Thrive 2027

ENGAGE. EMPOWER. ELEVATE.

VIRGINIA PENINSULA
COMMUNITY COLLEGE

As of October 2022, Virginia Peninsula Community College has extended its Thrive strategic plan for an additional three years. The plan has been renamed Thrive 2027 and will guide the College through the 2026-2027 academic year. All of the original strategic goals and objectives remain unchanged.

Virginia Peninsula Community College, one of 23 colleges within the Virginia Community College System (VCCS), is a comprehensive, public, two-year community college. The College enrolled its first 1,232 students in Fall 1968 at its Hampton Campus, and received its initial accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate degree in 1970. In 2003, the College officially established the Historic Triangle Campus to serve students in the Greater Williamsburg area.

The College serves the Virginia Peninsula, encompassing the cities of Hampton, Newport News, Poquoson, and Williamsburg, and the counties of James City and York, in southeast Virginia. Virginia Peninsula is an open enrollment institution; students are eligible for admission to Virginia Peninsula if they are high school graduates or the equivalent, or if they are 18 years of age or older and able to benefit academically from study at the College.

In Academic Year 2019-2020, Virginia Peninsula served 10,892 students in credit instruction, making it the fifth largest college within the Virginia

Community College System in terms of student enrollment. The College serves a highly diverse region, and its student body closely reflects the demographics of the greater community. Of the College's 10,892 credit students, 59.7% are female and 66.8% are under the age of 25. By race/ethnicity, 47.9% of students are White, 29.3% are Black or African American, 9.0% are Hispanic, and the remaining 13.7% identify as another race or as two or more races, or did not specify their race/ethnicity.

Traditionally underserved populations, as defined by student race/ethnicity, first generation status, and Pell Grant receipt, comprise 62.4% of the College's credit students. Additionally, the College's students have a variety of educational goals. Of its 10,892 credit students in 2019-2020, 46.1% were enrolled in transfer degree programs; 24.6% were enrolled in applied degree programs, certificate programs, or career studies certificate programs; and 29.2% were non-curricular. Virginia Peninsula serves a region that is home to many military service members and their families. In Academic Year 2019-2020, 25.1% of Virginia Peninsula credit students indicated a military affiliation (e.g., active-duty, veteran, military spouse, or military dependent).

Development of the **Thrive 2027** Strategic Plan began with a reflection on the guiding principles of the College – our mission, vision, and core values. This process provided us with the drive and incentive to reassess our mission statement, redefine our vision, and develop new strategic goals that express who we currently are and what we aspire to become as the Peninsula's community college.

The newly-developed mission statement and vision statement, as well as our core values and their definitions, are as follows:

MISSION

We change lives and transform our community through diverse, inclusive, and equitable education and workforce training, excellent support and services, and innovative partnerships

VISION

To provide broad and equitable access to higher education and workforce training that empowers our community to thrive and grow

CORE VALUES

The College's strength lies in our value system. These core values embody the principles, ideals, and beliefs of our students, faculty, staff, administrators, and College Board. Our values form the foundation for our actions, and they reflect what is important to us and what we strive to be as members of the College community:

- **Students First** – We are passionate about our students' success and their futures, and we are committed to providing outstanding academic and workforce education opportunities in a supportive collegiate environment that will equip students to compete in the global workforce.

- **Educational Excellence** – We value high standards for learning and appreciate our dedicated faculty and staff who create learning environments that stimulate intellectual growth and academic achievement, encourage life-long learning, and help students realize their dreams.

- **Community Responsiveness** – We affirm our commitment to meeting the education and workforce training needs of our community and to building strong innovative partnerships that support the economic vitality of our region.

- **Integrity** – We expect everyone to take responsibility for their actions, to engage in ethical behavior, and to impart honesty, trust, and transparency in all interactions.

- **Diversity** – We are committed to exploring and understanding our similarities and differences and fostering inclusive working and learning environments that promote respect and appreciation for our diverse cultures, beliefs, lifestyles, and perspectives.

- **Mutual Respect and Shared Governance** – We value the contributions of everyone, encourage the sharing of ideas, and commit to equitable treatment in all that we do. We acknowledge a shared responsibility for institutional success and improvement, and commit to shared decision making characterized by broad participation, openness, and teamwork.
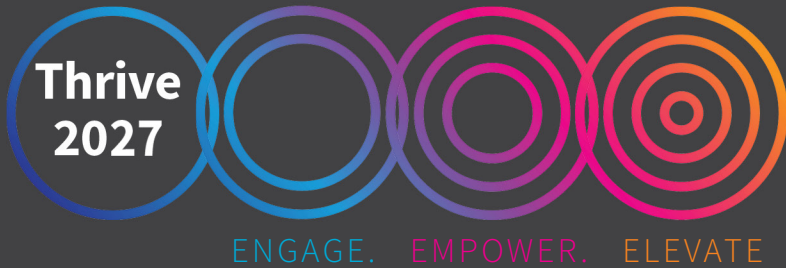
Thrive 2027

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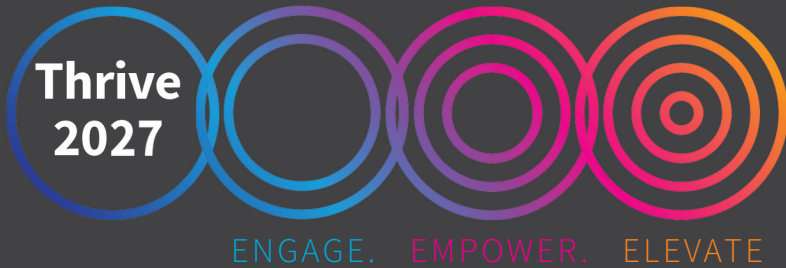
It has often been stated that one should never waste a good crisis. This was never more correct than in 2019, when Virginia Peninsula Community College undertook preliminary planning work to create a new strategic plan. With **Focus 2020** coming to its five-year conclusion, the College faced new challenges and opportunities as it began searching for its next president, assessing its strategic position, and visioning where it wished to be at the end of its next strategic planning cycle. Little did anyone realize the incredible turn of events that would transpire over the course of 2019 and 2020 and how it would shape and mold this process into an amazing journey for the College and its community.

Initial planning work in 2019 focused, like most strategic planning processes, on an analysis of the strengths, weaknesses, opportunities, and challenges (SWOC) of the College. Discussion and conversation produced five emerging themes and focus areas in which the College wanted to improve and grow. Then the COVID-19 pandemic struck. As attention suddenly shifted to the immediate needs of the College, its students, and its community, something quite extraordinary happened that would change the direction of the College, its planning team, and its commitment to its community.

> **"… the College's priorities began to evolve and expand."**

Overnight, planning conversations and responses to the pandemic turned to the larger questions of access and equity as in-person instruction moved into online delivery. While our faculty and staff shifted with determination to ensure that each of their students would have their learning needs met in this new instructional paradigm, larger questions of access, overcoming the barriers to learning that existed prior to the pandemic, and how the College could further ensure that all students would have access to a quality educational experience emerged. Coupled with the national and local dialogue around issues of systemic racism, social and racial injustice, and how the College could remain relevant, sustainable, and vital as a leader in this post-pandemic nation and world, the College's priorities began to evolve and expand.

As the College further adapted to the pandemic, it became apparent that in the midst of this enormous crisis, now would be the best time to turn attention back to a strategic planning process that would refocus our direction, priorities, and commitments, reinforce those core beliefs and values to which the College would remain committed, and reengage a process that would now be viewed through a new lens of diversity, equity, and inclusion. As work commenced once again on the strategic planning process--ensuring that diversity, equity, and inclusion would be priority for the College and an applied standard that would be threaded through every objective and strategy in a new strategic plan—the process took on a new level of energy.

The College recognizes that it is a leader in the Peninsula community. A strong and effective leader sets an example by serving others, acting in accordance with its core values, and ensuring that everyone has a place at the table and a voice in the process. With this in mind, the mission, vision, and core values of the College transformed and evolved into statements that reflected our commitment to our community and its citizens. The core value of diversity was seen as vitally important, as it seeks to understand and recognize the differences and similarities between the cultures, beliefs, lifestyles and perspectives that exist across the Virginia Peninsula. The College must realize that these aspects exist within one another and place priority on how we act to make our center of learning a place of acceptance, safety, and inclusive practice.

As a College, we know that we serve a diverse community and representative student body. However, there are substantial disparities in enrollment, retention, and graduation outcomes for students from different genders, race/ethnicities, socioeconomic groups, and regions within the Peninsula community. Similarly, we know that we have a long-standing system for shared governance and collegial discourse. However, some constituency groups are not as well-represented in that governance structure and are in need of new and enhanced means for engaging in important conversations and decision-making processes. We also know that we partner with many of the region's businesses, industries, military bases, and educational institutions. However, those partnerships tend to be concentrated in certain sectors and with partners who have worked with the College for many years, and there is great opportunity to build new partnerships and to

> **"… as we make the College a vibrant learning community that empowers the Peninsula to thrive and grow through equitable practices, fairness, access to education for all, and diversity."**

deepen existing ones with entities who share the College's principles and core values. These are important opportunities for the College and represent only a small portion of the areas in which the College can improve in its approach to diversity, equity, and inclusion.

With a new president, renewed perspective and commitment, and a new six-year, comprehensive strategic plan at the College, the time could not be better for us to move forward together as we seek to expand access to our programs and opportunities, change lives, and transform our community with broad and equitable access to higher education. We invite you to support our efforts to stay on the leading edge of this transformation as we make the College a vibrant learning community that empowers the Peninsula to thrive and grow through equitable practices, fairness, access to education for all, and diversity.

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Using the **Thrive 2027** Strategic Plan as its guide, the College's priorities for the future will center on the following six strategic goal areas:

- **DIVERSITY, EQUITY, AND INCLUSION**

- **INSTRUCTIONAL INNOVATION**

- **POWERFUL PARTNERSHIPS**

- **MODERNIZED MARKETING AND RECRUITMENT**

- **EMPLOYEE INVESTMENT AND DEVELOPMENT**

- **TRANSPARENT AND AUTHENTIC COMMUNICATION**

Each of these goal areas is individually highlighted within this strategic plan document and contains details regarding its intended outcomes, the strategies that will be pursued to achieve these outcomes, and the key performance indicators that evidence success in attaining each goal.

The College sees a bright and dynamic future with this new strategic plan. Under its goals, objectives, and strategies, the College pledges and commits to creating a more diverse, equitable, and inclusive community of learners as it advances the mission and vision, commits to its core values, improves the lives of students, more fully invests in the value of our employees, and partners in new and deeper ways with our community.

The College will create and sustain a culture in which every community member is valued, embraced, respected, appreciated, and treated fairly, and the diversity of our peoples, perspectives, and ideas is celebrated.

CONTEXT

Diversity, equity, and inclusion have always been hallmarks of the community college mission to expand access to postsecondary education and the opportunities it brings. The College now finds itself in a time where we can reaffirm our commitment to the ideals of equity and inclusion and serve as a community leader on those topics. To keep ourselves at the forefront on this work, the College sees a need to examine our own policies, practices, and procedures to make sure they support these values. There are also significant opportunities to develop new educational and training courses and programs to help individuals and organizations be keenly aware of issues of diversity, equity, and inclusion, with the intent to make all feel welcomed and appreciated and ensure they are treated fairly and respectfully. To be fully successful in our mission, the College will need to cultivate and maintain a culture that emphasizes the strength that comes from a diversity of peoples, perspectives, and ideas.

SUCCESS INDICATORS

To assess the impact of its work on Diversity, Equity, and Inclusion, the College intends to regularly report on and review the following indicators:

- The frequency of positive response rates regarding diversity and inclusion on the VCCS-sponsored diversity survey (student and employee) or similar instrument
- The frequency of positive response rates regarding diversity and inclusion on the Great Colleges to Work For survey or similar instrument
- The percentage of College employees engaging in training and professional development around diversity, equity, and inclusion
- The number and percent of the College's educational programs that include courses or lessons with diversity, equity, and inclusion emphasis

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Diversity, Equity, and Inclusion, the College will achieve the following core objectives:

Objective D.1: Students will experience diversity and inclusion in every aspect of classroom and campus life, and embrace and appreciate the diversity of their learning community

Strategy D.1 A: Review College programs of study and consider opportunities to integrate courses or lessons regarding diversity and inclusion into the curricula

Strategy D.1 B: Carefully analyze student-focused College policies, procedures, and practices to look for areas of potential bias and revise to make them more equitable and inclusive

Strategy D.1 C: Provide all students with opportunities to share anonymous feedback regarding the College's work on diversity and inclusion and any issues that may arise

Objective D.2: Employees will be effectively equipped to collaborate with diverse groups and be inclusive in their deliberations and decision-making processes

Strategy D.2 A: Expand diversity, equity, and inclusion trainings and professional development events, and create systems to provide all employees with equitable access to those opportunities

Strategy D.2 B: Carefully analyze employee-focused College policies, procedures, and practices to look for areas of potential bias and revise to make them more equitable and inclusive

Strategy D.2 C: Provide all employees with opportunities to share anonymous feedback regarding the College's work on diversity and inclusion and any issues that may arise

Objective D.3: The Peninsula Community will see the College as a champion for diversity and inclusion and as an institution that is a true reflection of the diverse, equitable, and inclusive values across the community

Strategy D.3 A: Host workshops, conferences, study circles, and other community sessions regarding diversity and inclusion topics and considerations

Strategy D.3 B: Develop short-term credential programs on diversity and inclusion, and promote and offer those programs to employees and the greater community

Strategy D.3 C: Integrate diversity, equity, and inclusion considerations into all aspects of the new strategic plan

EQUITY CONSIDERATIONS

To promote equity across all work in the area of Diversity, Equity, and Inclusion, the College commits to the following:

- Ensuring that systems are in place to provide all employees with equitable access to diversity and inclusion trainings and professional development events

- Communicating broadly about diversity and inclusion, and providing all students and employees with opportunities to provide anonymous feedback regarding the College's work on diversity and inclusion and any issues that may arise

The College will offer our community guided access to an innovative set of educational and training programs, attendance options, and high-impact instructional practices that provide students with clear pathways to success and high-quality, convenient options for reaching their learning goals

CONTEXT

Instruction has always been at the core of the College's mission, and quality instruction requires ongoing adaptation and innovation. The needs of our students and community are ever-changing, and urgency for change and differentiation has increased with the COVID-19 pandemic and its disruptions to almost every aspect of the College and the Peninsula community. Now, more than ever, it is vital that the College and our faculty find new and innovative ways to engage with students and promote individualized learning, whether through online, hybrid, hyflex, or traditional face-to-face format. Community colleges have always sought to expand access to higher education, and the necessities of the pandemic, combined with new technologies, have expanded opportunities to meet our students where they are and in formats that meet the diversity of obligations and demands placed on their lives.

SUCCESS INDICATORS

To assess the impact of its work on Instructional Innovation, the College intends to regularly report on and review the following indicators:

- The number of students who receive academic credit for workforce credentials or through credit for prior learning
- The number and percentage of courses and programs that are offered fully online
- The number of available modalities and modes for individual courses and overall programs
- The number and percentage of courses that pass rigorous evaluations of quality in design and student learning (evaluation instrument to be determined)
- The frequency of positive response rates to student survey questions regarding the quality of instruction at the College
- The level of consistency in student grades and other key student outcomes among course modalities and across different student demographic groups

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Instructional Innovation, the College will achieve the following core objectives:

Objective I.1: Students will have ready access to consistently high-quality courses and programs, regardless of the type of course or the manner in which it is delivered

Strategy I.1 A: Guide students to their most beneficial credential/degree by communicating both workforce-focused and degree-seeking opportunities through advisors and the College website

Strategy I.1 B: Create systems to ensure equitable attention to and consideration of students who attend the same course through different modalities/modes

Strategy I.1 C: Communicate about instructional innovations and new options for students in a way that is accessible to all and helps them be informed when making choices about attendance methods and course types

Strategy I.1 D: Review student success data, by modality/mode, and address equity issues that are specific to one or more mode of course delivery

Objective I.2: Employees will be empowered to innovate and find new solutions to increase student access and support student learning

Strategy I.2 A: Build and maintain faculty teams that are dedicated to innovation through research and application of emerging instructional technologies, high-impact teaching practices, and promising new program areas

Strategy I.2 B: Maximize the effectiveness of course instruction modalities/modes offered at the College by supporting ongoing and continuous professional development for employees

Strategy I.2 C: Develop onboarding approaches that facilitate a more complete understanding of each student and the challenges they face in accessing college and being successful in different classroom environments and modalities

Strategy I.2 D: Develop and implement intentional strategies to focus on improving learning outcomes and deepening student connections within and across courses and programs

Strategy I.2 E: Evaluate existing technology platforms and invest in new tools needed by students, staff, and faculty to remove barriers to success

Objective I.3: The Peninsula Community will have increased access to higher education and be able to more fully engage with the College regardless of technology or transportation limitations

Strategy I.3 A: Improve accessibility for community members by including the total cost of required books, equipment, and supplies in their available funding options

Strategy I.3 B: Build academic schedules that prioritize the needs of our community and expand access to all, regardless of their geographic location or socioeconomic status

Strategy I.3 C: Award academic credit and guarantee course credit transfer for student-earned workforce credentials to further student educational advancement

EQUITY CONSIDERATIONS

To promote equity in all work in the area of Instructional Innovation, the College commits to the following:

- Recognizing that access is different for every person, and that a more complete understanding of each student and the challenges they face is critical to improving that access

- Ensuring there are systems in place to provide equitable attention to and consideration of students who attend the same course through different modalities/modes

- Communicating about instructional innovations and new options for students in a way that is accessible to all and helps them be informed when making choices about attendance methods and course types

- Reviewing student success data, by modality/mode, and addressing equity issues that are specific to one or more mode of course delivery

The College will have flourishing relationships with education, industry, locality, and other community partners that rise to new levels of engagement and generate clear, demonstrable benefits for our students and our Peninsula community

CONTEXT

As a comprehensive community college, we recognize the need to be an engaged partner with all sectors of our community in order to fulfill our role in enhancing the civic and economic vitality of the Peninsula community. While the College already has many valuable relationships with our regional partners, there is room for growth in both the number of partnerships and the depth of those relationships. To best serve our students, the College must build and maintain deep, high-quality relationships that result in demonstrable outcomes and positive impacts for all involved.

SUCCESS INDICATORS

To assess the impact of its work on Powerful Partnerships, the College intends to regularly report on and review the following indicators:

- The number of active partnerships that the College maintains
- The scale of private giving to the College, both in terms of the number of donors / contributors and the total funds raised
- The number of employers and students participating in work-based learning programs
- The number of employers, and their employees, engaged in customized training opportunities with the College
- The number of new business, military, and non-profit partners who engage with the College

- The number of community forums, events, and programs that are sponsored by and hosted at College facilities
- The number of business and partner advisory boards at the College
- Employment and graduation data for all graduates and certificate recipients from the College
- The number of grants both applied for and successfully awarded to the College in partnership between Divisions and with business and community partners

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Powerful Partnerships, the College will achieve the following core objectives:

Objective P.1: Students will have new and expanded opportunities to participate in work-based learning opportunities and innovative educational partnerships

> **Strategy P.1 A**: Actively engage business and corporate leadership in a Business Advisory Group for the College that provides input and insight into current business practices, innovations, and requirements to ensure that curricula remain updated and reflect leading edge practices

Strategy P.1 B: Conduct a comprehensive and thorough review of all College curricula with a committee of faculty, staff, workforce development, advisory, and business practitioners who are recognized as experts in their fields to ensure all current and future written, taught, and assessed curriculum, instruction, and experiences prepare students with 21st century skills to meet regional economic needs

Strategy P.1 C: Develop an eight week course in business and entrepreneurship in collaboration with faculty, staff, and business/corporate partners that can be offered to students who wish to explore establishing their own company in their desired field

Strategy P.1 D: Engage with regional four-year colleges and federal installations to promote research opportunities for students to expose them to leading edge scientific, math, technology, and engineering research and fields of study in the arts and humanities

Strategy P.1 E: Embed within the student advising process an individualized student plan for research, internship, externship, and community volunteer opportunities to encourage and increase student placement and community presence/participation

Strategy P.1 F: Establish regular meetings scheduled through each academic year to allow the Community Partner Lead Contact for the College and all Advisory Committees to review current and

active business and community partner contacts, grant activity and current College engagement level with these entities, and levels of student engagement with them

Objective P.2: Students will have opportunities to more fully engage within the civic life of the Peninsula community

Strategy P.2 A: Establish community service opportunities for all active registered students that will allow them to gain presence and familiarity with the community in a wide variety of volunteer and service roles across civic, faith, local government, federal, military, non-profit, medical, and school division sectors

Strategy P.2 B: Work with student activity groups and sponsors to ensure that activities, fundraisers, awareness campaigns, and other programs connect to community efforts and/or larger civic, local, or national organizations of similar support or effort

Objective P.3: Employees will be better connected with the community and empowered to foster new and deeper relationships with community partners

Strategy P.3 A: Seek and build partnerships with a variety of business and community employers who represent women-, veteran-, minority-owned businesses to closely match student need areas for support in diversity, equity, and inclusion with these local business leaders

Strategy P.3 B: Encourage, schedule, and host business and employee forums, speaker's bureaus, team-teaching opportunities with faculty, and employment and interviewing fairs to actively recruit and place students and expose them to the variety of employers on the Virginia Peninsula

Strategy P.3 C: Create professional development programs and opportunities for faculty and staff using labor market information, careers, programs, and transfer pathways data from the College and from local Chambers of Commerce and Workforce Development Authorities to inform and update career pathways and trend fields

Strategy P.3 D: Engage regularly with all local Chambers of Commerce and Regional Workforce Development Authority leaders to remain current and updated on regional workforce and employment trends and needs

Strategy P.3 E: Engage in regular and focused meetings with school division superintendents, career and technical education (CTE) directors, curriculum and instruction leaders, and Governor's School leadership in the region to focus on workforce certification programs and student needs, as well as dual enrollment courses, in an effort to increase the number and variety of courses offered to high school students

Objective P.4: The Peninsula Community will leverage the College as a centralized hub for community partnership and civic and economic growth

Strategy P.4 A: Establish an administrative lead contact at the College to build, customize, maintain, and oversee partnerships and keep active account of all current and ongoing partnerships and their levels of engagement

Strategy P.4 B: Identify and define levels of partner engagement that communicate the needs of the College and the degrees of engagement it is seeking from its community partners across time, talent, and treasure

Strategy P.4 C: Create a Partners Page on the College website that defines the levels of engagement that the College seeks from its partners, provides information on the College's top identified partnership needs, and extends a warm and inclusive invitation to become a partner with the College

Strategy P.4 D: Establish a College Speakers Bureau / Services Website Page that highlights upcoming events, connects the College more fully to all partners and the greater community, and represents/ includes all viewpoints and ideas across the Virginia Peninsula to encourage and model community civil discourse

EQUITY CONSIDERATIONS

To promote equity in Powerful Partnerships, the College commits to the following:

• Purposefully inviting a diversity of people and perspectives to all conversations regarding major College initiatives and proposed partnerships

• Establishing systems that promote diversity of people and perspectives on the College's corporate advisory boards, program-specific advisory boards, and grant development teams

• Enacting inclusion and equitable systems to review scholarships and work-based learning opportunities for students and verify that associated eligibility criteria and recruitment materials reflect the College's values of diversity and inclusion

MODERNIZED MARKETING & RECRUITMENT
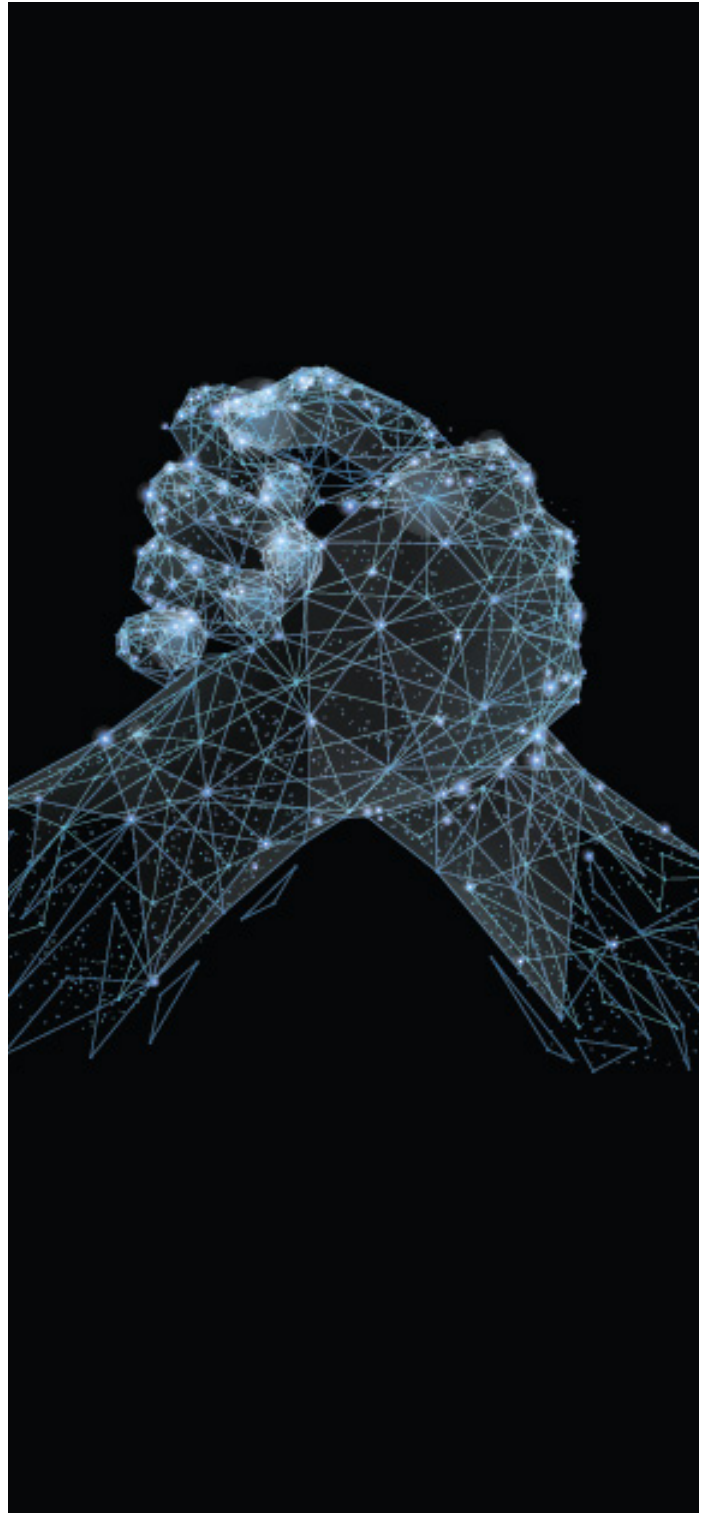
The College will more fully connect with our community and clearly articulate the value inherent in attaining one of its credentials, so that residents of the Virginia Peninsula will consider the College as their preferred option for postsecondary education and training.

CONTEXT

To be successful in achieving its mission, the College must be visible within our community and valued by our community for its contributions to education and training, partnership, and community enrichment. As the College emerges from the COVID-19 pandemic and pursues a new name for the institution, there are fresh opportunities to market the value of the College in new and innovative ways. There are also strong prospects for the College to appeal to an even broader and more diverse set of potential students and partners. Through this work, the College seeks to reaffirm its significant role in the community and re-emerge as a leading voice within the Peninsula Community that speaks to the values, attitudes, and prevailing feelings of our community.

SUCCESS INDICATORS

To assess the impact of its work on Modernized Marketing and Recruitment, the College intends to regularly report on and review the following indicators:

- The total number of applicants to the College and their conversion rate to enrolled students
- The total number of students enrolled at the College, in both academic credit and workforce development courses and programs

- The level of traffic on key College webpages and related resources
- The level of engagement and impressions on College social media platforms
- The level of brand awareness within the community, as determined by market research and associated surveys / focus groups

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Modernized Marketing and Recruitment, the College will achieve the following core objectives:

Objective M.1: Students will be engaged across digital platforms in a more intentional and thorough manner

Strategy M.1 A: Assess existing digital platforms and provide new tools needed by students, staff, and faculty to remove barriers to success

Strategy M.1 B: Ensure that faculty and staff are trained in the use of identified/selected platforms to increase connectivity opportunities with their students regarding advisory sessions, office hours, tutoring, instruction, lab, research, internship,

externship, and partnership opportunities that they sponsor and oversee

Strategy M.1 C: Engage donors and potential donor partners, businesses, non-profits, community and civic leaders, and citizens to provide time, talent, and treasure opportunities to active students as they engage in sponsored speaker's bureau activities, community non-credit courses, and internship/externship opportunities

Strategy M.1 D: Review and redesign the current College website to ensure that all social media and digital communications platforms are directly linked to the system and offer ease of access and communication in a systemic fashion

Strategy M.1 E: Ensure that students who are provided with any communications device, laptop, or other technology platform are offered training and development in their features, have access to connections for the device, and have all potential barriers to full access removed

Objective M.2: Students will experience a 'Culture of Caring' throughout all messaging and outreach

Strategy M.2 A: Provide ongoing, meaningful, and differentiated professional development in cross-cultural understanding and cultural competency to faculty and staff to identify and support student needs and understand the unique cultural identities and experiences of each student

Strategy M.2 B: Identify and eliminate specific barriers in the application and enrollment processes that lead to equity disparities and develop onboarding processes that reduce equity gaps for all students

Strategy M.2 C: Develop an individual student success plan format for each enrolled student that identifies individual barriers to success for the student and identifies mechanisms, on- and off-campus services, and partner organizations coordinated to promote and support student success

Strategy M.2 D: Identify, develop, and organize updated and timely information to student advisors that allows them to consistently and accurately refer students with need and inquiries to campus and community resources for student support and assistance

Strategy M.2 E: Review and expand student life clubs, activities, forums, and social events to reflect, support, and celebrate the student diversity, unique characteristics, talents, and sense of belonging that characterizes a campus community

Strategy M.2 F: Provide leadership training and professional development for student support services staff and leadership that emphasizes equity and student success

Strategy M.2 G: Provide leadership development and succession planning for student leadership that emphasizes

community, cultural competency, and equity to create a sense of continuity and consistency in student advocacy, programming, and support

Objective M.3: Employees and students will more fully serve as ambassadors in the community and faces of the College

Strategy M.3 A: Explore and work toward the establishment of community service hours for each student in an area of personal or future professional interest that places them in a community, school division or private school, civic, professional or recreational setting with the opportunity to positively contribute to their community

Strategy M.3 B: Increase the number of internships, externships, and research opportunities with federal and state organizations, and partner with other two- and four-year colleges and universities to allow students to gain real-world, leading edge experiences that apply and expand classroom learning

Strategy M.3 C: Intentionally increase the presence of College faculty, staff, and leadership throughout the community through participation and presence/ membership in civic organizations, local boards, parent teacher associations, civic and faith organizations, military support organizations, and business and professional organizations as representatives and ambassadors of the mission and vision of the College

Objective M.4: Employees will experience new and deeper connections with partners whose goals align with those of the College and who may offer additional marketing options

Strategy M.4 A: Actively seek deeper and more meaningful relationships and partnerships with businesses, non-profits, military, school divisions, local governments, civic, and faith organizations to ensure that the College is known in intent and action for service to our community

Strategy M.4 B: Develop marketing and branding strategies for the College to ensure that it provides the most efficient, trusted, and responsive trainings solution for regional businesses

Objective M.5: The Peninsula Community will experience a new annual marketing approach that saturates messaging across all media platforms and groups and engages everyone in the work of the College

Strategy M.5 A: Establish a Communications Committee for the College to work with all divisions and leadership levels, as well as marketing consultants, to develop a comprehensive, system-wide communication plan

Strategy M.5 B: Identify social media platforms that inclusively and universally connect and resonate with community end-users to push out marketing information, registration reminders, event dates and times, and other identified information that is vital to College life and programming

Strategy M.5 C: Work in partnership with Special Events, Communications, Admissions, and all divisions at the College to develop a comprehensive, ongoing, and confirmed calendar of all College events to ensure that all public information is timely and current

Strategy M.5 D: Publish Workforce Development Events, Business Forums, and Employer/Employee Recruitment events for business partnerships and community information

Strategy M.5 E: Review and redesign the College website and social media platforms to ensure that all access barriers, including those related to Americans with Disabilities Act (ADA) compliance, are eliminated, and that layouts and information remain available to a global audience

Strategy M.5 F: Include and communicate all elements of the renaming process for the College, ensuring that the decision regarding a new name for the College is a process that is communicated through the marketing plan to engage, involve, and gain input from all community stakeholders and is inclusive of all considerations for rebranding and marketing the College once a decision is rendered

Objective M.6: The Peninsula Community will benefit from the College reconnecting with and enhancing relationships with the school divisions, their superintendents, and their counselors

Strategy M.6 A: Organize and commit to regular and consistent meetings throughout the academic year with school division superintendents and School Board leaders, school principals, and school counselors that highlight the services that the College provides to PK-12 students, emphasize the value and benefit of community college coursework and programming, and listens carefully to the needs, programming, and initiatives of each regional school division to provide support, professional development, and partner opportunities that strengthen PK-12 education across the Peninsula Community

Strategy M.6 B: Increase the number of programs and camps both on-campus and at various business and industry sites across the Peninsula Community that promote innovation and entrepreneurial practice for students in grades 4-10 in an effort to promote exposure to, participation in, and future enrollment at the College

Strategy M.6 C: Partner faculty, staff, advisory staff, and workforce development personnel with school counselors, school social workers, and school psychologists to engage in cultural competency, diversity, social-emotional learning supports, and tiered student support training designed to provide a seamless continuum of support and service to students as they transition to higher education experiences

Strategy M.6 D: Promote and increase the College's presence at school division and high school/middle school information events and college programs and visitations by employing faculty, staff, and leadership as active participants who provide accurate and updated information on the value of a community college experience

EQUITY CONSIDERATIONS

To promote equity in Modernized Marketing and Recruitment, the College commits to the following:

- Hosting internal and community-based events focused on issues of diversity, equity, and inclusion

- Ensuring that marketing and outreach efforts and related materials accurately represent and speak to the diversity of the College and its communities
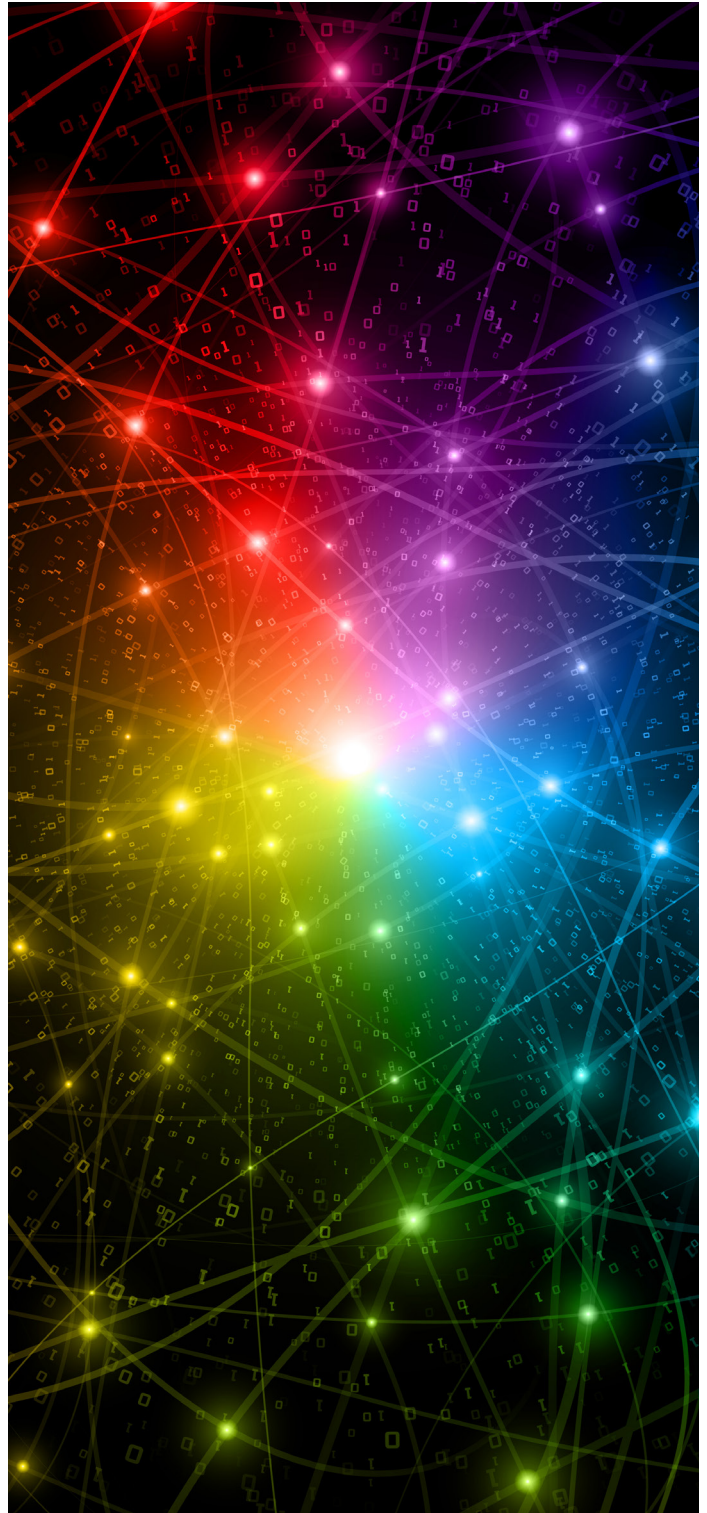
The College will be a thriving community of personal enrichment and continual learning – one where all employees feel valued and can see how their personal and professional growth contributes to the success of the College and our students

CONTEXT

At the core of the College's mission is a desire to change lives. While this is most often interpreted as a student-focused aspiration, it also applies to employees of the College. To be successful personally and professionally and to help the College remain competitive and resilient, employees need to have access to high-quality, ongoing professional development opportunities. Excellent service is directly correlated to strong employee development and training. By focusing on employee experience, development, and retention, the College can better empower our students to succeed.

SUCCESS INDICATORS

To assess the impact of its work on Employee Investment and Development, the College intends to regularly report on and review the following indicators:

- The degree of utilization of professional development funds in terms of number of employees

- Employee retention rates, particularly within the first three years at the College

- The frequency of positive responses to professional development questions on the Great College To Work For survey or similar instrument

- Rates of diversity, equity, and inclusion training completion by employees

- The number and percentage of employees who participate in College-sponsored professional development opportunities each year

- Student satisfaction rates with key College offices and services

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Employee Investment and Development, the College will achieve the following core objectives:

Objective E.1: Students will experience streamlined services that achieve better efficiencies and improve the overall student experience

Strategy E.1 A: Engage each division and administrative area in efficiency training that produces process maps of each service across the College, with a focus on improving efficiency and decreasing the amount of time, steps, and cost of each identified service or process

Strategy E.1 B: Review all current administrative and system-wide processes and functions to identify any existing overlaps or repetition of services to streamline

and ensure that they are the function of a single department or division or are practiced consistently across each entity

Strategy E.1 C: Review current vendors and purchasing processes with a focus on ensuring that access to necessary and needed goods and services is the best and most efficient and that vendors offer the most value and fastest access to goods and services

Objective E.2: Employees will have access to comprehensive employee development programming to encourage personal growth opportunities and enrich them professionally

Strategy E.2 A: Create a Professional Development (PD) Committee that draws membership across all divisions/departments of the College to plan, create, and offer annual and multi-year comprehensive PD programs and considers ways in which to expand current resources that encourage active participation in professional development experiences

Strategy E.2 B: Increase awareness of available PD programs and consistently and pervasively advertise all College-supported development opportunities and registration options through online intranet systems, announcements, and calendar invitations

Strategy *E.*2 C: Develop differentiated or tiered PD programs that meet individual faculty and staff skill levels where they are to allow for individualization and personalized PD experiences

Strategy E.2 D: Provide each employee with an equitable allocation of time and funding to support training and development support such as conferences, off-site PD programs, lectures, and other non-College-sponsored development experiences

Strategy E.2 E: Formalize the Center for Teaching and Learning, and utilize and adapt its model to provide more complete professional development opportunities to all employees

Strategy E.2 F: Encourage personal development and training to include wellness opportunities that promote personal wellbeing, mindfulness, and social-emotional wellbeing, such as relaxation techniques or yoga, and provide a wellness station or center on campus to promote faculty, staff, and student well-being and care

Strategy E.2 G: Engage classified staff in increased professional development experiences by incentivizing them with dedicated time to participate and grow, as well as other soft benefits to encourage their development

Strategy E.2 H: Review current faculty evaluation processes to ensure that they incorporate measurable goals, inspire high performance, encourage faculty ownership and accountability, and support open dialog and feedback loops focusing on continuous improvement

Objective E.3: Employees will have access and be expected to participate in comprehensive diversity and inclusion training

Strategy E.3 A: Engage all employees in professional development and meaningful dialog that will broaden their understanding of equity gaps in student success and focus on equity-based, high-impact teaching and learning practices

Strategy E.3 B: Provide cultural competency training for all employees

Strategy E.3 C: Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation to make learning experiences connected, equitable, diverse, and inclusive for everyone

Strategy E.3 D: Create shared and universal essential agreements that govern the processes, practices, and interactions found within every meeting held at the College to ensure that collaboration, cooperation, civility, and respect are the foundation of each meeting

Objective E.4: The Peninsula Community will be served by a College that is better prepared for the future and able to build leadership capacity throughout its organization

Strategy E.4 A: Engage College leadership, faculty, and staff in training and development designed to promote good listening, discourse, shared governance, and consensus-building in an effort to build better inclusive and shared decision-making processes and authentic and transparent communication channels

Strategy E.4 B: Expand internal opportunities for leadership development and succession for faculty and staff who are seeking to obtain leadership opportunities within the College

Strategy E.4 C: Identify and anticipate potential and future change initiatives and train faculty and staff on how to consistently work with change, whether planned or unplanned, as transformational leaders

Strategy E.4. D: Review all current and existing employee incentive programs, awards, recognition programs, and policies to ensure that they are inclusive of all faculty and staff; offer opportunities for compensation, release time, or other soft benefits for additional duties and responsibilities; and support the mission, vision, and core values of the College

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EQUITY CONSIDERATIONS

To promote equity in Employee Investment and Development, the College commits to the following:

• Providing all employees with access to the same set(s) of professional development opportunities

• Ensuring there are systems in place for anonymous/confidential feedback on the overall process and on particular professional development programs and activities

• Communicating professional development opportunities regularly and broadly

The College will foster a rich culture of information exchange and idea sharing that focuses on clear, timely, and repeated dissemination of the key information for our employees and students, as well as generous avenues and opportunities for conversation, collegial discourse, and feedback

CONTEXT

Communication is a challenge for many organizations and institutions – especially for those with a multitude and variety of stakeholders and constituencies. As a comprehensive community college, we must always pursue new and improved methods of sharing important information with our students, employees, and community partners and expanded opportunities to understand and value their ideas, feedback, and concerns. Communication has become even more important during the COVID-19 pandemic, as organizations and institutions have been forced to quickly adapt and ensure that new and ever-changing information is shared quickly and effectively. The College firmly believes that addressing communication challenges and promoting the generous sharing and exchanging of ideas will bring about broad, positive impacts for our students, employees, and community.

SUCCESS INDICATORS

To assess the impact of its work on Transparent and Authentic Communication, the College intends to regularly report on and review the following indicators:

• The frequency of positive response rates regarding student communication on the annual Student Experience Survey

• The frequency of positive response rates regarding Communication and Shared Governance on the Great Colleges to Work For survey

• Utilization of established conversation and feedback channels in terms of questions, comments, and feedback from students and employees

CORE OBJECTIVES AND SUPPORTING STRATEGIES

Through its work on Transparent and Authentic Communication, the College will achieve the following core objectives:

Objective T.1: Students will have clear channels of communication with the College to ask questions, resolve issues, and receive the information they need to be successful and feel valued

Strategy T.1 A: Identify and publish, in a single location, sets of official communication and feedback channels for students

Strategy T.1 B: Utilize newly-adopted technologies to host virtual town halls and forums that provide broad and transparent updates to students and allow time for questions, feedback, and conversation

Strategy T.1 C: Utilize a multitude and variety of media platforms to communicate with current and prospective students, so that all have access

Objective T.2: Employees will be more fully engaged in College initiatives and upcoming changes that will impact their work, and will be able to plan ahead and share their ideas and expertise for the betterment of all involved

Strategy T.2 A: Include authentic communication in the employee orientation and onboarding process, and as a component in each employee's Employee Work Profile and annual performance evaluation for consistency and fairness

Strategy T.2 B: Hold all employees accountable for communicating comprehensively and openly with students, faculty, staff, and administrators on topics within their area of responsibility and expertise

Strategy T.2 C: Identify and publish, in a single location, sets of official communication and feedback channels for employees

Strategy T.2 D: Utilize newly-adopted technologies to host virtual town halls and forums that provide broad and transparent updates to students and employees and allow time for questions, feedback, and conversation

Strategy T.2 E: Integrate the principles of shared governance and shared leadership into the decision-making fabric of the College

Objective T.3: The Peninsula Community will hear from the College more regularly and have access to information about major changes and opportunities to benefit from the College's programs and services

Strategy T.3 A: Identify and implement new means for communicating broadly with the Peninsula Community and its diversity of residents

Strategy T.3 B: Identify and publish, in a single location, sets of official communication and feedback channels for community members

EQUITY CONSIDERATIONS

To promote equity in all work in the area of Transparent and Authentic Communication, the College commits to the following:

- Ensuring that systems are in place to make key information available to all students and employees, regardless of their role at the College or their type of enrollment with the College

- Utilizing a multitude and variety of media platforms to communicate with current and prospective students, so that all have access

- Creating feedback mechanisms that allow students and employees to anonymously provide feedback and concerns in terms of their communication preferences or level of access to information they need

The College recognizes that planning is an ongoing and iterative process, and that much work remains once this plan is finalized and approved. That work will begin during the summer months of 2021, when College leadership will come together to establish a timeline for completion of the strategies outlined within the plan and to assign primary responsibility for each strategy to a specific champion within the institution who will be empowered with the responsibility of its implementation and completion. The work to implement each strategy of the new strategic plan will be firmly in place with the new 2021-2022 academic year.

In addition to this work, the College intends to transform the Strategic Planning Core Committee into a committee charged with oversight of the plan, monitoring of its implementation, and championing its major goals and objectives. The committee will begin its work in Fall 2021 and will consistently serve in this capacity throughout the six-year span of the plan.

Along the way, the College will continually connect with its internal and external partners to update them on plan progress and seek their input, counsel, and guidance. The Strategic Planning Core Committee will review key metrics and all stakeholder feedback to provide continuous improvement by making adjustments to best reach the plan's intended goals and impacts.

A reporting dashboard identifying the key performance indicators of success for each goal will be created on a separate page of the College's website that will focus exclusively on the strategic plan to provide transparent communication to our community. Annual community reports will also be provided to community stakeholders for open and transparent communication and dialog regarding strategic plan components and their progress.

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Quality strategic planning requires broad and representative input from all major constituency groups and stakeholders. We thank all who have been involved in the journey and would like to particularly and gratefully acknowledge the groups and individuals listed below.

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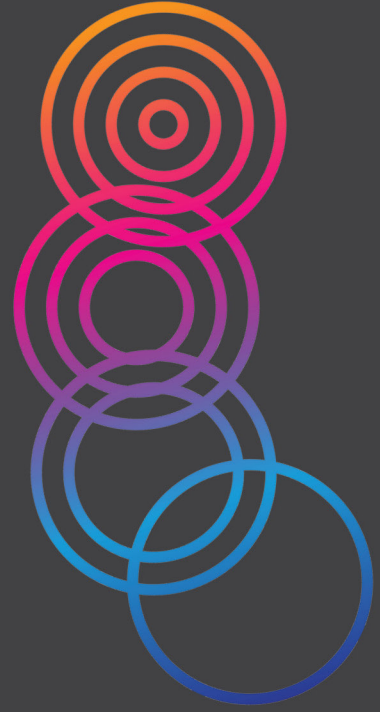Mr. Scott VanVoorhees

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And all of those who participated in our Strategic Planning Work Sessions, Subcommittees, and Community Forums

THANK YOU!

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