Harper College

Strategic Long Range Plan
2003 - 2006

2003 - 2006 Strategic Long Range Plan

Office of Strategic Planning and Alliances

Sheila K. Quirk, Associate Vice President

June 2003

ii

INSTITUTIONAL PLANNING COMMITTEE

Mark Mrozinski – Duane Sell
(Co -Chairs)

Mary Azawi	Terry Lindsay
Getachew Bagashaw	Dave McShane
Laura Crane	Russ Mills
Kim Heinz	Kathryn Powell
Joyce Johnson (Secretary)	Sheila Quirk
	Sue Skora
John Kiener	
	Jeanne Weiland
Larry Lasko	

CONTENTS

PLANNING AT HARPER COLLEGE

INTRODUCTION

Strategic long range planning is a process that guides the direction of an organization. Specifically it defines an institution's philosophy, mission, vision, goals and tasks. A Strategic Long Range Plan (SLRP) is the outcome of this process. At Harper College, the SLRP serves as a roadmap to guide the delivery of programs and services, and to address community needs within our organizational resources. With approval of the Board of Trustees, this plan is set for implementation over the next three years. Therefore, the purpose of this document is to communicate to the Harper community a reference point for comprehensive long range planning. The plan contains six sections:

PLANNING: The first section identifies the planning context, history and process. Four core values have been identified and are being integrated into all aspects of College operations. The values are referenced at the conclusion of this first section and have become a reference point for all aspects of the planning process.

PHILOSOPHY, MISSION AND VISION: The second section presents statements of belief (philosophy), purpose (mission) and direction (vision). These statements serve as the guiding principles for Harper College.

SWOT: Section three of the document contains our SWOT analysis. SWOT, an assessment of our Strengths, Weaknesses, Opportunities and Threats, denotes external and internal factors that must be acknowledged before we can determine specific goals and tasks. These factors are reexamined annually.

INSTITUTIONAL DIRECTIONS: The fourth section identifies our institutional directions that guide our goal development.

GOALS AND TASKS: The fifth section identifies the institutional goals and tasks. It should be emphasized that goals and tasks are College-wide and may be addressed by multiple areas of the College. Goals are broad statements of expected outcomes that will likely continue over the three-year planning period.

ADDENDUM: The last section of this document contains the cross-reference table for goals and tasks with directions, and SWOT items with goals and tasks. Finally, a summary of the "Report of a Visit" by the North Central Association of Colleges and Schools in September 1997 is included.

In summary, using a metaphor of a sailing ship, the planning process prepares the plan (map) based on assessment of internal and external needs (sails), and guided by our educational values (compass). Working together the College (ship) gains speed toward its destination--quality teaching and active learning. It catches the winds of change and currents of educational needs and opportunities. Without the sail and map, the ship has a tendency to drift. Planning helps us to join together to direct the ship to move forward as a unit with greater speed and joint purpose.

PLANNING AT HARPER COLLEGE

Between 1990 and 1998, the College was guided by a document known as "Our Preferred Future." This statement addressed a number of important technological, social and educational challenges. Unfortunately, planning efforts became disjointed and portions of the College began to make plans independent from one another. The requirements of emerging technology, space deficiencies, shifting enrollment, turnover in faculty and changing relationships with the corporate community have forced the College to examine its programs, services and methods of operation. As indicated by the North Central Association self-study and report, these changes needed to be addressed by a more effective integration of planning with budgeting and operations.

History of the Plan

In the fall of 1997, while recognizing a long history of planning at the College, the Board of Trustees approved a planning policy calling for the establishment of a comprehensive strategic plan for Board approval. This need was supported by the institutional self-study and the NCA evaluation team report. Both identified the need for integration of all levels of planning and better communication to the College community of institutional goals and their accomplishments.

In 1998, with new presidential leadership, there came a call for the development of a planning process and a comprehensive plan that would examine the direction, progress and needs of the institution. Aware that a number of elements of a comprehensive plan were already in place (e.g., institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Breuder charged the President's Council to prepare a draft of a comprehensive strategic long-range plan for 1998-2001. During the second year the Institutional Planning Review Committee (IPRC) of the shared governance system was authorized to prepare a comprehensive strategic long range plan for 1999-2002 and to be stewards over the process for the future. The current plan represents the sixth comprehensive strategic long-range plan approved by the Board of Trustees since 1998.

A Dynamic Plan

In their first year, the committee, representing all areas of the College, focused on revision of the philosophy, mission and vision statements. In addition, the committee reviewed and approved the institutional priorities.

The Institutional Planning Review Committee, during 1999-2000, focused on modifying the mission statement, setting 2000-2001 institutional priorities and the Strengths, Weaknesses, Opportunities and Threats (SWOT). The IPRC also focused on the planning process. In cooperation with the College Assembly the planning system was revised for 2000-2001. The new planning process has allowed for greater input from the College community, include linkage between the components of the plan, provide more

3

documentation for SWOT and encourage more effective integration of the plan into the budgeting and ongoing operations of the College.

During 2000-2001 the IPRC (1) revised the Vision statement, (2) finalize the campus-wide input guidelines that will be implemented during Quarter 4 (April-June) of each year, (3) identify linkages between SWOT and Goals and Tasks and (4) documented the support data for each statement in SWOT. Also, a petitioning and survey process has been established which provides feedback from all areas of the College. Last year, the Institutional Planning Review Committee (IPRC), in consultation with the College Assembly Council (CAC), expressed a need to provide links among elements of the plan. Therefore, the Goals and Tasks have been linked to the College Priorities. Each College Priority is numbered one to six and the linkage is indicated by the appropriate College Priority at the end of the task statement within parenthesis.

During 2001-2002 a Progress Report was prepared based on the achievements and status of progress of the goals and tasks for the previous year. Significant items were identified and published in the Outcomes Report document for the College. The SLRP has expanded it impact on shaping annual operations, budgeting priorities and administrative objectives and strategies (Operational Plan). As part of a four-year planning cycle, the IPRC conducted a careful look at SWOT and its corresponding documentation. This examination resulted in the identification of "key" SWOT items that need to be targeted during the coming year. As administrative objectives are attained they will incrementally address the goals and tasks in the SLRP. After being advanced through the shared governance system, these changes will be approved annually by the Board of Trustees.

Over the last year, 2002-2003, the IPRC evaluated the structure of our goals and tasks. A major effort was undertaken to integrate and simplify the area goals into institutional goals. After interviewing each member of President's Council, IPRC worked in teams to consolidate the 43 areas goals into 13 Institutional Goals. The Committee also reviewed the first draft of the College's Environmental Scan, developed by the Office of Research. The Environmental Scan integrates institutional research findings, program review outcomes and marketing assessments into the planning process. A Community Leaders Forum was conducted this year for feedback on the Environmental Scan and future College directions.

Use of the Plan

The strategic plan is connected to our budget and on-going annual operations of the College. Financial management, facilities, curriculum, educational delivery methods and other key operations reference the SLRP. Administrators develop one-year objectives and strategies that are tied to the SLRP. These objectives will be reviewed periodically and are assessed in the annual administrative evaluation process.

THE PLANNING PROCESS

Overall steward of the planning process is the Associate Vice President for Strategic Planning and Alliances. This administrator is responsible for the timeline, coordination, committee consultation and documentation.

The annual planning cycle contains seven phases:

Phase I - Environmental Scanning

The Office of Research will be responsible for coordinating the internal audit and external assessment of the College's environment. An assessment of the demographics, needs assessments, community input and other studies will be conducted. The College will conduct one major study each year on a three year rotating basis including research on the community, our students and our employees. Outputs of this phase are the Fact Book and the Environmental Scan. From this assessment will come primary issues that need to be addressed by the College during the next planning period. During this phase, the Institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) will be updated. The results of the SWOT update will serve as a context for the revision of the Goals and Tasks inherent in the Strategic Long Range Plan (SLRP).

Phase II - Review of Foundational Statements

Periodically, the philosophy, mission, and vision statements will be reassessed. When necessary they will be adjusted to reflect new conditions and/or changing needs in the environment.

Phase III - Goals and Tasks Development

The initial part of this phase will be the establishment of the institutional directions as initiated by President's Council, reviewed and recommended by the Institutional Planning Review Committee for the coming year. The priorities come from the assessment of accomplishments from the previous years Outcomes Report and from new challenges emerging from the internal audit and external assessment.

Every year the goals and tasks will be reviewed and updated as necessary. Tasks specifying the specific focus of the goals will be the responsibility of various committees, or units of the College. These tasks will serve as the basis for prioritized objectives detailed in staff, committee and department plans.

Phase IV - Annual Plan Development

Annual plans are prepared by administrators for the area, division and department planning level. They contain objectives that are consistent with the Institutional Core Values, Institutional Direction and the Goals and Tasks.

Phase V - Annual Performance

Within the various administrative areas of the College, all participating staff members will report their performance in accomplishing their annual plans and thereby contribute to the implementation of the SLRP.

Phase VI– Outcomes Report

Two vehicles will be used to report on planning progress. An Outcomes Report contains the achievements of the College toward implementing the institutional Goals and other accomplishments for the year. The Outcomes Report will go to the Board of Trustees for review.

Phase VII - Evaluation of SLRP Process

The Strategic Long Range Plan development process will be evaluated annually and adjust as needed.

Annual Planning Cycle for the IPRC

The Institutional Planning Review Committee will review both of the major planning components each year. The IPRC will give a comprehensive review based on the following cycle:

When required:	Philosophy, Mission and Vision
First semester:	Environmental Scan, Strengths, Weaknesses, Opportunities and Threats analysis
Second semester:	Goals and Tasks

INSTITUTIONAL CORE VALUES HISTORY

Purpose

Core values are an institution's small set of essential and enduring principles, which set the standard for all of its operations. Institutions of higher learning whose mission, vision and goals are filtered through a set of core values are positioned to provide and create legendary service. The power of this initiative is further seen through the enhanced quality of learning, which occurs within these "values-driven" institutions.

History

The members of Harper's community have consistently sought to identify and implement effective strategies that would strengthen the College in the accomplishment of its mission and vision. To this end, during the summer of 1999, Dr. Robert Breuder and President's Council undertook the challenge of identifying and defining its core values. It was thought that through the identification of these guiding principles, the administrators of this Council could more effectively work to affirm an environment characterized by positive organizational energy.

This was such an enriching experience that during the fall 1999 opening session of Faculty Orientation Week, the president presented these values to the College community. He asked that, in accordance with the shared governance system, a set of Institutional Core Values be identified. The responsibility for coordinating this initiative was given to the Human Resources Committee and the vice president for human resources and internal affairs. Consistent with this charge, numerous surveys, small group sessions and workshops were conducted to provide an opportunity for all employees to participate in this process. These core values were presented to Harper's Board of Trustees during its April 2001 meeting. The Board's support of this initiative was demonstrated through unanimous approval of these prioritized values. -

Characteristics

- All of our values are the basis for the ongoing achievement of Harper's mission and vision.
- These values are intended for use in making decisions and performing in ways that benefit all of our constituencies.
- The key actions listed below are the foundation for accomplishing the result for each of our shared core values.
- Our values and their key actions are prioritized to enable the optimal achievement of our organization's mission and vision.

INSTITUTIONAL CORE VALUES

Consistent with its philosophy, mission and vision, we - the employees and public servants of Harper College - have chosen values that we will work by. These values with supporting results and key actions are as follows:

1) INTEGRITY

An environment where relationships and practices are based on trus.t

- Demonstrate behavior and make decisions which are consistent with the highest ethical standards.
- Be responsible and accountable for your own actions.
- Respect confidentiality.

2) RESPECT

*Interactions, which add **dignity** to ourselves, our relationships with others and our organization.*

- Continuously seek to build and maintain positive internal and external relationships.
- Express appreciation and recognize people for their positive efforts and contributions.
- Value and celebrate the uniqueness of individuals.

3) EXCELLENCE

Student, employee and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.

- Effectively anticipate, identify, and respond to learner, employee and organizational needs.
- Continually seek learning opportunities for growth & development which improve personal and institutional performance.
- Encourage and empower all to achieve their personal best. '
- Be resourceful and fiscally sound.
- Deliver exceptional service which benefits all.

4) COLLABORATION

Accomplishment of better results by working together rather than by working alone

- Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.
- Address issues as they arise and take necessary actions to productively resolve them.
- Openly listen and respond to others with empathy.
- Use positive humor to affirm a healthy and enjoyable work and learning environment.

PHILOSOPHY STATEMENT

We at Harper College believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

MISSION STATEMENT

Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society. The specific purposes of the College are:

- To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities.

- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.

- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.

- To provide developmental instruction for under prepared students and educational opportunities for those who wish to improve their academic abilities and skills.

- To provide co-curricular opportunities that enhance the learning environment and develop the whole person.

Essential to achieving these purposes are all of the College's resources, support programs and services.

VISION STATEMENT

Committed to academic integrity and excellence, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

STRENGTHS

S-1   Educational programs with clear objectives consistent with the College mission.

S-2   A wide range of quality instructional programs and services.

S-3   National and statewide reputation for educational excellence.

S-5   Nationally recognized interdisciplinary Learning Communities Program.

S-6   Flexibility in programming and scheduling.

S-7   Programming for non-traditional students.

S-8   Innovative programs in technology offered through continuing education.

S-9   A comprehensive program review process.

S-10   Exemplary continuing education program.

S-11   A Corporate Services Division dedicated to serving the on-site workforce and organizational development needs of business and industry.

S-12   Integrated career and general education programs.

S-13   Inclusion of diversity/multiculturalism in curriculum offerings.

S-14   Commitment to academic support programs which increase student retention and success.

S-15   New student orientation including Freshman Experience.

S-16   National award winning student activities program.

S-17   Strong minority student participation in student life and in student leadership positions.

S-18   Nationally recognized Student Affairs services and programming.

S-19   97% of Harper traditional age freshmen would recommend the College to prospective students.

S-20   Institutional commitment to diversity.

S-21   Strong student satisfaction with academic programs and instruction.

S-22   Strong student satisfaction with student services and programs.

S-23   Strong academic and personal support system for students with disabilities.

S-24   Increased focus on attracting academically successful students.

S-25   Current students are satisfied with personalized services.

S-26   Ethnically diverse student body.

S-27   Productive relationship between Harper and area high schools.

S-28   Articulation agreements to facilitate student transfer to baccalaureate institutions.

S-29   Ten-year accreditation by North Central Association.

S-30   Support for the School-to-Work initiatives through the Northwest Suburban Career Partnership.

S-31   Partnerships with high schools to assist minority families in making choices about postsecondary education.

S-32   Partnerships with community organizations in the development of neighborhood literacy centers.

S-33   Award winning Career Employment Network designed in partnership with the Daily Herald.

S-34   Service to tens of thousands of people on a yearly basis for classes and related activities, cultural events, recreational activities and community meetings/events.

S-35   A growing and increasingly diverse community.

S-36   College is perceived as convenient, accessible and affordable by district residents.

S-37   College is perceived as responsive to the community by district residents in meeting community needs.

S-38   Strong financial position of the college.

S-39   A strong economic base.

S-40   An active resource development effort.

S-41   Financial support and encouragement to promote innovative thinking and practices.

S-42   Perceived as a good steward of public tax dollars by the community.

S-44	Exemplary budget plan.
S-45	Dedicated faculty, staff and administrators.
S-46	Demonstrated commitment to professional development.
S-47	A mentoring program and a course for new faculty.
S-48	Low full-time faculty turnover.
S-49	A generous fringe benefit program to attract and retain high quality faculty and staff.
S-50	Department of Instructional Technology (DOIT) formed, funded, and staffed.
S-51	Comprehensive shared governance system.
S-52	A dedicated Board of Trustees.
S-53	An influential and supportive Harper Foundation Board of Directors.
S-54	Cultural arts programs featuring renowned authors, scholars, artists and performers.
S-55	Nationally recognized intercollegiate teams and coaches.
S-56	College is perceived as an accessible campus environment.
S-57	There are many computer lab across campus (I-223, D-131, etc.)
S-58	Computers in labs are replaced on a regular schedule.
S-59	Aesthetically pleasing campus environment.
S-60	A safe campus environment.
S-61	The new Hilltop Professional Plaza at 650 East Higgins Road.
S-62	Complete renovation of NEC.
S-63	Institutional commitment to comprehensive planning.
S-64	A comprehensive campus facility master plan.
S-65	Planning, operations, and budgeting are connected.

WEAKNESSES

W-1   Culture appears to limit or at the very least slow innovation and cross campus collaboration.

W-2   High school junior and senior perception of lack of Harper social life.

W-3   Slow growth of diversity in faculty, staff, and administrative positions and a continued need to attract and retain diverse candidates.

W-4   Lack of a comprehensive professional development program for staff.

W-5   Lack of flexibility in the use of professional development funds across employee groups.

W-6   Lack of full implementation of formal plans to address international and diversity issues.

W-7   Difficulty in finding quality adjunct faculty and staff in specific areas.

W-8   Lack of comprehensive customer service focus in providing seamless College services.

W-9   Lack of support services at off-campus locations.

W-10   Lack of convenient centralized services.

W-11   "Students 'bounced around' due to lack of knowledge about other departments at the college."

W-12   Despite procedures in place for new program development, there is a slow response due to lack of facilities and/or resources.

W-13   Some antiquated instructional and support service facilities.

W-14   Insufficient instructional space during prime time hours.

W-15   Lack of a plan to acquire College-wide non-computer equipment.

W-16   Aging collection in the library in selected disciplines.

W-17   Insufficient office and meeting space.

W-18   Insufficient personnel and lack of space in testing center.

W-19   Lack of centralized campus life center.

W-20   Campus layout and signage confusing to students and visitors.

W-21   Inconvenient parking.

W-22   Absence of way finding communication during campus construction and easy
        access throughout the College, especially for students and staff with
        disabilities.

W-23   Absence of tracking systems hamper data collection, research and decision
        making support.

W-24   Need for more cooperative spirit between administrative leadership and
        faculty leadership.

W-25   Need for more effective communication and collaboration among departments
        and employee groups.

OPPORTUNITIES

O-1   Growing number of ethnic minorities seeking educational resources.

O-2   Continued increase in the number of high school seniors is projected.

O-3   Flexible course scheduling.

O-4   Profiles of successful students, staff, faculty and alumni to market programs.

O-5   The rising of unemployment rate could lead to increasing enrollment patterns.

O-6   Organizations interested in customized contract courses/services.

O-7   Corporations and corporate employees seeking workforce education and training.

O-8   Community interest in life-long learning.

O-9   Reaching new corporate students for Information Technology professional certification and expansion of the TECH program.

O-10   Growing population for whom English is not a first language.

O-11   Partnership possibilities with the business community to develop new programs and services.

O-12   Partnerships with other Higher Education institutions.

O-13   Increasing diversity of the Harper District population brings opportunities to promote understanding of different cultures and worldviews as well as promoting cross-cultural communication.

O-14   Heightened awareness of diversity issues due to global political tensions.

O-15   Business, cultural and educational resources available as a result of our location near Chicago.

O-16   Developing a viable alumni association.

O-17   High performance rating for Harper among credit and non-credit adults.

O-18   Harper perceived as sensitive to the needs of adults.

O-19   Local community supportive of higher education in general and Harper College in particular.

O-20   Employers providing tuition reimbursement.

O-21 Harper College Foundation Board members have ties to corporate entities and individuals.

O-22 Grant and private sector funding to support current and future programming and facilities.

O-23 A strong economic base, which provides increased potential for fund raising.

O-24 The creation of the Northwest Philanthropic Trust, an organization that promotes philanthropy with affluent individuals.

O-25 Large number of retirements from College leadership creates potential for new ideas and approaches.

O-26 Professional development experiences of faculty and staff.

O-27 New technology for the delivery of instruction and support services.

O-28 A new focus on marketing strategies leading to development of a more distinctive image for the College.

O-29 Implementation of a comprehensive strategic marketing plan.

O-30 New marketing strategies and services are being developed and expanded.

O-31 Resources to support facility expansion and improvement.

O-32 A new instructional Conference Center to expand services to the business community.

O-33 A new Performing Arts Center to meet both instructional and community needs.

O-34 Implementation of institutional core values.

O-35 Channels available to improve relationships among all employee groups.

THREATS

T-1   Nationwide emphasis on competition for students creating a negative impact on academic standards.

T-2   Competition for students from both public and private educational/corporate providers.

T-3   Increased competition via technology-based delivery systems.

T-4   Inaccurate community perception of lower academic standards than four-year schools, particularly among high school students and their parents and the business community.

T-5   Corporations moving toward in-house and outsource education using multiple delivery models.

T-6   Challenges to curriculum as a result of the changing market place.

T-7   External demands for program and service responses to meet community expectations.

T-8   The two-year school is a stigma for some student populations.

T-9   Competition for diverse job candidates.

T-10   Acceleration of costs over which the College has limited control.

T-11   Taxpayer concern over steadily increasing property taxes.

T-12   Revenue severely restricted by local tax cap.

T-13   Decline of state funding as a percentage of total budget.

T-14   Cost to upgrade and maintain technology infrastructure.

T-15   State Board funding of private sector education.

T-16   Increased competition for private funding and volunteer leadership.

T-17   Negative impact of the events of September 11, 2001.

T-18   Cyclical nature of supply and demand for technically qualified employees.

T-19   The skills of some employees do not match the needs of the College in some areas.

T-20   Competition with other colleges and universities for qualified adjunct faculty and other positions at the College.

T-21	Differences of philosophy regarding marketing approaches that remain unresolved.
T-22	Negative media coverage regarding internal political climate.
T-23	Blurring the line between customer and student roles.
T-24	Changes in state and federal regulations that affect accounting and management standards.
T-25	Failure to operate Harper as an integrated whole.
T-26	Lack of continuity in leadership due to large number of retirements.

INSTITUTIONAL DIRECTIONS

- Foster discussion of teaching and learning issues and philosophies. and support resulting initiatives.

- Enhance the campus climate and communication through the implementation of the core values, diversity initiatives, relationship building, integration of new employees, the management of organizational change, and review of the shared governance system.

- Continue integration and evaluation of a comprehensive strategic enrollment plan that addresses student recruitment, programs, retention and diversity initiatives.

- Continue development of a learner-centered campus with systems and facilities that optimize learning, safety, access and seamless service delivery for all constituents.

- Institutionalize existing and new relationships with external constituents as evidenced through increased public support, funding, programming and partnerships.

- Continue to develop and expand technological resources to enhance instruction and student services.

INSTITUTIONAL GOALS

Goal 1: Teaching and Learning
Effectively review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

Goal 2: Program Vitality
Effectively evaluate and manage programs, services and technical resources to ensure responsiveness to local needs, to enhance our institutional mission, and to support state requirements.

Goal 3: Student Life
Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in our collegiate environment.

Goal 4: Resource Development
Solicit and develop comprehensive resources to support the College.

Goal 5: Fiscal Management
Effectively plan and manage our financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

Goal 6: Recruitment and Retention
Develop and implement systems and programs to successfully recruit and retain students.

Goal 7 - Facilities
Ensure appropriate facilities to meet the instructional and non-instructional needs of our College community.

Goal 8: Technology
Support and enhance technology to meet the academic and administrative needs of the College community.

Goal 9: Employee Enhancement
Ensure employee recruitment, development, and retention thru appropriate processes.

Goal 10: Institutional Leadership
Foster effective leadership and decision-making by integrating shared governance, strategic planning, research and evaluation.

Goal 11: Community Alliances
Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

Goal 12: College Communications
Build awareness and promote the reputation of the College through quality communications.

Goal 13: Diversity
Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Goal 1: Teaching and Learning
Review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

Task 1.1
Expand flexible scheduling options to include alternative delivery models such as online, blended learning and "fast track."

Task 1.2
Assess the curriculum (courses and programs) using institutional assessment and review processes and make appropriate additions, deletions and modifications.

Task 1.3
Expand appropriate instructional technology into the curriculum with particular emphasis on the development and delivery of Web-based instruction leading to certificates and degrees.

Task 1.4
Expand the infusion of multicultural and diversity learning across the curriculum.

Task 1.5
Provide development, facility, and fiscal support for innovative and interactive instruction.

Task 1.6
Evaluate current programs and develop new programs in response to changing community needs.

Task. 1.7
Expand learning through the fostering of curriculum infusion opportunities for students.

Task 1.8
Provide faculty development through courses and workshops that expand skills in teaching.

Goal 2: Program Vitality
Effectively evaluate and manage programs, services and technical resources ensuring responsiveness to local needs, enhancing our institutional mission and supporting state requirements.

Task 2.1
Assess needs, evaluate technologies and provide support in the use of technology for instructional delivery.

Task 2.2
Develop and promote library resources that support the curriculum and life-long learning needs of the diverse Harper College district.

Task 2.3
Acquire and replace instructional capital equipment in support of the curriculum.

Task 2.4
Offer programs and services at times, locations and in ways that respond to student needs. including offerings at off-site locations and Web applications.

Task 2.5
Assess application technology in the library and take appropriate action to ensure its impact and currency to support the curricular needs of students, faculty, administrators and staff.

Task 2.6
Address curriculum compatibility with the Illinois Articulation Initiative, Education to Careers standards, and the Workforce Investment Act.

Task 2.7
Implement the Program Review process across the College.

Task 2.8
Conduct annual assessment and accountability reviews of curriculum and make improvements where necessary.

Task 2.9
Continue to gather student data and implement measurements of access, satisfaction, quality, retention and student success to determine impact and use as a basis for program improvement.

Task 2.10
Assess the developmental outcome dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management as they pertain to student affairs interventions.

Goal 3: Student Life
Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in our collegiate environment.

Task 3.1
Offer opportunities for student exploration of values, self-identity, interpersonal competence, cultural awareness and essential life skills.

Task 3.2
Provide leadership development opportunities, which afford experience in life planning, goal achievement, and citizenship.

Task 3.3
Offer events programming to enrich the educational experience.

Task 3.4
Support student success by designing programs, activities and events that continue to promote health, education and wellness.

Task 3.5
Develop policies and procedures that create a safe and healthy environment for students and employees.

Task 3.6
Continue to promote comprehensive intercollegiate athletic and intramural sports programs.

Goal 4: Resource Development
Solicit and develop comprehensive resources to support the College

Task 4.1
Seek public and private sector funding to support institutional initiatives.

Task 4.2
Develop and implement marketing and solicitation strategies from identified and prioritized institutional financial needs.

Task 4.3
Develop and implement appropriate policy and procedures for grants, gifts and investments.

Task 4.4
Develop and implement an annual resource development plan for each fund-raising activity.

Task 4.5
Develop a constituency development process.

Task 4.6
Strengthen the fundraising capacity of the Foundation Board.

Goal 5: Fiscal Management
Effectively plan and manage our financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

Task 5.1
Produce audits with unqualified opinions each year and maintain Aaa rating from Moody's.

Task 5.2
Maintain financial stability by producing a balanced budget and limiting spending to the amounts in the budget.

Task 5.3
Develop comprehensive and centralized systems for financial reporting of fiscal data related to grants and construction projects.

Task 5.4
Work towards making financial data more understandable and available to the internal and external audiences.

Task 5.5
Implement a revised operational analysis and financial data collection processes that meet the current needs of academics and student services to make decisions related to program offerings.

Task 5.6
Stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements, including implementation of GASB 35 (Governmental Accounting Standards Board) and 39.

Task 5.7
Manage program offerings within allocated budgets through respective cost center managers.

Task 5.8
Manage auxiliary enterprises to break even or better.

Goal 6: Recruitment and Retention
Develop and implement systems and programs to successfully recruit and retain students.

Task 6.1
Highlight areas of focus and increase frequency of brand stories through messages that have clusters of related programs (credit and non-credit when applicable), low competition, high market demand, new/ innovative or high-quality curriculum, unfulfilled capacity and timely delivery methods.

Task 6.2
Evolve strategic messages that influence enrollment intent so that Harper College becomes more prevalent in the minds of our targeted audiences.

Task 6.3
Collaborate in the development and implementation of retention oriented strategies and programs.

Task 6.4
Develop new and improve current intervention systems for at-risk students.

Task 6.5
Continue to refine marketing communication plans and communication flows to more specifically address prospect interests and needs for First Time in College (FTIC), young adults and adults.

Task 6.6
Continue to refine and implement recruitment and retention strategies for diverse and or under-represented populations.

Task 6.7
Aggressively promote enhanced strategies for scholarships.

Task 6.8
Recruit and retain academically successful student leaders.

Task 6.9
Retain students in courses and programs to goal completion.

Task 6.10
Deliver academic support through the Tutoring Center, Writing Center, and Library Services to aid in student retention.

Task 6.11
Develop a comprehensive marketing plan for non-credit programs, more efficiently utilizing resources.

Task 6.12
Stronger development of Web content and features specific to this audience, with "sticky" features that drive prospects to calls to action, events and other enrollment experiences.

Task 6.13
Increase inquiries to on-campus recruitment events to help increase yield and conversion rates.

Task 6.14
Develop integrated approach to business for all Harper programs.

Task 6.15
Strengthen the methodology of projections of the College's annual credit and non-credit enrollment, both independently and combined.

Goal 7: Facilities
Ensure appropriate facilities to meet the instructional and non-instructional needs of our college community.

Task 7.1
Develop a monitoring process that identifies and corrects unsafe spaces.

Task 7.2
Retrofit instructional spaces (classrooms, lecture halls, conference rooms and meeting spaces) with video, audio and computing technology to augment and enhance instructional delivery.

Task 7.3
Retrofit facilities to protect technology investment via keyless access and video surveillance.

Task 7.4
Pursue the implementation of the One Stop/Campus Life Center and the renovation of G and H buildings as proposed in the state RAMP document.

Task 7.5
Complete construction and implement a plan for occupying new instructional space in the Science, Health Careers and Emerging Technologies building.

Task 7.6
Maintain a high standard of cleanliness that makes the College a pleasant place to teach and learn.

Task 7.7
Assess all major components of facilities management and implement a computerized maintenance management system.

Task 7.8
Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams.

Task 7.9
Address space shortage through reallocation planning.

Task 7.10
Optimize the use of instructional facilities.

Task 7.11
Develop and implement a regulatory compliance plan for all appropriate areas of the College.

Task 7.12
Develop student friendly facilities (including physical access, group gathering areas, emerging technology and electronic access, etc.) in all new construction.

Task 7.13
Resolve the warranty issues in the Conference Center and Performing Arts Center, along with the Capital Development Board.

Task 7.14
Operationalize Conference Center and Performing Arts Center to fulfill their respective missions.

Goal 8: Technology
Support and enhance technology to meet the academic and administrative needs of the College community.

Task 8.1
Provide training programs, management information systems, and decision support tools to facilitate organizational development, institutional effectiveness and process improvements.

Task 8.2
Support and enhance the installed technology base and the Harper College Communications Network (HCCN) infrastructure.

Task 8.3
Assess the needs of the organization and business practices to ascertain the requirements of using technology in the workplace.

Task 8.4
Annually review and revise the Technology Plan working in conjunction with appropriate committees, work groups and departments involved with its implementation.

Task 8.5
Evaluate emerging technologies to ensure that the College's network, computing and software resources are upgraded and maintained in a cyclical process.

Task 8.6
Remain abreast of "state-of-the-art" technological changes and pursue a select number of "cutting edge" initiatives.

Task 8.7
Insure Harper's Web presence, both internal and external, is continually enhanced to provide self-service applications.

Task 8.8
Maintain and upgrade current investment in technology.

Task 8.9
Develop and incorporate plans to utilize technology to improve access and service delivery for student life.

Goal 9: Employee Enhancement
Ensure employee recruitment, development, and retention through appropriate processes.

Task 9.1
Develop policies and procedures that create a safe and healthy environment for employees.

Task 9.2
Provide opportunities for employee development and training in order to maintain institutionally required standard skill levels.

Task 9.3
Initiate and promote employee training and organizational development strategies to support institutional directions and customer service.

Task 9.4
Develop technological solutions, as appropriate, for Human Resources Initiatives.

Task 9.5
Enhance diversity and multicultural awareness among all employees to ensure a "welcoming" environment for Harper's constituents.

Task 9.6
Develop, fund and maintain an employee development program that provides opportunities to enhance personal effectiveness, appropriate feedback on job performance and enhances multicultural awareness.

Task 9.7
Recognize the contributions of employees through effective internal communication strategies such as a newsletter.

Task 9.8
Develop and execute an inclusive plan to recruit, select, and retain qualified employees.

Task 9.9
Explore the possibility of merging similar support organizations to streamline services, offer improved support and realize financial savings.

Task 9.10
Assess the effectiveness of our organizational structure and business practices across the College.

Goal 10: Institutional Leadership
Foster effective leadership and decision-making by integrating shared governance, strategic planning, research, and evaluation.

Task 10.1
Develop and implement an environmental scanning system to assess the external environment of the College.

Task 10.2
Continue to implement and evaluate the shared governance system focusing on communication, flow of information and decision making within the College.

Task 10.3
Provide research and analysis of data to support institutional planning and decision-making.

Task 10.4
Simplify the system for developing a Strategic Long Range Plan and Outcomes Report and integrate it at the institutional and divisional levels.

Task 10.5
Advance the administrators' and supervisory employees' skill levels in teamwork, collaborative decision-making, performance coaching and the administration of employee performance appraisals.

Task 10.6
Provide research, evaluation, assessment, and data analysis support to faculty engaged in classroom or course-based student outcomes assessment.

Task 10.7
Design and enhance strategies to improve accuracy and timely delivery of reports to external agencies.

Task 10.8
Develop a comprehensive budget process that links strategic planning and the budgeting process.

Goal 11: Community Alliances
Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

Task 11.1
Identify, establish and evaluate beneficial community partnerships for the College.

Task 11.2
Establish a strong support base with public officials.

Task 11.3
Strengthen our overall image with the community through effective communication and involvement.

Task 11.4
Strengthen the Alumni Relationship Program.

Goal 12: College Communications
Build awareness and promote the reputation of the College through quality communications.

Task 12.1
Refine and execute a College Communication Plan.

Task 12.2
Establish a proactive, strategic and systematic approach to working with media.

Task 12.3
Develop and implement a proactive crisis communication plan.

Task 12.4
Develop proactive media relations campaigns consistent with, and in support of, building the college's image by highlighting its outstanding people and programs.

Task 12.5
Through collaboration across College units, enhance communications that foster students' academic success and goal attainment.

Goal 13: Diversity
Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Task 13.1
Develop and implement initiatives that respond to the goals of the Diversity Plan.

Task 13.2
Develop and implement recruitment and retention strategies for under-represented populations.

Task 13.3
Continue addressing issues of accessibility, inclusion and awareness for all under-represented populations.

Task 13.4
Expand multicultural learning through diversity education programming and activities for employees and students.

REPORT OF A VISIT – NORTH CENTAL ASSOCIATION (NCA)

Report of a Visit
by the evaluation team of
North Central Association of Colleges and Schools
September 22-24, 1997

Advice and Suggestions:

1. Specific academic program contact information is not available in the Catalog. Program information, offices and names are essential contact points for prospective students. It is suggested that the College review its information database and write the names and telephone numbers for the specific program information listed on pages 66-74. Career Programs (pages 66-115) and Certificate Programs (pages 118-149) should also list contact names, telephone numbers, and addresses.

2. The divisional structure should be listed at the beginning of the College catalog.

3. Consideration should be given to the appointment of liaison librarians to the instructional departments for the purpose of enhancing collection development and disposal, and other related curriculum matters.

4. The College should continue to diversify its student body, faculty, staff and administration.

5. The College should continue to monitor the quality of instructional programs as the rate of part-time instructors increases.

6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive.

7. The College should review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route students to the important functions of the College.

8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs.

9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community.

10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan.

11. The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.

12. The College should explore ways to expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.

13. The College should determine if the five-hour childcare limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions.

14. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women.

15. The College should increase the font size and choose colors, which are more legible for the student handbook.

16. The College should review its multicultural offerings and initiate the feasibility of developing lower division courses dealing with the culture and history of minorities and women studies.

17. The College will examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.

Additional Concerns and suggestions in the body of the Report of a Visit:

18. There is lacking a clear understanding and delineation of lines of authority, communication and decision-making within the College.

19. The institution needs to modernize many of its labor-intensive manual systems to improve effectiveness.

20. The faculty record review did find some full-time and part-time faculty files without official transcripts, which could not be satisfactorily explained by staff. This is a serious omission and should be addressed by the appropriate administrative personnel.

21. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort.

22. It is suggested that the College explore the cleaning of entryways to remove the debris to make the entrances more attractive.

23. It is suggested the College review signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route vehicles to the important functions of the College (Admissions Office, College Center, Learning Resources Center) and other heavily used buildings and/or functions.

24. The electronics laboratory is pedagogically unsound. There are simultaneous classes being held and it is distracting to both the instructor and the students due to the lack of good acoustics.

25. It is suggested that the College undertake the remodeling of the entrance to the facility (NEC) and prominently display the name of the College on the building as a way of informing the public of the existence of the College. The facility should also be used by the main campus to perform student service functions and other services as well since there is technology available to communicate with the main campus.

26. The projected growth of the College and the enrollment projections need to be examined carefully and verified to insure space is needed for future instructional needs.

27. It is suggested that the communication flow continue to be clearly delineated with specific timelines, tasks to be accomplished, and responsible party for the accomplishments of those tasks to insure the implementation of the Technology Plan on schedule.

28. Instructional programs which use technology should continue to be improved, especially distance-education systems of delivery.]

29. Given the very sound financial position of the College, the recent actions by the Board of Trustees to raise tuition at the institution four dollars each year for the next four years appears very questionable in light of the historical mission of the community college of realizing the dreams of students who are often first generation college students. The tuition increases are hard to justify in terms of financial need in the short term and may result in a declining enrollment. In addition, these appear to contradict the Board's tuition philosophy, which defines the student tuition "target" to be 20% of the budget.]

30. The recent actions by the Board to negotiate the contract with the faculty directly raises grave concerns . . . The Board of Trustees is inappropriately using its powers and undermining the specific role of the administration. . . there should be concern that steps be taken to prevent it (the Board's involvement in negotiating a collective bargaining agreement with faculty) from happening again.

31. As the College implements its Assessment Plan beyond the course level, systematic discussions about developmental course outcomes as they relate to the entry-level competencies expected by English and mathematics faculty teaching the degree-requirement courses need to occur.

32. The College must seek to embed the concepts of the center (One Stop Career Center) into the regular programs at the institution in order that this vision be sustained. . . there is a concern of what might happen to the center if the current funding source is depleted or eliminated.

33. It is difficult to determine curricular coherence beyond the course level (in career programs). Also problematic is the lack of a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning. While it appears that the College is moving toward summary student assessment in career programs, significant work remains to be done.

34. As the definition of technical competence changes frequently, a more systematic review of curriculum content, followed by the identification or revision of program outcomes and the assessment of those outcomes would help the College to maintain technical currency in the curriculum and to determine the extent to which students in both certificate and degree programs are achieving technical competence.

35. The College may wish to consider, however, more external curricular review, particularly for certificate programs within associate degree programs, and to move expeditiously toward student assessment at the program level.

36. Much work in the assessment of student learning remains to be completed; the visiting team recommends that the College submit a report to the NCA to document progress toward full implementation.

37. Services to students would improve even more if offices providing related enrollment and information services could be located adjacent to each other. Space reallocation would alleviate problems of noise, crowding and lack of privacy experienced by students and staff in the Office of Student Financial Assistance.

38. As the demographics of the student body change, Admissions Outreach staff, financial assistance staff, and writers of College publications will need to explore ways of providing greater access to information about financial aid to current and prospective students.

39. The Office of Student Financial Assistance staff must improve the processes and procedures to insure that they comply with requirements for Federal recertification.

40. It is strongly suggested that the College determine if the (five hour child care) limit impairs access of students to the College and prevents potential employees from applying for positions . . . Employees should be included in the survey to determine the level of hardship experienced due to the care limit.

41. It is suggested that the College explore those sports available in high school for women and study the feasibility of beginning new programs for women.

42. It is suggested that the College examine its rule of requiring 10 students to start a club.

43. Recruitment and retention efforts may be greatly enhanced with a more diversified College community and the creation of curriculum dealing with women and minorities. The institution needs to move now to diversify its faculty, staff, and administration . . . It is recommended that the College continue to diversify its faculty, management and staff. The College should explore curriculum, which deals with the culture and history of minorities and women's studies. It is recommended that the College explore ways of creating classes in the culture and history of minorities and women.

44. It is recommended that the College explore ways to start recruitment by the senior year. It is recommended that the College explore ways to start recruitment in the 11th grade or earlier, especially in the minority high schools where there has not been a history of college attendance.

45. The visiting team suggests that the College continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student Affairs in one location.

46. While the use of computers for assessment is to be commended, the College needs to be vigilant in helping those students who are not familiar with the technology, especially minority students.

47. There is no systematic acquisition and replacement plan in place for non-computer related equipment.

48. The process suggested by this schematic (linking planning with budgeting) needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.

49. Some College officials with whom the team spoke believe that accurate reporting (of Title VI financial aid activity) continues to be a problem at the College. The College may therefore wish to review the reporting process to insure future compliance.

50. In the areas of nondiscrimination and affirmative action. . . the College might consider further strategies, which would allow them to mirror at least the 18% minority population in the district.

51. The Catalog fails to include the name, address, and telephone number of the North Central Association, a requirement of NCA reflecting compliance with the Federal Higher Education Reauthorization Act.

Concerns:

52. The existence of multiple organizational structures at the institution has led to some internal confusion as to lines of authority, communication, decision-making, and leadership.

53. Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.

54. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.

55. There does not appear to be College-wide understanding of how the many levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes Assessment Planning) relate to each other, the mission and the budget.

56. The institution lacks a College-wide non-computer equipment acquisition and replacement plan.

57. While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.

58. While assessment of Student Academic Achievement at the course level nears completion, the College has made less progress as in the summative assessment of student performance in career programs and in general education.

59. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.

60. The name, address, and telephone number of the North Central Association must be included in all publications, which reference it.

61. The Federal financial aid program at the College receives provisional certification.

Tasks Linked to SWOT Items
Cross Reference Chart

1.1 S-2, S-6, S-7, S-12, S-14, W-1, W-7, W-9, W-24, O-3, O-5, O-6, O-8, O-25, T-3, T-19, T-20, T-21

1.2 S-1, S-2, S-9, S-21, S-45, W-1, W-12, W-25, O-3, O-11, O-13, O-25, O-27, T-6, T-7

1.3 S-50, O-27

1.4 W-6, O-15

1.5 S-41, W-1

1.6 S-4, S-37, W-14

1.7 S-6, S-14, S-37, O-11, O-12, O-13, O-14, O-19

2.1 S-50, T-18

2.2 S-28

2.3 S-38, O-11, O-22, T-6, T-10

2.4 S-6, W-9, T-3, T-7

2.5 S-50, O-27

2.6 S-28

2.7 S-9, S-10

2.8 S-63

2.9 S-14, S-28, S-63, W-23, W-24, W-25

2.10 S-14, S-18

3.1 S-14, W-7

3.2 O-4, O-5

3.3 S-1, S-54, O-33, T-7

3.4 S-14, S-34, S-37, S-56, O-8, O-9

3.5 S-56

3.6 S-27, S-55, T-2

4.1 S-18, O-15, O-22, O-23, O-24, O-25, O-26

4.2 S-4, S-7, S-9, S-11, S-34, S-39, S-40, S-45, S-53, S-54, W-8, W-12, W-23, W-24, W-25, O-4, O-6, O-11, O-15, O-16, O-19, O-29, O-30, O-32, O-33, T-16, T-22, T-25

4.3 S-40, S-44, S-46, S-50, S-53, W-8, W-23, W-25, O-21, O-26, T-14, T-21, T-24, T-25

4.4 S-1, S-40, W-8, W-15, W-23, W-24, W-25, O-4, O-6, O-11, O-15, O-16, O-19, O-21, O-23, O-24, O-28, O-29, O-32, O-33, T-14, T-16, T-17, T-22

4.5 S-40, S-53, W-23, W-24, W-25, O-19, O-21, T-15

4.6 S-40, O-19, T-8, T-9, T-15

5.1 S-40, T-12

5.2 S-38, T-10, T-12

5.3 S-38

5.4 S-9, S-10, T-7, T-15

5.5 S-42

5.6 S-42

5.7 T-10, T-12

6.3 S-14, S-51

6.4 S-14, S-23

6.5 O-1, O-2, O-5, O-6, O-7, O-8, O-9, O-10, O-11, O-20, T-5

6.6 S-17, S-31, S-35, W-6, O-1, O-10

6.7 S-24, S-27, S-35, O-1, O-2, O-4, O-7, T-2

6.8 S-16, S-60, S-61, S-62, T-2, T-5

6.9 S-14, S-21, O-11, O-20, T-1, T-10

Institutional Directions Linked with SWOT

Institutional Direction 1
Foster discussion of teaching and learning issues and philosophies, and support resulting initiatives.

1.1	2.1	4.4	8.2	9.2
1.2	2.2	6.9	8.4	9.9
1.5	2.6	7.2	8.7	10.6
1.6	3.2	7.3	8.8	13.3

Institutional Direction 2
Enhance the campus climate and communication through the implementation of the core values, diversity initiatives, relationship building, integration of new employees, the management of organizational change, and review of the shared governance system.

2.10	8.7	9.6	9.10	10.5
3.5	9.2	9.7	10.1	12.5
7.3	9.3	9.8	10.2	13.1
8.2	9.5	9.9	10.4	13.2

Institutional Direction 3
Continue integration and evaluation of a comprehensive strategic enrollment plan that addresses student recruitment, programs, retention and diversity initiatives.

1.4	3.3	6.6	8.7
2.4	6.3	6.7	9.2
2.9	6.4	6.8	10.3
3.1	6.5	8.2	10.7

Institutional Direction 4
Continue development of a learner-centered campus with systems and facilities that optimize learning, safety, access and seamless service delivery for all constituents.

1.2	7.4	7.10	8.2	9.2
2.1	7.5	7.11	8.4	9.9
7.1	7.6	7.12	8.5	12.1
7.2	7.7	7.13	8.7	
7.3	7.9	7.14	8.8	

Institutional Direction 5
Institutionalize existing and new relationships with external constituents as evidenced through increased public support, funding, programming and partnerships.

1.7	4.3	5.6	8.2	11.3
4.1	4.5	6.5	11.1	12.2
4.2	4.6	6.7	11.2	

Institutional Direction 6
Continue to develop and expand technological resources to enhance instruction, student services, and support services.

1.1	2.5	8.1	8.5	8.9
1.2	6.7	8.2	8.6	9.2
1.3	7.2	8.3	8.7	9.4
2.1	7.8	8.4	8.8	9.9