2004-2008 STRATEGIC PLAN

COMMUNITY COLLEGE OF PHILADELPHIA

December 17, 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 significant 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 reaccredited 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 over the next few years. 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 its 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 identified strategic goals which it believes will be necessary for the College to address if it is to succeed programmatically and financially in the future.

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 that 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 that 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 used 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 Strategic Planning Committee used the survey results 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 that have guided the development of the Plan to date, and which 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 that 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 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 emerged from 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 addressed 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; and acknowledges that being student-centered has different connotations for the many 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 use of data for continuous improvement; and (3) the need for high energy, 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 succeed 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 achieve 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)
Margaret 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.

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.

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.

Leadership Responsibility:　Executive Assistant to the President and Cabinet

Implementation Team:　Executive Assistant to the President, Cabinet, and (potentially) a Professional Development Director

2004-05 Implementation Steps

a.　Cabinet will develop a five-year implementation schedule for organizational unit assessments.

b.　Perform three assessments – Library, Security, and Counseling.

c.　Develop professional development activities on organizational unit mission and goals development and assessment approaches.

d.　Communicate first-year activity fully to College community.

2005-08 Implementation Steps

a.　Continue organizational unit assessments increasing to at least 3-4 per year.

b.　Continue professional development and communication activities.

c.　Develop a system for reviewing progress on organizational unit improvement goals by Cabinet and communicating progress to College community.

d.　Annual operational plans for each organizational unit will contain specific commitments to achieve strategic plan goals.

A.   Organizational Unit Effectiveness

Goal A2.   The College will establish a more student-centered culture.

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..

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.

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

Implementation Team: Student Affairs/Academic Affairs Committee with input from Affirmative Action, Institutional Research, Security, Student Life, Federation, Diversity Council, Conflict Resolution Committee, and Office of Professional Development

2004-05 Implementation Steps

a.   A 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 student-evaluation-of-faculty process will be revised to be more effective in helping to strengthen the quality of instruction.

c.   Organization Unit Managers and Department Heads, in collaboration with Deans and other senior staff, will begin to develop a system to track and monitor student complaints and grievances.

d.   The Academic Affairs Master and Enrollment Management Plans will include detailed initiatives to support achievement of this goal.

a.   The Student Affairs/Academic Affairs Committee will begin the process of 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.

b.   An Office of Professional Development with a full-time director will be created. A College-wide ongoing professional development program on student-centeredness issues will be developed.

c.   Each fall and spring, the Cabinet will review summary reports from each area describing patterns in student issues and resolution strategies.

d.   Institutional research on student experiences at the College will be used as a guide to decision making with respect to program and service design.

B. Program, Course and Classroom Assessment

> **Goal B1.** The College will identify and implement improved strategies to support course and program assessment and renewal.

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.

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.

Leadership Responsibility: Academic Affairs

Implementation Teams: Division Deans, Assistant to the Vice President for Academic Affairs, Director for Academic Budget and Research, Curriculum Facilitation Team, All Curriculum Coordinators, Institutional Research Office

2004-05 Implementation Steps:

a.　　Under the leadership of the Academic Deans, 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. An evaluation schedule will be developed that complies with, or exceeds, the requirements of Chapter 335 regulations

b.　　The Academic Affairs Master Plan will identify procedures to improve assessment methodologies at both the course and program level.

2005-08 Implementation Steps:

a.　　Recommended changes to the audit process will be implemented in 2005-06. The process will be reassessed in the 2006-07 year.

b.　　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.

c.　　The College will provide a status report to the Middle States Association on April 1, 2006 on strategies that have been implemented to improve student learning.

d. New course and program evaluation procedures will be implemented, the usefulness of the new procedures assessed, and changes made throughout the life of the Plan.

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.

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.

Leadership Responsibility: Vice President for Academic Affairs, Division Dean of Mathematics, Science and Health Careers (Academic Affairs Master Plan)

Implementation Teams: Office of Professional Development, New Committee formulated by Academic Affairs Master Plan

2004-05 Implementation Steps:

a.   Under the auspices of the Academic Affairs Master Plan, a detailed plan to address this goal will be developed.

2005-08 Implementation Steps:

a. Under the direction of Department Heads, Deans, and program administrators, statements of student-learning outcomes will be developed for all credit and non-credit courses.

b. The College community will provide input on how to optimize professional development opportunities for faculty and staff.

c. A faculty and administrative 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.

d. There will be a commitment of institutional resources to this issue that includes:

   1. 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.

e. Departmental faculty evaluation plans, incorporating student-learning outcomes, must be approved through the level of the Vice President for Academic Affairs.

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.

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.

Leadership Responsibility: Academic Affairs Deans and Department Heads; Faculty

Implementation Teams: Academic Affairs, Deans, Department Heads, Division Dean of Mathematics, Science and Health Careers

2004-05 Implementation Steps:

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

2005-08 Implementation Steps:

a. Through the Academic Affairs planning process, aspects of the Mission that are not adequately addressed by the current requirements will be identified, and General Education requirements amended as necessary.

b. An ongoing comprehensive evaluation process will be developed to assess student-learning outcomes, in general, and General Education requirements specifically.

c. Based upon the results of the Mission review and evaluation procedures, the College's General Education will be restructured as appropriate.

d. All institutional publications/communication approaches will be revised regularly so that they accurately reflect current General Education requirements.

e. A status report on efforts to assess General Education outcomes will be submitted to the Middle States Association on April 1, 2006.

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.

Desired Outcomes

c.   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.

Leadership Responsibility: Academic Affairs, Student Affairs, Institutional Research

Implementation Teams: Cabinet, Institutional Research Office

2004-05 Implementation Steps:

a.   Under the leadership of the Office of Institutional Research, the Data Quality Task Force will establish appropriate student characteristics to build into assessment models of student academic achievement and persistence.

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b.   College policies and procedures will be reviewed to determine if they have disparate impact on student groups.

c.   The Academic Affairs Master and Enrollment Management Plans will contain strategies to strengthen the College's ability to ensure parity in student outcomes.

2005-08 Implementation Steps:

a.   Institutional benchmarks will be established to assess student achievement and persistence.

b.   Institutional processes will be developed to ensure student goal information is accurate and effectively used to develop individual educational plans for all students.

c.   Systemic approaches based upon best practices, within and outside of the classroom, will be designed and implemented.

d.   Assessment of student achievement will be ongoing, and evaluation information used to adjust the approaches in place to ensure parity in student outcomes.

e.   Annual monitoring reports will be developed by the Office of Institutional Research to track College progress toward the achievement of this goal.

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.

Desired Outcomes

a. College reporting is viewed by external stakeholders as meaningful and sufficiently comprehensive.

b. The College is successfully able to influence the directions taken in external reporting standards.

c. Through conferences, presentations, publications and/or other communication strategies, the College demonstrates its successful performance reporting approaches to the larger academic community.

Leadership Responsibility: President, Vice President for Planning and Finance, Director of Institutional Research

Implementation Team: Extended Cabinet, Institutional Research staff, Senior Officers as Members of Statewide Constituent Councils

2004-05 Implementation Steps:

a. The College will actively participate in Statewide efforts to identify and collect common Statewide performance measures.

b. The Office of Institutional Research will participate in professional development activities and maintain an active environment scanning process to understand and monitor evolving standards in performance reporting.

2005-08 Implementation Steps:

a. College performance reporting will be revised annually to reflect emerging standards.

b. Through participation in the Pennsylvania Commission for Community Colleges, AACC, and other professional organizations, College staff will actively seek opportunities to inform and influence the reporting and performance standards that are being proposed for public community colleges.

c. Targeted opportunities will be pursued to present the College's successful approaches for describing institutional performance.

2004-2008 STRATEGIC PLAN

PART II

ENROLLMENT MANAGEMENT

F.   <u>**College Image**</u>

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.

<u>Objectives</u>

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.

<u>Desired Outcomes</u>

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.

<u>Leadership Responsibility</u>: President, Vice Presidents for Student Affairs, Communications and Government Relations, Academic Affairs, and Executive Assistant to the President

Implementation Team: Ad Hoc Leadership Team of Vice Presidents for Student Affairs, Communications and Government Relations, Academic Affairs, and Executive Assistant to the President will guide the implementation process. This effort will be integrated into activities associated with Goal G1 (Marketing).

2004-05 Implementation Steps

a.   A Marketing/Image Enhancement Committee will be formed.   This committee will guide the collection of information needed to develop a Request for Proposal (RFP) for consultative/implementation services for image-enhancement and marketing strategies.

b.   The expectation for the plan will be to include 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.

c.   The Ad Hoc Board Committee on External Relations will identify appropriate Board-level initiatives to support College image enhancement.

2005-08 Implementation Steps

a.   With the assistance of expert consultants, a comprehensive Marketing/Image Enhancement Plan will be developed.

b.   During the planning process, agencies or individuals who are recognized for their successes in reworking institutional/organizational image will be identified to be used as examples of best practices in image enhancement.

c.   Key evidence of College effectiveness tied to current strategic objectives will be identified for use in marketing and 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.

d.   New initiatives to enhance institutional image will be undertaken. These may include: new programs and services to meet needs of key stakeholders; increasing College faculty, staff, and student involvement in the community; and improving responsiveness to identify community needs.

e.   Careful consideration will be given to creating strategies to assess the impact of the image campaign, both to establish where objectives for the campaign remain unmet and to guide future allocation of resources in ways that will maximize their effectiveness.

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. A new Marketing Plan will be developed and implemented.

b. The use of web technology in marketing will be expanded and integrated with other marketing efforts.

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.

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.

Leadership Responsibility: Vice Presidents for Communications and Government Relations, Student Affairs and Academic Affairs, and Executive Assistant to the President

Implementation Team: Ad Hoc College-wide Marketing and Image Enhancement Committee. The participants in the marketing planning process will include staff from: Marketing and Government Relations, Enrollment Management, Business and Industry, Academic Programs, Institutional Advancement supported by expert consultants.

2004-05 Implementation Steps

a.   The Marketing and Image Enhancement Committee fully delineates all issues to be addressed in the new Marketing Plan. An RFP will be developed and a consultant selected to the formal planning process in Summer 2005.

2005-08 Implementation Steps

a.   The Marketing Plan will be fully developed and implemented.

b.   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.

c.   Assessment activities built into the Plan will be used to reshape strategies and resource allocations to the Plan.

d.   Assessment of marketing strategies effectiveness will be used to guide future marketing resource allocations.

H.   Recruitment and Retention of Students

> **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.**

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.

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.

Leadership Responsibility: Vice Presidents for Student Affairs and Academic Affairs

Implementation Team: An Enrollment Management Team that will include representatives from Counseling, Academic Advising, Educational Support Services, Student Life, and Institutional Research; Academic Affairs Deans and Department Heads

2004-05 Implementation Steps

a.   Overall implementation planning for this goal will be within the framework of the Enrollment Management Planning process.

b.   Institutional research and information from tracking sources will be used to describe current issues.

c.   A systemic process flow from educational planning through early intervention and recovery strategies will be developed.

d.   Professional Development activities for faculty and staff on retention issues, inside and outside the classroom, will be planned for implementation throughout the life of the plan.

e.   Faculty and staff hiring decisions and evaluations will specifically consider individuals' potential contributions and effectiveness in promoting student success and persistence.

f.   Systems implementation teams will ensure that student tracking is possible with the transition from legacy to Banner systems.

2005-08 Implementation Steps

a.   Planning begins for a 2006-07 Best Practices conference on dealing with high-risk students. The goal is to develop national recognition for CCP initiatives.

b.   A Best Practices conference on dealing with high-risk students for 2006-07 will be presented. National and regional models should be presented.

c.   Organizational structure will be revised where needed to better support retention strategies.

d.   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.   Providing professional development opportunities focused on student success strategies regularly to faculty and staff.

e.   Early warning and intervention systems and orientation programs designed to encourage student persistence in first semester/year will be strengthened.

f.　　A student educational-plan-creation capability will be developed within the Banner student environment.

H.   Recruitment and Retention of Students

> **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.**

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.

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.

Leadership Responsibility: Vice Presidents for Academic Affairs and Student Affairs

Implementation Team: Representatives from Academic Affairs (Community Services and Business and Industry), Student Affairs, Marketing, OASIS Team (training for effective use of Banner), and Institutional Research

2004-05 Implementation Steps

a.   Detailed planning for this initiative will be addressed within the Enrollment Management and Academic Affairs Master Plans.

b.   Designated implementation teams will begin the process of profiling student cohorts to identify potential new programmatic and service directions.

c.   Specific strategies will be developed to encourage qualified non-credit students exiting from programs in such areas as ABE, GED and ESL to enroll in credit programs.

2005-08 Implementation Steps

a.   Academic Affairs and Student 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.

H. **Recruitment and Retention of Students**

> **Goal H3.** **The College will develop new and enhanced existing partnership programs with the Philadelphia school district and other Philadelphia schools 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.

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.

Leadership Responsibility: Academic Affairs and Student Affairs

Implementation Team: Programmatic leadership provided by Division Dean of Educational Support Services and staff. Supporting offices include Student Affairs, Marketing, Institutional Advancement, Development, and Institutional Research.

2004-05 Implementation Steps

a. Under the auspices of the Academic Affairs Master Plan, a multi-year approach to expand partnership programs will be developed.

2005-08 Implementation Steps

a. Annually, current initiatives will be expanded and/or new partnership programs introduced.

b. Marketing initiatives will be developed to promote awareness and support for partnership programs.

c. A "partnership impact" publication will be developed.

d. The feasibility of hosting a conference to showcase the College's success as a model for K-12 partnership programs will be explored.

I. Program Delivery Strategies

> **Goal I1.** **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.

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.

Leadership Responsibility: Vice Presidents for Academic Affairs and Student Affairs

Implementation Team: Academic and Student Affairs Deans, Institutional Research Office, Marketing

2004-05 Implementation Steps

a.   Academic Affairs and Student Affairs Committees will review research on successful models of learning for adult students, and identify successful, flexible learning programs in place at other urban community colleges. Recommendations for new initiatives at CCP will be developed.

b.   As part of the process of developing potential new delivery models, criteria to judge their effectiveness will be developed.

2005-08 Implementation Steps

a.   Identified delivery models will be implemented and assessed for effectiveness. Based upon the assessment, delivery models may be changed or eliminated.

b.   Using the resources available in Banner, flexible student services to support instructional delivery models will be implemented and assessed for effectiveness.

PART III

RESTRUCTURING FOR THE FUTURE

J. <u>**Governance**</u>

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.**

<u>Objectives</u>

a. The current College governance structure will be assessed in the context of external standards and best practices, e.g., Middle States <u>Characteristics of Excellence</u> 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.

<u>Desired Outcomes</u>

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 governance structures are established to address issues that are not handled in a timely, effective fashion by current governance procedures.

c. Key decisions are consistently made within the targeted timeframe.

<u>Leadership Responsibility</u>: President, Vice Presidents for Academic Affairs and Student Affairs

<u>Implementation Teams</u>: <u>Ad</u> <u>Hoc</u> Governance Committee, Cabinet, Collective Bargaining Teams, Board of Trustees, Divisional Work Groups

2004-05 Implementation Steps

a.   An <u>ad</u> <u>hoc</u> Governance Committee will prepare a white paper assessing the College's current governance system in the context of MSA standards, and identify current strengths, weaknesses and redundant steps. The paper will identify ways to improve the use of the current governance structure, as well as desirable changes.

b.   Any changes requiring contractual revisions will be identified and proposals will be developed. Departmental and Divisional units will develop revised procedures for non-contractual changes.

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.

2005-08 Implementation Steps

a.   Based upon the White Paper recommendations, organizational units will implement improved governance procedures where changes can be made without contractual modifications.

b.   As agreed upon, contractual changes will be implemented.

c.   The <u>ad</u> <u>hoc</u> Governance Committee will monitor and assess the effectiveness of College governance procedures and revised and update white paper recommendations as appropriate.

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.

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 and services to promote increased access to the College are implemented.

h.   All stakeholders receive timely information on programmatic restructuring at the College.

Leadership Responsibility: Vice Presidents for Academic Affairs, Student
        Affairs, and Planning and Finance

Implementation Team: Extended Cabinet

2004-05 Implementation Steps

a.   The College, under the leadership of the Cabinet, will:

    1.   Develop a formal statement of a proposed position for the College with respect to access including specific goals related to access.

    2.   Create a set of criteria to be employed for program and service addition, deletion or scope change. The criteria will include, but not necessarily be limited to: community need, demonstrated effectiveness, institutional resource impact, stakeholder expectations, and Mission impact.

b.   The Cabinet will provide leadership for developing strategies to strengthen College understanding of community needs and greater engagement of College faculty and staff in joint program planning efforts with key community stakeholders.

2005-08 Implementation Steps

a.   The Cabinet will develop an efficient process to implement the use of the Position Statement on Access, and the Program and Service Change Criteria to guide decision making with program and service modifications at the College.

b.   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.

c.   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.

d.   Communication strategies will be developed to inform all stakeholders about 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.

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.

Leadership Responsibility: President, Executive Assistant to the President for
Human Resources, Vice Presidents for Planning and Finance and
Academic Affairs, and Executive Assistant to the President

Implementation Team: Cabinet

2004-05 Implementation Steps

a.   The Cabinet will provide leadership for the following activities:

   1.   Identify recommended strategies to expedite the offering of new
         courses, programs and service delivery strategies. (e.g., an
         innovation budget pool to provide seed funding for new ideas).

   2.   Develop potential incentives which will encourage faculty and
         staff to pursue new revenue enhancement strategies.

   3.   Develop an approach to solicit employee recommendations for
         innovation at the College.

b.   The Cabinet will develop improved resource planning procedures in order
      to ensure that all resources required for new project success are identified
      at its inception.

2005-08 Implementation Steps

a.   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.

b.   The Cabinet will develop an annual revenue enhancement plan as a part of
      the yearly budget process.

c.   College communication strategies will highlight successful (revenue
      enhancing) innovations in program and service delivery.

d.   The Cabinet will ensure that needed supports, including financial
      resources, are available for approved innovative projects.

L. Building Organizational Staff Capacity

> **Goal L1.** The College will have an engaged faculty and staff that ensures the College's effectiveness over the coming decades.

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-, vision-, and value-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.

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 involvement.

Leadership Responsibility: Cabinet

Implementation Teams: Office of Professional Development, Human Resources, Hiring Committees, Cabinet

2004-05 Implementation Steps

a.   Current approaches to employee evaluation will be redesigned to meet current employee needs.

b.   A comprehensive assessment of current professional development opportunities will be undertaken to identify unmet needs.

c.   Hiring criteria for vacant positions will incorporate an explicit consideration of future as well as current needs for each position to be filled.

2005-08 Implementation Steps

a.   A full-time Director of Professional Development will be hired.

b.   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. Individual professional development plans will be developed.

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.   The use of faculty and administrative travel funds will be aligned with the College's goals for faculty and staff professional development needs.

e.   Career ladder opportunities will be identified in each division and implemented where feasible.

f.   Formal succession planning will be initiated in each of the College's major divisions using best practice methodology in place on other campuses.

g.   Opportunities will be created to engage new faculty and staff fully in the life of the College.

M.   **Financial Planning and Management**

> **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.**

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.

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.

Leadership Responsibility: President, Vice Presidents for Planning and Finance and Communications and Government Relations

Implementation Team: Cabinet

2004-05 Implementation Steps

a.   In collaboration with other colleges, the Commission for Community Colleges, and political leaders, the College will attempt to influence ongoing discussions on State funding changes 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. 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.

2005-08 Implementation Steps

a. The implications of City and State funding changes will be fully analyzed in College program and financial planning documents. Opportunities and concerns about mission achievement in the context of new funding approaches will be carefully articulated.

b. Program and service delivery strategies will be modified as appropriate to take maximum opportunity of funding approaches within the context of meeting the College's mission.

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