Forward**Together**

STRATEGIC PLAN FY2021-2024

Harper College

MISSION

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

VISION

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

CORE VALUES

We value Respect, Integrity, Collaboration and Excellence. We guide our work and support our philosophy, mission and vision by these core values.

RESPECT

We demonstrate Respect by interacting with and caring for others in a way that adds dignity to ourselves, our relationships and our organization by:

- valuing and celebrating the uniqueness of individuals and their strengths;
- expressing appreciation for our colleagues' time, efforts and contributions;
- encouraging multiple perspectives.

INTEGRITY

We demonstrate Integrity by supporting an honest and ethical environment by:

- respecting confidentiality and acting in a trustworthy manner;
- being accountable for our actions and adhering to policies and procedures;
- making decisions that are fiscally and socially responsible.

COLLABORATION

We demonstrate Collaboration by working internally and externally toward shared goals to create a more positive outcome by:

- actively listening, responding to others with empathy;
- practicing open and honest communication and sharing information that is essential for success;
- using positive humor to foster a healthy and enjoyable environment.

EXCELLENCE

We demonstrate Excellence by setting and pursuing high standards of professionalism and competency by:

- providing exceptional service to all while demonstrating pride in our work;
- welcoming new challenges and seeking opportunities for growth and development;
- encouraging and empowering each of us to achieve our best.

TABLE OF CONTENTS

INTRODUCTION

In fall 2019, Harper College embarked on a year-long journey to develop a strategic plan that provides direction for the next four years. The strategic plan development process – Your Voice, Our Potential – engaged a wide range of internal and external constituents. District residents, employers, and educators joined the campus community in conversations around areas of focus for the future.

Harper's strategic planning process was inclusive and built on discourse around quantitative and qualitative data. Grounded by the mission of the College, hundreds of individuals including our students and the Harper College Board of Trustees, provided input on areas of focus to be addressed in the strategic plan. This work was guided by the analysis of internal and external data and environments, including the College's strengths and weaknesses as well as potential opportunities and threats.

Four themes – college culture, equity, excellence in teaching and learning, and partnerships and outreach – emerged through this work. Then the unforeseen pandemic moved us to an online environment and resulted in the College reevaluating priorities to meet the growing basic needs of students, provide additional supports, and ensure online educational offerings are of the highest quality. Through this change, the four themes remain just as relevant today as they were before COVID-19. The strategic goals shared in this document were developed from these themes and will guide the College towards achieving excellent outcomes, for students, employees, the workforce, and the larger community we serve.

This publication summarizes the strategic planning process and resulting strategic plan goals. The FY2021-2024 Strategic Plan was approved by the Harper College Board of Trustees in June 2020. The strategic plan reflects the College's values, the thorough examination of internal and external data, and the voices of Harper College.

We Are Harper. Forward Together.

Dr. Avis Proctor, President

Forward**Together**

we are
HARPER

HARPER COLLEGE LEADERSHIP

Board of Trustees

Pat Stack, Chair

William Kelley, Vice-Chair

Dr. Nancy Robb, Secretary

Greg Dowell

Diane Hill

Herb Johnson

Walt Mundt

Dylan Hildebrand, Student

Executive Cabinet

Dr. Avis Proctor, President

Laura Brown, Vice President and Chief Advancement Officer

Dr. Maria Coons, Vice President of Strategic Alliances and Innovation / Board Liaison

Rob Galick, Executive Vice President for Finance and Administrative Services

Dr. MaryAnn Janosik, Provost

Jeff Julian, Chief of Staff

Dr. Claudia Mercado, Interim Vice President of Diversity, Equity and Inclusion

Darlene Schlenbecker, Vice President of Planning, Research and Institutional Effectiveness

Dr. Michelé Smith, Vice President of Workforce Solutions

HARPER COLLEGE PROFILE

Fiscal Year 2019

23,364
Credit Students
(Unduplicated Annual)

12,845
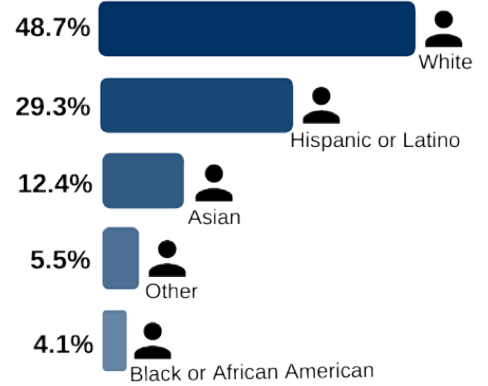Continuing Education Students
(Unduplicated Annual)

Harper Offerings

40 Associate Degrees

100 Certificates

4,117 Total Credentials Earned

1,944 Degrees

2,173 Certificates
Fiscal Year 2019

Fall 2019

32.4%
Full-Time Students

67.6%
Part-Time Students

Fall 2019 Credit Students

- 48.7% White
- 29.3% Hispanic or Latino
- 12.4% Asian
- 5.5% Other
- 4.1% Black or African American

33% Graduate Rate

25% Transfer Rate
2015 IPEDS Cohort

77% of fall 2018 students **Returned** in spring 2019

3,903
Dual Credit Students
were enrolled in Fiscal Year 2019

67% increase from Fiscal Year 2015

Harper's Area of Interest

Art, Design and Performing Arts	Business, Entrepreneurship and Information Technology	Education	Engineering, Math and Computer Science	Health Science
Liberal Arts, Language and Communication	Manufacturing and Construction	Public Service	Physical and Life Science	Social Science

Tuition & Fees:
(Summer 2019 - Spring 2020)

$133.50 (resident)

$390.50 (non-resident)

30%

30% of Harper Students receive some form of **Financial Aid**
2018-2019 Academic Year

Over 9,700 Students received **$27 MILLION** in scholarships, grants, and tuition waivers in 2018-2019

Harper College

HARPER COLLEGE PROFILE

Harper's District is comprised of **535,738** people

Communities Served

Barrington
Arlington Heights
Barrington Hills
Wheeling
Buffalo Grove
Tower Lakes
Carpentersville
South Barrington
Deer Park
Schaumburg
Des Plaines
Roselle
Elk Grove Village
Rolling Meadows
Fox River Grove
Prospect Heights
Hanover Park
Palatine
Hoffman Estates
Inverness
North Barrington
Lake Barrington
Mount Prospect

Main Campus

23 Buildings
200 Acres

Locations

Main Campus
1200 West Algonquin Road, Palatine, IL 60067
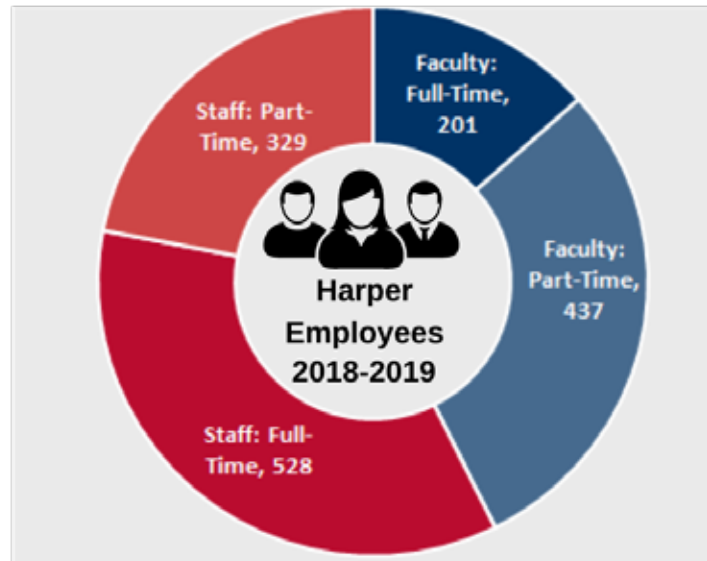
Harper Professional Center (HPC)
650 E Higgins Road, Schaumburg, IL 60173

Learning Career Center (LCC)
1375 S Wolf Road, Prospect Heights, IL 60070

Northwest Community Hospital (NCH)
800 West Central Road, Arlington Heights, IL 60005

Harper Employees 2018-2019

- Faculty: Full-Time, 201
- Faculty: Part-Time, 437
- Staff: Full-Time, 528
- Staff: Part-Time, 329

50+ **Local** Companies Hiring Apprentices

9 Registered **Apprenticeship** Programs

3 **Partners** for Students to Earn
9 Degrees through the **University Center**

DEPAUL UNIVERSITY

Northern Illinois University
Your Future. Our Focus.
NIU

ROOSEVELT UNIVERSITY

STRATEGIC PLANNING AND ACCOUNTABILITY COMMITTEE

The strategic planning process was led by the Strategic Planning and Accountability (SPA) Committee. To prepare for the development of the FY2021-2024 Strategic Plan, the SPA Committee led the College through a revision of the mission statement (approved in February 2015), a revision of the vision statement (approved in June 2018), and the reaffirmation of the College's core values in 2018. Additionally, a SWOT Analysis was completed in May 2019. The SWOT Analysis was developed through a critical review of key institutional and external data. As a result of this review, the College's internal strengths and weaknesses, as well as external opportunities and threats surfaced. A summary of the SWOT can be found on page 20.

In August 2019, Dr. Avis Proctor, President of Harper College, charged the SPA Committee with: attending and supporting as many input sessions as possible; synthesizing the input from the qualitative and quantitative convenings; developing broad themes that will be available for the Spring 2020 All-Campus Meeting and the Strategic Planning Conference; and developing the goal statements that will be vetted and approved through the shared governance process.

Additionally, the SPA committee collaborated with the Planning Office to design the "Your Voice, Our Potential" strategic plan development process. During FY2020, SPA led the College through this process and ensured that input from students, faculty, staff and community members was used to develop the plan.

PHASE MODEL

To meet this charge and ensure broad participation in the strategic planning process, a phase model was developed in early fall 2019. The model included six phases: dialogues, data summits, synthesis, conference, review/approval, and launch.

Your Voice
Our Potential

PHASE 1: DIALOGUES

Dialogues were the first phase of the process and included Dialogue Sessions in fall 2019, a Board of Trustees session in December 2019 and student focus groups in January 2020. Four Dialogue Sessions were held to engage the campus community in exploring perceptions, attitudes, and interest, and connect them to the changing needs of the community, students, employees, and employers. More than 300 unique individuals attended the Dialogue Sessions, with the majority attending more than one session. On average, 150 people attended each session. The Dialogue Sessions were attended by faculty, staff, students, the Board of Trustees, and community partners.

DIALOGUE SESSION 1: PROFESSIONAL GROWTH AND SERVICE

"How does Harper ensure all employees continue to grow and learn professionally?"

The panelists engaged in a discussion on the importance of professional development, different professional development options, and obstacles to professional development. The perspectives shared included:

- As individuals working in a global and diverse society, there is a need to understand the importance of diversity, equity, and inclusion. Education can be used to promote inclusion and faculty/staff can learn to become better leaders of inclusion. Professional development can aid in building knowledge of diversity issues and provide individuals with the skills to respond to these issues.

- Time and cost are the primary barriers to professional development. Organizations can address barriers by providing pathways to professional development for employees. This could include time to participate in opportunities as well as financial support.

- Professional development is important for improving competency and expertise. As educators, a focus on life-long learning is crucial. Expanding expertise benefits the individual, the student, and the College.

- A culture that values professional growth and development is critical for employee retention and organizational well-being.

DIALOGUE SESSION 2: EDUCATION IN THE 21ST CENTURY

"How should the College respond to changes in education and the learners we serve?"

The panelists engaged in a discussion on the factors critical to developing an equitable learning environment and building skills needed for 21st century society. The perspectives shared included:

- Equity gaps continue to be a concern. Faculty professional development that focuses on creating an equitable learning environment is essential.

- Not all students in a classroom possess the same mental bandwidth. Many students are dealing with bandwidth demands resulting from poverty, racism, sexism, homophobia, and illness. Bandwidth can be enhanced by improving students' sense of belonging.

- Critical thinking is a skill essential for an educated individual in the 21st century. Education must encourage analysis and examination and provide opportunities for students to develop this essential skill.

- A review of College policies and procedures, from an equity lens, can identify where unnecessary obstacles exist for students.

- Technology is ever-changing and educators need to continually adapt their technological skills while recognizing that all students may not have access to technology.

DIALOGUE SESSION 3: THE CHANGING LANDSCAPE OF WORK

"How have expectations in the workplace changed?"

The panelists engaged in a discussion on changing
workplace expectations and shared that the workplace skills needed by 2024, regardless of
industry, will not be the same as today. The perspectives shared included:

- The need to ensure that students have the
  essential skills, both human and soft, that
  employers require.

- Diversity training in the workforce is important
  to ensure that employees are aware of and understand cultural diversities and can
  shift their perspectives. For students, diversity training is an important part of preparing
  them for employment in a global economy.

- In the future, the scope of work that employees complete will be different than it is
  today. There is a need to think about and focus on those things than can only be
  accomplished by humans. Automation and artificial intelligence are sure to change the
  workforce skills needed.

- Alignment between the workforce and education is critical to prepare for the future.

DIALOGUE SESSION 4: THE CHANGING LANDSCAPE OF THE COMMUNITY

"How does the College respond to the changing community?"

The panelists engaged in a discussion on the needs of the changing community. The
perspectives shared included:

- District demographics are changing, including the increase of those with lower income
  levels. It is becoming increasingly difficult to afford college and life.

- Building partnerships and strengthening communication is of great importance to
  meeting the College's mission. Harper can improve communication related to the
  benefits of higher education and the offerings the College provides to the community.

- An opportunity exists to increase outreach to the high schools and provide information
  on career paths, stackable careers, and completion timelines.

- Interest in on-demand and online education is increasing.

- Partnerships with community organizations are essential to reducing barriers to
  education and addressing student needs.

DIALOGUES WITH THE BOARD OF TRUSTEES AND STUDENTS

In addition to the dialogue sessions, an input session was held with the Board of Trustees. This session offered an opportunity to discuss and provide feedback on emerging themes. The Board identified how they could support the themes and what success would look like.

Student focus groups engaged students from the Student Government Association as well as student clubs and organizations in conversations around areas of focus for the next strategic plan. Students were asked to discuss and reflect on four questions:

- What do you see as the key strengths of the College? In other words, what does Harper College do well?
- What do you see as Harper's weaknesses/areas of needed improvement? In other words, what could the College be doing better?
- What are some of the issues that you feel the College may face over the next four years?
- What do you see as the most important areas the College should focus on in its next strategic plan?

Students voices confirmed the feedback identified through the previous work.

PHASE 2: DATA SUMMITS

Data Summits were held in fall 2019 to engage the campus community in the examination of data critical to the work of the College and provide an opportunity to offer insights on current data related to students, employers, employees, and the community. The Data Summits were held in a world café format where participants had the opportunity to discuss questions around 16 given data points while documenting thoughts, feeling and reactions, with table hosts recording themes. Four summits were held with a total of 220 unique participants.

Data examined during the summits included:

- Student Data:
    - Course success rates, persistence rates, completion rates, engagement and basic needs
- Community Data:
    - Educational attainment level, district demographics, resident attitudes about higher education, community assessment of Harper on key attributes

- Employee Data:
    - o Employee separation rate, assessment of the campus climate, assessment of cultural values, engagement in professional development
- Employer Data:
    - o Hiring challenges of district employers, district employer's knowledge of Harper offerings, education needs of employees in Harper's district

PHASE 3: SYNTHESIS

During synthesis, the SPA committee reviewed the outcomes from the first two phases of the process, including:

Strategic Plan Phases

Dialogues → Data Summits → Synthesis

Conference → Review/Approve → Launch

- White papers for each of the four Dialogue Sessions
- Feedback forms from each of the four Dialogue Sessions
- Data point summaries for each of the four Data Summits
- Feedback forms from each of the four Data Summits
- Feedback from the Board of Trustee input session
- Focus group report for the two student focus groups

The review and synthesis of outcomes was accomplished through individual, small group, and full SPA committee examination and discussion. Outcome documents were reviewed, and draft themes were identified first by individual SPA members and then in small groups prior to the committee review and discussion. From this work four themes were identified. These themes, shown in the graphic below, guided the development of the strategic planning conference and the resulting strategic goals.

COLLEGE CULTURE   EQUITY   EXCELLENCE IN TEACHING AND LEARNING   PARTNERSHIPS AND OUTREACH

PHASE 4: CONFERENCE

The Strategic Planning Conference was held on February 27, 2020 and engaged nearly 200 stakeholders in breakout sessions centered around the four themes. All employees were invited to attend the conference and invitations were sent to the Board of Trustees, student representatives, and a variety of business, community, and educational partners.

After an introductory presentation by Dr. Proctor on "The Community's College," an overview of the strategic planning work conducted thus far, and an overview of the four themes, attendees participated in breakout sessions on each theme. These sessions gave all attendees the opportunity to engage in meaningful dialogues.

Within each of the breakout rooms, SPA Committee members facilitated small group discussions around several questions. Data and information were available at each table to further engage individuals and support the conversation. Table representatives shared high-level comments with the larger group and a SPA committee member summarized and consolidated information from all tables and sessions.

In the **College Culture** room, participants discussed:

- How is a culture that values and encourages professional development of staff and faculty developed? What characteristics are present?
- What can be done to create a sense of belonging on Harper's campus for students? For employees?
- What are the features of a collaborative and cooperative culture?
- What should be included in a goal on college culture? How might progress in this area be measured?

In the **Equity** room, participants discussed:

- What is equity? Discuss characteristics of an equitable educational environment.
- How does Harper develop a culture that addresses inequities?
- What is needed to support an equity agenda at Harper College?
- What should be included in an equity goal? How might progress in this area be measured?

In the *Excellence in Teaching and Learning* room, participants discussed:

- How does Harper ensure that students are leaving the College with the skills essential for success?

- How can Harper continue to be innovative in the education it provides?

- How can Harper adapt to new programming needs?

- What should be included in a goal related to excellence in teaching and learning? How might progress in this area be measured?

In the *Partnerships and Outreach* room, participants discussed:

- What can Harper do to expand the community's knowledge of the College's offerings?

- Why are partnerships important for an educational institution? What types of partnerships are mutually beneficial?

- How can Harper align with workforce partners to address employer needs such as employee skills gaps and new programming?

- What should be included in a goal related to partnerships and outreach? How might progress in this area be measured?

On February 28, 2020 and during subsequent committee meetings, the SPA Committee synthesized the outcomes from the Strategic Planning Conference. This synthesis included discussions around the items that conference attendees shared as important for inclusion in goal statements (related to the themes). The topic areas for goals included the following:

- College Culture theme:

  o   Professional development
  o   Breaking down silos
  o   Identify/remove barriers
  o   Culture of care

- Equity theme:

  o   Education around equity
  o   Review of policies and procedures through an equity lens
  o   Achievement gaps

- Excellence in Teaching & Learning theme:

  o   Soft and essential skills
  o   Innovation in teaching and learning
  o   Student success (barriers, achievement gaps)

- Partnerships & Outreach theme:

  o   Intentional marketing
  o   Outreach and building relationships with community
  o   "Preferred Partner" – align program offerings with student, employer, economic needs

Goal statements were drafted by the SPA committee based on these identified topic areas. Goal statements were not written under any individual theme, as common topics can be seen across two or more themes. Rather, the four strategic themes serve as the guiding direction for the goals.

PHASE 5: REVIEW/APPROVE

A campus-wide survey was distributed in April 2020 to gather feedback on whether the goal statement exemplifies one or more of the themes; if the statement was clearly written; and if the statement could be used to guide future strategies. Survey results indicated 96% agreement with the plan goals. The final strategic goals incorporated the campus feedback and were finalized in May 2020. During May 2020, the goal statements followed the shared governance process for approval. Through this process both the administrative and faculty leadership supported the recommendation, as did the broader College community and the Shared Governance Policy Councils. This recommendation then proceeded to the President who approved and forwarded to the Board of Trustees for approval. The goal statements were approved by the Board of Trustees in June 2020.

FY2021–2024 STRATEGIC GOALS

1. Implement practices that promote Harper's core values of respect, integrity, collaboration, and excellence.

2. Implement innovative and inclusive teaching and learning.

3. Identify and remove barriers to student success.

4. Build institutional capacity to support equity, diversity, and inclusion.

5. Advance relationships among education, community, and workforce partners.

6. Enhance awareness of and access to Harper College programming, resources, events, and partnerships.
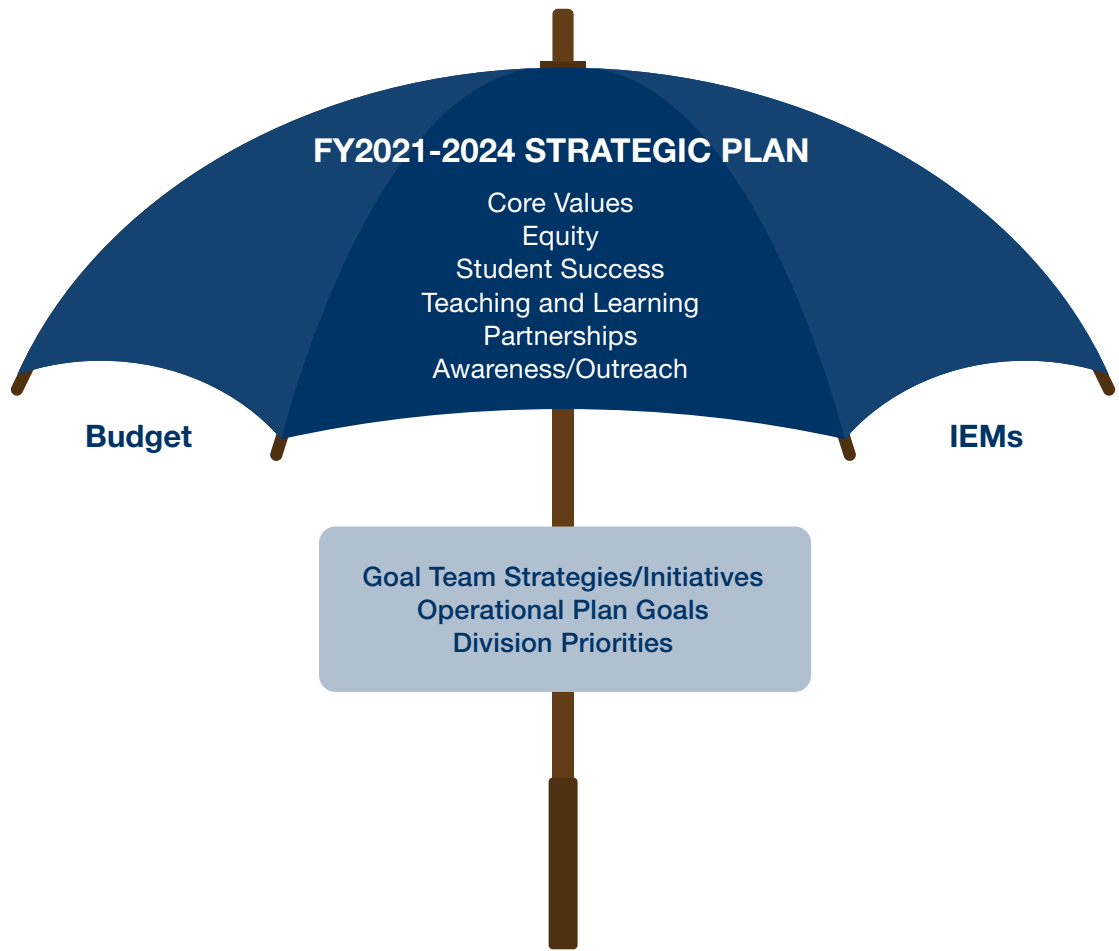
The SPA Committee included in their recommendation suggested target areas. These are potential areas of focus for which strategies could be developed and performance targets set. The strategic goal teams will use this information to guide their work.

PHASE 6: LAUNCH

The FY2021-2024 Strategic Plan launched in September 2020 with a week of engagement around the strategic plan goals. The Strategic Plan, is the foundation for planning at the College and serves as the overarching umbrella or guiding plan for the budget, operational plan and division plans. The purpose of the Strategic Plan is to effect change. The Strategic Plan is focused on future success and daily operational decisions are approached with the plan in mind. Additionally, resource allocation is aligned with the Strategic Plan. The work associated with all planning at the College is aligned with and supports achievement of the College's strategic goals.

FY2021-2024 STRATEGIC PLAN

Core Values
Equity
Student Success
Teaching and Learning
Partnerships
Awareness/Outreach

Budget

IEMs

Goal Team Strategies/Initiatives
Operational Plan Goals
Division Priorities

The SPA Committee, supported by the Planning Office and in collaboration with Executive Cabinet, is responsible for oversight of the strategic plan. The Planning Office works with College leadership to ensure prioritization of strategic plan goals throughout the College plans. The SPA Committee, or an appropriate workgroup of the committee, collaborates with goal teams to develop evaluation plans for initiatives/strategies as needed. Initiatives are brought to SPA for review. For those initiatives needing funding, SPA makes recommendations to Executive Cabinet.

CONCLUSION

This document provides a comprehensive overview of the process that occurred to engage Harper constituents in the development of the FY2021-2024 Strategic Plan. As we move forward with plan implementation, frequent updates and annual reports will provide transparent communication of progress towards achieving the strategic plan goals and their associated targets.

Summary of 2019 SWOT Analysis

STRENGTHS

A strength is a positive internal institutional attribute.

STRENGTH 1: INCREASING LEVELS OF STUDENT SUCCESS – PERSISTENCE AND COMPLETION

- Persistence rates have increased for both full-time and part-time students since 2012-13. Efforts to retain students, both inside and outside of the classroom, appear to be producing the desired effect. Additionally, completion rates continue to show improvement with graduation rates at their highest in recorded history. While room for improvement in both persistence and completion still exist, the growth in both of these areas, ultimately representing an increase in the success of Harper students, is a reflection of the academic excellence of the College.

STRENGTH 2: INSTITUTIONAL FOCUS ON DIVERSITY AND INCLUSION

- Institutional priority has been given to matters of diversity and inclusion since 2012 when a presidential task force was appointed to examine employee attitudes and beliefs, review best practices, and recommend a goal for the College's Institutional Effectiveness Measure (IEM) on diversity. Many initiatives have been implemented and Harper has since been recognized for its diversity and inclusion work.

STRENGTH 3: INSTITUTIONAL TRANSPARENCY AND FISCAL STEWARDSHIP

- Harper College demonstrates, to our external constituents, a commitment of transparency and fiscal responsibility in a variety of ways including: transparent budgeting, an exceptional bond rating, accountability metrics, and clean audit reports.

STRENGTH 4: MEETING COMMUNITY NEEDS THROUGH INNOVATIVE AND AFFORDABLE EDUCATION

- Harper continues to meet the education needs of its community in innovative and affordable ways. Harper maintains low tuition and fees and awards grants and scholarships to aid in keeping the cost of education affordable. New scholarships, such as the Promise Program, continue this commitment to affordability. Additionally, newly-completed renovations have expanded both the community outreach at Harper as well as the programs that can be offered. Finally, strong evidence exists that Harper credentials are valuable in the marketplace.

STRENGTH 5: STUDENT SATISFACTION WITH EDUCATION AND SERVICES

- Harper is committed to providing high quality education and student services. This commitment is demonstrated in the wide range of student support services available and the positive feedback from students regarding these services and their impact on educational growth.

Summary of 2019 SWOT Analysis

WEAKNESSES

A weakness is an internal attribute requiring improvement.

WEAKNESS 1: ACHIEVEMENT GAPS

- While persistence and completion rates have increased for most demographic groups, many of the achievement gaps identified in the 2014 SWOT still exist. Efforts supporting student success include improved placement methods, strengthened partnerships with high schools, and assigned advisors for credential-seeking students. Despite these efforts, gaps have only reduced for Hispanic students in some cases, but other groups continue to underperform when compared to their peers. Continued efforts to decrease gaps based on race/ethnicity, gender and age are a priority of the College and essential to providing equitable opportunities for all students.

WEAKNESS 2: EMPLOYEE CLIMATE CONCERNS

- Although Harper College has taken steps to improve employee climate, data suggest employees may not be fully invested in the College. Results of the Personal Assessment of the College Environment (PACE) calls attention to issues in institutional structure, climate, communication, and feelings of efficacy. Similar issues were identified in the 2016 administration of the Cultural Values Assessment (CVA).

WEAKNESS 3: EMPLOYEE DIVERSITY

- The racial/ethnic diversity of Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing employee diversity, Harper is challenged to achieve a representative workforce within the College, and failure to do so could negatively impact student success and College climate.

WEAKNESS 4: ENROLLMENT

- Harper's credit student enrollment has steadily declined in recent years, and the decline is projected to continue. Declining enrollment, along with uncertain state funding, places substantial strain on the College's financial resources.

APPENDIX

Summary of 2019 SWOT Analysis

OPPORTUNITIES

An opportunity is an external trend or situation that, if acted upon, may have a positive impact on the institution.

OPPORTUNITY 1: ALTERNATIVE MEANS OF EARNING CREDIT AND ALTERNATIVE DELIVERY METHODS

- In many accredited public and private universities across the United States, credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Providing alternative means for students to earn college credit decreases both the cost and time for obtaining a credential or reaching other educational goals. Key drivers to the expansion of alternative credentials are low unemployment rates and concerns about rising student debt levels.

OPPORTUNITY 2: CHANGING DISTRICT AND STUDENT DEMOGRAPHICS

- Harper's changing district demographics present an opportunity to assess and address the needs of the changing community. Diversity in the Harper community is increasing, bringing with it additional changes, such as decreases in household income and increases in foreign born residents. As a result of district changes, Harper's student population is changing. As an emerging Hispanic Serving Institution, Harper has an opportunity to increase the completion and retention rates of Hispanic students, the majority of whom enroll at community colleges.

OPPORTUNITY 3: PARTNERSHIPS WITH EDUCATIONAL INSTITUTIONS, BUSINESS AND INDUSTRY

- Partnerships with educational institutions, as well as businesses and industry, are vital to providing relevant educational opportunities to students, meeting workforce needs of the district, and ensuring the College's role as a leader in community college education. Partnerships across all levels are critical for designing coherent education and career systems.

OPPORTUNITY 4: STRATEGIES TO ATTRACT AND RETAIN STUDENTS

- Community colleges continue to experience declines in enrollment and low completion rates. With the traditional-aged college-going population decreasing, the opportunity exists to attract students from different demographic populations. Additionally, once students are enrolled it is essential to implement programs that will positively impact persistence and completion.

Summary of 2019 SWOT Analysis

THREATS

A threat is an external trend or situation that, if not acted upon, may have a negative impact on the institution.

THREAT 1: FUNDING AND FINANCING HIGHER EDUCATION

- The reduction in state funding of higher education coupled with changes in federal regulations, places financial burdens on educational institutions and students. With two of the three community college revenue sources, state appropriations and property taxes, decreasing or projected to decrease, colleges are forced to find alternative revenue sources or rely on the remaining source of revenue, which is student tuition and fees. This comes at a time when those who have the most need for higher education are least likely to be able to pay.

THREAT 2: HIGHER EDUCATION IN A COMPETITIVE MARKET

- In today's interconnected world, education is an increasingly competitive commodity. To remain relevant in an environment where alternative credentials and education providers are growing, colleges and universities must offer quality education in ways that meet the needs and demands of students and employers.

THREAT 3: UNCERTAIN STATE OF HIGHER EDUCATION

- The state of higher education at the national level continues to be uncertain. The future of higher education is ambiguous and will be impacted by actions and decisions on policies related to the Deferred Action for Childhood Arrivals (DACA) and the DREAM Act, and review and/or removal of previously enacted Department of Education rules. Additionally, changing perspectives on the value of higher education have the potential to negatively impact the College.

APPENDIX