizational infrastructure that has the capacity and authority to engage in programmatic decision making expeditiously. (Governance Issue)**

**N. Program and Service Addition and Deletion**

- 2. Creating flexibility and encouragement of innovation in curriculum and course development and in academic and student services delivery.**

**Potential Outcomes**

- a. Strategies are developed and implemented to expedite experimental (pilot) offering of new courses, programs and service delivery approaches.**
- b. Experimentation with new program and service offerings is encouraged with departmental incentives and easier access to the resources required for implementation of the desired innovation.**
- c. Successful innovation is acknowledged in all appropriate arena, e.g. internal marketing, employee evaluations, employee compensation, college awards, etc.**

**O. Diversity**

- 1. Building upon the strengths and opportunities provided by a diverse urban community college, creating the greatest opportunities for student development and success.**

**Potential Outcomes**

- a. The dimensions of diversity that are used to describe and analyze the success of the College are defined and well-communicated internally and externally.**
- b. The resources available to a diverse urban community college through its students, faculty and staff, and community relationships are successfully incorporated into programs and services.**
- c. Student outcomes are analyzed in the context of the many dimensions of diversity within the College (e.g., academic ability, age, physical abilities, ethnicity, socioeconomic background, etc).**
- d. Based upon the needs of students in various diversity categories, best practices (within and outside the College) are used to promote student success in achieving their educational goals.**

**P. Encouraging Entrepreneurship**

- 1. Fostering timely innovation in the development of new programs and services in a manner that promotes a positive financial return to the College.**

**Potential Outcomes**

- a. An organizational culture is created where faculty and staff think of themselves as revenue enhancers, not revenue users.**
- b. Non-productive procedural steps in the delivery of new programs and services are eliminated.**
- c. The College develops the capacity and image that will make it the first-choice provider of customized programs, conferences and other potential revenue-generating services.**
- d. The roles that faculty can play in the development of new educational programs and services clarified and accepted.**
- e. The components of the 2003 Facility Master Plan that provide for a significant expansion in flexible, multi-purpose space are constructed.**
- f. College staffing is in place to support entrepreneurial programming.**



**Q. Financial Planning and Management**

- 1. Responding promptly and fully to changes in College funding in a manner that provides the greatest positive impact on students, and promotes fullest achievement of College mission.**

**Potential Outcomes**

- a. Potential and actual funding mechanism changes are proactively analyzed to understand possible impacts on the College.**
- b. Possible College responses to funding changes are carefully assessed for their potential impacts on students.**
- c. Rapid decision making is in place as funding methodologies change in order to avoid financial penalties and/or missed opportunities.**

**Q. Financial Planning and Management**

- 2. Ensuring the initial allocation of resources (financial and human) is consistent with the demands of new projects in order to encourage timely completion and successful outcomes.**

**Potential Outcomes**

- a. Comprehensive initial project planning occurs in order to fully understand all resource requirements.**
- b. There is improved prioritization of potential projects.**
- c. The College accepts a willingness to take increased financial risks with individual projects in order to improve overall College financial performance.**

**R. Technology**

- 1. Ensuring the success of the OASIS (Banner) Project in all parts of the College.**

**Potential Outcomes**

- a. Well-designed mandatory training is offered for all faculty and staff.**
- b. Informed leadership is developed in all organizational areas to support achievement of the Banner systems potentials.**
- c. There is demonstrated willingness to restructure administrative office and individual faculty and staff member duties in order to take full advantage of the power of Banner technology.**