

Strategic Plan: 2010-16

Core Themes, Objectives, Benchmarks

Updated: March 2013

Core Theme One: Advancing Student Success

Advancing Student Success means that we

- create a culture that intentionally places student learning and growth at the center of what we do;
- promote student engagement with coursework, faculty and staff, and co-curricular activities;
- foster active, collaborative, self-directed learning;
- support student perseverance and goal completion

Objective 1: To significantly increase the percentage of students who successfully complete their educational goals including retention, progression, completion, transfer, and employment; and to increase the equity of academic outcomes among all student groups.

Indicators of Achievement

Student Achievement Indicators	Baseline [Date]	Benchmark [Date]
1.01 Annual Student Achievement points per student	0.81 [2009-12]	0.84 [2016]

Retention Measures	Baseline [Date]	Benchmark [Date]
1.02 Q1 to Q2 for students intending to stay at least two quarters	63% [2009-10 starts]	70% [2016 for 2013-14 starts]
1.03 Q1 to Q2 for students whose planned length of stay is “don’t know” or “blank”	50% [2009-10 starts]	59% [2016 for 2013-14 starts]

Progression Measures: Developmental Math	Baseline [Date]	Benchmark [Date]
1.04 Percent of students completing developmental math sequence within six quarters year	31% [2009-10 starts]	43% [2016 for 2013-14 starts]
1.05 Percent of students who start three levels below college-level and complete developmental math sequences within six quarters	6% [2009-10 starts]	20% [2016 for 2013-14 starts]
1.06 Percent of students who start two levels below college-level and complete developmental math sequences within six quarters	36% [2009-10 starts]	50% [2016 for 2013-14 starts]
1.07 Percent of students who earn QSR within eight quarters	15% [2009-10 starts]	21% [2016 for 2012-13 starts]

Progression Measures: Developmental English	Baseline [Date]	Benchmark [Date]
1.08 Percent of students completing developmental English sequence within six quarters	62% [2009-10 starts]	71% [2016 for 2013-14 starts]
1.09 Percent of developmental English students passing ENG101 in their second year	47% [2009-10 starts]	54% [2016 for 2013-14 starts]

Progression Measures: ESL Transition	Baseline [Date]	Benchmark [Date]
1.10 Percent of upper-level ESL students transitioning to college level courses within three years.	20% [2008-09 starts]	25% [2016 for 2012-13 starts]
1.11 Percent of lower-level ESL students (Levels 1-3) transitioning to upper-level ESL coursework within three years.	18% [2008-09 starts]	23% [2016 for 2012-13 starts]

Completion Measures	Baseline [Date]	Benchmark [Date]
1.12 Percent of degree-seeking students earning degree/certification within three years	22% [2008-09 starts]	33% [2016 for 2012-13 starts]

Student Self-Report of Goal Achievement	Baseline [Date]	Benchmark [Date]
1.13 Percent of students reporting that they are “definitely meeting” their educational goals at the college.	48.3% [CCSSE Supplemental #13, 2011]	53.0% [2016]

Transfer Ready	Baseline [Date]	Benchmark [Date]
1.14 Percent of transfer students who achieve “transfer ready” status within three years of their first college-level course.	26% [2008-2011 overall]	28% [2016 for 2013-14 starts]

Job Placement Rates	Baseline [Date]	Benchmark [Date]
1.15 Percent of professional-technical completers who are employed within one year of leaving NSCC.	73% [2007-10 overall.]	76.% [2016]

Equity of Academic Outcomes	Baseline [Date]	Benchmark [Date]
1.16 For each of the above student success indicators, the percent difference in achievement levels of disaggregated student groups from the achievement of all students.	Varies by group by student success measure.	For disaggregated groups whose success is below the overall mean, an increase to within five percentage points of the mean. [2016]

Core Theme Two: *Excelling in Teaching and Learning*

Excelling in Teaching and Learning means that we

- engage in the work of teaching and learning with passion, vision, and creativity;
- adapt to the needs of our rapidly changing world by changing ourselves, our curriculum, our services, and our practices;
- ensure the effectiveness and quality of our work through ongoing assessment and professional development.

Objective 2: To deepen a college-wide culture of inquiry in which evidence-based assessment leads to improved teaching, learning, student support, and student success.

Indicators of Achievement

Faculty assessment of student learning outcomes	Baseline [Date]	Benchmark [Date]
2.01 Percent of FTF and PTF submitting Assessment Loop Forms annually	FT: 75%; PT: 41% [2011-12]	FT: 100%; PT: 85% [2016]
2.02 Percent of programs completing assigned portions of Program Review annually	34% [2011-12]	100% [2016]
2.03 Percent of potential faculty ¹ participating in assessment of identified Essential Learning Outcome each year.	19% [2011-12]	80% [2016]

Student self-assessment of learning outcomes	Baseline [Date]	Benchmark [Date]
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¹ “Potential faculty” refers to the subset of faculty (full- and part-time) who regularly teach a course that includes the targeted Essential Learning Outcome (e.g. all faculty teaching courses that include “Information Literacy” as an ELO).

achievement			
2.04	Annual survey of graduates asking how much the college contributed to learning the skills listed in CCSSE Question #12a through #12o.	2.49 [CCSSE 2011]	2.69 [2016]
2.05	Survey of students in courses selected for ELO assessment	Set baseline in 2012-13.	4% increase [2016]

Institutional effectiveness assessments		Baseline [Date]	Benchmark [Date]
2.06	Percent of administrative offices and support services completing an assessment project annually.	Set baseline in 2012-13.	100% [2016]

Professional development activities		Baseline [Date]	Benchmark [Date]
2.07	Percent of employees participating in professional development activities annually.	Set baseline in 2012-13.	5% increase [2016]
2.08	Employee ratings of professional development activities.	Set baseline in 2012-13.	5% increase [2016]

Core Theme Three: Building Community

Building Community means that we

- create a diverse, inclusive, and safe environment accessible to all;
- strengthen our college community through open communication, civility, accountability, and mutual respect;
- reach outside our institution to form local and global partnerships and pursue civic engagement;
- work in ways that are environmentally, socially and fiscally sustainable.

Objective 3: To sustain and enhance an inclusive environment in which diverse students, employees, and community partners engage with the college, experience a sense of belonging, and derive mutual benefit.

Indicators of Achievement

Employment practices to support diverse students		Baseline [Date]	Benchmark [Date]
3.01	Number of search processes meeting each of these criteria: A. Position announcement includes the approved affirmative action statement B. Position requires skills to increase the success of underrepresented students C. Distribution to venues reaching non-traditional and underrepresented communities is documented D. Training is held for the search committee	0% [0/28 2011-12]	100% [2016]

Activities to promote community and respect for diversity		Baseline [Date]	Benchmark [Date]
3.02	Percent of employees participating in specified activities to build community and develop understanding, respect and appreciation for diversity.	Set baseline in 2012-13.	15% increase [2016]
3.03	Percent of students participating in activities to	Set baseline in 2012-13.	5% increase[2016]

	build community and develop understanding, respect, and appreciation for diversity. Include CCSSE items 4s, 4t, and 9c.		
3.04	Employee and student ratings of the activities	Set baseline in 2012-13.	5% increase [2016]

Employee and student satisfaction		Baseline [Date]	Benchmark [Date]
3.05	Employee ratings on annual climate survey, disaggregated by employee type, gender and ethnicity.	From Spring 2012 survey.	A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean. [2016]
3.06	Student ratings on annual climate survey, disaggregated by gender and ethnicity.	Set baseline in 2012-13.	A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean. [2016]

Community partnerships		Baseline [Date]	Benchmark [Date]
3.07	Annual survey of employees to measure number, type, scope and benefits of partnerships.	Set baseline in 2012-13.	5% increase [2016]
3.08	Annual survey of employees to identify outreach activities to diverse communities	Set baseline in 2012-13.	5% increase [2016]
3.09	Annual survey of partners from Technical Advisory Committees, OCE&E, and Opportunity Council to identify value of and enhancements to partnerships.	Set baseline in 2012-13.	5% increase [2016]

Sustainability measures		Baseline [Date]	Benchmark [Date]
3.10	State-funded, contract-funded, and continuing education enrollments		
	A. State-funded FTES as percent of annual allocation	99% [2002-12 avg.]	100% [yearly 2013-16]
	B. Contract-funded		
	o Running Start annualized FTES	156 [2009-12 avg.]	200 [2016]
	o International Student Spring headcount	695 [2009-12 avg.]	1,000 [2016]
	C. Continuing Education: annual registrations	5,524 [2009-12 avg.]	6,500 [2016]
3.11	Formal reserve account balance as percent of operating budget.	5.2% [2012]	5% minimum [2013-16]
3.12	STARS (Sustainability Tracking, Assessment & Rating System™) rating	Bronze Rating overall	Maintain Bronze Rating
3.13	Annual non-state revenue from selected operations		
	A. Grants, contracts, customized training	25% over costs [2009-12]	50% over costs [2016]
	B. Rentals	\$76,990 [2009-12]	\$84,690 [2016]
	C. Food Services	(\$100,200) [2008-12]	Cover costs [2016]