**(6) Assessment of 9 Strategic Goals**

**For several years BEFORE 2012 NOW, from 2012 to the present**

**Strategic Goal #1**: Promote learning and teach- **Strategic Goal #1**: Provide collaborative institutional support to

ing for knowledge, skills, creativity, intellect, and advance student success by promoting student engagement and

the abilities to seek and analyze information and ISLOs.

to communicate effectively.

**Strategic Goal #2**: Provide institutional support **Strategic Goal #2**: Increase the number of 4-year program oppor-

to foster student success and satisfaction. tunities by (i) increasing the number of articulation agreements, and

(ii) increasing the number of partnership programs.

**Strategic Goal #3**: Create an adequate, healthy, **Strategic Goal #3**: Strengthen career, technical, and community-

and functional learning and working environment. based educational opportunities for non-college-bound students by

(i) exploring opportunities with agencies and NGOs, (ii) increasing

training opportunities with existing partners, (iii) exploring provi-

sions for certification examinations, (iv) focusing on programs and

course to support CTE development benefiting both students and

future employers, and (v) implementing training programs that result

in the adoption of new skills that are designed to improve the quality

of life of participants.

**Strategic Goal #4**: Foster effective communica- **Strategic Goal #4**: Maintain a financially sound, fiscally responsi-

tion.ble institution by (i) generating diversified revenue sources, (ii) crea-

ting an allied foundation, (iii) accumulating reserves, (iv) accumula-

ting endowment assets, and (v) improving allocation of resources

based on results of assessment and evaluation linked to planning.

**Strategic Goal #5**: Invest in sufficient, qualified, **Strategic Goal #5**: Support and strengthen faculty, staff, and

and effective human resources. administrators through establishment of aspirational goals for

credentialing.

**Strategic Goal #6**: Ensure sufficient and well- **Strategic Goal #6**: Support professional development that builds

managed fiscal resources that maintain financial upon organizational and leadership capacity by (i) assessing organ-

stability. izational and leadership needs, (ii) prioritizing identified organiza-

tional and leadership capacity needs, (iii) addressing identified

capacity needs, and (iv) allocating resources to support capacity-

building with implementation.

**Strategic Goal #7**: Build a partnering and service **Strategic Goal #7**: Become a learning organization by (i) fostering

network for community, workforce, and economic mastery of life-long learning skills; (ii) allocating time, energy, and

development. resources to foster critical reflection and experimentation; (iii) sup-

porting learning leadership; and (iv) demonstrating double-look

learning and systematic thinking.

**Strategic Goal #8**: Promote the uniqueness of **Strategic Goal #8**: Achieve and strengthen purposeful dialog by

our community, cultivate respect for individual (i) embedding appropriate communication practices and guiding

differences and champion diversity. principles in the objectives of each college program, governance

body, and administrative office; (ii) adopting a continuous improve-

ment model to measure progress in these communication practices

and guiding principles within the college’s ongoing assessments;

(iii) ensuring that college communications are accessible, accurate,

timely, clear, and understood by their intended internal and external

stakeholders; (iv) developing technology to improve communications

among all campuses of the college; and (v) developing and maintain-

ing a centralized database of college policies and procedures

**Strategic Goal #9**: Provide for continuous **Strategic Goal # 9**: Achieve recognition as a best practices institu-

Improvement of programs, services, and college tion by (i) exhibiting quality, excellence, and integrity through

environment. employees, students, and graduates; (ii) meeting and/or exceeding

accreditation standards at all times; and (iii) exploring additional

models of quality assurance.