

A Strategic Plan 2005 - 2010

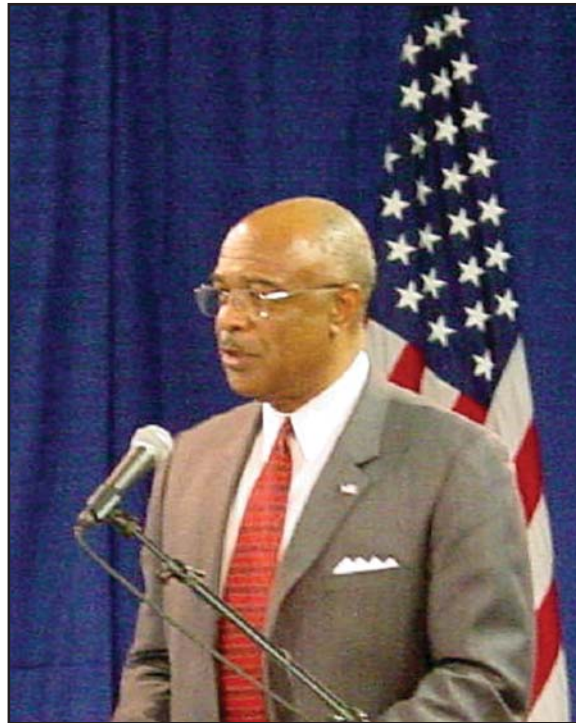


Caldwell Community College
and Technical Institute

*CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
STRATEGIC PLAN 2005 - 2010*

The empires of the future are the empires of the mind.

– Winston Churchill –



*We've got a lot of challenges in this country,
but I am inspired by what I have seen here today.*

– United States Secretary of Education Rod Paige –
During visit to Caldwell Community College and Technical Institute
October 18, 2002

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No slogan of democracy, no battle cry of freedom is more striving than the American parent's simple statement which all of you have heard many times: 'I want my child to go to college.'
– Lyndon Baines Johnson –

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President's Message

To All of the College Stakeholders

As president of Caldwell Community College and Technical Institute, I am very pleased to announce the continuation of our comprehensive planning process and to introduce the College Strategic Plan for the next five years, 2005-2010. It is particularly gratifying to be doing so in the 40th anniversary year of the College's founding.

In 1999, I introduced the first five-year Strategic Plan of my presidency for the years 2000-2005. The earlier Strategic Plan provided the vision and direction for the College as it achieved record growth and noteworthy successes during those years. I am proud to say that this current Strategic Plan builds upon the strong foundation and successes resulting from the earlier plan. When I introduced the prior Strategic Plan in 1999, I wrote,

The ultimate success of the College's planning process is not determined in the sophistication, elegance, or style of the written Plan, but instead can only truly be measured by the results produced.

As I unveil this Strategic Plan, I can report to you that the directions, initiatives, and objectives of the earlier Strategic Plan are accomplished. As a result of achieving the goals of that plan, the College is a stronger partner with others in teaching and learning, workforce development, and community enhancement. The College was one of only two community colleges out of 58 to receive a Superior rating by the North Carolina Community College System in the first two consecutive years of performance-based ratings. Despite some uncertain state budgetary years, the College is fiscally stable and strong and receives significant external funding that strengthens the instruction and services our students need. It comes as no surprise that some of our academic programs receive statewide and national recognition.

To create this Strategic Plan, the College has engaged in a lengthy planning process from 2002 through 2004, including multiple opportunities for internal and external stakeholders to provide feedback on instruction and current services and future needs for both. This extensive assessment process has provided rich data and many ideas on how best to plan and organize for the future with its complex issues and concerns. This published Plan is the framework for what the College intends to accomplish through the next five years. Each aspect of this framework further strengthens the ability of the College to provide the finest education and enrichment for each student that comes to the College for any purpose or goal.

I am personally proud of both the Strategic Plan that I introduce and the process of creating it. Many of the significant ideas that are contained in specific initiatives and objectives come directly from our students and members of the communities we serve. I am grateful to all who participated in the College planning process, faculty and staff, students, and all members of the community who remain committed to helping the College. The shared vision of the future reflects the College's commitment to excellence and I expect to report to you in five years that students who choose Caldwell Community College and Technical Institute are more successful than ever.

Kenneth A. Boham
President

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Executive Summary of the 2005-2010 Strategic Plan

*We can chart our future clearly and wisely
only when we know the path which has led to the present.*
– Adlai E. Stevenson –

The 2005 – 2010 Strategic Plan of Caldwell Community College and Technical Institute is the result of a two-year comprehensive review of the College mission, core values for planning and improvement, planning processes, and planning trends and assumptions developed through inclusive dialogues among all of the College stakeholders.

Between 2002 and 2004, the College developed the 2005 – 2010 Strategic Plan through focus groups, committee and sub-committee work, College Planning Council and Board of Trustees oversight, and external input from all stakeholders throughout the College's two-county service area. College employees invested well over 1,200 hours in creating the plan that will guide the College through the five-year period 2005 – 2010.

The five strategic directions and related initiatives and objectives are all designed to enable Caldwell Community College and Technical Institute to fulfill its paramount obligation to offer and provide its students with an excellent, sound education. The specific strategic directions and the number of correlated initiatives and objectives are that

- 1. The College Must Advance In Collaboration with Stakeholders**
– 5 strategic initiatives and 13 strategic objectives, at page 16
- 2. The College Must Operate With Fiscal And Organizational Stability**
– 7 strategic initiatives and 17 strategic objectives, at page 17
- 3. The College must participate in the economic development of its service area and region**
– 2 strategic initiatives and 5 strategic objectives, at page 19
- 4. The College must embrace a global perspective in instruction and services**
– 4 strategic initiatives and 12 strategic objectives, at page 19
- 5. The College must use technology to provide stakeholders the opportunity to access services**
– 3 strategic initiatives and 5 strategic objectives, at page 21

Any questions, concerns, or comments concerning any aspect of the 2005-2010 Strategic Plan may be directed to Caldwell Community College and Technical Institute through the Executive Vice President, at CCC&TI, 2855 Hickory Boulevard, Hudson, North Carolina 28638, telephone number 828-726-2200, facsimile number 828-726-2216, or via e-mail ghinshaw@cccti.edu.

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Introduction to Strategic Plan 2005 - 2010

*We are made wise not by the recollection of our past,
but by the responsibility for our future.*

– George Bernard Shaw –

Strategic planning is an orderly process for envisioning the desired future of any organization and based upon that vision, determining the required actions that will enable the organization to attain that future. At Caldwell Community College and Technical Institute, the process is open, dynamic, and continuous, whereby individuals make informed decisions about future intended outcomes for students and the College.

The Strategic Plan is best characterized as similar to the North Carolina Community College System definition, as “a limited set of priorities, consistent with [a college’s] mission statement that provides the broad framework for [a college’s] focus.”

Especially in a rapidly changing environment, the College must be flexible towards and responsive to its students’ needs in its efforts to achieve its goals. The role of any community college is to provide education and training to students who have highly individualized purposes for being at the college. In order to ensure that each student accomplishes his/her purposes for attending the College, a comprehensive and accurate Strategic Plan is vital. In short, everything about the Strategic Plan is designed to enable Caldwell Community College and Technical Institute to fulfill its overarching obligation to offer and provide its students with an excellent, sound education.

As an integral part of the institutional effectiveness and planning process at Caldwell Community College and Technical Institute, Strategic Planning involves a comprehensive review of the College mission, core values, and planning processes. The Office of Institutional Effectiveness and Research, College Planning Council, College Executive Council, the Board of Trustees, and Strategic Planning Committee were all involved in the comprehensive review process between 2002 and May 2004.

Although this Strategic Plan consolidates and incorporates the reviewed institutional mission and core values, the mission and core values and overriding obligation of the College to educate students remain paramount. They are never subordinated to the specific strategic directions, initiatives, and objectives for the years 2005-2010. The College will continue to achieve its mission and reflect its core values by departmental efforts and programs that are ongoing, not determined by this five-year plan. The College will also achieve its mission and reflect its core values by specific actions and activities developed to implement this Strategic Plan.

None of the Strategic Plan can be considered in isolation. As a framework for the College, the plan contains the

- College Vision for 2005-2010
- College Mission
- College Core Values for Planning and Improvement
- Definitions of College stakeholders
- Planning trends and assumptions, and
- Numbered strategic directions with associated initiatives and objectives for the years 2005-2010

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Institutional Vision Through the Year 2010

*When you have vision, it affects your attitude.
Your attitude is optimistic rather than pessimistic.*
– Charles R. Swindoll –

Forty years of providing excellent education to students has provided the College with a broad base of historical knowledge upon which to plan. As a result of lessons learned during the creation and implementation of a Strategic Plan for 2000-2005, as well as two years of deliberate and intensive discussions involving all of the College stakeholders, Caldwell Community College and Technical Institute has a distinct vision that enables it to plan a successful and realizable future for the years 2005-2010.

As an institution of the community and for the community, Caldwell Community College and Technical Institute understands the significant changes and uncertainties in its service area and beyond. The world and service area of Caldwell Community College and Technical Institute will never be uncomplicated or simple again. However, rather than viewing these changes as hindrances, the College readily embraces opportunities for individual and collective improvement that change offers. The College accepts its role as a key change agent for the betterment of the community as it educates individuals to take advantage of all the opportunities presented by change.

Vision Statement

Through the years 2005-2010, Caldwell Community College and Technical Institute will continuously aspire to be the best community college in the state of North Carolina and a national and global model for community-centered higher learning. Towards these ends the College will be an

- **Excellent Provider** of sound education and skills to each student
- **Innovative Creator** of dynamic and flexible programs and services, responsive to students' needs
- **Impassioned Advocate** of the values of educational, personal, social, and economic growth and development
- **Outstanding Leader** in student-centered lifelong learning
- **Assertive Community Partner** guiding all stakeholders towards the best education and resulting quality of life, and
- **Inspirational Model** of higher education academic and administrative excellence and integrity

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Institutional Mission

It is the object of learning, not only to satisfy the curiosity and perfect the spirits of ordinary men, but also to advance civilization.

– Woodrow Wilson –

Caldwell Community College and Technical Institute is a public, comprehensive post-secondary institution whose primary service area is Caldwell and Watauga counties. Operating under the legal framework of the State of North Carolina and in partnership with the North Carolina Community College System, CCC and TI is an open-door institution that values the diversity of its constituencies and offers equal opportunities.

Philosophy

The faculty and staff of Caldwell Community College and Technical Institute are committed to providing an environment conducive to student success through institutional integrity, ethical practices, and an expectation of excellence. The institution provides leadership during social, economic, and cultural transitions through teaching, promoting lifelong learning, improving the quality of life, and fostering academic and civic enrichment. We are dedicated to educating a workforce prepared for a rapidly changing global economy.

The mission of Caldwell Community College and Technical Institute is to

- provide accessible, quality instruction,
- support economic development through comprehensive resources to business, industry, and agencies, and
- offer diverse services and opportunities which improve the quality of life.

Adopted by the Board of Trustees April 30, 1992
Revised and approved by the Board of Trustees June 16, 1994
Revised and approved by the Board of Trustees February 16, 1995
Revised and approved by the Board of Trustees June 19, 1997
Revised and approved by the Board of Trustees December 17, 1998
Approved by the Board of Trustees September 16, 1999
Approved by the Board of Trustees September 21, 2000
Approved by the Board of Trustees September 20, 2001
Approved by the Board of Trustees October 17, 2002
Approved by the Board of Trustees October 09, 2003
Revised and approved by the Board of Trustees October 14, 2004

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Core Values for Improvement

Education is not the filling of a pail, but the lighting of a fire.
– William Butler Yeats –

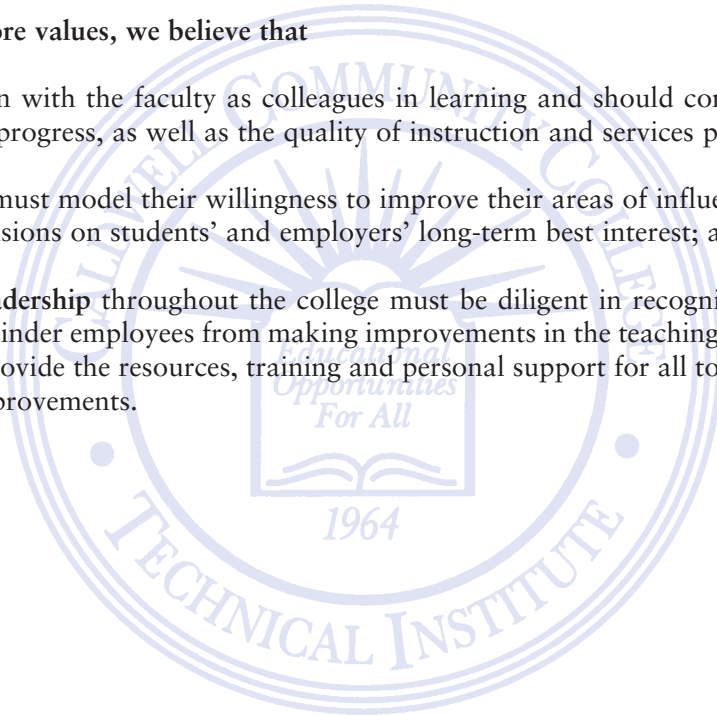
Caldwell Community College and Technical Institute is committed to continuously improving both the quality of teaching and learning for our students and to improving the effectiveness of our services. As an educational community, we believe that all students, employees and supporting constituencies must have an “expectation of excellence” and must join together to improve the environment in which they work and learn.

In support of these core values, we believe that

students must join with the faculty as colleagues in learning and should constantly evaluate their own educational progress, as well as the quality of instruction and services provided by the college

faculty and staff must model their willingness to improve their areas of influence and must base all planning and decisions on students’ and employers’ long-term best interest; and

administrative leadership throughout the college must be diligent in recognizing and/or removing the barriers that hinder employees from making improvements in the teaching and learning environment and must provide the resources, training and personal support for all to be active participants in continuous improvements.



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Principles of the College Plan

*The greater danger for most of us lies not in setting our aim too high and falling short;
but in setting our aim too low, and achieving our mark.*

– Michelangelo –

As Caldwell Community College and Technical Institute did in 1998 and 1999 for its earlier Strategic Plan, the College developed its current plan by utilizing basic principles of Strategic Planning. The College incorporated these principles into its regular institutional effectiveness and planning cycles. With a strong foundation and excellent results from the first planning cycle, the College continued its efforts to define a framework for a five-year future that is based upon its primary obligation to offer and provide its students with an excellent, sound education.

A major difference in the process was the use of the College Planning Council instead of a separate Strategic Planning Task Force. The College Planning Council assumed the planning mission to guide the entire process for developing a five-year Strategic Plan through involvement of internal and external constituents. The College Planning Council provided necessary structure, organization, assessment, and review for the entire Strategic Planning initiative.

Two critical aspects included for a better understanding of the Strategic Plan are 1) clear and accurate definitions of the College's stakeholders and 2) a brief glossary of some of the key terms and phrases used in the Strategic Plan. Through the inclusion of these definitions, the Strategic Plan is readily understandable by all stakeholders and employees who make planning decisions based upon it.

Conceptually, the Strategic Plan contains three levels of direction and guidance for the years 2005-2010. Five broad strategic directions are consistent with identified needs and specifically support the College mission. The strategic directions also will help the College focus to achieve its institutional vision through the year 2010. Defining the directions are strategic initiatives. Each of the strategic initiatives has at least two specific and measurable strategic objectives that will guide the College in achieving the initiative and related direction. Viewed graphically in relation to the College vision and mission, interrelations are clear.



(Note: Plans of Action are the basis for the College programming and budgetary activities)

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The College Stakeholders

We don't accomplish anything in this world alone ... and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something.

– Sandra Day O'Connor –

Caldwell Community College and Technical Institute, through its instruction, programs, and services, continuously addresses the specific needs of diverse stakeholders including:

Students —

who always are the primary responsibility of the College. The College provides a wide array of educational and training opportunities through a comprehensive and flexible variety of curriculum, continuing education, technical, vocational, and basic skills courses. The College does not measure students' success simply by the number of degrees and certificates they receive. The number of students who leave the College as critical thinkers and lifelong learners, qualified in occupations or disciplines also measures success. These students are competent to function in a fast-paced, technological world and prepared to contribute to society while providing for themselves and their families.

Faculty and Staff —

who form the strength and soul of the College. They are professional colleagues with students in every aspect of the teaching and learning process. The College provides employment, resources, and an institutional environment that engages the faculty and staff, supporting their professional development and allowing for their fulfillment of the institutional mission.

Board of Trustees —

who establish and refine the policy of the College guiding its operations. Together with the College staff, they ensure that its mission is fulfilled and that it retains the highest standards of academic excellence. The Board is the legal entity of the College and acts as a bridge between the College and community at large.

Alumni —

who daily validate the College's capabilities with their successes in the workplace and at the colleges and universities to which they transfer. The College fosters a symbiotic relationship with its alumni by creating and maintaining quality programs, encouraging lifelong learning, and providing opportunities for continual involvement with the College through active advisory and volunteer participation and College Foundation support.

Service Area Communities —

who are the focus of the College mission. The College partners with a broad range of community groups and public entities to ensure convenient availability of affordable higher education, skills training, workforce development, shared resources, services, and leadership that meet the diverse needs of the communities.

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Business, Industry and Agencies —

who collaborate with the College by creating new learning opportunities for their employees, sharing innovative ideas and new technologies, delivering just-in-time education that upgrades job skills, and preparing employees for success. These partners also provide the College with talent and resources that enable it to fulfill its mission.

Employers —

who hire educated and prepared graduates as capable employees in a complex and challenging world. The College is a major partner in expanding employment opportunities and preparing qualified individuals to succeed in them.

The State of North Carolina —

that is served as the College fulfills its mission to enhance the education, economy, and quality of life in the communities the College serves. The State benefits from the College's intellectual, cultural, and civic leadership and from the College's graduates who succeed in employment and further higher education pursuits at all levels.

Birth-Kindergarten, K-12 and University Education Communities —

who collaborate with the College by sharing ideas, methods, and technologies that enhance learning. The College is committed to ensuring that students become lifelong learners who can take advantage of any and all educational opportunities that arise before, during, and after their experiences at Caldwell Community College and Technical Institute.

The General Public —

that benefits greatly by having an educated and trained citizenry, capable of participating fully in the workplace and community. (Communities with citizens educated by the College are richer, have enhanced qualities of life, and are better prepared to face rapidly changing demands of a global economy in the 21st century.)

The Media —

which assists the College in communicating services, opportunities, and new initiatives, such as these, to the public at large. Fostering an increased awareness of educational opportunities deemed vital to the area strengthens and connects the community, resulting in greater possibilities for partnerships, collaborations, and growth, as well as enhanced access of information to all populations.

Benefactors —

who provide the College with financial and other resources to fulfill its mission. The College is a responsible and prudent steward of funds and resources received from individuals, corporations, businesses, governmental agencies, and foundations. The College gratefully acknowledges that each of the categories of stakeholder listed above is a benefactor of Caldwell Community College and Technical Institute.

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Planning Trends and Assumptions

*We stand today on the edge of a new frontier –
a frontier of unknown opportunities and perils, a frontier of unfulfilled hopes and threats...
The new frontier of which I speak is not a set of promises – it is a set of challenges.*
– John Fitzgerald Kennedy –

Demographic

1. Caldwell County will experience less than one-third the expected statewide growth rate through 2010 according to U.S. Census and North Carolina Department of Labor projections — 6% vs. 18.7% respectively.
2. The primary population growth in Caldwell County will be among retirees and by older adults continuing to work (Census brackets [45-64] and [65+]).
3. Watauga County will experience modest population growth (half of expected state growth through 2010) and business growth upon completion of state highways 321 and 421.
4. Regional cultural diversity will continue to grow at rates several times the general population growth.
5. Single-parent families will continue to increase in number (U.S. Census figures from 1990 and 2000 reflect this trend, showing growth in Caldwell County from 19% to over 29% in those years.)

Economic

1. Unemployment will continue to remain unstable as regional communities identify new economic opportunities.
2. State and local resources will continue to fluctuate based on economic issues that are beyond local, regional, and even state control.
3. Regional infrastructure will need to be responsive to meet economic opportunities.

Political

1. Competition for unpredictable levels of funding, public, and private resources will continue to increase.
2. The multicultural population of Caldwell and Watauga counties will continue to grow, resulting in changes within the political leadership and constituencies of the two counties.
3. Accountability will be a primary focus of public and private entities that provide social services and activities.
4. Services and activities provided by public entities will be challenged by an unstable economy.

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Technology

1. The region will have increased demands for and expectations of connectivity among businesses, homes, schools, governmental and social agencies, and resources in general.
2. The region will be especially dependent upon connectivity and access because it is a rural area in a global marketplace.
3. The move toward an electronically connected (paperless) working environment will accelerate.
4. An increased demand for integrated, user-friendly technological services through television, telephone, and computers will become a general expectation and priority for the public.
5. The private and public sectors will demand a more secure technological environment that provides business transaction security and individual privacy.
6. The demand for up-to-date technological expertise will continue to grow as systems change at a rapid rate.

Workforce Employment and Training

1. The regional workforce will become more culturally and educationally diverse.
2. The regional economic base will continue to change and will be redefined.
3. The regional workforce will require a wide range of training and educational opportunities. Demand for short-term high quality, high-cost educational programs will increase.
4. Technology will continue to permeate the work environment requiring training with innovative technological software and equipment.
5. The expectations of employers for workers with sound basic workforce skills, including language, technology, communication, and economic literacy, will require collaboration among all educational systems to produce quality employees.
6. Most jobs in year 2010 will require 14 or more years of education.
7. Global issues will affect all aspects of the workforce requiring awareness by employees to work effectively within their chosen fields. The demand for programs that include understanding of international issues will increase regionally.
8. As workforce changes occur, employees will require re-training to maintain their levels of effectiveness or to change career paths.
9. Partnerships among business, industry, and all systems of education will be a key to employer sustainability and future economic development.
10. Workforce safety, stability, and attractive compensation packages will become a higher priority for employees as the national and international climates continue to change.

Education

1. Education systems will continue to develop partnerships in order to create effective methods for delivery of high quality programs that meet the changing needs of the public.
2. Most jobs in year 2010 will require 14 or more years of education.
3. Accountability measures will continue to push educational entities to evaluate their missions, goals, and quality of their products.
4. External resources will continue to be a focus for fiscal stability and quality of services among educational systems, resulting in competition for limited resources.

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5. Competition from for-profit and not-for-profit educational enterprises will continue to challenge traditional public education systems: e.g., private schools and entrepreneurial schools, including comprehensive virtual education and training over the Internet.
6. Quality of education at all levels will be a primary factor for regional economic development opportunities.
7. Continuous or lifelong education will be the hallmark of careers in the new economy. The two-year or four-year degree will be less important than the '99-year' degree, as the knowledge and skills required for jobs, and the jobs themselves will change at an unparalleled rate.
8. Regional cultural diversity will continue to grow at rates several times the general population growth challenging educational delivery systems.

Social

1. The increase in single-parent families will challenge the economic, educational, and social services within the region.
2. Changes in regional cultural diversity will affect all aspects of the social fabric of the region.
3. The literacy rates in Caldwell and Watauga Counties will increase, resulting from new initiatives developed through collaborative educational system projects
4. The digital divide will continue to grow as users of technology continue to advance in skills and non-users continue to fall further behind.
5. Successful communities will be more aware of cultural differences and needs as they learn to work together to become effective in the global economy.
6. Time constraints will continue to cause challenges for individuals and organizations as the pace of life continues to accelerate. Selective involvement in activities will become necessary.

References

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2. *North Carolina Community College System Planning Assertions 2003-2005*
3. *North Carolina Community College System Virtual Environmental Scan 2003-2005*
4. North Carolina Department of Labor *Statewide Trends and Projections*
5. North Carolina Department of Commerce *Statewide Economic Trends*
6. North Carolina Progress 20/20 Report, December 2001¹
7. The University of North Carolina Board of Governors, *Long Range Plan 2002-2007*
8. *United States Census 2000, United States Census 1990*
9. The North Carolina Rural Economic Development Center, Inc. *County Profiles and Issues and Trends*
10. North Carolina Department of Health and Human Services Automation and Planning Council
11. Western Piedmont Council of Governments, *Caldwell County Growth Estimation Model*, May 2002

¹ In accordance with statute NC General Statute §143B-372.2, "The Progress Board shall: Formulate and submit to North Carolinians a report every five years, beginning 2001, that updates the 10-to 20 year vision for North Carolina and that describes and explains a vision for North Carolina's progress over the next 10 to 20 years

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Strategic Directions, **Initiatives** and Objectives

1. The College Must Advance in Collaboration with Stakeholders by

1.1 **Initiating the development of relationships with new partners,** *Caldwell Community College and Technical Institute will*

- 1.1a Develop new partnerships by fall 2009 to initiate the development and implementation of new programs, courses and initiatives and allow for the expansion of existing programs, courses and initiatives
- 1.1b Increase employee involvement in community and service organizations and activities leading to development of new partnerships by fall 2009
- 1.1c Develop and implement marketing strategies to communicate effectively the Strategic Plan to new partners throughout 2005-2010

1.2 **Partnering with other institutions of higher education,** *Caldwell Community College and Technical Institute will*

- 1.2a Establish and maintain partnerships with educational providers to assure seamless opportunities for students by fall 2009
- 1.2b Research the feasibility of articulation agreements for technical programs with institutions of higher education and implement appropriate and approved agreements by fall 2009
- 1.2c Develop annually mechanisms that provide effective transitions with higher education partners by fall 2009, e.g., policy, advanced technologies, communication, students, and resources

1.3 **Strengthening and leveraging existing key partnerships and alliances,** *Caldwell Community College and Technical Institute will*

- 1.3a Develop practices that improve and expand educational programs in Caldwell and Watauga Counties by fall 2009, e.g., Huskins, Career Center, and special populations
- 1.3b Develop practices, programs and services to meet workforce development needs with existing key partners and alliances by fall 2009, e.g., DSS, Chamber, ESC, and EDC
- 1.3c Expand collaboration with other community colleges to avoid duplication of programs and services and to increase sharing of educational resources throughout 2005-2010

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1.4 Anticipating and taking advantage of new opportunities that benefit college stakeholders, *Caldwell Community College and Technical Institute will*

- 1.4a Research, document, and forecast changes in student and customer characteristics and needs, and communicate information to all stakeholders through an up-to-date institutional fact book by spring 2005
- 1.4b Expand resources and procedures to increase access to programs and services by underserved populations by fall 2009

1.5 Participating jointly in economic development at all levels – local, regional, state, and national, *Caldwell Community College and Technical Institute will*

- 1.5a Plan and communicate to internal and external stakeholders the college's role in economic development by fall 2007, e.g., needs assessment, local economic forecasts
- 1.5b Expand and maintain relationships with local, regional, state, and national economic development partners by fall 2009

2. The College Must Operate With Fiscal And Organizational Stability By

2.1 Projecting and managing growth efficiently and effectively, *Caldwell Community College and Technical Institute will*

- 2.1a Establish and implement a comprehensive enrollment management system by fall 2006, including, but not limited to: enrollment analysis, class scheduling, facilities utilization, resource allocation, student: faculty ratio analysis, and analysis of FTE by program
- 2.1b Employ or assign an individual who will establish and implement an intentional college-wide recruitment and marketing plan using state-of-the-art practices by fall 2006
- 2.1c Create a comprehensive master facilities plan, utilizing an expert consultant, by fall 2005

2.2 Identifying external funding, aggressively and effectively, *Caldwell Community College and Technical Institute will*

- 2.2a Establish an office of Institutional Advancement by January 2007 that will develop and implement a comprehensive institutional development plan inclusive of external funding
- 2.2b Review, evaluate, publish, and implement policies and procedures concerning fees charged for college services and facilities by January 2006

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- 2.3 Adopting best practice standards throughout the College,
*Caldwell Community College and Technical Institute will***
- 2.3a Research and integrate best practices into the college Policies and Procedures Manual by January 2006 that clearly define the college expectation of excellence at all levels
 - 2.3b Review and revise by fall 2005, the institutional policy and processes involving prospective and current employees, including but not limited to: job description, advertising, application for employment, hiring, orientation, handbooks, performance evaluations, and exit interviews
- 2.4 Adopting and communicating clear, college-wide, departmental, and individual standards and expectations,
*Caldwell Community College and Technical Institute will***
- 2.4a Develop and implement a comprehensive plan for improved internal communication throughout the institution by fall 2005
 - 2.4b Review and revise the entire Institutional Effectiveness process by January 2006
 - 2.4c Establish and implement institutional minimum standards and expectations for all college employees by fall 2005
- 2.5 Applying college-wide, departmental and individual standards and expectations consistently,
*Caldwell Community College and Technical Institute will***
- 2.5a Review and revise the institutional compensation plan by fall 2007
 - 2.5b Apply consistently college policies and procedures for employee accountability
- 2.6 Ensuring resources to individuals, support services, and instructional programs that are effective and accountable,
*Caldwell Community College and Technical Institute will***
- 2.6a Increase resources annually between 2005 and 2010 to maintain college buildings, grounds, and facilities at the campuses and other college sites
 - 2.6b Develop and equip all classrooms as state-of-the-art instructional facilities by fall 2009, e.g., SMART classrooms, wireless classrooms
 - 2.6c Increase salaries for college employees to at least North Carolina Community College System averages by fall 2008

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- 2.7 Enhancing effective employee professional development,
*Caldwell Community College and Technical Institute will***
- 2.7a Establish and implement a comprehensive institutional Professional Development Plan for all employees by fall 2007
 - 2.7b Increase resources annually between 2005 and 2010 for comprehensive employee professional development
- 3. The College must participate in the economic development of its service area and region by**
- 3.1 Being a key participant or leader in all local, regional, and state workforce development initiatives,
*Caldwell Community College and Technical Institute will***
- 3.1a Promote economic development by incorporating entrepreneurial training into existing courses and programs by fall 2009, e.g., Nail Technology, Cosmetology, Truck Driver, Massage Therapy, Industrial Trades, Early Childhood, and Art
 - 3.1b Establish by spring 2006 an internal Economic Development Committee to strengthen communication among the Economic Development Commission, the Workforce Development Board, and the College, seeking opportunities for College participation in regional economic development initiatives
 - 3.1c Expand the College Internet presence to include services for business and industry by fall 2005, e.g., employer job postings, training requests, workshop notices, and advisory committee discussions
- 3.2 Developing programs that promote local and regional economic growth and individual opportunity,
*Caldwell Community College and Technical Institute will***
- 3.2a Expand Small Business Center services in partnership with College programs by fall 2008, e.g., advertising, marketing, e-commerce, and web design
 - 3.2b Research and develop new programs annually in areas of potential business/industry expansion, e.g., biotechnology, culinary/hospitality, hotel and restaurant management
- 4. The College must embrace a global perspective in instruction and services by**
- 4.1 Providing professional development and training to employees in global issues and their impact on education,
*Caldwell Community College and Technical Institute will***
- 4.1a Sponsor speakers from inside and outside the institution annually on global issues, e.g., economic and political trends, “green” issues, sustainable development, trade (NAFTA, FTAA), population, and cultural issues

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- 4.1b Develop by December 31, 2006, a comprehensive plan for recruiting diverse faculty and staff
- 4.1c Assess and up-date by spring 2005 the current institutional plans for addressing global issues and determine which institutional area(s) is responsible for leading and implementing these initiatives
- 4.2 Providing awareness and training in diversity issues to students and employees, Caldwell Community College and Technical Institute will**
 - 4.2a Emphasize multi-cultural diversity throughout the institution annually, e.g., visual displays (hall photographs), brochures, all recruiting materials, artistic displays and events, and cultural programs
 - 4.2b Provide annual workshops required of faculty and staff concerning diverse cultures and communication styles
 - 4.2c Provide cultural events and activities available during days and evenings throughout 2005-2010
- 4.3 Incorporating global perspectives appropriately into instruction, delivery of services, and institutional planning and development, Caldwell Community College and Technical Institute will**
 - 4.3a Increase class offerings in international language by two classes per semester during 2005-2006
 - 4.3b Research and incorporate “green” issues in the construction of new buildings and refurbishing or maintenance of existing buildings throughout 2005-2010
 - 4.3c Identify funding, by January 2006, to support 10 students and two faculty members per academic year for short-term and/or long-term study abroad
- 4.4 Seeking global opportunities for institutional advancement. Caldwell Community College and Technical Institute will**
 - 4.4a Create opportunity annually for an institutional presence at a global education conference, e.g., World View Conference, UNC-Chapel Hill
 - 4.4b Identify and develop, by January 2007, a designated program that brings global recognition to CCC and TI
 - 4.4c Research and increase international enrollments in distance learning courses

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5. The College must use technology to provide stakeholders the opportunity to access services by

5.1 Developing, expanding, and offering services and equipment that accommodate the needs of students and employees.

Caldwell Community College and Technical Institute will

5.1a Increase and expand access to the college-wide information systems throughout 2005-2010, e.g., kiosks, registration, student records, employee information, advisor and counselor communications

5.1b Develop and expand technologies available for classroom instruction throughout 2005-2010

5.2 Providing continuous, up-to-date professional development and training of employees.

Caldwell Community College and Technical Institute will

5.2a Acquire and maintain resources to provide technology-based general and discipline-specific professional development opportunities for all employees throughout 2005-2010

5.3 Enhancing existing and future partnerships and alliances available through technology.

Caldwell Community College and Technical Institute will

5.3a Utilize communication technologies that promote collaboration among other educational institutions throughout 2005-2010, e.g., Information Highway and Appalachian State University Learning Alliance

5.3b Provide technology enhancements that promote collaboration among the college stakeholders throughout 2005-2010, e.g., Information Highway and Appalachian State University Learning Alliance

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Glossary of Terms Used in Strategic Plan

Articulation Agreements

See: Strategic Objective 1.2b

Formal, written agreements between Caldwell Community College and Technical Institute and four-year colleges, which indicate the acceptability of courses and credits in transfer toward meeting specific degree requirements.

Best Practices

See: Strategic Initiative 2.3

are dynamic, documented, and measurable strategies, tactics, and methodologies that consistently and effectively achieve College objectives. They are comprehensive, integrated, and cooperative approaches to the continuous improvement of all facets of the College operations.

Whereas college operating processes and procedures are a series of activities organized to achieve specific college objectives or purposes, a best practice is a college-wide process with demonstrated ability to achieve superior performance results and student outcomes, both of which are integral parts of the college's expectation of excellence.

Fees

See: Strategic Objective 2.2b

Fees are charges for services that are set by Caldwell Community College and Technical Institute and approved by its Trustees, (e.g., student activity fee, graduation fee, etc.) Fees are not tuition costs. Caldwell Community College and Technical Institute offers an educational opportunity at a minimum cost to the student. Tuition costs are set by the North Carolina General Assembly and are subject to change without prior notice.

Global Perspective

See: Strategic Direction 4

In today's fast-paced and ever-changing world, higher education must link students, faculty, business, industry, government, and community. Our graduates have worldwide career opportunities at their feet, but to be successful in a global environment they will need to possess skills, knowledge and self-awareness to adapt to the dynamic, international business environment and to a wide range of cultural circumstances. We think globally to shape our actions that will serve our students effectively in their quest to realize promises of a better world, individually and collectively.

Huskins

See: Strategic Objective 1.3a

The purpose of Huskins cooperative programs is to provide high school students with enrichment opportunities in college level academic, technical, and advanced vocational courses not otherwise available to them. Huskins programs allow high school students to take college level courses and receive college credit and high school credit. Tuition costs for the student are waived by the General Assembly. College textbooks are provided to Huskins students at no charge by the Caldwell County Public School System.

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Professional Development

See: **Strategic Initiative 2.7**

Professional development means formal activities, instruction, or programs designed to improve the ability of Caldwell Community College and Technical Institute faculty to teach students and Caldwell Community College and Technical Institute staff to serve students and other stakeholders.

Stakeholders

See: Stakeholders, pp. 8-9

Stakeholders in Caldwell Community College and Technical Institute are all individuals and entities that have direct benefits or interests stemming from the existence of the college and its operations. **Students** are the primary stakeholders of Caldwell Community College and Technical Institute, but the detailed list of stakeholders clearly indicates the breadth of the stakeholders of Caldwell Community College and Technical Institute.

Standards and Expectations

See: **Strategic Initiative 2.4**

Standards are external criteria against which the College evaluates results. According to the dictionary, a *standard* is “something established for use as a rule or basis of comparison in measuring quantity, quality, value, etc.” The College creates *standards* because they improve the quality of the education that students receive at the College. *Expectations* are the professional skills, attitudes, and ethics that the College deems necessary for employees to accomplish their duties and responsibilities.

Strategic Directions

Major directions that Caldwell Community College and Technical Institute must focus upon for the period 2005-2010 in an effort to strengthen itself internally and externally. These directions coexist with the College Mission, but are priorities for the five-year period.

Strategic Initiatives

These are statements of substance that support individual directions and further define where the College is headed for the period 2005-2010. Although tied to specific Strategic Directions, they interrelate. They will guide the College’s decisions and budgeting processes.

Strategic Objectives

Specific activities proposed by departments that support specific initiatives. These activities are variable as to their expected duration, the resources required to implement them, and the possible outcomes beneficial to Caldwell Community College and Technical Institute. Similar to the initiatives, many of the objectives interrelate.

Strategic Plan

A limited set of priorities consistent with the College mission that provides the framework for the College focus through 2010.

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Being a part of success is more important than being personally indispensable.
– Pat Riley –

Dr. Kenneth A. Boham, President

Dr. Sandra Anderson, Executive Director, Watauga Campus

Dr. Garrett D. Hinshaw, Executive Vice President; College Planning Council Chair

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Alice B. Whisnant, Vice President, Facility Services

Carolyn S. Evert, Director, Institutional Effectiveness and Research

Ashley Graham, Student Government Association

Laurette L. LePrevost, Executive Assistant to the Executive Vice President

Elaine H. Lockhart, Vice President Corporate and Continuing Education

Dr. Walter Bartlett, Vice President, Technical Programs

George Martin Kripner, Director, Grant Activities; Strategic Plan Drafter

Susan D. Pritchard, Administrative Assistant, Institutional Effectiveness;
Planning Council Recorder

Nancy H. Risch, Coordinator, Distance Learning; President, Faculty Senate

David R. Shockley, Vice President, Student Services

Kimberly T. Turk, Vice President, College Transfer Programs

**CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
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**Board of Trustees
Caldwell Community College and Technical Institute**

*If your actions inspire others to dream more, learn more,
do more and become more, you are a leader*
– John Quincy Adams –

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