



Institutional Planning and Assessment Strategic Initiatives

February 2007

Amended February 2008

Amended February 2009

Goal	Initiatives
Learning To consider learning first in every decision, policy, program, and practice	Strengthen transition and orientation programming to improve student success. The Foundations of Excellence self study included several recommendations related to transition programming. All areas of the college are also encouraged to recognize their impact on the experience of new students and to identify departmental activities that will improve the experience of our new students each semester. This initiative includes both in-class and co-curricular activities intended to increase development of the ability of our students to reflect on their learning, to self-evaluate, and to synthesize learning from various courses.
	Improve academic advisement services. Academic advisement is a topic frequently discussed under multiple goals and has been a focus of many discussions across the college. Suggestions for improvement have included training, support resources for faculty and staff, focused pre-enrollment information and advisement, and early intervention programs with high risk groups.
	Develop new curricula. Development of new credit and noncredit programs/courses to the address emerging technologies and the workforce and economic development needs of our communities.
	Improve staff learning. The desire for increased information and understanding of the work and workings within the college is frequently noted in collegewide conversations. Areas identified include: <ul style="list-style-type: none">• role as a learner in a learning organization• understanding the relationship of functional roles to student learning. e.g. Buildings and Grounds, Communication• college programs, services, and department initiatives• fiscal structure, budget and allocation processes• leadership development throughout the institution
	Continued development of meaningful assessment processes. Meaningful, data-informed assessment is integral to our institutional development. Work must continue with data collections and access initiatives, assessment of college-wide goals, critical thinking assessments in academic programs, and assessment of non-academic program outcomes.