

STRATEGIC PLAN

2010- 2015

Meeting the Diverse Needs of Our Public

Northeast
community college

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Introduction

The mission of Northeast Community College is to provide comprehensive lifelong, learning-centered educational opportunities and services to meet the diverse needs of our public. The Strategic Plan is designed to incorporate those goals that will assist the College in most effectively fulfilling its mission as measured through core performance indicators.

The foundation of the 2010-2015 Strategic Plan was established in 2002 when the president initiated a structured process that included input from employees, Board of Governors, and community/constituent representatives. The resulting 2003-2008 Strategic Plan included those goals, initiatives, and strategies which most dramatically allowed Northeast Community College to achieve its mission over the next five years. Each year since its inception, the plan has been reviewed, minor revisions have been made, and an annual report produced to demonstrate progress in fulfilling the goals of the plan.

Throughout this period, the administration has conducted an ongoing review of internal and external factors impacting the College. These factors have included areas such as enrollment and demographic trends, new program and partnership opportunities, assessment of student learning, accreditation and governmental reporting requirements, facilities planning, and technological changes impacting higher education. Surveys of students and employees have supplemented other sources of information to provide direction on strategic goals and initiatives.

The administration sought the endorsement of the Board of Governors in the fall of 2009 to adopt a new strategic plan which would maintain the five strategic goals that had been developed in 2003, as these goals were still central to the mission of the College. The initiatives and strategies drafted for each of these five goals were more focused to reflect the major priorities which needed to be completed over the next five years. In addition, administrative responsibility was assigned for each area to assure more continuity and accountability. The Higher Learning Commission Criteria for Accreditation were reviewed and correlated with strategic plan initiatives and strategies. The president then shared the draft plan with the campus community at a series of open forums and requested feedback on the strategies. Finally, the president conducted a series of focus meetings in communities in the College's service area to provide opportunities for public response to the draft plan. The Board of Governors approved the 2010-2015 Strategic Plan on November 11, 2010.

Strategic Planning Goals

The goals of the 2010-2015 Strategic Plan focus on the following five areas that will allow the College to most effectively meet the diverse needs of its public through:

- Quality Education
- Innovative Enrollments
- Superior Services
- Efficient Operations
- Strong Partnerships

The accompanying initiatives and strategies are designed to provide more specific direction in fulfilling the strategic goals. An annual reporting and evaluation process assures accountability in meeting these goals. The College's success in fulfilling its mission is measured through an ongoing review of institutional effectiveness, which forms the basis for revisions to the Strategic Plan to meet changing institutional priorities.

Coordinating Commission for Postsecondary Education: Community Colleges' Role and Mission

The Coordinating Commission for Postsecondary Education has outlined the community colleges' role and mission in its comprehensive statewide plan for postsecondary education. The priorities for the community colleges are included in Nebraska Revised Statute Section 85-962, and are as follows:

- First instructional and service priority – applied technology and occupational education, and foundations education to include developmental and remedial education
- Second instructional and service priority – transfer education, including general academic transfer or applied technology programs that may be applicable to the first two years of a bachelor's degree and foundations education as necessary
- Third instructional and service priority – public service, particularly adult continuing education for occupations and professions; economic and community development focused on customized occupational assessment and job-training programs for business and communities; and vocational and personal development courses
- Fourth instructional and service priority – applied research

The 2010-2015 Strategic Plan is designed to provide direction to Northeast Community College in fulfilling its role and mission as outlined in the statewide plan.

Meeting the Diverse Needs of Our Public Through: *Quality Education*

Goal A - To provide quality education.

Initiative 1: To provide programs and curriculum that meets the needs of the people and communities served by Northeast.

Strategies:

- a. Maintain and strengthen existing academic programs through Nebraska Coordinating Commission for Postsecondary Education and Internal Program review processes.
- b. Identify new program opportunities through a needs assessment process.
- c. Provide general education that expands students' perspectives beyond the skills required in their chosen disciplines and provides a foundation for lifelong learning.
- d. Prepare students for successful transfer for continued education.
- e. Provide career and technical programs that prepare graduates with entry-level job skills.
- f. Provide coursework to prepare students for college-level classes and to meet students' needs.

Initiative 2: To provide educational services and opportunities that enhances the learning experience.

Strategies:

- a. Provide opportunities through student organizations and student life opportunities to develop leadership, community service/citizenship, and interpersonal skills.
- b. Expand access to academic resources such as tutoring, writer's clinic, and library services.
- c. Explore opportunities to participate in a cultural exchange program with international institutions of higher education.

Initiative 3: To encourage and support teaching methods that provides quality learning experiences.

Strategies:

- a. Assure online courses meet established standards.
- b. Provide professional development opportunities for faculty and staff in using technology and pedagogy to deliver programs and services, including those employees that teach and provide services for distance education students.

Initiative 4: To promote accessible alternative course delivery of educational programming that fosters lifelong learning.

Strategies:

- a. Expand online degree and certificate programs.
- b. Develop working adult and industry skill set packages.
- c. Review and expand short-term training opportunities.
- d. Review the educational programming schedule.

Meeting the Diverse Needs of Our Public Through: *Innovative Enrollments*

Goal B - To recruit and retain students and expand markets.

Initiative 1: To enhance marketing of college programs and services.

Strategies:

- a. Develop a new marketing/recruitment component of a comprehensive enrollment management plan to include all identified target groups.
- b. Implement a new college website and web-based tools.

Initiative 2: To strengthen and enhance ongoing recruitment efforts.

Strategies:

- a. Determine target markets based on a review of existing enrollment data, demographic information, and market research studies.
- b. Incorporate recruitment strategies for each target student group in a comprehensive enrollment management plan.
- c. Implement a customer relationship management system.

Initiative 3: To develop college-wide student retention strategies.

Strategies:

- a. Initiate a comprehensive retention plan as a component of the enrollment management plan.
- b. Implement GPS (Guidance, Progress, Success) Center to assist with student retention.
- c. Develop a bridge program to enhance retention/matriculation of Early Entry students.
- d. Develop a retention program for online students.

Initiative 4: To expand educational programming in South Sioux City.

Strategies:

- a. Develop academic, student service, operational, and staffing plans for the College Center with Wayne State College administration and staff.
- b. Provide degree and training programs to meet identified needs.
- c. Develop and implement a marketing plan for the College Center.
- d. Construct and equip the College Center.

Meeting the Diverse Needs of Our Public Through: *Superior Services*

Goal C - To expand and strengthen student support services.

Initiative 1: To create a professional, student-centered environment that focuses on seamless services.

Strategies:

- a. Continue to develop a comprehensive “one-stop” welcome, advisement, and service center in the College Welcome Center.

Initiative 2: To implement a comprehensive online student support system.

Strategies:

- a. Establish a virtual advising system.
- b. Establish an online bookstore.
- c. Establish a Central Information Center to strengthen and expand access to campus-based services for distance education students.

Meeting the Diverse Needs of Our Public Through: *Efficient Operations*

Goal D - To promote utilization and growth of institutional resources.

Initiative 1: To promote growth of financial resources in support of college operations.

Strategies:

- a. Enhance fund-raising activities of the College Foundation to support college initiatives, to include planned giving program, annual giving campaign, donor stewardship, and partnering with area organizations and foundations.
- b. Identify and seek grant opportunities which align with strategic initiatives.

Initiative 2: To maintain and expand college facilities to meet identified needs.

Strategies:

- a. Update the master facilities plan.

Initiative 3: To review and implement new systems and processes to enhance operations.

Strategies:

- a. Ensure college operations are reviewed, improved, and supported through the implementation of the new enterprise system (Banner).
- b. Review emergency action planning process and implement updated plan.
- c. Review and strengthen services and operations to ensure viability and effectiveness.

Initiative 4: To provide quality human resources in support of college operations.

Strategies:

- a. Complete the Classification/Compensation Study and implement recommendations approved by the Board of Governors.
- b. Increase employees' awareness of their impact on the recruitment and retention process.
- c. Enhance customer service from all employees for students, co-workers, and the general public.
- d. Develop a comprehensive professional development plan for all employees.

Initiative 5: To remain current with technology.

Strategies:

- a. Develop and implement a plan to more effectively incorporate technology in teaching and learning, student support services, and campus operations and organizational effectiveness.

Meeting the Diverse Needs of Our Public Through: *Strong Partnerships*

Goal E - To expand partnerships with emphasis on rural revitalization.

Initiative 1: To expand initiatives with K-12 schools.

Strategies:

- a. Develop career academies in partnership with area high schools and educational service units.
- b. Expand opportunities with area high schools for dual and college credit course offerings.
- c. Provide opportunities for career awareness activities to K-12 students and their parents.

Initiative 2: To develop partnerships with higher education and business and industry.

Strategies:

- a. Develop academic, student service, operational, and marketing plans with the University of Nebraska Medical Center for the J. Paul and Eleanor McIntosh College of Nursing.
- b. Expand training opportunities to meet workforce development and continuing education needs.

Initiative 3: To explore a new rural stabilization and revitalization initiative.

Strategies:

- a. Research and evaluate national models for community college partnerships with organizations and communities to enhance rural revitalization.
- b. Visit communities with model programs.
- c. Expand entrepreneurship training in rural communities.
- d. Develop a programming strategy for a community support model to focus on areas of identified need.
- e. Explore a new or revised general education elective course in community leadership development.

Implementation and Evaluation Guidelines

The Strategic Plan must be integrated into the institutional decision-making process. Administrative responsibility has been assigned to each area of the plan to assure accountability for reporting and implementation, The budgeting process of the institution will be influenced by the priorities of the Strategic Plan.

The plan will be reviewed on an annual basis and adjustments to the plan made as needed to reflect changing priorities based upon environmental scanning and institutional self-evaluation. The review process will include an annual report of accomplishments and core measures of institutional effectiveness.

The following guidelines shall govern the implementation and evaluation of the plan:

- The president shall be responsible for the Strategic Plan.
- The Strategic Plan will be shared with all employees who will be expected to become familiar with the elements of the plan as priorities for job responsibilities.
- The president and vice presidents shall request appropriate groups and individuals to develop specific action plans for implementation of Strategic Plan initiatives.
- The implementation of the plan shall be subject to the availability of budgeted resources. Budget requests shall be prioritized based upon their relevance and importance with the Strategic Plan.
- An annual evaluation of the Strategic Plan shall be conducted at the direction of the Vice President of Institutional Advancement. To facilitate this evaluation, the Director of Institutional Research shall compile the core indicators of institutional effectiveness. This evaluation shall be shared with the campus community and the Board of Governors. The annual evaluation shall determine proposed revisions to the plan to meet institutional priorities that may be developed in response to ongoing internal and external review processes.
- Strategic Plan revisions shall be approved by the Board of Governors.

Core Indicators of Institutional Effectiveness

This set of core indicators reflects the mission and purposes of Northeast Community College. These core indicators shall be quantifiable and measure institutional progress toward fulfilling the college's stated mission and purposes. If the Strategic Plan is a roadmap of how the college shall fulfill its mission over the next five years and if the college is effectively implementing the Strategic Plan, then progress should be observable at the "core" of the college—the fulfillment of its mission and purposes.

Student Progress:

- Fall-to-Fall Persistence
 - Proportion of a fall first-time student cohort who is still enrolled for at least one credit hour the following fall term and has not completed a degree or certificate, reported each year from entry to exit.
 - Percentage of first-time, full-time fall entering undergraduate students in the previous year who returned for study during the fall semester:
 - in aggregate;
 - and, with breakdowns by race/ethnicity per IPEDS categories.
- Attrition Rate
 - Number of students who left depending on withdrawal category.
- Degree Completion Rate (demonstration of mastery of program outcomes)
 - Proportion of a fall first-time, full-time student cohort who completes a degree or certificate, as reported at annual intervals.
- Goal Attainment
 - Students' reasons for attending each semester and whether they are accomplishing their goals.

Career Preparation:

- Placement Rate in the Workforce
 - Proportion of a graduating student cohort who obtains employment within one year of graduation and the proportion who gain employment in a field directly related to the obtained skill within one year of graduation.
- Employer Assessment of Students
 - Proportion of a sample of regional employers in a given field indicating that their employees who received training at Northeast exhibit skills and job performance at rates equivalent or superior to other entry-level employees.
- Employer Assessment of Programs and Services
 - Proportion of Advisory Committee members and employers who have indicated that the program requirements meet the entry-level skills and needs for that industry.
- Number and percentage of students who earn a certificate, diploma, ADN, or AAS degree

Transfer Preparation:

- Performance Before/After Transfer
 - Academic performance and success rates of NECC transfer students at the transfer institution compared to their native students.
 - By GPA.
- Proportion of regular college-level courses at the transfer (receiving) institution completed with a grade of “C” or better by students who previously attended Northeast, compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution or transfer students from other institutions.
- Transfer Rates
 - Number and percentage of students who transfer to baccalaureate-granting institutions
- Number and percentage of students who earn an AA or AS degree

Developmental Education:

- Student Success in Subsequent Related Coursework
 - Proportion of a student cohort assessed as deficient in one or more of the basic skills (reading, writing, and computation) who successfully completes developmental work and a subsequent college-level course, with a grade of “C” or better, within one year.
- Number and percentage of developmental education completers who graduate.
- Developmental/remedial Course Completion
 - Number and percentage of underprepared students successfully completing Transitional English and/or Mathematics courses. (Assessment report)
 - Number and percentage of underprepared students who are identified through mandatory placement as requiring Transitional English and/or Mathematics courses.

General Education:

- Student Demonstration of General Education Goals (communication, problem solving, math, and social skills)
 - Proportion of graduating students who score at or above the national norm on the Collegiate Assessment of Academic Proficiency (CAAP) exam. (CAAP)
 - Performance of students on the Fundamental Academic Competency and Skills (FACS)

Student Satisfaction/Engagement:

- Student satisfaction with college services & programs/academic environment (SSI, CCSSE)
 - Graduate/transfer satisfaction with quality of education, transferability, and training at NECC.

College Participation Rates for Service Area:

- Enrollment Rate of High School Graduates
 - Proportion of high school graduates within the 20-county service area registered for credit courses as compared to previous years.
- Enrollment Rate of Nontraditional Adult Learners
 - Proportion of nontraditional adult learners (25 years of age and older) within the 20-county service area who are registered for credit and non-credit courses as compared to previous years. Market participation rates are based on the 2000 census data and current graduation records.
- Enrollment Rate of Minorities
- Proportion of minorities enrolled at NECC compared to enrollment rates at other Nebraska community colleges, Nebraska population census, and the 20-county service area as compared to previous years.
- Student Recruitment and Admissions
 - Number of applications, acceptances, and matriculations for each of the following categories of entering students:
 - Freshman
 - Undergraduate Transfer

Meeting the Needs of the Community:

- Adult Education
 - Number and percentage of GED test takers who earn GED.
 - Number and percent of adults 16 & over w/out HS diploma & serviced by NECC (AE)
 - Percent of GED earners who matriculate at NECC (AE)
- Workforce Training
 - Number of participants in business and industry training.
 - Number and types of training courses.
 - Participant/employer satisfaction with training courses/trainees and/or services.
- Continuing education
 - Number and types of continuing education courses offered at NECC.
 - Number of participants in continuing education courses.
 - Participant satisfaction with the quality of (continuing) education and services.