



Shawnee Community College

Strategic Plan

2019 - 2023

(Merged with the 2018 Plan)

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President's Letter

Shawnee Community College (SCC) is a community of life-long learners developing a lasting network of peers and strong ties with faculty and staff. Our most important and unifying goal is to provide a system of solid support, guidance, and resources to our students in their academic and professional journey. We have worked diligently over the past year to develop a strategic plan that merges the old with the new trends in higher education, assign responsibility to those impacted and utilize the expertise from researched practices to guide our efforts. This document unifies both our Board and President's goals, reaffirms our commitments to the Higher Learning Commission, responds to input from the listening tour, district characteristics, and workforce environment.



The staff, faculty and leadership at SCC have always focused on student learning and success. We also understand the importance of staying closely connected to the many communities, businesses, and educational institutions in our region. The SCC's strategic plan has been developed to help provide guidance and a framework that will assist all of us at the SCC to continue to serve our students in the most effective manner. The strategic plan provides a number of ambitious and critical initiatives that will guide our priorities and resources toward making SCC an outstanding and responsive institution of higher education. This plan integrates the updated facilities master plan, information technology plan, campus security plan, fiscal outlook/audit, and program reviews.

This strategic plan serves as a milestone in our efforts toward continuous quality improvement. We see it as a living document, one that in itself will continue to change and grow as we move forward with implementing many of the actions and strategies that are listed in the plan. It is our intent to both strengthen our current rich and varied ranges of programs as well as strategically develop and offer additional high demand educational programs and services to meet the large and diverse needs of our students, industry and local communities.

SCC's competitive advantage stems from the outstanding faculty and staff, affordability, facilities, financial stability, comprehensive academic and career programs, and accessibility. Our responsiveness to the district residents, K-12 partnerships, student demand and regional competitors heightened the need for the re-establishment of the Cairo center, the Vienna Center expansion, Volleyball team, and to seek

President's Letter

multiple ways to grow enrollment, graduate students, assist with internships and employment opportunities to the extent possible, career assessment, global learning, and expand services to veterans.

Strategic Process

In June, July and August of 2017, through the listening tour, 75 internal participants provided feedback and through community forums with 100 participants, review of the 2014 Higher Learning Commission findings, Board goals, SCC's 2014-2018 Strategic Plan, and meetings with the Strategic Planning Committee, over a yearlong process, we developed this strategic plan. It is important to note an environmental scan was not viable. Thus, information from the Census, labor market, and other free educational sources provided the context of this plan.

Service Region

Shawnee serves approximately 4,600 students, annually. These students come from Alexander, Pulaski, Johnson, Massac, and Union and a portion of Jackson County. Our district serves residents with high poverty levels ranging from 17 - 20%, adult population with four school districts experiencing 99-100% poverty levels. The unemployment rate is higher than the state average and healthcare challenges: obesity, opioid, and cancer, to name a few, necessitate a divergent approach to post-secondary credentialing. A focus on accessibility, engagement, divergent modes of learning, varied schedules, and locations help us to connect academics, services, industry, and students' needs for the next five years.

We invite you on this journey of a higher calling to meet the challenges of Southern Illinois and help our students excel at their chosen academic or career pathway.

Sincerely,



Peggy F. J. Bradford, J.D., Ed.D.
President of Shawnee Community College

Mission

Shawnee Community College's mission is to serve the needs of the student and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.



Vision

STUDENT CENTERED
COMMUNITY CONNECTED

Philosophy

Shawnee Community College promotes student learning through the values of the community college concept, recognizing the uniqueness of each individual and the diversity of his/her needs. The college is dedicated to utilizing the resources of the institution to provide a comprehensive program to meet those diverse needs and improve the quality of life for each individual. Education is the key to preparing individuals to confront the economic, social, and multicultural issues of this century. The college takes pride in providing quality educational and training programs that incorporate the most recent technologies to meet the ever-changing needs of our students and district residents.

Shawnee Community College is dedicated to providing quality, cost-effective, comprehensive programs to all individuals within the district and region who can benefit from such activities. The college strives for continuous improvement through the evaluation of programs, institutional effectiveness, and through assessment of student academic achievement. The college maintains an open-door admissions policy, thus providing educational, economic, and community service opportunities to all, regardless of race, sex, religion, ethnic origin, marital status, disability, or socioeconomic level.

Values and Purpose

Purpose 1

Shawnee Community College values life-long learning. As a consequence, the College provides comprehensive programs, including curriculums in liberal arts and sciences, career and technical education, as well as adult, developmental, and community education and training.

Purpose 2

Shawnee Community Colleges values its role as a change agent for the public good. As a consequence, the college facilitates area economic development, promotes cohesiveness within the community, and improves the quality of life for all citizens.

Purpose 3

Shawnee Community College values equal access to educational opportunities for all citizens. As a consequence, the college provides equal educational opportunities for all citizens to the extent permitted by available resources.

Purpose 4

Shawnee Community College values multicultural diversity within a pluralistic society. As a consequence, the college provides programs and activities that encourage and preserve multicultural diversity within a unified American society.

Purpose 5

Shawnee Community College values the dignity and worth of each individual. As a consequence, the college develops programs and services, which address the needs of all segments of the college community.

Purpose 6

Shawnee Community College values a systematic and participatory management approach to decision making. As a consequence, the college solicits input from all constituencies, reaches decisions based upon all available information, and communicates such decisions to the public in an orderly manner.

Purpose 7

Shawnee Community College values its reciprocal relationship with the community, including business, civic, social, and religious aspects. As a consequence, the college fosters community partnerships in which each organization benefits from its mutual affiliation with the other.

Purpose 8

Shawnee Community College values the prudent utilization of resources. As a consequence, the college develops and administers programs, services, and facilities, which are consistent with the district's financial base and which benefit the greatest number of individuals.

Purpose 9

Shawnee Community College values the pursuit of excellence. As a consequence, the college organizes and administers high quality programs and recruits and retains highly qualified personnel in all positions.

GOAL 1

IDENTIFY AND DEVELOP PROGRAMS THAT MEET THE EDUCATIONAL NEEDS OF OUR COMMUNITY AND REGION

- 1.1** Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students
- 1.2** Align existing policies, programs and resources with employment opportunities in our service area
- 1.3** Increase involvement through developing collaborative partnerships with local business leadership and stakeholders
- 1.4** Develop workforce training partnerships with regional employers to promote economic development and job creation in the community
- 1.5** Explore opportunities to expand programs through cooperative agreements with community colleges

1. IDENTIFY AND DEVELOP PROGRAMS THAT MEET THE EDUCATIONAL NEEDS OF OUR COMMUNITY AND REGION

HLC Criterion 3 & 4 Board and President's Goals 2 & 5

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE
Evidence of articulation agreements with colleges and universities	Develop 10 new articulation agreements (Obj. 1.1 and 1.5)	VP Academic Affairs & Dean Academic Affairs	Articulation Agreements	12 completed, 2 in progress; 10 with SIU, 1 with Missouri Baptist, 1 with Murray State University.	Year 2018
Use of labor market local, regional, state, and national labor market data to identify employment indicators and industry trends	Utilize employment projections for program development (Obj. 1.2)	VP Academic Affairs & Dean Academic Affairs, Dean of Workforce, & Faculty	Program Review and Cost Benefit Analysis	Commence according to program review cycle.	Ongoing
Initiate a regional economic planning alliance to coordinate economic development activities	Reactivate the regional economic planning committee to partner with regional employers (Obj. 1.3 and 1.4)	SCC President & Dean of Workforce, Economic and Director of Small Business Development Center	Shawnee Regional Economic Alliance (SREA)	The SREA Council formed on February 6, 2015 and met a few times. It has been dormant for one year. Plans are being developed by the current Director of Workforce to revitalize the Council.	Year 2019
Develop guided pathways including labor market demand and earnings potential for all Associate of Applied Science Programs and certificate programs	Implement publication into program review (Obj. 1.3)	VP Academic Affairs, VP Student Success, Dean Academic Affairs & Faculty	Program Review	Based on 2017 O* NET wage information (www.onetonline.org), all 39 programs of Applied Science were revised in April/May 2018 to show their career pathways and potential earnings (Average Annual Salary).	Year 2019-2020
Evidence of cooperative agreements with community colleges	Create 3 cooperative agreements with community colleges (Obj. 1.5)	VP Academic Affairs & Dean Academic Affairs	Cooperative agreements	Cooperative agreements commence Fall 2018	Year 2019-2020

GOAL 2

CREATE AN ENVIRONMENT THAT PROMOTES DIVERSITY, STUDENT SUCCESS AND COMPLETION

- 2.1** Increase the number of students receiving post-secondary awards
- 2.2** Develop appropriate classroom strategies to increase retention
- 2.3** Increase student participation in academic support services
- 2.4** Develop campus activities and instructional strategies to increase student engagement
- 2.5** Provide a multi-faceted developmental education program
- 2.6** Increase awareness of diversity issues through classroom and multicultural activities

2. CREATE AN ENVIRONMENT THAT PROMOTES DIVERSITY, STUDENT SUCCESS AND COMPLETION

HLC Criterion 3 & 4, Board and President's Goals 2, 3, 4, 6

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE														
Fall semester to Spring semester student persistence and retention	Increase student persistence by 2%; benchmark Fall 2017 (Obj. 2.1)	VP Academic Affairs, VP Student Success, Dean Academic Affairs & Faculty	Persistence Reports/IPEDS	Based on Colleague Reporting and Operating Analytics (CROA), the persistence rates have increased from ____ % to ____ % due to increased developmental programs in schools. Note: These figures will be available at the end of the Fall 2018 semester. <table><tr><td>FY2014</td><td>40.56%</td></tr><tr><td>FY2015</td><td>41.32%</td></tr><tr><td>FY2016</td><td>43.27%</td></tr><tr><td>FY2017</td><td>51.09%</td></tr><tr><td>FY2018</td><td>51.49%</td></tr></table> First (Fall 2016) to second year (Fall 2017) retention rates of first time degree seeking students: <table><tr><td>Full-Time</td><td>51%</td></tr><tr><td>Part-Time</td><td>38%</td></tr></table>	FY2014	40.56%	FY2015	41.32%	FY2016	43.27%	FY2017	51.09%	FY2018	51.49%	Full-Time	51%	Part-Time	38%	Annually
FY2014	40.56%																		
FY2015	41.32%																		
FY2016	43.27%																		
FY2017	51.09%																		
FY2018	51.49%																		
Full-Time	51%																		
Part-Time	38%																		
Degrees and certificates awarded annually	Increase degrees and certificates awarded annually by 2%; benchmark Fall 2017 (Obj. 2.1)	VP Academic Affairs, VP Student Success, Dean Academic Affairs & Faculty	Unduplicated and Duplicated Completer Reports	The report has been compiled annually from 2014 to 2018. Compared to last year, there is an increase of more than 2 % in programs of Arts and Science but a decrease in Nursing, Welding and Truck Driving. From July 1, 2016 to June 30, 2017, 294 certificates and 256 Associate degrees were awarded.	Annually														
Time to degree or certificate analysis	Design CROA report to track student time to completion; benchmark Fall 2017 (Obj. 2.1)	VP Academic Affairs, VP Student Success, Dean Academic Affairs & Faculty	Time to Completion Report	Based on IPEDS, for the 2012 Cohort, graduation rates of full-time, first-time degree/certificate-seeking undergraduates: <table><tr><td>100% time to completion in 2014</td><td>26%</td></tr><tr><td>150% time to completion in 2015</td><td>36%</td></tr><tr><td>200% time to completion in 2016</td><td>36%</td></tr></table>	100% time to completion in 2014	26%	150% time to completion in 2015	36%	200% time to completion in 2016	36%	Annually								
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Number of transfers to other colleges and universities	Design method to track transfer students (Obj. 2.1)	VP Academic Affairs, VP Student Success, Dean Academic Affairs & Faculty	National Student Clearinghouse (NSC) Note: FY 2018 will be obtained from NSC not until 2018	The number of students who graduated Fall 2016 and transferred to four (4) year institutions was 12 out of 36 students (33%). The number of students who graduated Spring 2017 and transferred to four (4) year institutions was 52 out of 174 students (30%).	Annually														

GOAL 2 (cont.)

CREATE AN ENVIRONMENT THAT PROMOTES DIVERSITY, STUDENT SUCCESS AND COMPLETION

- 2.1 Increase the number of students receiving post-secondary awards
- 2.2 Develop appropriate classroom strategies to increase retention
- 2.3 Increase student participation in academic support services
- 2.4 Develop campus activities and instructional strategies to increase student engagement
- 2.5 Provide a multi-faceted developmental education program
- 2.6 Increase awareness of diversity issues through classroom and multicultural activities

2. CREATE AN ENVIRONMENT THAT PROMOTES DIVERSITY, STUDENT SUCCESS AND COMPLETION

HLC Criterion 3 & 4, Board and President's Goals 2, 3, 4, 6

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE
Analysis of multiple instructional strategies and methods	Utilize a variety of instructional methodologies in the classroom to address the various learning modalities. (Obj. 2.2, 2.4)	VP Academic Affairs, Dean Academic Affairs & Faculty	Faculty Evaluation; Syllabus and Course Evaluations	A master course syllabus will be implemented Fall 2018 for all instructors to assess their instructional strategy. Adjunct evaluations occur each semester. Non-tenured faculty are evaluated annually and tenured faculty every 3 years by the VP of Academic Affairs & Student Learning.	Fall 2019
Number of students accessing academic support services	Increase student utilization of services by 2%; benchmark Fall 2017 (Obj. 2.3)	VP Student Success, Dean Academic Affairs & Dean Workforce Innovation, Adult Basic Ed. & Training	ACCESS: SSS (Student Support Services), Student Access and SSC (Student Success Center), Department Access Database	SSC has served an average of 110 students per year. The SSC served the following number of students during the last 5 years: FY2014 103 FY2015 139 FY2016 124 FY2017 98 FY2018 93	Annually
Rate of successful transition from developmental to college level coursework	Increase number of students who successfully transition from developmental to college-level coursework by 5%. (Obj. 2.5) *** Add baseline numbers here	VP Academic Affairs, Dean of Academic Affairs & Dean of Workforce and Adult Basic Ed. & Training	Developmental Course Success Report in CROA	From 2014 to 2018, in both English and Math, SCC is offering more developmental remediation programs in the High School that have resulted in reduced remediation in college.	Annually
Evaluate and analyze student participation to assess student learning outcomes through student engagement and programs designed to promote diversity and use the findings to plan subsequent events.	Increase awareness of diversity through multicultural activities in classroom and campus (Obj. 2.4, 2.6)	VP Student Success	The College offers various cultural activities each year [Hispanic Heritage, The Dragon's Daughter (Asian Culture), Black History Month, MLK (Dr. Martin Luther King) events, Veterans Day, Chinese New Year, International Week, and Women's History	On an average, 55 students every year participate in diversity programs coordinated with academic classes on campus.	2019

GOAL 3

MEASURE INSTITUTIONAL EFFECTIVENESS THROUGH DATA BASED EVALUATION AND PLANNING

- 3.1** Standardize data collection methods and resources
- 3.2** Utilize new management information system to facilitate data collection and analysis
- 3.3** Develop and implement a strategy for reporting data to funding agencies, accrediting agencies, and the public
- 3.4** Maintain a systematic decision making process that utilizes data analyses to develop and adopt best practices for student success
- 3.5** Utilize institutional data in the development of short and long range budgeting models

3. MEASURE INSTITUTIONAL EFFECTIVENESS THROUGH DATA BASED EVALUATION AND PLANNING

HLC Criterion 2 & 5, Board and President's Goals 1, 2, 4, 5, 7, 9

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE
Evidence that Colleague training has been fully implemented	Complete CROA training by December 2018. (Obj. 3.2, 3.4)	Director IT, VP Financial and Campus Operations & Director IR	Colleague Training Logs	CROA onsite and remote training are regularly given. Core Colleague training for the staff was conducted in Summer 2018.	2018 Ongoing
Evidence that data collected are utilized college-wide in making decisions	Utilize data in the scheduling process, financial decisions, and alignment of programs (Obj. 3.3, 3.5)	VP's, Deans and Directors	Financial Audit, CROA Reports	IR office created a centralized location for reports. The program review process is completed annually and used to guide financial decisions in program offerings. CROA reports are completed for internal tracking purposes.	Annually
Evidence that institutional data drives the budgeting process	Connect budget to enrollment forecasts (Obj. 3.1, 3.4 and 3.5)	VP Financial and Campus Operations & Director Business Services	Enrollment Forecast Reports; Operations, Tuition Projection Report	Utilizing institutional data, the budget and the enrollment forecast were aligned successfully.	Annually
Utilize assessment data to identify strengths and weaknesses of instructional programs	Monitor campus-wide assessment process (Obj. 3.4)	VP Academic Affairs, VP Student Success, Deans & Faculty	Student Academic Assessment Committee (SAAC) Action Plan and Student Exit Surveys	The plan is completed. Faculty have completed a 3-year cycle since the last focused visit. Co-curricular have completed a 2-year cycle.	2018-2023

GOAL 4

MAINTAIN A QUALITY & DIVERSE INSTITUTIONAL WORKFORCE

- 4.1 Establish a plan to recruit and retain a diverse college
- 4.2 Develop and implement a succession plan for continuity and college growth
- 4.3 Provide continuing education and professional development opportunities for employees
- 4.4 Provide opportunities for employees to participate in diversity training activities

4. MAINTAIN A QUALITY & DIVERSE INSTITUTIONAL WORKFORCE

HLC Criterion 1, 2, 3, & 5

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018		TIMELINE
Identification of current employee demographics	Create employee profile report (Obj.4.1)	Director of HR	Employee Profile in Colleague HR	Fall 2018-Present Faculty/Staff Representation:		Fall 2018
				Male:Female	2:3	108
				Asian Employees (2018)	1	19
				Black/African American Employees	34-42	34
				Hispanic Employees	2-4	123
				White Employees	205-225	22
				Current Employee	255	18
Identify district population trends	Create district profile including population trends, demographics (Obj.4.1)	Director of IR	Census data, Spring Data Book	Employees ages >50	117	
				Employees ages <50	138	
				2010	2017	Spring 2019
				SCC students gender ratio 2010 to 2017	M:F=45%:55%	M:F= 45%:55%
				White Students (Non- Hispanic)	82.21%	82.37%
				Black/African American Students (Non- Hispanic)	13.65%	11.2%
				Hispanic Students	2.2%	2.7%
Evidence of implementation of an institutional succession plan	Maintain annual retiree list for succession plan (Obj.4.3)	Director of HR	State Universities Retirement System (SURS) Retiree List with Succession Plan	District population change: 2010 to 2017	120,436	114,352
				Project in progress and should commence Fall August 2018.		Spring 2019
Evidence of ongoing professional development opportunities	1. Create Prof. Dev. Committee 2. MA Degree Cohort (Obj.4.3 and 4.4)	Director of HR	1. Committee List 2. Survey for interest in MA Cohort 3. Record of Trainings	Spring 2015.	Created the Professional Development Committee The Master's Cohort was offered to employees.	
				Fall 2017	Active Shooter; Sexual Harassment	
				Spring 2018	Employee and Supervisor ; Evaluation Training	
				Fall 2018	FERPA; Diversity & Inclusion	
				Summer 2018	ALICE Campus Safety; Leadership	

GOAL 5

PARTNERSHIPS TO PROMOTE GROWTH OF THE INSTITUTION AND THE COMMUNITY

- 5.1** Establish and strengthen employer and educational partnerships
- 5.2** Develop and implement a district wide college success initiative
- 5.3** Work closely with our K-12 schools to promote college readiness for all students
- 5.4** Cultivate opportunities for external financial support for programs and students

5. PARTNERSHIPS TO PROMOTE GROWTH OF THE INSTITUTION AND THE COMMUNITY

HLC Criterion 1 & 2; Board and President's Goals 2, 3, 4, 5, 6, 8, 9 & 11

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE
Dual credit agreements and number of students successfully completing dual credit classes	Develop and evaluate the Dual Credit courses at every high school/ success rate (Getting A, B, C) report for every class (Obj. 5.1 and 5.2)	Dean Academic Affairs & Dual Credit Coordinator	Dual Credit course listings/CROA report for dual credit success rate	Dual Credit courses are offered at every high school. Success rate report has been created FY2018 for 12 high schools:	Spring 2019
				AJH 30	
				AJS 203	
				CEH 42	
				CHS 47	
				COH 159	
				DHS 6	
				EHS 37	
				GHS 166	
				JHS 51	
				MER 33	
Evidence of a coordinated plan with K-12 schools to promote college readiness and completion	Create 3 partnerships with local schools for curriculum alignment and completion (Obj. 5.3)	Dean Academic Affairs & Student Services Testing Coordinator	CROA test placement reports	SCC collaborated with Meridian High School to allow students to attend all of their classes on the main campus. SCC collaborated with Vienna to create a course curriculum sequence and alignment map promoting college readiness and completion:	Spring 2019
				FY2017 12 students 10 completers	
				FY2018 13 students 13 completers	
				FY 2019 11 students In progress	
Decrease in the percentage of students needing developmental courses upon enrolling in college	Decrease of 2% every year (Obj. 5.3)	Dean Academic Affairs & Student Services Testing Coordinator	Accuplacer Results	SCC is offering more developmental instruction in Math and English—in high schools resulting in reduced developmental instruction. From 2014 to 2018, English developmental instruction was reduced by 18%, while Math developmental instruction was reduced by 21% upon entrance to college courses.	Annually
Procurement of additional privately funded scholarships for students	Increase the number of scholarships by 5% (Obj. 5.4)	President & Executive Director, Foundation	Funds Raised	Two privately funded scholarships were created through the 2018 Scholarship Gala.	Ongoing

GOAL 6

MAINTAIN THE FINANCIAL INTEGRITY OF THE INSTITUTION

- 6.1** Utilize a data based decision model to analyze and align resources with strategic planning goals in the development of budgets
- 6.2** Implement a development plan for external funding sources
- 6.3** Develop and administer balanced annual budgets
- 6.4** Maintain an appropriate fund balance to ensure that the college meets its financial obligations in the future

6. MAINTAIN THE FINANCIAL INTEGRITY OF THE INSTITUTION

HLC Criterion 1, 2 & 5; Board and President's Goals 1, 2 & 10

PERFORMANCE INDICATORS	CRITICAL SUCCESS FACTORS	PRIMARY RESPONSIBILITY	MEASUREMENT INSTRUMENT	UPDATED PROGRESS BY JULY 2018	TIMELINE
Evidence that institutional data is used in budget development and to align budget priorities with the strategic plan and departmental goals.	Use historical institutional data to project tuition & fee revenue and ensure all new budget requests are tied to the Strategic Plan (Obj. 6.1)	VP Financial and Campus Operations, VP Student Success & VP Academic Affairs	Multi-year spreadsheets with institutional data on revenue generation for tuition & fees reported within the Fiscal Plan; Budget request forms as submitted by requesting budget officer	Institutional data was used in budget development from 2014- 2017, with similar progress in 2018. Alignment of the strategic plan with the budget was achieved 2014 – 2017, with similar progress in 2018.	Annually
Amount of external funding through grants and fund raising activities	Increase grant revenue by 2% (Obj. 6.2)	Dean of Workforce Innovation & Executive Director of Foundation	Annual Audit	Achieved an increase of 2.59% from 2014-2017	2019 - 2023
Annual external audits	Achieve an unmodified audit opinion annually (Obj. 6.3 and 6.4)	VP Financial and Campus Operations	Annual Audit	Achieved unmodified opinions 2014-2017	Annually
Evidence that the operating fund balance is adequate	Maintain operating fund balance of 50% of annual operating expenses (Obj. 6.4)	VP Financial and Campus Operations	Annual Audit	Based on the college's annual audit, the operating fund balance has been maintained at the following levels: Fiscal Year: 2014 82.83% 2015 88.73% 2016 63.75% 2017 65.52% 2018 Similar projections	2021
Evidence that capital expenditures align with the institutional planning goals	Use the Facilities Master Plan to guide capital expenditures (Obj. 6.1 and 6.2)	VP Financial and Campus Operations	Annual review and update to the Facilities Master Plan and general ledger detail for capital projects	Alignment of capital project expenditures with the Facilities Master Plan was achieved from 2014 to 2018. Facilities Master Plan updated Spring 2018	Ongoing
Evidence the budget supports technology needed to assist student achievement of academic and career goals	Use the Technology Plan to guide expenditures for technology (Obj. 6.1 and 6.2)	VP Financial and Campus Operations	Annual review and update to the Technology Plan and general ledger detail for technology	Alignment of technology expenditures with the Technology Plan was achieved from 2014 to 2018. IT Plan updated 2018.	Ongoing



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