

October 6, 2005

**To: Community College Colleagues**

**From: Marc S. Herzog, Chancellor**

**Subject: 2003-2006 System Strategic Plan**

On June 28, 2005 the Executive Planning Committee met to review progress made on our system's strategic plan during the 2004-2005 academic year. This review covered the year-end reports of the individuals and councils accountable for action strategies designed to reach our goals and objectives. This type of periodic review and update helps us to adapt to changing demographic, economic, pedagogical, political and technological opportunities.

The results of the Executive Planning Committee's review are contained in this document. Included are a brief Progress Report summarizing accomplishments during the 2004-2005 academic year and the revised plan for 2005-2006. Several strategies relating to each of our four system goals were completed in 2004-2005. If you are interested in reading the full report of those accomplishments, or obtaining an itemized list of changes to the plan of 2004-2005, please visit our Strategic Planning web pages on-line at <http://www.commnet.edu/planning/planning.asp>.

Throughout the current three-year planning cycle (2003-2006), a great deal of attention is being paid to short-term operational planning as influenced by our strategic plan. By aligning our operational planning, we continue to maintain focus, present a consistent message for internal and external audiences, and maximize the investment of resources. Ideally, the system plan will be reflected in each college's planning and implementation efforts, and the synthesis of the colleges' plans will foster synergies and advance our ability to serve the needs of students.

#### What You Can Expect in 2005-2006?

- You will notice an important change in our plan this year, the further development of our measurable objectives. The outcomes of these objectives will enable us to better assess progress towards our goals.
- Progress reporting by lead councils, groups or individuals, with respect to assigned strategies, will once again be expected at mid-year and at the end-of year.

- This year colleges will also be asked for a report at mid-year and end-of-year. Colleges will be expected to respond to each of the four system goals separately regarding college plans, activities, timelines, and outcomes that advance progress towards the goal and establish clear linkages from the college's strategic plan to that of the system.
- It is expected that the lead councils, groups or individuals accountable for a given strategy reach out to and involve assigned support councils, groups or others as needed to continue progress on existing strategies.
- It is expected that all individuals or groups advancing system activities that may be related to strategies outlined in the system plan reach out to and coordinate those activities with the lead councils, groups or individuals accountable for the related strategy.
- Soon, you will be able to report and monitor progress utilizing a new on-line strategic planning tool developed by James Revillini (Tunxis Community College) in cooperation with members of the Strategic Planning Operations Committee. A formal announcement will be made when the site is "live".
- This next academic year is the last of the current cycle. In the spring of 2006 we will kick off a new cycle beginning with a system-wide strategic planning conference for members of the Executive, Advisory and Operations planning committees. Prior to that conference, the current membership of the Advisory committee will be reviewed and revised in order to best achieve broad cross-functional representation from across the system. The current membership of the Advisory committee is provided in this document.

As you continue your efforts this year, I want to express my appreciation to all of you for responding to a comprehensive planning process that, I still believe, is bringing great benefit to our system and the students we serve by improving our effectiveness and strengthening our commitment to educational innovation and excellence.

I appreciate your continuing efforts to ensure that our system and its colleges live up to our aspirations and help our students to realize theirs.

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<http://www.commnet.edu/planning>

## Progress Report 2004-2005

As we enter this final year of our three-year planning cycle, it is important to recognize and celebrate the progress we have made toward accomplishing our goals over the past two years.

**Goal 1** relates primarily to academic and co-curricular best practices to facilitate student development and goal attainment including the assessment of learning, student development, system policies and practices.

Many strategies have been successfully integrated into the routine operations of our system including a review of academic policies that has resulted in new board policies related to standardization of honors requirements, academic probation and suspension practices. A review of admissions policies has led to standardized requirements for the preparation of home schooled students. Annual surveys of entering students, non-returning students, and graduates assess student progress toward achieving their goals (personal development, learning outcomes, skill enhancement, employment, or transfer, etc.). The semi-annual Community College Survey of Student Engagement (CCSSE) will help us to assess the level of engagement that students and faculty bring to the learning process, providing a better understanding of how such engagement contributes to desired outcomes.

There is work still to be done and new or revised strategies will sharpen the focus on student success and retention through assessment of learning outcomes, student services and advising, and developmental education. Completing the Common CIP code and course numbering projects, and the implementation of the Guaranteed Admissions programs with the University of Connecticut and the Connecticut State University System will provide support and added opportunities for students, as will developing a common curriculum for Nursing programs and the use of instructional technology to enhance teaching and learning.

**Goal 2** relates primarily to workforce development, life long learning and partnerships with government agencies, business and industry, the state's K-12 system of public education, and the community at large.

A business plan for the delivery of workforce development, continuing education, business and industry services, and community services has been presented for review to the Council of Presidents. Collaborative efforts are underway with the Academic Deans and Continuing Education Deans and Directors to establish career ladders that link credit and non-credit offerings. A new cooperative business model for a system-wide, seamless response to the needs of industry clusters throughout the state has been developed.

Going forward, strategies will focus on further refinement of the proposed business plan including the development of benchmarks by which progress on the plan can be quantified; pilot testing of the new industry cluster business model; developing models

for career ladders; and exploring ways to facilitate financial access to non-credit programs.

**Goal 3** relates primarily to the management of human resources, business practices, and infrastructure including administrative and instructional technologies.

Significant progress in this area can be seen in ongoing professional development opportunities for faculty and staff related to Banner, Web CT Vista, and CORE CT, professional development days for managers, faculty and professional staff, and two innovative leadership training initiatives, the "manager in training" and the "manager exchange" programs. Minority Fellow networking opportunities are held annually, and best practices related to the employment search process are routinely shared among Human Resources Directors.

There is of course work still to be done and strategies going forward will focus on leadership development and succession planning, developing common data sets and other structural efficiencies for college affirmative action plans; and diversifying full- and part-time faculty. Developing a systematic cost/benefit analysis for continuing education programming will involve an assessment of BSN program offerings and the establishment of objectives for workforce development partnering both credit and non-credit programs and support activities.

**Goal 4** relates primarily to our planning processes including system and college strategic planning, communications and facilities planning; planning for resource development and allocation, and the strategic use of data for decision making.

Several strategies related to this goal have been successfully integrated into the routine operations of our system. These include conforming to NEASC and other accrediting standards in terms of assessment and institutional effectiveness; communicating with legislative, political, and community leaders; heightening visibility and demonstrating the effectiveness of system colleges; collaborative definition of the legislative agenda, including the endowment fund match; improving coordination of internal communications, emphasizing e-technologies; coordinating and communicating college and system planning processes; ensuring safe campus environments and compliance with environmental laws.

There is work still to be done and strategies going forward will focus on comparing current public perceptions of community colleges with those reported in 1997 and 1998 studies as a result of work that has been done in integrated planning and communication with stakeholders including legislators, educational, civic and business leaders. A second analysis will seek to evaluate the return on our investments in this area in terms of enrollments, legislative and grant funding; training contracts and funding partnerships. These two strategies will help us to take the next step towards improving coordination of external marketing and communications and finding the best mix of college and system marketing and advertising

Collaborative strategies have been developed for grant acquisitions among our colleges and now the emphasis will shift to implementation.

The focus of promotional messages on technology and technological education will continue but will also expand to include an emphasis on the role of community colleges in early childhood education.

## **Revised Plan for 2005-2006**

## **Vision**

The twelve Connecticut Community Colleges will be recognized by the State, its citizens and communities as premier providers of education that works for a life-time.

## System Planning Committees-Membership (2003-2006)

<b>Strategic Planning Executive Committee</b>	
Richard Sanders	President, Naugatuck Valley Community College, Chair
Marc Herzog	Chancellor
Paul Susen	Chief Academic Officer
Cathryn Addy	President, Tunxis Community College
Jonathan Daube	President, Manchester Community College
Barbara Douglass	President, Northwestern Connecticut Community College
Janis M. Hadley	President, Housatonic Community College
Grace Jones	President, Three Rivers Community College
Dorsey Kendrick	President, Gateway Community College
David Levinson	President, Norwalk Community College
Martha McLeod	President, Asnuntuck Community College
Wifredo Nieves	President, Middlesex Community College
Dianne Williams	President, Quinebaug Valley Community College
Calvin Woodland	President, Capital Community College

<b>Strategic Planning Operations Committee</b>	
Caitlin Boger-Hawkins	Northwestern Connecticut Community College
Laurie Hadad	Housatonic Community College
Tobi Krutt	System Office
Lan Liu	Middlesex Community College
Qing Mack	Asnuntuck Community College
George Rezendes	Three Rivers Community College
K.C. Senie	Norwalk Community College
Margi Winters	Tunxis Community College

<b>Strategic Planning Advisory Committee</b>	
Margaret Abraham	Capital Community College
Doris Arrington	Capital Community College
Karen Aubin	Three Rivers Community College
Anthony Benoit	Three Rivers Community College
Lynn Boyar	Norwalk Community College
Nora Butts	Quinebaug Valley Community College
Jeffrey Cantor	Norwalk Community College
Arthur Corda	Gateway Community College
Beth-Anne Egan	Asnuntuck Community College
Stephen Goetchius	Three Rivers Community College
Matt Hall	Quinebaug Valley Community College
Kathleen Herron	Capital Community College
Susan Huard	Quinebaug Valley Community College
Timothy Hurlock	Asnuntuck Community College
Kathy Kinane	Northwestern Connecticut Community College
Richard Lenoce	Middlesex Community College
Jacqueline Leo	Housatonic Community College

<b>Strategic Planning Advisory Committee (Continued)</b>	
Susan Logston	Gateway Community College
Bette Marafino	Tunxis Community College
Paul Marchelli	Housatonic Community College
Paul McLean	Middlesex Community College
Lillian Ortiz	Manchester Community College
David Rodgers	Northwestern Connecticut Community College
Richard Sanders	Naugatuck Valley Community College
John Shafer	Middlesex Community College
Donna Shaw	Asnuntuck Community College
Paul Silberquit	Norwalk Community College
James Smith	Naugatuck Valley Community College
Louise Summa	Three Rivers Community College
Charlene Tappan	Manchester Community College

## **Table of Abbreviations**

*[Listed below are abbreviations used throughout this document to identify the lead councils/individuals accountable for the strategies outlined by the strategic plan.]*

ACSAC	Assistant to the Chancellor for System Advancement and Communications
ADC	Academic Deans
CAO	System Chief Academic Officer
CFT	Center for Teaching
CODDD	Deans and Directors of Development
COP	Council of Presidents
DDCE	Deans and Directors of Continuing Education
DFA	Directors of Finance and Administration
DOA	Deans of Administration
DPRA	System Director of Planning, Research and Assessment
DSC	Deans of Students
HRC	Human Resources Council
IRC	Institutional Research Council
ITPC	Information Technology Planning Council
MC	Management Committee
PR	Public Relations
SO	System Office

## Table of Accountabilities (2005-2006)

*[Listed below are the lead councils/individuals accountable for the strategies outlined by the revised strategic plan (2005-2006). These councils/individuals are responsible for periodic progress reports provided to the Strategic Planning Executive Committee.]*

Goal 1		Goal 2		Goal 3		Goal 4	
Strategy	Council	Strategy	Council	Strategy	Council	Strategy	Council
1.1A	ADC	2.1A	DDCE	3.1A	MC	4.1A	ACSAC
1.1B	ADC	2.1B	DDCE	3.2A	HRC	4.1B	ACSAC
1.1C	CAO	2.2A	DDCE	3.2B	HRC	4.1C	ACSAC
1.2A	DSC	2.2B	DDCE			4.2A	CODDD
1.2B	ADC	2.3A	ADC			4.2B	CODDD
1.2C	ADC	2.3B	DDCE			4.3A	DOA
1.2D	DSC						
1.3A	CAO						
1.3B	DSC						
1.3C	CAO						
1.3D	ITPC						
1.3E	CAO						

**Goal 1:** Enhance academic best practices/excellence and co-curricular experiences to facilitate the attainment of student goals and the advancement of student development and other constituent interests. Included are priorities that focus on:

- Analysis of information from the Community College Survey of Student Engagement
- Assessment of student learning and development
- Collection of student goals/reasons for entering the learning community
- Evaluation and analysis of transfer articulation
- Maximizing faculty, staff and student engagement in the teaching and learning process
- Student graduate survey analysis
- Student success and retention initially focusing on Developmental Education
- The use of instructional technology to enhance teaching and learning

### **Objectives**

**1.1** By June 2006, the Connecticut Community College system will develop common expectations and measures for academic preparation and the outcomes of a community college education resulting in the System meeting or exceeding the national average of first-time, full-time degree seeking students who graduate or transfer to a four-year institution within three years.

### Strategies

1.1A Develop and articulate common expectations for academic preparation and the outcomes of a community college education.

**Assigned to:** ADC, IRC, DDCE

1.1B In continued partnership with high schools and adult education, conduct an overall assessment of developmental education in order to facilitate the understanding of gaps between high school preparation and college readiness.

**Assigned to:** ADC, COP, IRC, DSC, DDCE

1.1C Develop a common curriculum for the system's five nursing programs.

**Assigned to:** CAO

**1.2** By June 2006, the Community College System will develop and implement assessment models for the continuous improvement of Academic and Student Development resulting in the System meeting or exceeding national average retention rates (fall to fall) for first-time, full-time degree seeking students.

Strategies

1.2A Develop and implement an assessment model for the continuous improvement of Academic Advising.

**Assigned to:** DSC, ADC, IRC

1.2B Review the new general education policies. Incorporate common learning outcomes, paying particular attention to technology and diversity.

**Assigned to:** ADC, DSC, CAO

1.2C Each college will develop and implement a model for the assessment of general education specific to that campus.

**Assigned to:** ADC, DSC, COP, CAO, IRC

1.2D Pilot a program review model for student services - Continue 01-02 work to ensure the quality of evaluation of student services is equivalent to the academic programs.

**Assigned to:** DSC, CAO, IRC

**1.3** By June 2006, the Community College System will review, revise or establish policies and procedures that promote consistent application of student-related administrative policies.

Strategies

1.3A Complete the final phase of the common course numbering project.

**Assigned to:** CAO, ADC

1.3B Complete the review of admissions policies related to student preparedness. Advance policy recommendations related to matriculation and underage students.

**Assigned to:** DSC, ADC

1.3C Complete Guaranteed Admissions Program implementation among UConn School of Arts and Sciences and all community colleges and among CSU School of Education and all community colleges.

**Assigned to:** CAO, ADC, DSC

1.3D Continue the system-wide implementation of Web CT Vista.

**Assigned to:** ITPC, CAO, ADC

1.3E Complete the common course CIP Code project.

**Assigned to:** CAO, ADC, DDCE, DPRA

**Goal 2:** Maintain leadership in providing workforce training education and lifelong learning for Connecticut. Included are priorities that focus on:

- Partnerships and collaborations that will enlarge the system role in workforce development and respond to the state's cluster initiative
- Partnerships and collaborations with businesses
- Partnerships and collaborations with community-based organizations
- Partnerships and collaborations with government agencies
- Partnerships and collaborations with K-16
- Partnerships and collaborations within and among the twelve system colleges

### **Objectives**

**2.1** By June 2006, the Community College System will develop a comprehensive business plan that effectively integrates efforts at both the system and individual college levels that clearly delineates lines for workforce development, continuing education, business and industry services, and community service.

### Strategies

2.1A Develop system consortia and partnerships to maximize resources and leverage funding.

**Assigned to:** DDCE

2.1B Explore ways to facilitate financial access to non-credit programs.

**Assigned to:** DDCE, DSC, DOA, DFA, SO

2.1C Develop benchmarks for the business plan by which progress can be quantified.

**Assigned to:** DDCE, DSC, DOA, DFA, SO

**2.2** The Community College System will create and implement an assessment model that includes a cost/benefit analysis, for non-credit curriculum delivery by June 2006.

Strategies

2.2A Develop definitions and measures to assess programming provided by business and industry services.

**Assigned to:** DDCE

2.2B Develop a systematic means of conducting a cost/benefit analysis for continuing education programming.

**Assigned to:** DDCE

**2.3** The Community College System will respond to workforce development requirements by developing curricula in at least three programs that address both credit and non-credit needs by June 2006. Students will meet or exceed a 75% rate of employment and retention in employment after participating in the workforce development and/or cluster initiative curricula.

Strategies

2.3A Develop career ladders initiatives that connect and span non-credit and credit programs.

**Assigned to:** ADC, DDCE

2.3B Develop a comprehensive definition of and objectives for workforce development with a focus on internal partnerships among credit and non-credit programming and support activities.

**Assigned to:** DDCE, ADC

**Goal 3:** Enhance teaching and learning through the management of human resources, programs and support services that are designed around relevance to student, state, and staff needs and utilize the highest quality administrative and instructional technologies. Included are priorities that focus on:

- Assessing the colleges' capacity for serving students and related staffing needs
- Expanding professional development opportunities related to leadership, teaching, learning, and technology
- Fostering system communications and the utilization of system councils and presidential liaisons
- Managing Human Resources
- Promoting an environment that embraces diversity

### **Objectives**

**3.1** By June 2006, the Community College System will formulate a professional development plan for faculty and staff that includes a focus on leadership development and succession planning.

3.1A Provide professional development opportunities for managers, directors, department chairs, and others with supervisory responsibilities with a focus on leadership development and succession planning.

**Assigned to:** MC, ADC, CFT, DSC, DDCE

**3.2** By June 2006, the Community College System will develop and implement an HR strategy that will increase the proportion of minority faculty/staff by a total of 5% over the subsequent two years.

3.2A Implement plans for diversifying full-time and part-time faculty.

**Assigned to:** HRC, ADC

3.2B Develop and implement common data sets and other structural efficiencies that are appropriate for use with individual college affirmative action plans.

**Assigned to:** HRC

**Goal 4:** Institutionalize the strategic planning process including planning for communications; coordinating institutional planning with system planning, planning for safe, state-of-the-art and educationally advanced facilities; planning for resource development and allocation; and planning for data-based decision making. Included are priorities that focus on:

- A consistent funding base
- Clarity and consistency of messages
- Data-based decision-making
- Economic impact of community colleges
- Institutional Effectiveness
- Resource allocation
- Resource development and cooperative system initiatives
- Safe and effective facilities
- Strategic use of data

### **Objectives**

**4.1** By June 2006, the Connecticut Community College system will be able to demonstrate that efforts to enhance the image of the system and colleges through collaborative planning and message development, and integrated media placement has leveraged resources, reduced confusion and built brand awareness and recognition of community colleges among entering students, referring agencies, guidance counselors, and business and community leaders.

### Strategies

4.1A Compare current public perceptions of community colleges among entering students, returning students, referring agencies and guidance counselors, business/industry and community leaders with data from market research/image management project of 1997-98.

**Assigned to:** ACSAC, PR

41.B Analyze return on investment in terms of enrollments, legislative and grant funding, training contracts, and funding partnerships.

**Assigned to:** ACSAC, PR

4.1C Increase the visibility of the role played by community colleges in preparing professionals for careers in early care and childhood education.

**Assigned to:** ACSAC, PR

4.1D Continue to include technology and technological education in communications about community colleges.

**Assigned to:** ACSAC, PR

**4.2** By June 2006, the Community College System will implement plans for collaborative fundraising and grants development in common areas of need resulting in at least two collaborative initiatives.

Strategies

4.2A Pursue opportunities for collaborative fundraising and grants development in common areas of need, e.g. distance learning, homeland security or Allied Health and Nursing.

**Assigned to:** CODDD, DDCE

4.2B Support college foundation plans and leadership development. Focus on leadership and fundraising as part of building and managing relationships.

**Assigned to:** CODDD

**4.3** By June 2006, 40% of our graduates will report being “very satisfied” with their community college campus as a safe environment.

Strategies

4.3A Ensure the personal safety of our students and employees through the development and implementation of security policies, emergency response policies, and threat assessment plans.

**Assigned to:** DOA