

STRATEGIC PLAN

FY2014-2016



Approved by the Board of Trustees: May 21, 2013

PREFACE

While certain goals and objectives that appear in Garrett College's FY2014-2016 Strategic Plan are similar to those found in the FY2010-2013 Strategic Plan, the majority are drawn from the College's 2012 Academic Plan. The latter was developed through an extensive process that involved the entire college community and which incorporated most of the same elements typically used in the process of formulating a strategic plan. This process, which began in November 2010, included an extensive SWOT (i.e., Strengths, Weaknesses, Opportunities, and Threats) analysis in which all segments of the campus community participated, including students; a needs assessment to identify the educational, workforce development, and training needs and opportunities of Garrett County and the surrounding region; the use of focus groups to solicit input from various community groups and constituencies regarding the programs and services provided by the College; a general assessment of the strengths and weaknesses of the College's transfer and career programs; and a review of the institution's values and the creation of a collective vision. The information and data that were gathered through this process not only informed development of the Academic Plan, but that of the FY2014-2016 Strategic Plan as well.

At the same time, the College's Strategic Planning Steering Committee, which consisted of members of the Executive Council, the Assistant Director of Institutional Research and Planning, and the Program Coordinator of the Garrett Information Enterprise Center (GIEC), identified through an iterative process five "Critical Issues" that the FY2014-2016 Strategic Plan would need to address. These were as follows:

CRITICAL ISSUE #1: Student Success and Completion

The College is being negatively impacted by the loss of students due to a number of factors, some internal and some external. Retention and student satisfaction are critical to the College's mission and can be addressed via a better understanding of student needs and wants and by taking the appropriate action to meet those needs and wants.

CRITICAL ISSUE #2: Financial Resources/Vulnerability

The College is dependent on tuition and a few core funding sources for the revenue to meet the needs of stakeholders, with this concentration of risk posing a potential problem on a number of fronts. At present, funding sources are at risk due to external factors such as the potential for lost scholarship, Federal and State aid and internal factors such as student default rates.

CRITICAL ISSUE #3: Strategic Partnerships

The College is part of a dynamic, complex ecosystem that requires strategic understanding and relationship management efforts.

CRITICAL ISSUE #4: Program-Market Alignment

The market and “industry” in which the College operates represents a complex, dynamic environment. As a result, there is a need for an ongoing, formal alignment of the College’s offerings and capabilities with the needs, wants, and decision criteria of stakeholders, especially prospective students. Without proper tracking and monitoring of markets, the College risks missing program opportunities and may experience sub-par student satisfaction/success.

CRITICAL ISSUE #5: Human Resources

At its core, the College is about people: students, faculty, staff, administrators, and the greater community. The internal work environment, competency and retention of employees are especially critical relative to carrying out the College’s mission and realizing its vision. Factors such as hiring, on –boarding, communication, compensation, professional development, career management, skills optimization, succession planning, knowledge leakage, retention and organizational structure are all key components of the human resource value-chain and drivers of the College’s success.

Moreover, Garrett College has established six Institutional Goals it considers fundamental to the accomplishment of its mission as a comprehensive community college: **Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources.** The goals, strategies, and objectives that make up the FY2014-2016 Strategic Plan directly support one or more of these mission-critical goals and are designed to move the College forward toward the achievement of its collective vision. They have also been designed to specifically address one of more of the critical issues cited above.

MISSION, VISION, AND VALUES

MISSION:

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

VISION:

Garrett College will be a gateway where...

- Academic excellence will be our hallmark.
- The campus reflects the diversity of the world.
- An engaged faculty and staff are committed to students' success.
- The needs of local and regional economic development shape programs and services.
- Scholarly achievement, physical and emotional preparedness, and integrity will be our product.

Future

Garrett College will be recognized as a small college that offers excellent academic programs that prepare our students for further study or entry into careers. We will be known for signature programs offering curricula ranging from those focusing on the acquisition of advanced technical skills to the wise use and management of the area's natural resources.

Garrett College will serve as a model for transfer preparation, advising, and seamless transition.

Garrett College will be a leader in partnership initiatives focusing on community and regional economic and workforce development.

Garrett College will be the college of choice for students seeking a personal educational experience set in a dynamic natural environment.

VALUES:

Garrett College believes that every human being is entitled to dignity, worth, respect, and the opportunity to learn. Therefore, Garrett College commits to...

The inherent value of learning by:

- Encouraging a culture of appreciation for the power of knowledge;
- Designing and advancing a curriculum of excellence for student mastery and success;
- Creating opportunities to reveal brilliance;
- Promoting ageless, lifelong learning; and
- Providing open access to programs and services.

The inherent value of the Garrett College community by:

- Sustaining a college focused on student learning and success;
- Fostering innovation and creativity;
- Embracing the concept of the power of people working together in the free exchange of ideas, including respectful disagreement; and
- Vesting individuals with the authority and responsibility to participate in shared governance.

The inherent value of the Garrett County community and the surrounding region by:

- Recognizing diversity of people, along with their differing points of view;
- Fostering a sense of belonging;
- Understanding the intrinsic value of our unique surroundings and of our cultural and artistic heritage;
- Seeking an approach that balances preservation and progress; and
- Contributing to the quality of life, economic and cultural vitality, awareness of local issues, and promotion of social justice.

The inherent value of a global community by:

- Facilitating understanding of other cultures and beliefs;
- Providing opportunities for community awareness; and
- Expecting a high level of cultural competence.

The inherent value of organizational responsibility by:

- Making the most effective use of resources;
- Regularly evaluating our fiscal health;
- Managing our human resources wisely;
- Monitoring and assessing the utility of existing policies and procedures;
- Facilitating necessary change in a timely manner;
- Being responsive to future trends and needs; and
- Promoting environmental awareness and serving as stewards of our environment.

INSTITUTIONAL GOALS

Garrett College has established six Institutional Goals that it considers fundamental and indeed critical to the accomplishment of its Mission and Vision:

Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.

Student Satisfaction and Success: Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.

Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

Workforce Development: Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation courses; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.

Community Service: Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.

Effective Use of Financial, Human, and Physical Resources: Ensure, through the application of “best practices,” that financial, human, and physical resources are managed effectively and efficiently for optimal results.

GARRETT COLLEGE STRATEGIC PLAN 2014-2016

I. ACCESSIBILITY: *Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.*

GOAL I: THE COLLEGE'S CREDIT AND NON-CREDIT EDUCATIONAL PROGRAMS ARE ACCESSIBLE TO A DIVERSE STUDENT POPULATION.

STRATEGY 1: DEVELOP AND IMPLEMENT PROGRAMS AND INITIATIVES DESIGNED TO FACILITATE AND/OR IMPROVE ACCESS.

OBJECTIVE 1: By August 2014, fully develop credit gaining opportunities in collaboration with Garrett County Public Schools (GCPS) that provide access to a broader spectrum of educational opportunities, including dual-enrollment, receipt of articulated and/or transcribed credit.

OBJECTIVE 2: By August 2014, in partnership with the Garrett County Public Schools (GCPS), the College will assist in developing and implementing a remediation program for Garrett County high school students who have demonstrated a deficiency in math and/or English, as indicated by the placement exam.

OBJECTIVE 3: By July 2016, develop and implement career laddering opportunities consisting of multiple pathways that will enable student populations to move from non-credit to credit educational offerings.

OBJECTIVE 4: By the end of FY 2014, evaluate and expand Distance Learning's role in offering courses of quality and convenience, including mixed mode and CEWD courses by 5-7% every semester to reach a 30% increase in the number of courses offered by 2016.

OBJECTIVE 5: By July 2014, fully implement a "Bridge-to-College" Program that serves under prepared students.

GOAL II: SCHOLARSHIPS ARE AVAILABLE THROUGH THE GARRETT COLLEGE FOUNDATION FOR STUDENTS WHO ARE ENROLLED IN CREDIT OR WORKFORCE DEVELOPMENT PROGRAMS.

STRATEGY: INCREASE SCHOLARSHIP RESOURCES AVAILABLE TO GARRETT COLLEGE STUDENTS FOR BOTH CREDIT AND WORKFORCE DEVELOPMENT PROGRAMS IN PARTNERSHIP WITH THE GARRETT COLLEGE FOUNDATION.

OBJECTIVE 1: Increase the amount of funding for available scholarships from the Garrett College Foundation by 20% by 2016.

OBJECTIVE 2: Establish a robust Planned Giving Program to support future scholarship needs by 2016.

GOAL III: ACHIEVE AND SERVE A MORE BALANCED AND DIVERSE STUDENT POPULATION WITH RESPECT TO AGE, GENDER, ETHNICITY, AND SOCIO-ECONOMIC STATUS.

STRATEGY 1: INCREASE THE POPULATION OF NON-TRADITIONAL STUDENTS BY OFFERING COURSES AND PROGRAMS THAT ARE APPROPRIATE AND OFFERED AT TIMES, LOCATIONS, AND THROUGH MODES THAT ARE CONVENIENT AND ATTRACTIVE TO NON-TRADITIONAL STUDENTS.

OBJECTIVE: By the end of FY2016, achieve a non-traditional student population that is equivalent to at least 33% of the College's total student population. (Progress with respect to achieving this performance target will be assessed annually.)

STRATEGY 2: INCREASE THE NUMBER OF HIGH-PERFORMING STUDENTS WHO ENROLL BY OFFERING PROGRAMS, CO-CURRICULAR ACTIVITIES, FACILITIES, AND TRANSFER OPPORTUNITIES THAT ARE APPROPRIATE FOR AND ATTRACTIVE TO HIGH-PERFORMING STUDENTS.

OBJECTIVE 1: By FY2016, increase the percentage of incoming students who are college-ready, or who are able to achieve college readiness within one semester after entry, to at least 35%. (Progress with respect to achieving this performance target will be assessed annually.)

OBJECTIVE 2: By FY2016, increase the percentage of students enrolled in STEM programs (science, technology, engineering, and math) by 15%, as referenced to FY2013 baseline data.

STRATEGY 3: OFFER CREDIT AND NONCREDIT CTE AND WORKFORCE DEVELOPMENT COURSES AND PROGRAMS THAT ARE SPECIFICALLY TAILORED TO THE EMPLOYMENT NEEDS OF THE COUNTY'S (AND THE REGION'S) ADULT POPULATION.

OBJECTIVE: By FY2016, develop at least 3 career ladders that via multiple pathways lead from noncredit to credit degree programs.

II. STUDENT SATISFACTION AND SUCCESS: *Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.*

GOAL I: STUDENT SUPPORT SERVICES EFFECTIVELY MEET THE NEEDS OF STUDENTS, CONTRIBUTE TO THE IMPROVEMENT OF STUDENT LIFE, AND ARE ADEQUATE TO MEET ENROLLMENT DEMAND.

STRATEGY 1: PROVIDE A COMPREHENSIVE ACADEMIC ADVISING PROGRAM THAT LEADS TO GREATER STUDENT SUCCESS AND COMPLETION.

OBJECTIVE 1: By FY2016, on the biennial student opinion survey, 75% of the students who respond will indicate that the College's academic advising process (which involves both AASC staff advisors and faculty advisors) has provided or is providing them with the information and assistance they need with respect to achieving their educational and/or career goals.

OBJECTIVE 2: By FY2015, the College's academic advising program will meet the general requirements of the CAS Standards for Advising and Transfer as advocated by the National Academic Advising Association (NACADA), and achieve full compliance with these standards by FY2016.

OBJECTIVE 3: By FY2016, students advised by the Advising and Academic Success Center (AASC) will meet the intended advising student learning outcomes as reported on an assessment administered once each semester during "BEST CHANCE" Advising by the student's AASC advisor.

OBJECTIVE 4: By FY2015, on the Graduate Survey, 80% of the graduating students will indicate the College's academic advising program was effective in helping them achieve their educational goals. (Progress with respect to achieving the specified performance targets will be assessed annually.)

OBJECTIVE 5: By FY2015, achieve a 10% increase, and by FY2016, achieve a 20% increase, as referenced to FY2014 baseline data, in the retention and completion rates of students who use the AASC academic support services as compared with those who do not.

OBJECTIVE 6: By FY2015, achieve a 10% increase, and by FY2016, achieve a 20% increase, as referenced to FY2014 baseline data, in the retention and completion rates of probation students who actively use the advising and academic support services of the AASC as compared with those who do not.

OBJECTIVE 7: By the end of FY2016, on the Graduate Survey, 80% of the graduating students who plan to transfer will indicate that the transfer counseling and information provided to them helped them gain a better understanding of the transfer process and enabled them to make more informed transfer decisions.

STRATEGY 2: PROVIDE RESOURCES TO ENSURE THAT STUDENTS RECEIVE ADEQUATE AND APPROPRIATE LEARNING SUPPORT.

OBJECTIVE 1: By FY2016, on the biennial student opinion survey, 75% of students who indicate that they use the College's tutoring services will indicate that those services have helped them improve their study skills and/or understanding of course material and content.

OBJECTIVE 2: By the end of FY2015, the AASC Tutoring Program will achieve College Reading and Learning Association (CRLA) International Tutor Program Certification.

OBJECTIVE 3: By the end of FY2016, the AASC Testing Center will achieve National College Testing Association (NCTA) Certification in order to become a certified testing center.

OBJECTIVE 4: By the end of FY2016, increase the frequency ratings from the Community College Survey of Student Engagement (CCSSE) on measures 4m, 9b, 12n, 13.1/.2/.3.a/.b/.d/.e/.j by at least 10% from the scores reported from the FY2014 administration of the CCSSE.

OBJECTIVE 5: By FY2016, students who seek tutoring and/or are on probation will demonstrate a 10% increase in study skills usage and confidence as measured by the Learning and Study Strategies Inventory (LASSI) pre-test and post-test as referenced to FY2014 baseline data.

STRATEGY 3: INCREASE RETENTION AND COMPLETION RATES AMONG UNDER-REPRESENTED STUDENTS.

OBJECTIVE 1: By the end of FY2016, increase retention and completion rates and other measures of success for minority students by 15% as referenced to FY2013 baseline data. (Progress with respect to achieving the specified performance targets will be assessed annually.)

OBJECTIVE 2: By the end of FY2016, achieve retention and completion rates and other measures of success among non-traditional students that meet or exceed those of traditional-age students. (Progress with respect to achieving the specified performance targets will be assessed annually.)

STRATEGY 4: ENSURE THAT STUDENT SUPPORT SERVICES ARE ADEQUATE AND ACCESSIBLE.

OBJECTIVE: By FY2016, 75% of students will rate the College's student support services on average as 4 or better (on a 5 point scale), with respect to both accessibility and quality, on a student opinion survey which is administered biennially.

STRATEGY 5: ENSURE THAT STUDENT LIFE ENHANCES AND SUPPORTS STUDENTS' ABILITY TO ATTAIN THEIR ACADEMIC, SOCIAL, AND PERSONAL DEVELOPMENT GOALS.

OBJECTIVE: By FY2016, the number of students who rate student life at Garrett College on average as 4 or better (on a 5 point scale) on a student opinion survey which is administered biennially will increase by 12%, as compared with a FY2014 baseline.

III. EDUCATIONAL EFFECTIVENESS: *Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.*

GOAL I: THE QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT ENGAGES AND EMPOWERS STUDENTS AND ASSISTS THEM IN THE SUCCESSFUL ACHIEVEMENT OF THEIR EDUCATIONAL GOALS.

STRATEGY 1: PROMOTE AND SUPPORT A CULTURE OF CONTINUOUS IMPROVEMENT FOR FACULTY AND PROFESSIONAL STAFF.

OBJECTIVE 1: By FY 2016, every faculty member will score at least 4 out of 5 on the faculty evaluation, with the overall faculty average being at least 4.25 out of 5 (85%); on student evaluations, every faculty member will achieve a 3-semester composite score of at least 3.9 out of 5, with the overall faculty average being at least 4.25 out of 5 (85%); and on the Community College Survey of Student Engagement (CCSSE), Garrett students will score above the national mean with respect to Academic Challenge, Student-Faculty Interaction, and Support for Learners. (Progress with respect to achieving the specified performance targets will be assessed annually.)

OBJECTIVE 2: By FY2016, at least 55% of credit courses will be taught by full-time faculty. (Progress with respect to achieving this performance target will be assessed annually.)

OBJECTIVE 3: By FY2015, 2/3 of the full-time faculty will incorporate some form of technology (other than Blackboard or PowerPoint), or other teaching innovation in the instructional design of at least one course per semester. (Progress with respect to achieving this performance target will be assessed annually.)

OBJECTIVE 4: By FY2016, all Continuing Education and Workforce Development (CEWD) instructors will receive a rating of Good or Excellent on course evaluations.

OBJECTIVE 5: By FY2016, assessment of student learning outcomes will show that, on average, at least 75% of students will successfully achieve the desired learning outcomes at the course level and 85% will achieve the desired learning outcomes at the program level [THESE PERFORMANCE TARGETS WILL BE UPDATED AS BASELINE DATA BECOME AVAILABLE. STUDENT LEARNING ASSESSMENT MEASURES FOR CEWD WILL BE ADDED AS THEY ARE DEVELOPED] (Progress with respect to achieving the specified performance targets will be assessed annually.)

STRATEGY 2: ENSURE THAT CURRICULUM IS CURRENT, PROGRESSIVE, APPROPRIATE, AND SUFFICIENTLY RIGOROUS.

OBJECTIVE 1: By the end of FY2016, complete formal program reviews of all academic and career degree programs, and take action as recommended in the findings; key program performance indicators are to be reviewed annually.

OBJECTIVE 2: By the end of FY2015, where applicable, curricula for the College's CTE (career) and workforce development programs will align with current industry standards; thenceforth, curricula will be reviewed for currency at least once every three years.

OBJECTIVE 3: By FY2016, all academic and CTE program curricula will incorporate components designed to address (1) civic engagement, (2) cultivation of leadership skills.

STRATEGY 3: OFFER INSTRUCTIONAL PROGRAMS THAT DEFINE GARRETT COLLEGE AS AN INSTITUTION PROVIDING QUALITY COMPREHENSIVE EDUCATION AND LIFELONG LEARNING PROGRAMS.

OBJECTIVE 1: Before June 2016, based on priorities identified in the market analysis, develop and implement 1-2 new CEWD and 1-2 new academic programs.

STRATEGY 4: MAINTAIN AND/OR IMPROVE AN ENVIRONMENT THAT STIMULATES AND SUPPORTS STUDENT LEARNING.

OBJECTIVE: By the end of FY2016, students, faculty, and staff will indicate greater degrees of satisfaction with the College's learning environment as measured on student opinion and employee surveys that are administered biennially.

STRATEGY 5: ENSURE THAT ACADEMIC POLICIES AND PROCEDURES PROMOTE AND SUPPORT STUDENT SUCCESS AND COMPLETION.

OBJECTIVE: By the end of FY2014, the College's academic policies and procedures will have been reviewed and, if needed, revised to ensure that while maintaining high academic standards, they do not undermine or pose any unnecessary obstacles to student success.

IV. WORKFORCE DEVELOPMENT: *Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation courses; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.*

GOAL I: THE PROGRAMS AND SERVICES OFFERED SUPPORT THE ECONOMIC GROWTH OF EXISTING BUSINESSES AND THE CREATION OF NEW BUSINESSES THROUGH PROVISION OF A WELL PREPARED AND SKILLED WORKFORCE.

STRATEGY 1: DEVELOP AND MARKET PROGRAMS AND SERVICES THAT SUPPORT THE ECONOMIC GROWTH OF EXISTING BUSINESSES AND THE CREATION OF NEW BUSINESSES SUPPORTED BY A WELL PREPARED AND SKILLED WORKFORCE.

OBJECTIVE 1: By July 1, 2015, develop 1 – 2 Academic and/or CEWD accelerated learning programs that are responsive to the business needs of the county.

OBJECTIVE 2: By the end of FY16, enrollment in STEM programs will increase by 15% through the improvement and expansion of the science, technology, engineering, and mathematics (STEM) programs, as well as training leading to the acquisition of advanced technical skills and training directed toward the application of new and emerging technologies.

OBJECTIVE 3: In order to address ongoing local and regional employment needs, annually increase by 10% the number of individuals receiving advanced training and/or earning licensure and/or industry recognized certification.

OBJECTIVE 4: Increase each year the number of employers using Garrett College for contract and customized training by 3%.

OBJECTIVE 5: By end of year 2016, enrollment in the Garrett Center for Entrepreneurship programs and courses will increase by 10% annually.

OBJECTIVE 6: Each year, within 1 year after completion, 63% of Continuing Education WIA completers will be employed and/or continuing their education. And, each year, within 1 year after completion, 60% of career program graduates will be employed in a related field and/or transferred to a 4-year institution.

V. COMMUNITY SERVICE: *Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.*

GOAL I: PROGRAMS OFFERED BY GARRETT COLLEGE ALIGN WITH STAKEHOLDERS' NEEDS AND WANTS WITHIN THE COLLEGE'S AVAILABLE RESOURCES.

STRATEGY 1: ENSURE PROGRAM OFFERINGS, BOTH NEW AND EXISTING, MEET MARKET DEMAND THROUGH APPLICATION OF ONGOING, STANDARDIZED METHODOLOGIES.

OBJECTIVE 1: Evaluate current program offerings biennially to determine enrollment trends and demographics and the degree to which they align with county, regional, and national trends and demand. Additionally, identify, evaluate, and prioritize potential new markets for which programs could be developed in addition to determining untapped and/or underserved markets where enhanced marketing efforts could be utilized.

OBJECTIVE 2: By August of each year, evaluate and update the comprehensive Enrollment Management Plan (EMP) that references benchmarks for enrollment targets and goals for retention that are sustainable and in balance with the College's available resources with respect to instruction and student support services.

OBJECTIVE 3: By September 2015, evaluate the feasibility of adding and/or modifying athletic offerings.

GOAL II: STRATEGIC RELATIONSHIPS CRITICAL TO THE VISION, MISSION, AND VALUES OF GARRETT COLLEGE ARE IDENTIFIED OR INITIATED, MONITORED, MAINTAINED AND IMPROVED.

STRATEGY: EXAMINE BOTH EXISTING AND POTENTIAL RELATIONSHIPS TO DETERMINE THEIR VALUE AND RELEVANCE, ENSURING THAT THEY CREATE VALUE, ARE CAPABLE OF BEING SUSTAINED, ARE MUTUALLY BENEFICIAL, AND HAVE GOALS WHICH ARE ALIGNED WITH THOSE OF ALL STAKEHOLDERS.

OBJECTIVE 1: By the end of FY2015, develop a process to inventory, annually, existing and potential strategic relationships based on divisional operating plans and institutional priorities.

OBJECTIVE 2: By the end of FY2015, develop a process to review documents which support ongoing relationships, particularly those that are critical to student satisfaction and success.

VI. EFFECTIVE USE OF FINANCIAL, HUMAN, AND PHYSICAL

RESOURCES: *Ensure, through the application of “best practices”, that financial, human, and physical resources are managed effectively and efficiently for optimal results.*

GOAL 1: THE COLLEGE’S ADMINISTRATORS, FACULTY, AND STAFF FUNCTION AS A HIGH PERFORMANCE TEAM, WITH ROLES AND RESPONSIBILITIES THAT ARE CLEARLY DEFINED AND EFFECTIVELY COMMUNICATED.

STRATEGY: ENSURE THAT OUR HUMAN RESOURCES ARE MANAGED EFFECTIVELY AND EFFICIENTLY FOR OPTIMAL RESULTS.

OBJECTIVE 1: Annually assess cross-training needs of current employees given the multiple and diverse responsibilities many employees must assume to provide horizontal and vertical continuity.

OBJECTIVE 2: Develop a comprehensive staffing and succession plan taking into account projected enrollment demand.

OBJECTIVE 3: Provide professional development opportunities to enable employees to retain currency with trends and changes in their field.

OBJECTIVE 4: Implement higher education best practices into employee performance as determined by annual employee evaluations.

OBJECTIVE 5: Establish a recognition and rewards system, such as promotion and forward advancement that sustains a workforce which allows the institution to fulfill its mission.

OBJECTIVE 6: Increase the diversity among College employees by 1% each year of the planning cycle.

OBJECTIVE 7: Continually cultivate a campus environment where the campus community functions as partners in achieving institutional goals and evaluate the campus climate to show progression or regression through the use of an employee survey that will be administered biennially.

GOAL II: FINANCES ARE EFFECTIVELY MANAGED.

STRATEGY 1: ENSURE THE EFFECTIVE AND EFFICIENT USE OF FINANCIAL RESOURCES TO FULLY SUPPORT THE STRATEGIC PLAN.

OBJECTIVE 1: Develop, and update annually, a new comprehensive financial plan by 2014 to support the strategic plan.

OBJECTIVE 2: Through the Foundation, establish and grow an “unrestricted fund” to support student, staff and faculty activities.

STRATEGY 2: DESIGN AN AGGRESSIVE PROGRAM TO REDUCE THE FINANCIAL AID DEFAULT RATE FOR SUBSIDIZED AND UNSUBSIDIZED LOANS BY DEVELOPING AND IMPLEMENTING BOTH SHORT-TERM AND LONG-TERM ACTION PLANS.

OBJECTIVE 1: Conduct formal, quarterly evaluations of performance relating to delinquency and default of student loans from FY 2014 to FY 2016.

OBJECTIVE 2: Reduce the financial aid default rate from 31% to less than 15% by June 30, 2016 and maintain it for the long term.

STRATEGY 3: ENSURE EFFICIENT OPERATIONS OF AUXILIARY ENTERPRISES TOWARDS FULL FINANCIAL SUSTAINABILITY.

OBJECTIVE 1: Develop and publish an Auxiliary Enterprise policy by 2014.

OBJECTIVE 2: Develop a 5-year business plan with each auxiliary to address the sustainability of financial operations by 2014 and reduce the overall non-mandatory transfer from operating to auxiliary enterprises by 60% by 2016.

OBJECTIVE 3: By January 2014, the Center for Adventure and Experiential Learning (CAEL) will identify and implement 1-2 potential program initiatives (corporate training, camps, and experiential learning, etc.) that take advantage of the synergies among existing programs and promote brand awareness.

GOAL III: CAPITAL RESOURCES IMPROVE AND ENHANCE BOTH CAMPUS FACILITIES AND INFORMATIONAL AND INSTRUCTIONAL TECHNOLOGY AND MEET THE NEEDS OF STUDENTS AND STAFF.

STRATEGY 1: IMPLEMENT THE COLLEGE'S CAMPUS FACILITIES MASTER PLAN TO SUPPORT THE STRATEGIC DIRECTION OF THE COLLEGE AND RESPOND TO THE INSTRUCTIONAL NEEDS OF STUDENTS.

OBJECTIVE: Improve Science, Technology Engineering and Math (STEM) facilities on campus by implementing the initial phase of the first project in the Campus Facility Master Plan by 2016.

STRATEGY 2: IMPROVE AND ENHANCE INFORMATIONAL AND INSTRUCTIONAL TECHNOLOGY AND BUSINESS PROCESS EFFICIENCY TO BENEFIT THE NEEDS OF STUDENTS AND STAFF.

OBJECTIVE 1: Develop a comprehensive college-wide technology plan by 2014 to support the strategic direction of the college.

OBJECTIVE 2: Allocate up to 80% of the required annual financial resources as directed by the 2014 technology plan to provide a competitive teaching and learning environment.

OBJECTIVE 3: Commit the resources and develop a plan to support business process re-engineering and the adoption of an ERP system by 2014.

STRATEGY 3: EXPLORE THE USE OF GREEN TECHNOLOGY TO REDUCE COSTS AND IMPROVE THE COLLEGE'S ENVIRONMENTAL STEWARDSHIP.

OBJECTIVE 1: Develop a college-wide energy saving plan, to incorporate some sustainable energy sources, by 2016 for campus facilities.

OBJECTIVE 2: Develop a plan to reduce the campus environmental impact by 2014.