



Virginia Student Success Leadership Institute

Final Action Plan

Final Action Plan Template

For each action, include the relevant framework area, please provide the proposed action to address the identified issues, timeframe, potential cost, impacted stakeholder group, and anticipated impact.

Please complete this exercise by **June 30th, 2016**. Please post this in your college's part of the VSSLI Blackboard site.

	Framework Area (Connecting, Entry, Progress, Completion)	Description of Proposed Action	Timeframe (as specific as necessary for your needs)	Potential Costs	Impacted Stakeholder Group(s)	Anticipated Impact
Action 1	Connection, Entry, Progress, and Completion	Implement an IR team that can effectively collect, analyze and report information to inform efficient and effective use of resources and directed services that support recruitment, enrollment, retention and completion. Develop and strengthen data reporting and analytics to inform student and academic services practices and processes that support more students in meeting their academic and career goals.	Hire Director of IE -SU 2016 IR strategic organization and planning – SU 2017, Strengthened & targeted data support - Ongoing	~\$80,000- salary + benefits for IE Director WSSN, IPASS, and Adjunct grant resources for 1 FT IR position	College Community, directly – faculty and staff, indirectly - students	Better information will inform better strategies for assisting students in identifying, setting, and achieving academic goals
Action 2	Completion	Documentation and alignment of curriculum for Applied Programs	CSCs – FA 2017 Certificates – SP-	Time and Labor For program	Students, Faculty, Registrar, Records,	Coursework more closely aligned to

		<p>that currently have no program accreditation and/or resulting industry certification</p> <ul style="list-style-type: none"> • Increase documentation of current curriculum for smooth transition and to ensure comparable outcomes between instructors • Ensure program outcomes are adequately covered in individual courses • Increase program transferability 	SU 2018 AAS – FA 2018 Culinary, Motorsports, Criminal Justice, HVAC, Business Administration, Health Sciences, EMS, Early Childhood Education (two per year)	faculty – possible release time	PR and marketing, Advisors	employer expected outcomes, more students complete with industry recognized credential
Action 3	Progress	Incorporation of Soft Skills and professionalism into CSC, Certificate and AAS programs.	CSCs – FA 2017 Certificates – SP- SU 2018 AAS – FA 2018	Time and Labor For program faculty – possible release time	Students, Faculty, Registrar	Reports of better prepared graduates from our regional employers served
Action 4	Connection	Implement CAPTE accredited Physical Therapist Assistant (PTA) training program and enroll full cohort within 3 years of startup and 2 years of implementation.	Hire Faculty Director Fall 2016 Equipment purchase – Su, Fall 2016 Curriculum approval and program accreditation – Spring 2017- Fall 2017 Enroll 1 st cohort – Spring 2018	\$80,000 salary + benefits Self-Study for accreditation & equipment - \$175,000	Students, Health Sciences, Physical Therapy providers in region, and community	Offers a new program option to a new set of students in a high demand field of study, additional (new) FTE, serves community healthcare needs, pipeline for open healthcare positions with citizens who want to stay in region
Action 5	Progress	Associate Degree Nursing Common Program Curriculum - Implement the VCCS concept-	Follow VCCS implementation timeline, FA 2018	May require 8 nursing faculty to go to 12	Students, Nursing Faculty, regional healthcare	Increase student success through retention and

		based curriculum		month faculty if the program becomes 5 semesters = \$160,000	providers	completion Better prepared licensed practical nurses
Action 6	Connection	Cybersecurity Initiative - investigate and implement a cybersecurity curriculum leading to industry recognized credentials in the field	Professional Development –SU 2017 & ongoing	\$10,000 - \$15,000	IT Faculty, Dean of STEM, students desiring to go into IT	Increase opportunities for students in a well-paying high demand growth field
Action 7	Progress	Strengthen alignment of outcomes and assessments in all delivery modes of academic instruction. <ul style="list-style-type: none"> ○ Specific strategies include: <ul style="list-style-type: none"> ● alignment of outcomes and online delivery expectations ● Implementation of a distance learning course evaluation process ● Inclusion of Cooperative learning for distance learning (CL4DL) expectations in distance learning courses 	Begin SP 2018 – SP 2020 Adjunct faculty Professional development, FT faculty professional development, alignment meetings (ongoing)	\$160,000 – workshops, professional development, implementation	Faculty – FT and PT Deans, Students	Course success and completion rates in DL and courses taught by adjuncts will significantly increase
Action 8	Progress & Completion	Increase internship and clinical opportunities with regional workforce partners	Ongoing	Time and labor	Students in HS programs, HS faculty and staff	Increased clinical and internship opportunities create better opportunities for employment after completion for graduates
Action 9	Entry	Incorporate VCCS recommended multiple measures for course	Dependent on VCCS	Negligible (time and labor of	New students, student	Will remove barriers for new students

		placement in math and English	recommended changes	existing student development services staff)	development services staff, faculty advisors, deans, coaches	entering programs of study
Action 10	Connection	Maintain thriving dual enrollment partnerships with regional public and private schools through 7 th grade field trips and Senior class tours	5 trips per year FA and SP, SP Senior trip	\$5000	High schools, students, Student Development Services, Career Coaches	Assists 7 th graders with career exploration and planning, connects undecided seniors to PHCC
Action 11	Connection & Completion	Humanities Honors Program utilizing National Endowment for the Humanities Grant -create an honors program within specified humanities course to appeal to high-achieving students in the service region (and beyond)	AY 16-17 through FA 17	\$60,000 Release for faculty in select disciplines, curriculum development, professional development, articulation agreement creation	Potential high-achieving honors program students	Create a more diverse student body
Action 12	Progress	Engineering, Electronics & CADD lab relocation	AY 16-17	NA	STEM Faculty and Dean	will provide a facility that will be flexible and adaptable to changes that occur with advances in industrial manufacturing
Action 13	Connection	International recruiting – recruit diverse students from international locations	ongoing	~\$80,000 salary + benefits in recruiter	Student Development Services, PR and Marketing, Center for New Students	expose local students to cultural diversity
Action	Connection	Targeted recruiting – recruit local	Ongoing	Time and effort	All coaching and	increase diversity of

14		and area high school graduates to college through targeted and scholarship opportunities in athletics, musical and performing arts		of current coaches and recruiters	recruiting staff, Student Development Services, PR and Marketing, Center for New Students	student body and offer more opportunities to greater audience
Action 15	Entry	Registration Initiative - to increase student participation in early registration for fall, spring, and summer (entry, progress, completion)	SU 16 – fall registration practices SP 17 – Early bird practices	\$5,000 marketing materials	Student Development Services, Marketing and PR, Faculty, advisors, business office, Center for New Students, Coaches	Increased enrollment (both first time students and returning students – increased retention for returning students)
Action 16	Progress	All faculty and student support staff utilize SAILS to effectively intervene with students concerning kudos and flags ○ Specific strategies include: <ul style="list-style-type: none"> • Ongoing training and communication with full time faculty • Expanded SAILS training for adjunct faculty 	AY 16-17 through AY17-18	\$10,000 professional development for adjunct and new faculty as well as ongoing training and support for additional faculty	All student groups, all faculty and advisors, College Success Coaches and Counselors	Increased retention and course completion, increased communication between faculty and students. Targeted interventions for students at risk
Action 17	Completion	Create, implement and communicate a process for counting credentials through industry recognized certifications	AY 16-17	Unknown – presumed negligible unless software is required	Academic Council, IE and IT	Increased knowledge and communication of students eligible for awards
Action 18	Progress	Implement an attendance study to determine whether poor student attendance is negatively affecting student learning and academic	FA 16	Time and effort	Volunteer FT faculty in each discipline, IE Director	Research question: Does attendance impact academic outcomes in specific

		performance in courses and completion.				courses? If so, does academic policy need to be updated?
Action 19	Connection	Applied programs promotion and marketing - seats are available	Ongoing until seats are not available	\$2000	Deans, applied program faculty, PR and marketing, Center for New Students	Improved communication to potential program participants about opportunities
Action 20	Progress, Completion	<p>Advising Initiative: Cultivate an atmosphere where students consistently seek out faculty members (or other designated advisors) for persistent ongoing advising</p> <ul style="list-style-type: none"> ○ Specific strategies include: <ul style="list-style-type: none"> ● Pathway Planner Implementation from redesigned academic pathways ● creating schedules for an entire program completion sequence 	<p>Began AY 15-16 and ongoing</p> <p>Fall 2016 – determine methodology for program scheduling</p> <p>Spring 2017 – construct year one schedule of all programs for SU, FA, SP</p>	\$40,000 advising or case management software, professional development in use of current and new advising tools	Students, Faculty, Advisors, Student Development Services, SSS, WSSN	Result will be that students have a clearer understanding of the pathway and requirements to achieve their academic and career placement goals
Action 21	Progress	Academic Integrity Initiative - to promote academic integrity at PHCC	AY 2107-18	Time and effort, release time for 1 faculty member (1 credit hour)	Ad-Hoc committee of Deans, faculty, tutors, and advisors	Provide a uniform and effective response to academic dishonesty
Action 22	Progress	Implement Soft Skills for Workforce task force recommended completion outcomes in transfer programs as appropriate, including methods for evaluation of the implementation	AY 2017-18	\$10,000 assessments	IE, Deans, Select program faculty and general education faculty members	Students have increased soft skills when transferring to four year programs

		and assessment of the graduates' outcomes.				
Action 23	Progress	Institute a comprehensive adjunct evaluation process	Process built by FA 2016, implement FA 2016 and SP 2017, then ongoing rotation	NA (included in adjunct and DL activities above)	Deans and all faculty	Better alignment between adjunct and full time instruction in every discipline
Action 24	Connection	Homeschool Expo – invite all homeschool seniors and graduates to explore programs, FAFSA, etc.	Yearly in SP semester (late April)	\$500 scholarship \$500 event	Homeschool graduates and potential graduates	Increased enrollment from homeschool population
Action 25	Entry, Progress	Implement better college course scheduling software tools	ASAP	Presumed less than \$17,000 implementation and \$16,000 per year	Students, Advisors, Faculty, Coaches	Easier schedule building for students and advisors Shortened time to build schedules increasing advisor efficiency, increase in credit hour production
Action 26	Completion	Automatic awarding of stackable credentials – determine methodology for awarding embedded credentials before completion of parent program	FA 2017 for SP 2018 awarding	Time and labor	Registrar, Student Development Services, Students, PR and MKT	Students will hold marketable credentials while working toward credentials with greater earning potential
Action 27	Completion	Develop at least 5 articulations of the newly developed “Honors Curriculum” with high rate of transfer universities. Strategies include: <ul style="list-style-type: none"> • Possible Scholarships Communication concerning transfer opportunities	AY 2018-2020: after curriculum has been developed and students are enrolling in curriculum	Time and travel (\$500)	Students, Faculty, University transfer partners	Students in honors curriculum will successfully articulate to a 4-yr partner under the new agreements

Step 2: For each of the initiative, use Kotter's change framework to identify the process of change.

Create a Sense of Urgency

How will you create urgency regarding the initiative on campus?

Build a Guiding Coalition

Who at your college needs to be at the table for guiding these changes? Why?

Form a Strategic Vision & Initiatives

After you have made these changes and they are successful, what will be different at your college? Why?

What short term actions will help you to achieve this strategic vision? What long term action will help you to achieve this strategic vision? What changes do you anticipate will result from the initiative?

Enlist a Volunteer Army

For each initiative, who at your campus will lead the charge? Are they on the guiding committee? How will you get others to participate?

For each initiative, who at your college will you need to be in the volunteer ranks? Why are they the best ones to support the change? Will they have a continuing role or will they be needed at key moments?

Enable Action by Removing Barriers

For each initiative, what barriers do you currently foresee in enabling action to change? What actions need to be taken to address these barriers? Which actions should be addressed by the college? Which actions might be addressed by the System?

Generate Short-term Wins

In considering your actions, which ones do you think will provide your college with positive results in the next year? Why?

Sustain Acceleration

What is your plan for building momentum toward your strategic vision? How will you budget for the initiative? What potential changes in revenue do you foresee as a result of the changes? How will you address any negative implications?

If your college had a change in leadership, how would your guiding committee continue to move toward your strategic vision?

Create a Sense of Urgency	Build a Guiding Coalition	Form a Strategic Vision & Initiatives	Enlist a Volunteer Army	Enable Action by Removing Barriers	Generate Short-term Wins	Sustain Acceleration
Action 1	Connection, Entry, Progress, and Completion	Implement an IR team that can effectively collect, analyze and report information to inform efficient and effective use of resources and directed services that support recruitment, enrollment, retention and completion. Develop and strengthen data reporting and analytics to inform student and academic services practices and processes that support more students in meeting their academic and career goals.	Hire Director of IE -SU 2016 IR strategic organization and planning – SU 2017, Strengthened & targeted data support - Ongoing	~\$80,000- salary + benefits for IE Director WSSN, IPASS, and Adjunct grant resources for 1 FT IR position	College Community, directly – faculty and staff, indirectly - students	Better information will inform better strategies for assisting students in identifying, setting, and achieving academic goals
Action 2	Completion	Documentation and alignment of curriculum for Applied Programs that currently have no program accreditation and/or resulting industry certification <ul style="list-style-type: none"> • Increase documentation of current curriculum for smooth transition and to ensure comparable outcomes between instructors • Ensure program outcomes are adequately covered in individual courses 	CSCs – FA 2017 Certificates – SP- SU 2018 AAS – FA 2018 Culinary, Motorsports, Criminal Justice, HVAC, Business Administration, Health Sciences, EMS, Early Childhood Education (two per	Time and Labor For program faculty – possible release time	Students, Faculty, Registrar, Records, PR and marketing, Advisors	Coursework more closely aligned to employer expected outcomes, more students complete with industry recognized credential

		<ul style="list-style-type: none"> Increase program transferability 	year)			
Action 3	Progress	Incorporation of Soft Skills and professionalism into CSC, Certificate and AAS programs.	CSCs – FA 2017 Certificates – SP-SU 2018 AAS – FA 2018	Time and Labor For program faculty – possible release time	Students, Faculty, Registrar	Reports of better prepared graduates from our regional employers served
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Action 7	Progress	Strengthen alignment of	Begin SP 2018 – SP	\$160,000 –	Faculty – FT and PT	Course success and

		<p>outcomes and assessments in all delivery modes of academic instruction.</p> <ul style="list-style-type: none"> ○ Specific strategies include: <ul style="list-style-type: none"> ● alignment of outcomes and online delivery expectations ● Implementation of a distance learning course evaluation process ● Inclusion of Cooperative learning for distance learning (CL4DL) expectations in distance learning courses 	<p>2020 Adjunct faculty Professional development, FT faculty professional development, alignment meetings (ongoing)</p>	<p>workshops, professional development, implementation</p>	<p>Deans, Students</p>	<p>completion rates in DL and courses taught by adjuncts will significantly increase</p>
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	Completion	<p>atmosphere where students consistently seek out faculty members (or other designated advisors) for persistent ongoing advising</p> <ul style="list-style-type: none"> ○ Specific strategies include: <ul style="list-style-type: none"> • Pathway Planner Implementation from redesigned academic pathways • creating schedules for an entire program completion sequence 	and ongoing Fall 2016 – determine methodology for program scheduling Spring 2017 – construct year one schedule of all programs for SU, FA, SP	or case management software, professional development in use of current and new advising tools	Advisors, Student Development Services, SSS, WSSN	students have a clearer understanding of the pathway and requirements to achieve their academic and career placement goals
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Action 24	Connection	Homeschool Expo – invite all homeschool seniors and	Yearly in SP semester (late	\$500 scholarship \$500 event	Homeschool graduates and	Increased enrollment from homeschool

		graduates to explore programs, FAFSA, etc.	April)		potential graduates	population
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Step 2: For each of the initiative, use Kotter’s change framework to identify the process of change.

Create a Sense of Urgency

How will you create urgency regarding the initiative on campus?

The sense of urgency has already been created on the campus of Patrick Henry Community College. Stakeholders have been well informed that that the college has lost 20% of its enrollment over the last five years. As a result, the institution three years ago was

forced to undertake a reduction in force to align the budget with current enrollment. This sense of urgency has been further articulated over the last 12 months as data on annual retention rates has been widely disseminated. The college has come to terms with the fact that there must be an “all hands on deck” approach to enrolling new students while at the same time ensuring that currently enrolled students are retained and complete their credential.

Just as importantly, this sense of urgency has been created by the realities of the local economy served by PHCC. In short, the service region of this institution depends upon the college to serve as its economic engine. The need has never been greater and the conveyance of this need has been well expressed by both internal and external constituents. This is why the completion framework is now also serving as the framework for the PHCC six-year strategic plan. PHCC’s six-year strategic plan includes all strategies included in the Student Success Leadership Institute Final Action Plan. In addition, the plan includes measurable goals and strategies related to institutional advancement, community and economic development, and institutional sustainability. Timelines, budgets, measurable outcomes, and the overall responsibility for driving each strategy are outlined within each goal of the college’s new strategic plan.

Build a Guiding Coalition

Who at your college needs to be at the table for guiding these changes? Why?

There are multiple groups that need to be at the table for guiding these changes. First, the Executive Leadership Team (ELT) which consists of the President and Vice Presidents needs to be engaged as they are the ultimate decision makers in terms of budgets. The next group that needs to be on board is the Academic Council, which consists of the academic deans and directors, as this group of individuals is responsible for academic programming and student support. Finally, the faculty must be at the table as any student success effort rises and falls in the classroom. In short, little will be accomplished without the support and buy-in of the faculty.

The college has created a strategic planning steering committee, which will serve as the primary guiding collision. In addition, a Strategic Planning Implementation committee was enlisted to ensure that the strategies within the plan are carried out effectively. Each member of the Executive Leadership Team and Academic Council sit on the Strategic Planning Implementation committee. A number of faculty, as well as the two faculty advisory council representatives also serve on the implementation committee. This committee will meet each semester to ensure the strategies in the overall plan are progressing as outlined. In addition to the academic, student services, workforce and institutional effectiveness strategies that were fundamental to the completion by design framework action plan, the college further developed strategies related to institutional advancement, community and economic development, and institutional sustainability. The combined multitude of strategies create the core of the college’s six-year strategic plan. This

configuration will effectively ensure that budgets and timelines for each of the strategies are supported through regular checkups of progress on strategies.

Form a Strategic Vision & Initiatives

After you have made these changes and they are successful, what will be different at your college? Why?

What short term actions will help you to achieve this strategic vision? What long term action will help you to achieve this strategic vision? What changes do you anticipate will result from the initiative?

The greatest change that will be evident at PHCC is the fact that no student will be allowed to “slip through the cracks.” The college realizes that there are very few students who are not in need of perpetual wrap around services. PHCC has witnessed great levels of success with the academic coaching model and efforts are underway to expand this approach so as to maximize its benefit. Another significant change will be the recognition of each person that their job is student success. To add to this will be reality that retention and completion are now part and parcel of the college’s lexicon. While enrollment will always be an integral part of the college’s mission, there is and will continue to be a greater focus on retention and completion. Stakeholders are constantly reminded that it is easier to retain a student than to attract a new one. Moreover, the FTE and thus budget implications of greater retention and completion is regularly acknowledged as well.

Finally, another exciting change that will be realized will be the multiple entry and exit points for student progress. As part of this work, the academic and workforce divisions continue to create pathways of articulation so that students’ certifications and credentials in the workforce world have real academic value thus allowing them to transition seamlessly from workforce into academics.

Enlist a Volunteer Army

For each initiative, who at your campus will lead the charge? Are they on the guiding committee? How will you get others to participate?

For each initiative, who at your college will you need to be in the volunteer ranks? Why are they the best ones to support the change? Will they have a continuing role or will they be needed at key moments?

The College has transferred the strategies included in the final action plan into its full six-year strategic plan. Within that plan, the individuals ultimately responsible for the enactment of each strategy and the reporting of achievement toward each goal are listed. The

college has created a structure and process that enables the Strategic Planning Steering Committee to monitor the budgetary risk and provide oversight of progress toward each goal. The Strategic Planning Committee will meet on a regular basis, at least once every semester, to provide oversight on the progress of the strategies. The entire college community, including students, faculty, staff, board members, and community stakeholders, have been deeply involved in the creation of the goals and strategies that will drive the college's actions for the next six years.

Enable Action by Removing Barriers

For each initiative, what barriers do you currently foresee in enabling action to change? What actions need to be taken to address these barriers? Which actions should be addressed by the college? Which actions might be addressed by the System?

One of the greatest barriers to the development and implementation of this plan is the notion of “initiative fatigue” – especially on the part of the faculty. Many instructors have understandably expressed frustration as more and more responsibilities have been added to their plates with few elements ever removed. The college leadership is attempting to address this concern at the Academic Council level by examining ways to streamline processes and procedures to assist faculty with doing what they do best. Additionally, we are trying to shift the mindset of the college community to better understand that student success must be everyone's responsibility.

Another significant barrier lies in the fact that many of the most successful student completion initiatives are funded with soft money. The College Success Coaches, Student Support Services, Working Students Success Network, and several other initiatives have proven to be extremely successful in terms of fall to fall retention and completion measures. However, all of these are funded via various grant funds putting these initiatives in extreme danger. The college hopes to sustain these programs through institutional realignment, securing outside resources, etc.

Another barrier, and one which needs to be addressed by the System, is the college application. PHCC has received numerous reports of student and parent problems in relation to the application. University applications are not only much easier to complete but also easier to correct as well. PHCC has even had reports from parents who indicated that they opted NOT to attend the college simply because of the complexity of the application in relation to other college applications.

Another barrier lies in providing consistent and continuous professional development to all faculty and student services staff regarding the shift from access to success and what actions must happen in order to move the needle in a positive direction toward student success. Student success is measured not only by how many students avail themselves of the institution, but also by how many students persevere until they meet their goals. The fact that the Virginia Community College System has one goal of tripling

credentials indicates that we will be required to not only increase the number of students who attend PHCC, but we must also find bold and innovative ways to ensure those who are here meet with success.

Generate Short-term Wins

In considering your actions, which ones do you think will provide your college with positive results in the next year? Why?

Patrick Henry Community College has already witnessed a short term win and provided the college with the associated positive results. The college was awarded an iPASS grant through Achieving the Dream with a goal of increasing annual retention by ten percent over the course of three years. Year one results superseded the benchmark as annual retention increased by six percent. This data was shared and celebrated at the fall convocation which rewards stakeholders for their hard work while at the same time encouraging them to continue with these all important efforts.

Other short term wins have already been recognized as well. By hiring a full cadre of institutional research and effectiveness staff and personnel, PHCC is already seeing significant increased output. At the same time, one of these positions is paid via grant funds meaning that sustainability becomes a challenge especially in a position that is not directly tied to student enrollment.

Sustain Acceleration

What is your plan for building momentum toward your strategic vision? How will you budget for the initiative? What potential changes in revenue do you foresee as a result of the changes? How will you address any negative implications?

If your college had a change in leadership, how would your guiding committee continue to move toward your strategic vision?

The plan for building momentum toward our strategic vision is built primarily around communication. Not only will communication have to exist regarding progress toward the goals and strategies of the strategic plan, but communication will also be required concerning the rationale behind the strategies, the reasons for the goals and what they are meant to address, and how successful accomplishment of those goals translates to success for our students, our community, and the Commonwealth. To date this communication has taken place at many levels. The college held community forums, data summits, internal information gathering and feedback sessions, and student stakeholder meetings in creating consensus around the expected outcomes of the strategic plan. Many proposed strategies occur at the department or division level and communication and collaboration will be key in ensuring that completion of the strategies translates to achievement of the goals. Communication will need to continue at the same level it has existed to this point. If we are going to maintain momentum that has already been created, it will require generating small wins and communicating them in a way that resonates for stakeholders.

The strategies within the initiatives of the strategic plan have been budgeted and will continue to be monitored through review by the Strategic Planning Implementation Committee. If revenue increases or decreases in the future, adjustments in strategies may need to be made. Fortunately, the Strategic Planning Steering Committee guides budgetary processes, and the goals of the strategic plan are not driven by one individual. Because it is a team effort, and it has been embraced college wide, the probability that the plan will not continue if a change in leadership occurs is minimal. Goals and strategies are categorized by division or department, and numerous goals occur at many different functional levels of the college. The individuals in those functional areas have been deeply involved in the formation of the goals and strategies that directly affect their scope of responsibilities. Were the college to have a change in leadership, the guiding committee would likely communicate to the new leadership the progress that has been made and how important the work is to student success and meeting the one goal of tripling credentials. The college community embraces the strategic plan, for it is much larger than one person, or one person's efforts. The college community contributed to the creation of the plan, and it is they who will enact plan strategies.