STRATEGIC PLAN

January 2014 - December 2018

SOUTH FLORIDA State College

APPROVED BY DISTRICT BOARD OF TRUSTEES: DECEMBER 11, 2013

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Introduction

This South Florida State College (SFSC) Strategic Plan 2014-2018 provides direction for prioritizing future initiatives and allocating limited resources. The SFSC Strategic Plan assists the SFSC District Board of Trustees (DBOT) and college employees in focusing their efforts to serve students and their communities.

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

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

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

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

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

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

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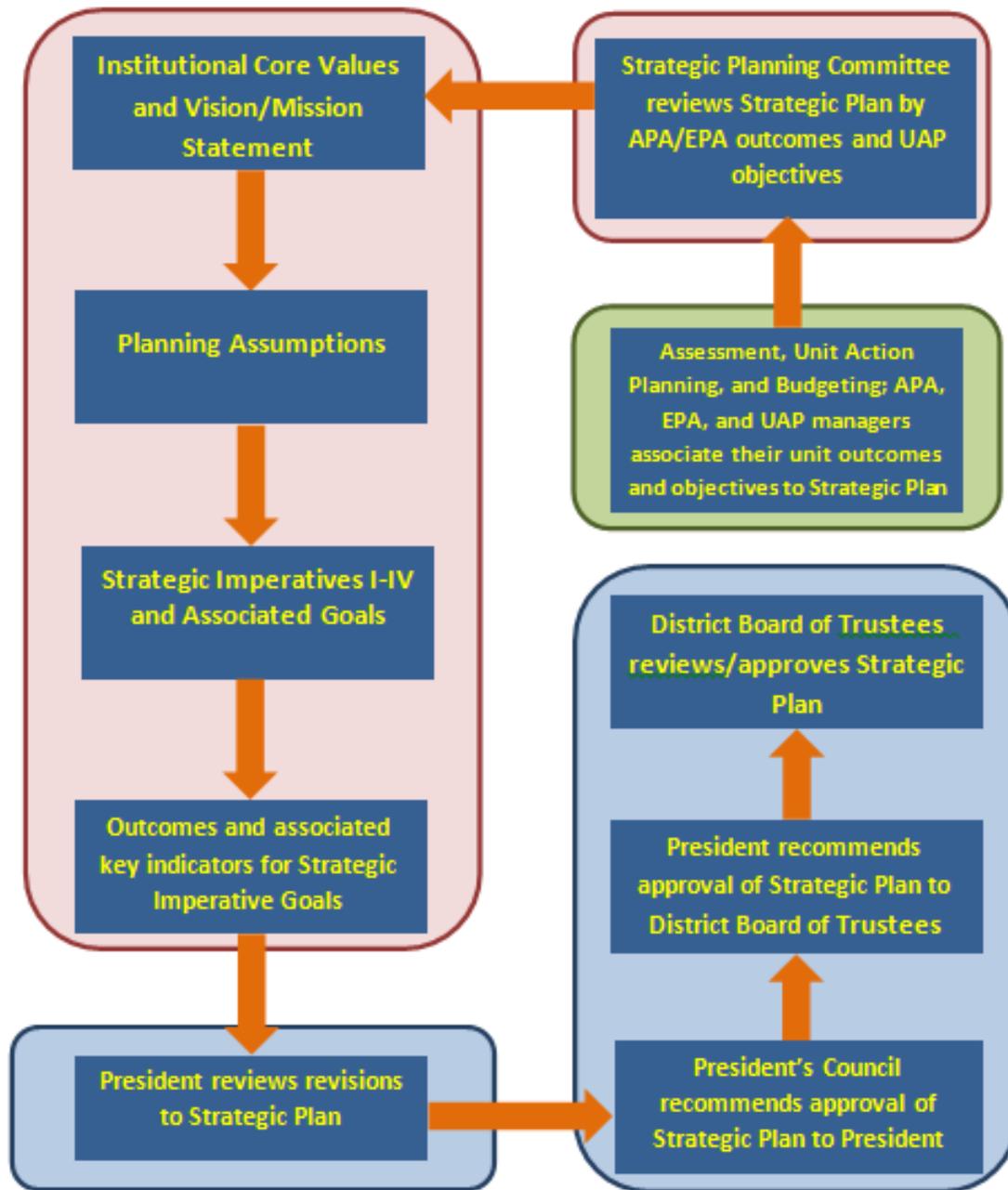3. Enable all employees to succeed
4. Ensure institutional effectiveness

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

> *Community colleges must reimagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities, and the nation.*
>
> ***Reclaiming the American Dream: Community Colleges and the Nation's Future (American Association of Community Colleges, 2012)***

Annual Strategic Plan Review and Approval Process

2013-2014

Institutional Core Values and Vision/Mission Statement

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Planning Assumptions

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Strategic Imperatives I-IV and Associated Goals

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Outcomes and associated key indicators for Strategic Imperative Goals

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President reviews revisions to Strategic Plan →

Strategic Planning Committee reviews Strategic Plan by APA/EPA outcomes and UAP objectives

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Assessment, Unit Action Planning, and Budgeting; APA, EPA, and UAP managers associate their unit outcomes and objectives to Strategic Plan

District Board of Trustees reviews/approves Strategic Plan

↑

President recommends approval of Strategic Plan to District Board of Trustees

↑

President's Council recommends approval of Strategic Plan to President

KEY

- Strategic Plan Review
- Executive Review/Approval
- Plan Initiation/Execution

Institutional Core Values

The attributes that guide our behavior

I ntegrity: We encourage the free exchange of ideas in an environment that embraces honesty, fairness, personal responsibility, and ethical leadership.

S ervice: We actively seek opportunities to enhance achievement and success in our local and world communities.

C ommunity: We embrace cultural diversity, inclusiveness, collaboration, mutual respect, responsive and productive partnerships, and the sharing of resources.

L earning: We are committed to providing opportunities for students and staff to succeed in a highly competitive environment so that they can become effective lifelong learners.

E xcellence: We seek to provide high-quality, innovative, and flexible teaching and learning opportunities in a learning-centered environment.

A ccountability: We value personal and institutional investment in integrated planning and assessment of all programs.

R esponsibility: We honor our commitments in all initiatives and leadership endeavors. We promote environmental stewardship.

Integrity

Responsibility   Service

LEARNING

Accountability   Community

Excellence

Vision Statement

Within the next decade, we desire to be known for

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

Mission Statement

The function of our organization

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

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

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;

- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;

- completing college preparatory programs of study including those leading to the high school diploma;

- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;

- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;

- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and

- participating in the social, cultural, environmental, and economic development of the communities served by the college.

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

Planning Assumptions

These assumptions operationally define SFSC's present and future environment

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

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

   a. College enrollments in certain programs typically respond inversely to economic cycles—people tend to work more when the economy is good and continue their education more when work is less available. Increased college enrollments during an economic downturn are historically attributed to older adults who have been displaced from the workforce and are seeking new or further training (Kantrowitz, 2010).

   b. The economic forecast for the next five years remains uncertain; however, the state-wide unemployment rate is anticipated to decline gradually through 2016. Payroll job growth may recover to pre-recession levels by 2nd quarter 2016.

   c. Enrollment limits continue at Florida universities. Universities are limiting first-time college student enrollment and giving preference to transfer students who have completed their associate degrees. Transfer program enrollment at four-year colleges will continue to increase.

   d. Postsecondary students are more likely to attend multiple institutions before earning a degree. Students are becoming increasingly mobile and more apt to pursue non-traditional degree paths.

   e. State colleges serve as a major facilitator of baccalaureate attainment. Research conducted by the National Student Clearinghouse revealed that students transferring to a four-year institution with a two-year degree or certificate were more likely to earn a baccalaureate degree than students without such academic credentials.

   f. The demand for job retraining, upgrading employability skills, and lifelong learning will increase in the highly competitive global economy.

   g. Education and training beyond high school will increase in importance for individuals seeking high-demand and fast-growing jobs in our economy. Demand for employment will increase in careers related to science, health care, information technology, business, and emerging industries.

   h. The college will remain the primary institution for educational opportunities in its service district.

   i. The college will continue to partner with public and private degree-granting institutions to bring additional higher education opportunities to its region.

j. Time limitations and economic pressures will influence students to enroll in distance learning classes and/or classes at sites closest to their homes and workplaces.

k. Job growth and development will require qualified applicants to display critical thinking and "soft skill" competencies.

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

a. Average per capita income of the service district is much lower than state or national averages. This is due in some part to large numbers of retirees in Highlands county and depressed economic circumstances with low wage and low skill jobs throughout the district.

b. With the increasing number of retirees impacting the national and local economy, a sizeable and increasing proportion of an older age and retiree population demands a more service-related economy with a high demand for medical, retail, and age-appropriate recreational and leisure opportunities. The organizational culture and structure of the college itself will also be impacted by the anticipated retirements of several members of the administration, faculty, and professional staff within the next five years.

c. Hispanic enrollments across all academic programs at SFSC have grown steadily since 2001. Hispanic students presently comprise over one-fourth of the college's student population.

d. Florida's population growth rate is below average as compared to previous decades; however, its growth rate is presently increasing as a result of the state's economic recovery. Florida is expected to be one of the fastest growing for economic recovery in future years.

e. Enrollments in public and private K-12 schools are projected to increase in the next three to five years.

f. High school completion rates in the college's service area fall below state and national averages

g. The average age of the college's associate degree-seeking students has trended younger than state and national averages for community colleges.

h. Qualified adjunct faculty in many disciplines in our service district, and particularly in DeSoto and Hardee counties, are scarce.

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

a. Increasing numbers of underprepared students, including older adults and minorities needing academic intervention and remediation, are expected.

b. The proportion of first-generation college students will remain high.

c. Statewide and local initiatives will continue to focus on collaborative intervention to decrease the number of high school students entering college with developmental education needs.

4. **State and community colleges have a responsibility and role in strengthening economic development within their service area.**

   a. Economic growth and recovery of a region is highly dependent on strong collaborations between local communities and various public/private organizations such as universities, state and community colleges, school districts, and business and industry.

   b. State and community college-industry partnerships support alignment between academic credentials and job requirements. Cultivating successful partnerships are recognized as an effective way to prepare and train the local workforce for emerging job opportunities.

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

   a. Economic conditions and economic development initiatives may require new or modified educational programs and training.

   b. Agriculture, phosphate mining, health care, and manufacturing industries will continue to be the economic mainstay of the three counties.

   c. Because of its central location and the abundance of available land, water, and natural resources, the area should offer an opportunity for emerging industries, such as alternative energy, bio-sciences, and medical services.

   d. The demand for high-skills jobs in the region is growing.

   e. Employees will need to continue their career and professional development to keep pace with and anticipate emerging technologies and employability skills.

6. **State and community colleges have an established history of providing local communities with cultural enrichment, personal development, and non-academic professional growth opportunities.**

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

   a. Generational influences on learning with technology differ and will require changes in the delivery of educational and student services.

   b. The demand for asynchronous and online learning opportunities for students will continue to increase.

   c. Technology competence is required in most workplaces.

   d. The use of asynchronous and distance learning modalities will increase as their educational viability improves and becomes more common and accepted.

   e. The demand for electronic or affordable textbooks and other alternative course materials, with a focus on lower costs, will increase during the next five years. Florida law mandates that school districts must spend half of their instructional-materials budgets on digital content by 2015-2016.

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

   a. Pressure will continue to increase alternative funding sources.

   b. The aggressive pursuit of public and private grants will be necessary to supplement traditional funding of the college.

   c. Private fundraising efforts of the college's programs and foundation will grow in importance to assist students by removing financial barriers and to supplement funding for various college initiatives and operations.

   d. Strong private and public partnerships to share and conserve limited resources will be a continuing necessity.

9. **Demands for institutional accountability and effectiveness will continue to increase.**

   a. The college will need to embrace innovation and continuous quality improvement efforts in academic and administrative support programs and services.

   b. Information gathering and reporting will continue to be a major requirement of the college to monitor continuous improvement, cost-effectiveness, and student progress and success.

   c. Accrediting agency expectations will require more documented evidence of continuous quality improvement achievements.

   d. Policy makers and policy advocates will promote performance-based funding at the college level.

   e. College completion will become/will be emphasized through enhanced student development and success initiatives.

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

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

Goal A.   Increase technical workforce programs to meet community demand

Outcome 1.   Maintain ongoing assessment of evolving needs for new workforce programs

Key Indicators:

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

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

Key Indicators:

a. Increase technical offerings at all campuses to meet identified needs
b. Increase technical programs offered as part of the college's Career Academy
c. Discontinue programs as they become   no longer viable

Goal B.   Increase partnering efforts

Outcome 1.   Actively seek partnerships with community agencies and businesses

Key Indicators:

a. Increase the number of students participating in service-learning projects
b. Expand cooperative education learning opportunities
c. Increase engagement of local industry to help shape technical program curricula and ensure courses are relevant to the work place
d. Partner in community economic development

Outcome 2.   Intensify recruitment and engagement with K-12 systems in our service district

Key Indicators:

a. Use multiple approaches to market and recruit in the high school.
b. Increase number of high-achieving high school students selecting the SFSC Honors Program as their first step to a baccalaureate degree
c. Collaborate with local school districts to seek ways to increase the percentage of recent high school graduates who enroll at SFSC

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

Outcome 1. Expand the use of online marketing

Key Indicators:

a. Increase college information available to students online
b. Research and implement a customized, online program inquiry packet
c. Use social networking opportunities to reach potential students
d. Increase online marketing efforts to non-traditional students
e. Develop mobile website to attract potential students

Outcome 2. Promote workforce development

Key Indicators:

a. Integrate Panther Den (D2L) as a resource for workforce training programs
b. Develop and market the college's new bioenergy, cybersecurity, logistics, and fire science program via print, electronic media, and recruitment activities
c. Provide additional online corporate training opportunities

Outcome 3. Promote bachelor's and advanced degree options

Key Indicators:

a. Publicize advanced degrees available at the University Center or college website
b. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
c. Implement a bachelor of science in nursing and bachelor of science in elementary education by Fall 2014
d. Partner with a university to initiate a masters level business degree

Outcome 4. Promote alumni association

Key Indicators:

a. Highlight alumni as guest speakers/participants during graduation and other campus events
b. Expand Alumni Association membership and participation
c. Maintain communication with alumni via email and social media
d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
e. Encourage alumni involvement in philanthropic initiatives to support the college, its programs and students
f. Highlight alumni who make a difference in our community and serve as role models

Outcome 5. Implement Marketing Plan recommendations

Key Indicators

a. Conduct the college's 50th Anniversary Celebration
b. Build foundation endowment
c. Create college vision statement
d. Address Marketing Task Force recommendations

Goal D. Expand cultural program awareness

Outcome 1.   Increase marketing efforts of cultural events and exhibits

Key Indicators:

a. Program cultural events and exhibits for low participating groups
b. Market scheduled events and exhibits to low participating groups
c. Increase the distribution of marketing materials throughout the College's service district as well as other surrounding communities
d. Increase the use of electronic marketing (e.g., chamber blast e-mails)
e. Library will promote cultural programs and related resources in the library through electronic and physical displays and social media

Outcome 2.   Expand cultural enrichment opportunities

Key Indicators:

a. Provide a student focused concert twice a year
b. Survey the college students and community members to determine specific areas of interest
c. Seek additional program funding for multicultural activities, performances, exhibitions, and participation through grants, sponsorships, and memberships
d. Offer diverse Florida–focused exhibits, artifacts, and programs

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

Key Indicators:

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

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

Outcome 1.   Develop fire science training facilities

Outcome 2   Move Electrical Lineman Repair program and equipment to the Hardee campus by Fall 2014

Outcome 3.   Expand and improve facilities in accordance with the Educational Plant Survey

Outcome 4.   Construct a center for emerging technologies

Strategic Imperative II - Enable All Students to Succeed

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

Goal A. Improve student retention and success

Outcome 1. Increase student retention rates

Key Indicators:

a. Identify barriers to student learning and strategies for improvement
b. Evaluate the effectiveness of existing retention efforts and student success programs
c. Monitor the effects of the GPS on student retention rates
d. Modify and streamline developmental curriculum that fulfills the needs of at risk students
e. Develop mechanisms to identify and track high-risk students
f. Evaluate the need for a supplemental instruction program
g. Increase integration between the library and academic coursework, including FYE, capstone projects, and research based projects

Outcome 2. Increase the use of technologies in the delivery of student services

Key Indicators:

a. Use degree works for student degree tracking
b. Use social media and messaging for delivery of student services information
c. Expand the use of Career Development Center counseling to all off-site campuses/center through two-way face-to-face technologies
d. Increase the percentage of students who register online
e. Investigate the effectiveness of outside vendors in delivery of selected student services
f. Promote and expand Ask-A-Library service
g. Increase campus specific electronic resources that support course and curriculum needs

Outcome 3. Maintain a current and viable college curriculum

Key Indicators:

a. Develop and initiate a college developmental education plan
   1. Initiate new modular and compressed developmental curriculum and strategies
   2. Participate in state initiatives related to developmental education legislated changes
b. Complete General Education Curriculum

Outcome 4.   Increase student awareness of financial aid opportunities

   Key Indicators:

   a. Evaluate the effectiveness of existing financial aid services
   b. Research current best practices in financial aid services
   c. Develop and implement marketing strategies for students seeking financial aid and those who may be reluctant to ask for financial aid services
   d. Conduct routinely scheduled financial aid workshops for prospective and enrolled students at all college campuses
   e. Provide support and update sessions for college financial aid recipients so that they understand how to maintain eligibility for financial aid
   f. Conduct routinely scheduled financial aid workshops in the high schools and during special on campus activities (e.g., College-for-a-Day)
   g. Increase student awareness of transfer scholarships and strategies for using them
   h. Provide residency status training workshops at high school campuses

Outcome 5.   Provide current classroom technology to faculty and students

   Key Indicators:

   a. Increase accessibility and availability of technology
        1) Establish a process to identify and communicate academic software needs
        2) Assess the future use of two-way interactive television
   b. Expand computer resources
        1) Install additional student computer stations at all campuses as needed
        2) Provide computerized general education classrooms
        3) Identify and prioritize classrooms for technology upgrades on each campus
        4) Upgrade University Center Classroom Technologies

Outcome 6.   Strengthen support mechanisms for high-risk students

   Key Indicators:

   a. Support under-prepared students
        1) Maintain support activities to prospective college students through College Reach Out Program and Panther Youth Program activities
        2) Continue Adult Career Pathways efforts to move students from GED into college coursework
        3) Initiate FATDEC online GED offerings
        4) Upgrade the current AccuTrack system to a web-based platform (Accudemia) that will be available at all campus locations and support student attendance monitoring, lab activities and tutoring sessions
        5) Increase student awareness of available student support services
        6) Increase student awareness of available employability skills support at the Career Development Center (e.g., resume writing, interviewing)
        7) Assist students in application and transition to baccalaureate programs
        8) Assess level of academic preparedness

   b. Support under-represented students
        1) Explore methods to recruit minority students
        2) Investigate grant opportunities to develop new support programs for minority students
        3) Increase student awareness of available student support services

4) Provide professional development activities related to supporting under-represented students

   c. Support veteran students
      1) Expand veteran support services program
      2) Establish advance loan program for textbooks
      3) Maintain military friendly status

   d. Investigate possible grant opportunities to develop a new program for displaced workers and young adults who are returning to school

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

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

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

Goal C. Expand educational opportunities

Outcome 1. Expand modalities and scheduling to accommodate student demand

Key Indicators:

a. Assess the demand for online, evening, flex session, and weekend offerings
b. Market the availability of new course offerings
c. Expand course/program offerings at Hardee and DeSoto Counties

Outcome 2. Facilitate more baccalaureate, advanced degree, and applied research opportunities

Key Indicators:

a. Expand 2+2 partnerships with other colleges and universities
b. Expand the use of the college University Center for partnerships
    1) Market bachelor's degrees to high school students, college graduates, and community members
    2) Increase the number of bachelor's and master's degrees available through the University Center
c. Create new marquee programs having applied research components

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

Key Indicators:

a. Explore 2+2 partnerships in STEM related programs
b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
c. Build STEM degree support curriculum to be offered to the colleges' students

  d. Partner with Heartland Educational Consortium (HEC) on STEM related activities and projects

Outcome 4. Expand student involvement in sports and clubs

Key Indicators:

 a. Begin women's cross country team
 b. Increase participation in student activities

Strategic Imperative III - Enable All Employees to Succeed

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

Goal A. Actively support a dynamic workforce at the college

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

Key Indicators:

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

Outcome 2.   Ensure that we have a diverse workforce

Key Indicators:

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

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

Key Indicators:

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

Outcome 4.   Actively promote employee retention

Key Indicators:

a. Ensure competitive pay and benefits for all employees
b. Implement an online benefits administration program
c. Provide multiple opportunities to monitor employee satisfaction
    1) Assess existing employee job satisfaction
    2) Identify areas of employee concern and develop/implement strategies to address them

Goal B. Expand professional development for all college employees

Outcome 1.   Increase faculty and staff attendance at professional development opportunities

Outcome 2.   Recognize and value the professional development activities pursued and completed by employees, including, but not limited to, advanced college coursework, professional organization certifications and approvals, continuing workforce education training, and other achievements that support the vision, mission, and core values of the college

Outcome 3.   Support local and online professional development opportunities

Outcome 4.   Conduct Safety Audit

Key Indicators:

a. Develop table-top safety exercise
b. Implement practical simulations

Strategic Imperative IV - Ensure Institutional Effectiveness

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

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

Outcome 1.   Enhance program quality

Key Indicators:
a. Evaluate and create a program review process that includes a comprehensive electronic clearinghouse of reports, evaluations, program review data, and data summaries.
b. Implement a program leaver satisfaction survey
c. Develop and implement a broad-based needs assessment that provides information related to:
   1) Additional program needs
   2) Barriers to student retention and success
   3) Student awareness of financial aid opportunities
   4) Factors promoting or inhibiting success of under-prepared students
   5) Barriers inhibiting success of under-represented students
d. Institute the full use of the National Student Clearinghouse (NSC) data
e. Continue to foster a college-wide culture of continuous quality improvement

Outcome 2.   Pursue relevant and appropriate grant funding opportunities

Key Indicators:

a. Establish and maintain communication with staff at grant funding agencies
b. Increase grant applications to appropriate federal, state, and local governmental granting opportunities
c. Increase grant applications to corporate and private foundation sources
d. Seek funding for new and current program expansion
e. Provide timely information to College staff on external grant opportunities

Outcome 3.   Increase private gifts to support the institutional mission

Key Indicators:

a. Expand planned giving marketing and gift opportunities
b. Focus on expanding scholarship availability for baccalaureate degree students
c. Seek sponsors for additional endowed teaching chairs
d. Expand annual giving initiatives to increase charitable giving
e. Develop and manage capital campaigns as needed
   1. Conduct a capital campaign focused on building a larger unrestricted endowment to support the college mission
   2. Continue to explore institutional needs that require major target fundraising efforts

Outcome 4. **Provide opportunities for college employees to receive individual grants to support the teaching and learning process.**

    Key Indicators:

a. Expand and promote the Mini-grant program for College faculty and administrators
b. Develop a Micro Mini-grant program for all college employees to seek funding for self-contained projects that make a contribution to the college

Goal B. **Provide a technology environment that contributes to student learning and enhances the education experience**

Outcome 1. **Offer professional development training to facilitate the use of Panther Central and Banner**

Outcome 2. **Develop mobile application to accommodate increased use of smartphones by students and employees**

Outcome 3. **Explore the feasibility and benefits of deploying cloud computing**

Outcome 4. **Assess usage and projected needs of existing computer facilities for incorporation into the Strategic Plan**

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

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

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

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

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

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

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

Outcome 4. **Create a strategic plan accountability matrix**