

**2004-2008**  
**STRATEGIC PLAN**

**COMMUNITY COLLEGE OF  
PHILADELPHIA**

**DRAFT**  
**October 6, 2004**

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## **PREFACE TO THE 2004-2008 STRATEGIC PLAN**

### Institutional Context for the Plan

The 2004-2008 Strategic Plan has been prepared at a critical juncture for the Community College of Philadelphia. Important factors in the external environment will require critical changes in programs and services by the College over the next decade. On the positive side, the College has completed a successful Middle States Self-Study process and has been reaccruited for another 10-year period of time. Credit enrollments are at an all-time high; and national and state data suggest that the community colleges are becoming institutions of first choice for a growing number of potential higher education students. Over the time period of the last Strategic Plan (2000 to 2004), the College made many significant changes. Facilities have been expanded and updated to incorporate state-of-the-art computer technologies in classrooms. There has been a significant revision in the College's curricular offerings: 11 new programs have been added; 32 programs revised; and 20 programs are in the process of being phased out. The College's legacy administrative systems are being replaced with new integrated SCT Banner systems. The advent of client-server-based systems will make it possible to deliver a large array of administrative and student services over the web, and gradually transform the ways that the College can conduct its instructional, administrative, and student support functions.

The forward movement by the College on many fronts is challenged by significant environmental changes. For the first time in the College's history, the assumptions under which community colleges are funded by the Commonwealth have been challenged by the State's political leadership. Consequently, guaranteed enrollment-based funding can no longer be assumed. It is virtually certain that the State funding formula will change significantly during the 2004-05 year. Some aspects of current programmatic approaches to achieving the College's mission may have to be reconsidered as funding mechanisms become different and potentially less generous. The College experienced a significant revenue shortfall in the 2004 fiscal year, and College reserves are now at a 20-year low. To ensure a balanced budget for the 2005 fiscal year, the College imposed the largest tuition and fee increase in its history, which included a 14.4 percent across-the-board increase in tuition and fees for all students and the imposition of course fees for students enrolled in higher cost courses. The always competitive Philadelphia higher education market has become even more so. Growing numbers of colleges are offering on-line, accelerated and weekend programs designed to meet the needs of adult students, and are competing directly with the programmatic flexibility which traditionally has been a hallmark of the community colleges. Finally, the College is confronted with an environment in which there is increasing demand for accountability and growing regulations. Ever increasing amounts of institutional resources are required to deal with regulatory requirements at both the federal and the state level. Both regional and program accreditation requirements are becoming more exacting with respect to documenting outcomes for students.

To succeed in this rapidly changing external environment, the College's responses will have to be proactive in nature, timely and energetic. The 2004-2008 Strategic Plan is organized into three broad areas: Quality and Accountability; Enrollment Management; and Restructuring for the Future. In each of these three areas, the Strategic Planning Committee had identified strategic goals which it believes will be necessary for the College to address if it is to succeed programmatically and financially in the changing external environment.

The Strategic Plan has evolved from an 18-month college-wide process, which began in the Spring of 2003. The environmental scanning information supporting the Plan was developed through a combination of activities which included: presentations by outside experts; development of a comprehensive web-based environmental scan library; and roundtables involving external stakeholders as well as broad participation by faculty, staff and students. The external scan process resulted in the definition of a number of key external factors which are expected to be important for the College over the life of the next Plan. More details on the College's external scan information are available on the College's website at <http://www.ccp.edu/vpfin-pl/sp/external.htm>.

The Strategic Plan's internal scanning process began with an examination of the College's extensive assessment data at the institutional, program, and organizational unit level. Summaries of key findings were presented to the College community, and a variety of presentation and discussion formats were used to elicit institutional and stakeholder reactions to current institutional strengths and weaknesses that need to be considered in the next Strategic Plan. More information on the College's internal scanning process is available on the planning website at <http://www.ccp.edu/vpfin-pl/sp/internal.htm>.

A written survey process was utilized to identify faculty and staff perceptions regarding the most important internal and external issues for the College to address in the 2004-2008 Strategic Plan. The survey results were used by the Strategic Planning Committee in its development of the strategic goals which form the basis of the current Plan.

A key activity that informed the 2004-2008 strategic planning process was the Middle States Self Study which was completed in December 2003, and followed-up by a team visit in Spring 2004. The Self Study employed a focused-topic approach and addressed the following six areas: Mission, Goals and Objectives; Planning, Resource Allocation, and Institutional Renewal; Institutional Assessment; Student Support Services; General Education; and Assessment of Student Learning. The institutional issues that emerged from the Self Study process are infused throughout the strategic goals that form the basis of the 2004-2008 Strategic Plan. The Self Study process also generated a number of recommendations with respect to the College's strategic planning process which have guided the development of the Plan to date, and will be fully considered throughout the life cycle of the 2004-2008 strategic planning process.

As has been true for all of the recent strategic plans prepared by the College, the 2004-2008 Strategic Plan is intended to be focused on a limited number of key issues of greatest importance to the College at the present time. The expectation for the 2004 strategic planning process was not to develop detailed operational plans for each of the organizational units of the College, but rather to identify a relatively limited number of strategic goals which will require additional effort and resources over the next several years in order to advance the College in the strategic directions determined to be of greatest importance at the present time.

### Other Planning Initiatives

Several other related formal planning documents help to set future directions for the College: the 2003 Facilities Master Plan; the 2004-2007 Technology Plan; and the 2003 Diversity Plan.

Under the leadership of the Office of Student Affairs, an Enrollment Management Plan is currently being prepared and is expected to be presented to the College community during the Fall 2004 term. As one of its components, the Enrollment Management Plan will include strategies at the Division and organizational unit level to support the strategic enrollment management goals identified in the 2004-2008 Strategic Plan.

Consistent with a key recommendation that developed through the Middle States Self Study process, an Academic Affairs Master Plan is under development which will address strategic directions in the Academic Affairs Division over the next several years, and provide more specificity on how the College's strategic goals will be responded to by the Academic Affairs Division.

Finally, each division and organizational unit within the College develops annual and multi-year operational plans which address detailed operational improvement goals, as well as the specific activities which will be undertaken at the organizational unit level to address the objectives outlined in the College's various College-wide planning documents.

### Overarching Themes and Concepts in the 2004-2008 Plan

The term "student" is used throughout the Strategic Plan. The Plan acknowledges, through its strategic goals, that the College's students reflect many different populations with unique needs and educational expectations at the College. The Planning Committee considered whether language such as "customer" or "client" would represent how some student populations view their relationship to the College. The needs and expectations of individuals enrolling in the College's corporate education programs are, in many respects, different from those individuals enrolling in the College's off-campus literacy programs. Similarly, 18 year old students arriving directly from high school will have different expectations for their experiences than older students who arrive at the College following a full day of work. The Plan's aspiration is for the

College to become student-centered in its delivery of programs and services. Being student-centered has different connotations for the many different populations of students that the College serves.

Three other themes are embedded in most of the strategic goals: (1) expanded professional development opportunities for faculty and staff; (2) strengthened assessment of institutional activity; and (3) the need for high energy, and more efficient and timely decision making and program implementation.

All three parts of the Strategic Plan require that the College's faculty and staff develop new skills and understandings in order to address the rapid change that is anticipated for the College over the coming decade. Professional development needs range from specific technical skills which are required to function successfully in the new Banner environment to leadership skills essential to ensure that faculty and staff are able to provide the guidance required to move the College in the appropriate directions to ensure its success in a rapidly changing external environment.

Creating a culture of assessment within the College was a major theme that emerged from the 2003 Middle States Self Study. Understanding and documenting institutional effectiveness is essential not only to ensure that the appropriate decisions are made with respect to revising current programs and services, but also as a key component of ensuring the College's ability to comply with its increasing accountability to external stakeholders, and for presenting the strongest, possible case about institutional effectiveness in image-enhancement and marketing efforts.

#### Relationship of Strategic Plan to the College's Budget and Resource Development Procedures

The College's strategic planning process is supported by the College's annual operational planning and budget preparation processes. Annually, each cost center within the College develops annual operational goals and objectives and participates in the development of a budget for the next fiscal year. It is the responsibility of the administrative leadership of the College to ensure that the annual operating plans developed for each cost center reflect an appropriate level of commitment to the strategic planning objectives. In developing annual budget requests, the resource requirements associated with the College's Strategic Plan and other College-wide Plans are to be specifically considered. In some cases, this may be a commitment of existing resources (e.g., staff time) to meet strategic planning objectives. In other cases, this may require the identification of new resources to support the achievement of specific planning objectives. The College's annual budget contains an outline of major initiatives that are intended to specifically support the achievement of the Strategic Plan objectives for the year.

Additional steps will be taken to develop resources to support the Plan at the institutional level. Where possible, vacant faculty and staff positions will be redirected to initiatives in support of the College's strategic planning goals. Discretionary budget dollars managed by the College's senior staff will be used as a resource to support

planning efforts. Finally, grants, private gift giving, and capital fund raising efforts will be directed toward meeting planning goals.

## **2004-2008 STRATEGIC PLANNING COMMITTEE MEMBERS**

Jane Grosset – Co-Chair, Director of Institutional Research

Tom Hawk – Co-Chair, Vice President for Planning and Finance

Kathleen Anderson – Acting Vice President for Student Affairs

Thomas Butler – Member of the Board of Trustees

Claudia Curry – Director of Women’s Center

Stephen Curtis – President

Maria Diaz-Aparicio – Assistant Director ESL Programs

Marcia Epstein – Professor, Education

Rick Frei – Assistant Professor, Behavioral Sciences

Judith Gay – Vice President for Academic Affairs

Terrence Gibbs – Current CCP Student

Ebone Gregory – Current CCP Student

Maxine Griffith – Executive Director, Philadelphia City Planning Commission

Bea Jones – Dean, Student Systems

Maddie Marcotte – Instructor, English

Terry Naana – Office Administrative Associate (Controller’s Office)

Marge Niven – Professor, Dietetics

Sue Piergallini – Executive Director for Institutional Advancement/Executive Assistant  
to the President

Linda Powell – Associate Professor, Biology

Richard Saxton – Assistant Professor, Automotive Technology

Pat Scoles – Professor, Behavioral Health/Human Services

Laura Shubilla – President, Philadelphia Youth Network

Michael Smith – Foundation Board Member

Tim Sullivan – Division Dean - Business and Technology

Dorothy Sumners Rush – Member of the Board of Trustees

Sharon Thompson – Division Dean – Liberal Studies

David Thornburgh – Executive Director, Pennsylvania Economy League

Susan Tobia – Northeast Regional Center Coordinator

Theresa Tsai – Assistant Professor, Counseling



## MISSION STATEMENT

Community College of Philadelphia is an open-admission, associate degree-granting institution which provides access to higher education for all who may benefit. Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment, and life-long learning. The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions. To help address broad economic, cultural and political concerns in the city and beyond, the College draws together students from a wide range of ages and backgrounds and seeks to provide the programs and support they need to achieve their goals.

Community College of Philadelphia seeks to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve:

- greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience;
- increased awareness and appreciation of a diverse world where all are interdependent;
- heightened curiosity and active interest in intellectual questions and social issues;
- improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively; and
- self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments.

## **VISION STATEMENT**

To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.

## **VISION IDEALS**

- A college environment that values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship.
- Respected liberal arts and transfer programs that facilitate student preparation for the baccalaureate experience.
- Superior career programs that prepare students to meet current and evolving labor market needs.
- Innovative developmental and literacy programs that prepare students for more advanced educational and training opportunities.
- Agile programs that meet the needs of employers and emergent workforce development initiatives.
- Responsive continuing adult and community education programs that enhance and encourage individual growth and development.
- An engaged and excellent faculty, staff and administration that enable students to meet their full potential.
- A teaching and learning environment that exemplifies ongoing and productive communication and collaboration across the institution.
- Strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community-based educational programs.
- State-of-the-art technology employed to enhance teaching and learning.
- Accessible and affordable education designed to optimize opportunities for student participation.
- A supportive learning community that uses learning outcomes to measure success and guide innovative curricular and program improvements to meet individual and group needs.

## **CORE VALUES**

### **Integrity**

The College places fairness and honesty at the center of all of its policies and operations. We uphold the highest ethical standards in striving for academic and professional integrity in all that we do. We strive to be both responsible and responsive in utilizing resources to meet student and community needs.

### **Academic Excellence**

The College sets, expects, and maintains high educational standards consistent with the needs of the students, region, and changing workforce. Our faculty and staff are committed to providing high-quality, innovative, and flexible educational opportunities and services in an accessible student-centered environment.

### **Diversity**

The College embraces and understands the importance of providing an education and environment that promotes the uniqueness of students, faculty, staff, and the communities that we serve. We affirm that diversity is crucial to a democratic society, as it enriches the educational experience and celebrates differences among individuals.

### **Commitment to Teaching and Learning**

The College functions as a learning organization, continually adapting, improving, and evaluating its services to promote life-long intellectual and personal development. We believe that learning is rooted in both curiosity and inquiry, and is engendered by dedicated, creative, and enthusiastic teaching utilizing appropriate and optimal modes of delivery. Technology supports and serves the learning process.

### **Communication**

The College is committed to effective, open, and proactive communication. We take responsibility to listen, speak, and write clearly to inform others and foster collaboration by using and respecting a matrix of communication channels. Collaborative partnerships are strengthened when communication is ongoing and productive.

### **Respect**

The College promotes respect, civility, and courtesy in our day-to-day interactions with others. We seek to instill respect for and appreciation of members of the College community, our facilities, our environment, our community, and the institution in which we work.

## 2004-2008 STRATEGIC PLAN

### PART I

#### QUALITY AND ACCOUNTABILITY

##### A. Organizational Unit Effectiveness

**Goal A1. The College will enhance quality, innovation, and effectiveness in the delivery of academic, administrative, and student support services.**

##### Objectives

- a. Mission and vision statements that reflect the Institutional Mission and Vision will be developed for each organizational unit of the College.
- b. Annual operational plans and progress reports for each organizational unit will be developed and linked to the College's Strategic Plan.
- c. Best practices in the delivery of academic, administrative, and student support services will be identified systematically and incorporated, when feasible and appropriate, into organizational unit procedures.
- d. Regular mission-focused evaluations will occur within all the College's organizational units which include all administrative functions and support services. The assessments will address: achievement of organizational mission and goals; annual operating goal and objective achievements; contributions to Strategic Plan objectives; impacts on student outcomes; efficiency in resource usage; and the extent to which the unit has adopted best practices.

##### Summary List of Potential Implementation Steps

Leadership Responsibility: Executive Assistant to the President and Cabinet

- a. Responsibility for coordinating organizational unit evaluations will be assigned to the Executive Assistant to the President.
- b. Cabinet will develop an implementation schedule for organizational unit assessments.
- c. Procedures and professional development strategies needed to support the organizational unit assessments will be established.

- d. A targeted number of assessments will be completed each year. Results will be used for organizational renewal.

Desired Outcomes

- a. Organizational unit mission and vision statements are developed and accepted by Cabinet.
- b. A targeted number of organizational units successfully complete evaluations each year.
- c. There is documented use of organizational unit assessment information to set priorities, allocate resources, and gain efficiencies in organizational unit services and processes.
- d. As appropriate to the organizational unit mission, there is documented improvement in student satisfaction and student outcomes and/or in satisfaction by other constituents served by the organizational unit.
- e. Organizational units demonstrate that best practices in comparable settings have been reviewed and incorporated where feasible.
- f. Organizational unit activities demonstrate a commitment to supporting the College's strategic planning goals.

**A. Organizational Unit Effectiveness**

<b>Goal A2. The College will establish a more student-centered culture.</b>
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Objectives

- a. The College's assessment activities will provide ongoing information on the needs of student groups.
- b. Practices and policies will be developed that reflect the diverse needs of the student body with an emphasis on individualized responses to student needs rather than a one-size-fits-all approach.
- c. The College community will promote greater mutual respect among students, faculty, and staff.
- d. Annually the College will offer student-centered, customer-service training to all areas of the College.

- e. Students will consistently be considered a primary audience in decision making and communications.
- f. Channels of communication will be organized so that students may express concerns and participate in dialogues related to internal and external issues.
- g. Administrative procedures will be improved to result in less student time devoted to enrollment-related procedures.
- h. Classrooms will become student-learning centered as opposed to teaching centered. Faculty will create a climate of acceptance by utilizing a variety of instructional techniques to accommodate student learning styles.
- i. Student collaboration and participation in decision making will be encouraged in all aspects of academic, social and cultural programming..

#### Summary List of Potential Implementation Steps

##### Leadership Responsibility: Academic Affairs, Student Affairs, Human Resources and Affirmative Action

- a. An existing or new joint Student Affairs/Academic Affairs Committee will provide oversight and monitor activities and progress in this area, and provide regular progress reports to the College community.
- b. The joint committee will provide leadership in identifying national best practices and benchmarks in the area of student-centered teaching and student engagement in out-of-classroom experiences, and facilitate the implementation of these practices at the College.
- c. Institutional research on student experiences at the College will guide decision making with respect to program and service design.
- d. A college-wide, ongoing professional development program on student-centeredness issues will be established.
- e. Systems to track and monitor resolution of student complaints and grievances will be developed.
- f. The student-evaluation-of-faculty process will be revised to be more effective in helping to strengthen the quality of instruction.

Desired Outcomes

- a. There is demonstrated improvement in student success in the classroom and student goal achievement.
- b. Student retention to completion of higher education goals is increased per established College goals.
- c. Communications with students are improved.
- d. The image of the College is improved.
- e. There are documented increases in student satisfaction with all aspects of their College experience.
- f. Student grievances, complaints and concerns are responded to efficiently and satisfactorily.

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

<p><b>Goal B1. The College will identify and implement improved strategies to support course and program assessment and renewal.</b></p>
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Objectives

- a. Assessment plans will be developed and/or updated to guide the ongoing evaluation of program and course effectiveness.
- b. Academic program goals will consistently incorporate student learning outcomes.
- c. Students who successfully complete any section of the same course will achieve expected student learning outcomes.
- d. External stakeholders, such as employers and transfer institution representatives, will be systematically engaged in the process of course and program assessment and renewal.
- e. Building upon current practices, all courses will be developed with evaluation procedures as a required component of the course package presented for approval.

- f. Information concerning student learning outcomes will be used to systematically guide the development and revision of courses and programs.

#### Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs; Division Deans

- a. Program and course evaluation activities will be coordinated by the Academic Affairs Office. An evaluation schedule that complies with, or exceeds, the requirements of Chapter 335 regulations will be established.
- b. Academic Affairs will periodically review course design procedures to ensure their continued effectiveness.
- c. The program and academic course audit procedures will be evaluated and revised as needed to ensure their effectiveness to the process of program and course renewal.
- d. Internal and external benchmarks will be used to assess program and course effectiveness.
- e. The following steps will be undertaken to continue to strengthen the role of Advisory Committees to ensure that:
  - 1. Department Heads receive training in the effective use of Advisory Committees for program renewal.
  - 2. Membership and terms of current committees are reviewed and adjusted as necessary.
  - 3. A systematic process for encouraging feedback from committees is maintained.
  - 4. Use of Advisory Committee feedback to improve the program is documented.

#### Desired Outcomes

- a. A targeted number of program and course audits are completed each year.
- b. Each course and program audit documents strengths as well as a continued commitment to improve programs and courses. Audit results are used to set priorities, allocate resources, and gain efficiencies in the delivery of programs and services.



- c. Students successfully exiting from all sections of a course demonstrate comparable student learning outcomes as evidenced by such data as performance on common exams, portfolio assessments, etc.
- d. Students demonstrate measurable improvements in performance in second level and other courses requiring prerequisite course skills.
- e. Graduates of a program demonstrate consistent achievement of program goals related to student learning outcomes.

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

**Goal B2. Building upon current efforts, a college-wide approach to assess student learning at the classroom level will be developed and implemented.**

Objectives

- a. Clear statements of expected student learning outcomes will be developed for each credit and non-credit course.
- b. All faculty will participate in professional development opportunities focused on helping them to become more effective in understanding the relationships between teaching styles and student learning.
- c. All faculty will become proficient in, and employ, the use of classroom-based assessments to improve teaching.

Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs

- a. An Academic Affairs Master Plan will be developed with a detailed plan to address this goal.
- b. A faculty group, representing both credit and non-credit courses, will assume the responsibility for identifying successful classroom-based assessment models, professional development needs of faculty in the area of classroom assessment, and methods for engaging faculty in the classroom assessment process.
- c. There will be a commitment of institutional resources to this issue that includes:

1. Wide access to technological tools that support classroom-based assessment.
2. Faculty/staff participation in professional development opportunities offered internally and externally.
3. Use of external assessment consultants to help faculty understand best practices in classroom assessment for the improvement of teaching.

Desired Outcomes

- a. All faculty use classroom-based assessments to improve their teaching.
- b. Faculty evaluation procedures consider the faculty member's use of student learning outcomes to improve teaching and learning.
- c. There is documented improvement in student learning in the College's courses.

**C. General Education**

**Goal C1. The College will ensure that General Education goals meet the educational needs of students.**

Objectives

- a. Based upon an assessment of students' current General Education outcomes, the current General Education goals will be reviewed and revised as necessary. These goals will be consistent with the College Mission and meet the needs of students, employers, transfer institutions and external accreditors.
- b. General Education requirements will be clearly and accurately communicated to all constituencies.
- c. Assessment of General Education outcomes will be a part of the overall assessment of student learning.

Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs Department Heads; Faculty

- a. The Academic Affairs Master Plan will include a detailed implementation plan for reviewing and improving General Education.

- b. Academic Affairs will clarify current General Education requirements; identify aspects of the Mission that are not adequately addressed by the current requirements; and amend General Education requirements as necessary.
- c. An ongoing comprehensive evaluation process will be developed to assess student learning outcomes, in general, and General Education requirements specifically.
- d. Based upon the results of the evaluation process, the College's General Education will be restructured as appropriate.
- e. All institutional publications/communication approaches will be revised regularly so that they accurately reflect current General Education requirements.

Desired Outcomes

- a. Students and graduates demonstrate appropriate proficiencies in areas defined by the College's General Education Requirements.
- b. Assessment of General Education outcomes leads to curricular improvement.

**D. Student Outcomes**

**Goal D1. The pursuit of parity in student outcomes will guide institutional decision making.**

Objectives

- a. Student outcomes will be analyzed in the context of the many dimensions of diversity within the College (e.g., academic ability, age, physical abilities, ethnicity, socioeconomic background, etc.)
- b. The College will develop and implement intervention strategies to improve parity in student learning outcomes.
- c. Policies and procedures will reflect the commitment to achieving parity in student outcomes.
- d. Based upon the needs of students in various diversity categories, best practices (within and outside the College) will be used to promote student success in achieving their educational goals.

- e. College resource allocations will be aligned with the goal of achieving parity in student outcomes.

Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs, Student Affairs,  
Institutional Research

- a. Under the leadership of the Office of Institutional Research, the Data Quality Task Force will establish appropriate dimensions of student diversity to build into assessment models of student academic achievement and persistence.
- b. Institutional benchmarks will be established to assess student achievement and persistence.
- c. Institutional processes will be developed to ensure student goal information is accurate and effectively used to develop individual educational plans for all students.
- d. Systemic approaches based upon best practices within and outside of the classroom will be designed and implemented.
- e. Assessment of student achievement will be ongoing and evaluation information used to adjust the approaches in place to ensure parity in student outcomes.
- f. Resource allocations to support achievement of this goal will be tied to documented success.

Desired Outcomes

- a. The College community develops a universal, mission-centered commitment to parity in student outcomes.
- b. There is documented use of student outcomes information to support student-centered decision making and resource allocation.
- c. Annually the College will make progress in eliminating disparities in student outcomes across diversity categories.

**E. External Accountability Standards**

**Goal E1. The College will work to refine current and develop new accountability standards and effectiveness indicators that meet the expectations of external stakeholders and are supportive of a comprehensive Community College Mission.**

Objectives

- a. The College will collaborate with other Pennsylvania and/or regional colleges to develop appropriate statewide and regional measures.
- b. To the extent possible, the College will collaborate with other community colleges to positively influence performance and reporting standards being proposed at the national level.
- c. The College will adopt effectiveness reporting that builds upon best practices used elsewhere in the country.
- d. External scan activities will be maintained and strengthened to both understand shifts in public policy and external stakeholders' expectations, and be used as a guide for performance reporting.
- e. The College will consider external expectations in setting internal benchmarks and performance standards.

Summary List of Potential Implementation Steps

Leadership Responsibility: Cabinet

- a. The College will actively participate in Statewide efforts to identify and collect common Statewide performance measures.
- b. The Office of Institutional Research will maintain an active environment scanning process to monitor evolving standards in performance reporting.
- c. College performance reporting will be revised to reflect emerging standards.
- d. College staff will actively seek opportunities to inform and influence the reporting and performance standards that are being proposed for public community colleges.

Desired Outcomes

- a. College reporting is viewed by external stakeholders as meaningful and sufficiently comprehensive
- b. The College meets or exceeds performance standards expected by external stakeholders.
- c. The College is successfully able to influence the directions taken in external reporting standards.

## 2004-2008 STRATEGIC PLAN

### PART II

#### ENROLLMENT MANAGEMENT

##### F. College Image

**Goal F1. The College will create an image-enhancement plan that reflects the Mission and supports the College's achievement of programmatic and financial success.**

##### Objectives

- a. A sustained image-enhancement plan designed to reach all targeted external stakeholders will be developed and implemented.
- b. As part of the image-enhancement plan, there will also be a focus on developing a strong, positive image of the College among internal constituents (e.g., students, employees, Board members, etc.).
- c. Key evidence of College effectiveness tied to current strategic objectives will be used in marketing and other image-enhancing activities.
- d. Strategies to monitor perceptions held of the College by key external stakeholders will be identified.

##### Summary List of Potential Implementation Steps

##### Leadership Responsibility: Cabinet

- a. Under the leadership of the Cabinet, a plan to enhance the College's image will be developed that includes a special emphasis on areas where the College image is presently poorly defined or unfavorable, e.g., academically talented high school students, the corporate/employer community, political and government officials, community-based agencies, potential donors, and high school counselors and teachers.
- b. The Ad Hoc Board Committee on External Relations will identify appropriate Board-level initiatives to support College image enhancement.
- c. If appropriate, external consultants will be used to provide advice on specific image-enhancement issues.
- d. Key evidence of College effectiveness tied to current strategic objectives will be used in marketing and other image-enhancing activities. Examples

of potential information include: faculty achievements, successful graduates and former students, outstanding programs, and economic impacts of the College on the region.

#### Desired Outcomes

- a. There is an increasing number of potential students, clients and educational partners holding a positive image of the College.
- b. There is an increasing number of other targeted external stakeholders holding a positive image of the College.
- c. There is an increasing number of internal constituents that hold a positive image of the College.
- d. Resource development and public financial support is improved.

#### **G. Marketing**

**Goal G1. The College will create a comprehensive marketing plan that utilizes targeted approaches tied directly to the College's Mission, strategic directions and image-enhancement goals.**

#### Objectives

- a. The use of web technology in marketing will be expanded and integrated with other marketing efforts.
- b. Targeted marketing strategies will be identified and implemented.
- c. Internal marketing strategies directed toward employees, current partners and students will be developed and implemented to ensure current constituents are informed advocates for the College.
- d. "Just-in-time" marketing strategies will be initiated to support quick-response program and service development.
- e. There will be an expansion of marketing initiatives that support the College's revenue development goals, e.g., City and State funding, private donations, corporate giving, etc.
- f. Current and new marketing strategies will be regularly assessed for their effectiveness and cost benefit and revised if necessary.



### Summary List of Potential Implementation Steps

#### Leadership Responsibility: Cabinet, Marketing and Government Relations

- a. Under the leadership of the Cabinet, a comprehensive Marketing Plan will be developed.
- b. Examples of areas where enhanced marketing strategies will be employed include: specific programs and services (to be defined); high school counselors and teachers; parents; student populations currently underrepresented at the College; and the business and industry community.
- c. The College's production and communication technologies will be assessed and upgraded, as necessary, to ensure the capabilities exist to support current and future marketing needs.
- d. Assessment of marketing strategies effectiveness will be used to guide future marketing resource allocations.

### Desired Outcomes

- a. College technology supports timely delivery of marketing objectives.
- b. Student enrollment goals are met.
- c. Corporate and other stakeholder program partnership goals are met.
- d. Private gift-giving goals are met.
- e. Public financial support goals are met.
- f. Marketing strategies are revised based upon the results from assessing their effectiveness.

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

<p><b>Goal H1. The College will enhance and create new systemic support structures designed to encourage students' academic success and persistence at the College until their educational goals are achieved.</b></p>
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### Objectives

- a. Student monitoring systems will be maintained which permit student persistence and academic success to be assessed and described relative to

students' goals and educational plans, and institutional expectations for the students.

- b. Faculty and staff will develop the knowledge and skills needed to identify high-risk behaviors in students and other potential barriers to student success.
- c. Faculty and staff will be committed to assisting students find and use resources to enhance their success at the College.
- d. Student retention and success programs will be enhanced and expanded. These efforts, which will be available to all students, will be systematic and targeted to the needs of individual students.

#### Summary List of Potential Implementation Steps

##### Leadership Responsibility: Student Affairs and Academic Affairs

- a. Overall implementation planning for this goal will be within the framework of the Enrollment Management Planning process.
- b. Faculty and staff will be engaged in the process of encouraging greater student persistence by:
  - 1. Using best practices to clarify the multiple responsibilities of faculty and staff in encouraging the persistence of students.
  - 2. Developing faculty peer mentoring to encourage sharing of successful strategies to support student persistence at the course and program level.
  - 3. Ensuring that faculty and staff hiring decisions and evaluations specifically consider individuals' potential contributions and effectiveness in promoting student success and persistence.
  - 4. Providing professional development opportunities focused on student success strategies regularly to faculty and staff.
- c. Early warning and intervention systems and orientation programs designed to encourage student persistence in first semester/year will be strengthened.
- d. Systems implementation teams will ensure that student tracking is possible with the transition from legacy to Banner systems.

Desired Outcomes

- a. Student persistence and academic success rates meet annual targets.
- b. Students return to the College throughout their lives as new educational needs are identified.

**H. Recruitment and Retention of Students**

<p><b>Goal H2. The College will improve upon the management of credit and non-credit programs, and client partnerships to create flexible options for continuous learning and promote improved student retention.</b></p>
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Objectives

- a. The College will create mechanisms which permit important distinctions among student/client groups to be identified and considered in all program planning and delivery activities.
- b. Internal marketing strategies will be implemented to increase understanding by all internal constituents of all program options.
- c. Strengthened approaches will be developed for recruiting students who initially enter the college as non-credit students into credit programs.
- d. The College will use systematically-gathered customer feedback to improve course offerings and delivery strategies.
- e. Student transcripts will be expanded to incorporate complete information on all student curricular and co-curricular experiences to identify potential gaps in current offerings and facilitate planning for student educational experiences.
- f. Advising, counseling, and other educational support services will be redesigned and tailored to address the needs of all students.
- g. The College will be current in the technology available to faculty and staff to assess student progress in achieving their educational goals.

Summary List of Potential Implementation Steps

Leadership Responsibility: Student Affairs and Academic Affairs

- a. Academic Affairs will identify and implement continuous learning opportunities for all students.
- b. Student and Academic Affairs will modify and expand support services to better meet the needs of credit and non-credit students.
- c. Student and Academic Affairs will identify desirable expansion to the College's transcript information, and implement feasible modifications in the Banner environment.
- d. New continuous learning opportunities will be assessed for their impact on student persistence and goal achievement and revised accordingly.

Desired Outcomes

- a. Appropriately tailored services will be available to all credit and non-credit students to promote persistence until goal achievement.
- b. Specific targets for recruiting non-credit students into credit students are met.
- c. Specific targets for recruiting credit students and graduates to re-enroll or continue in another program are met.
- d. There is demonstrated improvement in the number of credit and non-credit students who achieve their educational goals for enrolling at the College.
- e. Institutional goals for improved student retention are met.

**H. Recruitment and Retention of Students**

**Goal H3. The College will develop new and enhanced existing partnership programs with Philadelphia school districts designed to promote students' subsequent enrollment and success in higher education in general, and at CCP specifically.**

Objectives

- a. Dual enrollment programs will be expanded in size and programmatic scope.
- b. Programs focused on preparing high school students for the transition to college will be expanded.
- c. CCP institute programs for high school students with special interests, such as computer technology, will be developed.

- d. Programs such as the Advanced Tech at College (ATC) Program will be successful and used as a model for future program development.
- e. Middle-school-level programs with a focus on creating interest in attending higher education after high school will be developed and offered.

Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs and Student Affairs

- a. Annually, through the Academic Affairs planning process, new programmatic opportunities will be developed.
- b. Based upon demonstrated success and available resources, current programmatic initiatives will be expanded.

Desired Outcomes

- a. Headcounts in the Dual Enrollment Programs increase.
- b. The number of Philadelphia high school students enrolling at CCP within one year after graduating from high school meets institutional enrollment targets.
- c. The College attendance and success rates of high school students enrolled in CCP programs grow on an annual basis.

**I. Program Delivery Strategies**

**Goal II. The College will strengthen current and create new flexible course and program delivery options.**

Objectives

- a. Flexible instructional delivery options (e.g., accelerated programs, distance learning courses, weekend programs) will be expanded.
- b. The impacts of the instructional delivery changes on student enrollment and goal achievement will be assessed and used to modify future delivery strategies.
- c. Academic and student support services will be modified to support the needs of students utilizing flexible instructional delivery options.

- d. New opportunities will be built into curricular design for students to develop strengthened employment skills through activities such as internships, clinic experiences, and service learning.
- e. Existing courses and support services will be repackaged to create new program options for students.
- f. Programs will be developed to take advantage of existing facility capacity in afternoons and weekends.

#### Summary List of Potential Implementation Steps

##### Leadership Responsibility: Academic Affairs and Student Affairs

- a. Academic divisions and departments will identify instructional delivery models and opportunities to create greater flexibility in course and program delivery options.
- b. Identified delivery models will be implemented and assessed for effectiveness.
- c. Using the resources available in Banner, flexible student services to support instructional delivery models will be implemented and assessed for effectiveness.

#### Desired Outcomes

- a. Enrollment goals and student success targets are established and met.
- b. Students indicate increased satisfaction with the range of course and delivery options available at the College.
- c. Marketing strategies to build student awareness of, and interest in, the full range of instructional delivery models will be developed, implemented, and assessed for effectiveness.

## 2004-2008 STRATEGIC PLAN

### PART III

#### RESTRUCTURING FOR THE FUTURE

##### J. Governance

**Goal J1. The College will evaluate and redesign, as appropriate, its shared-governance structures with the goals of clarifying decision making, eliminating redundant steps and enabling more rapid decision making.**

##### Objectives

- a. The current College governance structure will be assessed in the context of external standards and best practices, e.g., Middle States Characteristics of Excellence and the results of the 2004 Middle States Self Study and team evaluation.
- b. Redundant procedural steps will be removed from the current governance process.
- c. Alternative decision making structures will be created to address issues not handled effectively by the current governance model.
- d. Decisions will be made in a timeframe that permits the College's expectations for a project's completion to be achieved.

##### Summary List of Potential Implementation Steps

Leadership Responsibility: Ad Hoc Governance Committee

- a. An ad hoc Governance Committee will assess the College's current governance system in the context of MSA standards and identify apparent deficiencies.
- b. The ad hoc Governance Committee will define decision-making approaches that are appropriate to the nature of decisions being made.
- c. Internal Board of Trustee discussions will continue to define ways that the Board, as the College's Mission keepers and financial stewards, can be most productive in setting policy for the College.
- d. If necessary, contractual changes will be pursued through normal collective bargaining procedures.

Desired Outcomes

- a. The College's governance structure is documented and communicated College-wide with roles and responsibilities of all decision-making units defined.
- b. Appropriate new structures are established to address issues that are not handled in a timely, effective fashion by current governance structures.
- c. Key decisions are consistently made within the targeted timeframe.

**K. Programs and Services: Additions, Deletions and Improvements**

**Goal K1. In the context of changing resources and expectations for the College, the College will strengthen its ability to identify and set priorities for an effective response to the changing educational needs of its communities.**

Objectives

- a. The mission concept of access will be reexamined in the context of current student and community needs, institutional vision/values, institutional effectiveness, and changing patterns of resource availability.
- b. Unmet educational needs in the City will be identified by establishing criteria to determine which underserved constituencies (e.g., potential honors students, adults with continuing education interests, Philadelphia Business and Industry, those with programmatic interests not offered by the College, and others) will be a priority in program and service expansion and development.
- c. Mission-centered criteria and standards for program/service changes (additions, deletions, modifications to size of effort) will be developed.
- d. Timely review of all programs and services will occur so that College resources are appropriately committed to programs and services of greatest value to the communities served by the College.



## Summary List of Potential Implementation Steps

### Leadership Responsibility: Academic Affairs, Student Affairs, and Finance and Planning

- a. As detailed more fully in the Academic Affairs Master Plan, a representative group will develop approaches to identify unmet community needs and will develop criteria for use in program and service revision, addition, and deletion.
- b. Based upon available resources, identified community needs, and criteria for program and service change, the Cabinet will ensure:
  1. Current program and service evaluations occur with a special emphasis on eliminating inefficiency and redundancy in service delivery.
  2. Priorities for new programs and services are set in the context of most critical community needs and available resources.
  3. Programs and services for elimination or downsizing are identified.
- c. The Cabinet will utilize the 2003 Facility Master Plan as a basis to set priorities for critical facility changes needed to accommodate new programs and service delivery strategies.
- d. A key consideration in assessing current programs and services will be whether current approaches to offering adult literacy and lower level remedial programs (e.g., CAP-A) should be continued in their current form or revised to better meet student and community needs.
- e. Communication strategies will be developed to inform all stakeholders about programmatic restructuring at the College.

### Desired Outcomes

- a. The College's commitment to programs and services is consistent with available resources.
- b. A comprehensive listing of the intended audiences for the College's programs and services is developed.
- c. Methodologies exist for identifying the educational and support service needs of groups targeted for service.

- d. Criteria are developed to guide decision making with respect to programmatic and service changes.
- e. All current programs and services are assessed on a regular basis to ensure consistency with criteria set for offering programs and services.
- f. Current program and service offerings are adjusted as-needed to reflect evolving needs in the communities served by the College.
- g. New programs to promote increased access to College programs and services are implemented.
- h. All stakeholders receive timely information on programmatic restructuring at the College.

**K. Programs and Services: Additions, Deletions and Improvements**

**Goal K2. The College will foster timely innovation in the development of new programs and services in a manner that promotes the College’s Mission effectiveness with a positive financial return to the College.**

Objectives

- a. An organizational culture will be developed in which faculty and staff think of themselves as revenue enhancers, not just revenue users.
- b. Experimentation with new program and service offerings will be encouraged with departmental incentives and easier access to the resources required for implementation of the desired innovation.
- c. Successful innovation will be acknowledged or rewarded in all appropriate arenas, e.g., internal marketing, employee evaluations, employee compensation, college awards, etc.
- d. The College will develop the capacity and expertise that will make it a first-choice provider of customized programs, conferences, and other potential revenue-generating services for targeted client groups.
- e. The College will develop improved revenue planning approaches.

### Summary List of Potential Implementation Steps

#### Leadership Responsibility: Cross-Functional Innovation and Revenue Enhancement Team

- a. A cross-functional team will be convened to coordinate the following activities:
  1. The team will design recommended strategies to expedite the offering of new courses, programs and service delivery strategies.
  2. The team will develop improved resource planning procedures in order to ensure that all resources required for new project success are identified.
  3. The team will develop potential approaches which will encourage faculty and staff to pursue new revenue enhancement strategies.
- b. The Cabinet will identify and pursue the components of the 2003 Facility Master Plan that are most essential to support innovation in programs and services.
- c. The Cabinet will develop an annual revenue enhancement plan as a part of the yearly budget process.

### Desired Outcomes

- a. An annual revenue plan is developed which incorporates all categories of entrepreneurial programming.
- b. Annual revenue targets are met.
- c. Assessment of College programs and services by educational clients documents both that educational goals for programs and client satisfaction are met.
- d. Analyses are presented to the College community on a regular basis on potential new directions to be taken in the delivery of programs and services.

**L. Building Organizational Capacity**

<p><b>Goal L1. The College will have an engaged faculty and staff that ensures the College's effectiveness over the coming decades.</b></p>
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Objectives

- a. Faculty and staff hiring decisions will be aligned with College vision, planning priorities, and future, as well as current, staffing needs.
- b. The skills and knowledge of new hires will be used to create enthusiasm for meaningful change and to identify productive new ideas.
- c. Evaluation processes for all faculty and staff will be strengthened to be goal and mission-focused and tied to opportunities for recognition and advancement.
- d. Successful strategies used at CCP and in other college settings to encourage faculty and staff engagement will be identified and implemented where practical and desirable.
- e. Employee professional development opportunities will be competency based and tied carefully to an assessment of individual employee needs with a focus on both technical skills and creating student-centered services and programs.

Summary List of Potential Implementation Steps

Leadership Responsibility: Academic Affairs, Information Technology, Student Affairs, Human Resources and Affirmative Action

- a. A comprehensive approach to enable faculty and staff to assess their current skill levels and develop desirable professional growth goals will be defined and implemented.
- b. A full assessment of current professional development opportunities will be undertaken.
- c. Building upon identified staff needs, institutional needs, and the strengths and weaknesses of current initiatives in professional development and leadership programs, a more comprehensive set of offerings will be developed.

- d. Opportunities to develop career ladders within the College will be identified and implemented.

Desired Outcomes

- a. Exemplary staff, who are committed to the College’s Mission, will be hired for all positions.
- b. Opportunities for career advancement are available throughout the College.
- c. Institutional performance measures document the growing effectiveness of the College’s ability to achieve its mission.
- d. Key indicators signal significant improvement in employee morale and in levels of employment.

**M. Financial Planning and Management**

<p><b>Goal M1. The College will respond effectively to changes in City and State funding approaches in a manner that provides the greatest positive impact on students, and promotes fullest achievement of College mission.</b></p>
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Objectives

- a. Potential and actual changes to funding mechanisms are fully analyzed for their possible impacts on students and the College.
- b. Rapid decision-making processes ensure that, as funding methodologies change, the College does not incur unnecessary financial penalties or miss opportunities created by the funding changes.

Summary List of Potential Implementation Steps

Leadership Responsibility: Ad Hoc Funding Strategies Team

- a. In collaboration with other colleges, the Commission for Community Colleges, and political leaders, the College will attempt to influence future funding in a manner that optimizes achievement of the College’s Mission.
- b. A small ad hoc Funding Strategies Team will actively monitor and analyze proposals to change College funding approaches.
- c. The ad hoc Funding Strategies Team will utilize white papers and/or other information-sharing formats to alert the College community to

implications of proposed funding changes and recommend College response to proposed changes.

Desired Outcomes

- a. Comprehensive analyses of potential fund changes are undertaken, and anticipated challenges and opportunities are shared with, and responded to, by the College community.
- b. Timely programmatic or administrative changes are put in place to address the new funding approaches.