

# **FIER** **E**

Focus | Impact | Equity | Relevance | Community | Equip



## **2022-2025 Strategic Plan**

Cowley College’s 2022-2025 strategic plan supports its mission, vision, and values through action that drives improvements for stakeholders.

*Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement.*

The Mission of Cowley College

*Champion the relevance of two-year colleges in higher education through holistic learning and workforce development opportunities*

The Vision of Cowley College

*People, Accountability, Integrity, Leadership*

The Values of Cowley College

### Institutional Priorities

<b>Priority 1</b>	<b>F</b>	<b>Focus:</b> Cowley College identifies and meets student needs through teaching and learning processes aligned with unique support systems to support its core mission, student success.
<b>Priority 2</b>	<b>I</b>	<b>Impact:</b> Cowley College leverages resources to increase scope, minimize student constraints and improve operations.
<b>Priority 3</b>	<b>E</b>	<b>Equity:</b> Cowley College creates a strong community that demonstrates inclusive and equitable treatment of its stakeholders.
<b>Priority 4</b>	<b>R</b>	<b>Relevance:</b> Cowley College adapts to meet changes in higher education and stakeholder needs.
<b>Priority 5</b>	<b>C</b>	<b>Community:</b> Cowley College commits to the public good by creating engagement and value for its service area.
<b>Priority 6</b>	<b>E</b>	<b>Equip:</b> Cowley College invests in its employees to create a culture that promotes personal and professional growth.

## **Institutional Priorities and Goals**

**PRIORITY 1 FOCUS:** *Cowley College identifies and meets student needs through teaching and learning processes aligned with unique support systems to support its core mission, student success.*

1. Increase overall GPA in developmental, English and math course(s)
2. Increase completion (with a C or better) in gateway courses (Composition 1, College Algebra)
3. Expand and increase student engagement with academic support services

**PRIORITY 2 IMPACT:** *Cowley College leverages resources to increase scope, minimize student constraints and improve operations.*

1. Address disparities in student attrition rates.
2. Standardize academic advising processes to increase student retention.
3. Increase enrollment and retention rates for Hispanic Latino students.

**PRIORITY 3 EQUITY:** *Cowley College creates a strong community that demonstrates inclusive and equitable treatment of its stakeholders.*

1. Create a culture of inclusion and belonging for all stakeholders through an emphasis on empathy.
2. Increase mental health awareness and develop support resources for students and employees.
3. Establish a source of financial support for Hispanic Latino students.

**PRIORITY 4 RELEVANCE:** *Cowley College adapts to meet changes in higher education and stakeholder needs*

1. Maintain relevance and superiority through current and emerging technology for all stakeholders.
2. To ensure relevance by meeting student needs through program development, innovative scheduling and course offerings.

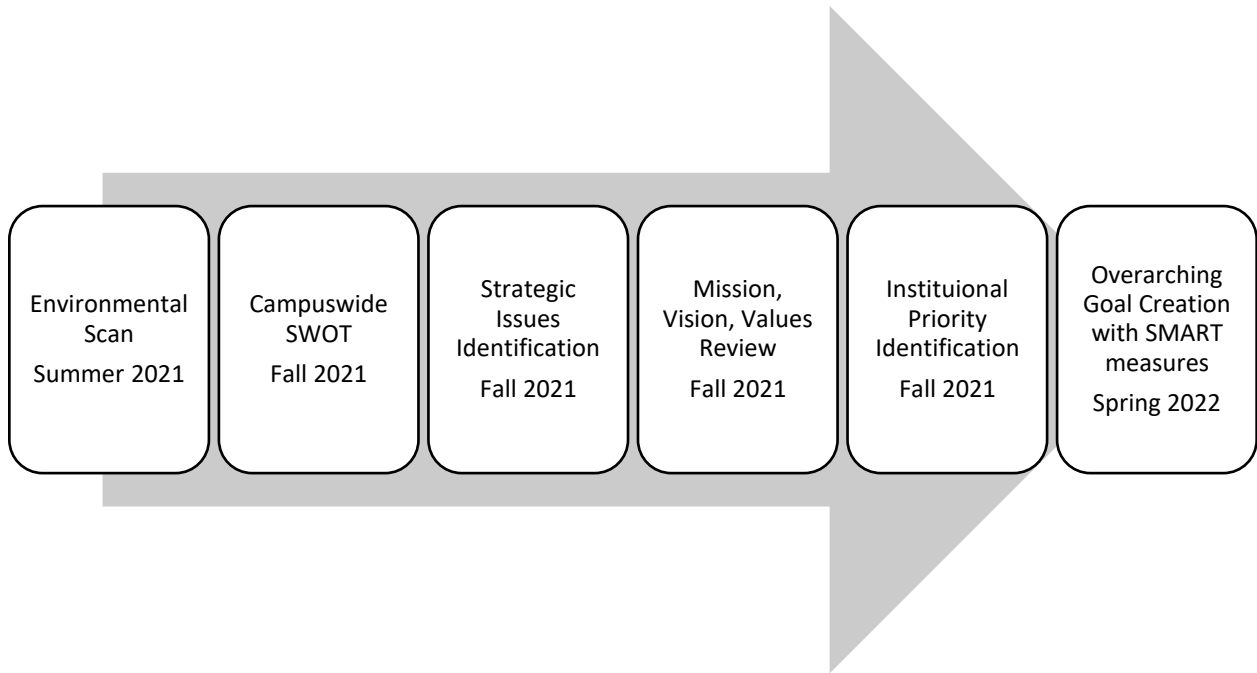
**PRIORITY 5 COMMUNITY:** *Cowley College commits to the public good by creating engagement and value for its service area.*

1. Increase partnerships throughout the College's service area.
2. Increase engagement in the College's service area with a broader set of stakeholder groups.

**PRIORITY 6 EQUIP:** *Cowley College invests in its employees to create a culture that promotes personal and professional growth.*

1. Enhance employee professional knowledge and skills through training and development.
2. Promote a healthy work-life balance by recognizing each employee as a whole person.
3. Enhance communication to foster a greater sense of community and collaboration.

## 2022-2025 Strategic Planning Timeline



**Strategic issues and priorities identification, 2021 fall in service**

## Process for Creation of the Proposed 2022-2025 Strategic Priorities

The 2022-2025 Strategic Plan priorities resulted from the analysis of information from internal and external stakeholders in combination with an adaptation of Osborne and Plastrik’s Typology of Public-Sector Strategies<sup>1</sup>.

Sources of information included:

- Strategic issue identification during the campus-wide 2021 fall in-service;
- Strategic theme identification by faculty, staff and administrators during focus group sessions; and
- Survey results from a publicly available, stakeholder survey.

The College’s strategic plan uses Osborne and Plastrik’s Control Strategy through a shifting of power away from the top and center to give directors the power to lead, employees the power to improve results, and the organization the power to solve problems collaboratively.

<b><i>Type of Strategy</i></b>	<b>Mission</b>	<b>Action</b>	<b>Stakeholders</b>	<b>Culture</b>
<b><i>Source of Leverage</i></b>	Clarifying purpose	Focusing on strengths and opportunities to act on weaknesses and threats	Making public organizations accountable to their key stakeholders	Developing an entrepreneurial and service-oriented culture
<b><i>Approaches</i></b>	Use strategic management to create clarity of direction	Draw on strengths to eliminate weaknesses	Identify stakeholder wants and needs	Change habits by introducing new experiences
	Eliminate and/or redefine functions that no longer serve core purposes	Leverage relationships to create new opportunities	Offer stakeholders choice	Improve relationships among employees through collaborative work
	Clarify roles	Use competitive benchmarks	Emphasize service quality	Change employees’ mental models

---

<sup>1</sup> Osborne, D., & Plastrik, P. (1997). *Banishing bureaucracy: The five strategies for reinventing government*. Reading, MA: Addison: Wesley.

Osborne, D., & Plastrik, P. (2000). *The reinventor’s fieldbook: Tools for transforming your government*. San Francisco: Jossey-Bass.

## Alignment of Strategy Types with Cowley College’s Core Values

<b>Type of Strategy</b>	<b>Core Value</b>	<b>Core Value Statement</b>
<b>Mission</b>	People	We provide student-centered instruction.
	Accountability	Our students will receive a quality education.
<b>Action</b>	People	We emphasize the importance of human relationships, diversity, and a sense of community.
	Leadership	We empower students and employees to be innovative and visionary.
<b>Stakeholders</b>	People	We emphasize the importance of human relationships, diversity, and a sense of community.
	Accountability	All employees are responsible and committed to excellence. We are accountable to the community to educate students and to sustain and improve society.
	Leadership	We provide a positive atmosphere that fosters personal and professional growth.
<b>Shared Governance</b>	People	We encourage open communication and the sharing of ideas.
	Leadership	We empower students and employees to be innovative and visionary.
<b>Culture</b>	People	We provide a safe, learning environment where joy, humor, and teamwork are embraced.
	Accountability	The College will provide students the opportunity to take an active role in their success.
	Integrity	We regard honesty, trust, and respect as essential principles in our academic, personal and professional standards.



## Strategic Priorities Identification

The Institutional Effectiveness Office compiled information from campus participation with feedback acquired in the 2021 Community Stakeholder Survey, resulting in six institutional priorities.

### Priority 1. FOCUS

Faculty participants highlighted their concerns that the College's focus has shifted away from its core mission: student success; one instructor stating the institution need to "stop using student success as a catch phrase and return to making it a priority." A supporting theme also expressed by faculty, staff and administrators was a desire for the College to be able to demonstrate that resource allocation processes prioritized the support of academic programming, student learning, retention, and success.

Indicators from the annual Kansas Board of Regents (KBOR) Performance Agreement evidences the College's responsibility to continue to improve as a student ready campus. While efforts should be made to maintain the momentum seen for college-ready student retention, the average grade point average (GPA) for all first-year enrollments by students who placed in developmental coursework has continued to remain static and without significant improvement.

- +5.5%: Indicator 1 Increase first to second year retention rates of college-ready cohort
- +5.0%: Indicator 4 Increase the percentage of college-ready students that complete a certificate or degree, or transfer within three years of first, full-time enrollment
- Indicator 6 Increase overall first-year academic achievement (GPA) for students in developmental courses: 2.201 (baseline of 2.214)

Participants in the recent community stakeholder survey gave a 4.10 mean score for item, *Cowley College makes student learning a top priority* and a 4.22 mean score for item, *Students receive a high quality education at Cowley College*. A closer look at the responses includes the following sub-group mean scores:

	<i>Cowley College makes student learning a top priority</i>	<i>Students receive a high-quality education</i>
Current Student	4.21	4.21
Employees	3.97	4.31
Future Student	3.89	4.10
High School Partner	3.92	4.04
Parent, High School Student	3.88	4.28
Parent, College-aged student	3.81	4.19

This continued focus on student success continues a long-held strategic planning emphasis at Cowley College and will continue the goals housed under the 2018-2021 strategic plan's Institutional Priority 1, Student Success: Cowley College is focused on the design, deployment, and effectiveness of teaching-learning processes and the focus on retention rates for students in developmental courses (Institutional Priority 2, Goal 2.2).

Other identified needs for meeting future challenges included:

- Meeting the needs of students who are not college-ready
- Increasing student accountability
- Increasing student engagement with currently available campus resources that support success including but not limited to membership in IMPACT, attendance at The Writing Center and participation in tutoring services
- Minimizing the academic gap resulting from the COVID-19 pandemic

- Continued supports for academic quality with a continued focus on academic integrity
- Creation of new academic programs to equip students for emerging career fields
- Recognizing that student success includes academic, transfer out and social/personal growth
- Creation of new support services and adaptation of current to meet new student success issues including mindset and wellbeing

**Priority 2. IMPACT**

Stakeholders identified strategic issues that impact capability to provide access to education and services and capacity to meet organizational sustainability needs; these limitations challenge Cowley College’s commitment to its Core Values. But a question that seemed to capture the view of one focus group was, “Why do we recruit students other than to pay the bills?” and the statement, “the importance of education is to improve lives.” And as the College looks to a future with lower levels of state funding due to statewide reallocation of support to its community colleges, capability and sustainability will be critical ends to achieve through planning.

To remain relevant while operating in a sustainable manner, employees recognized the following constraints that hinder the College’s scope and will continue the focus on resource alignment, sustainability and service development goals from Institutional Priority 5 Resource Stewardship, *Cowley College is focused on how the resource base of an institution supports and improves its educational programs and operations.*

The 2021 Environmental Scan revealed that 87.6% of households in Cowley County are equipped with a computer; -2.4% when compared with Kansas and -2.7% when compared with households across the nation (U.S. Census Bureau). These deficits stress the ability of local households to enroll in online coursework that may better fit their lives.

Community stakeholder survey respondents gave a mean score of 4.19 to survey item, *Cowley College offers affordable tuition*; 4.26 to survey item, *Cowley College offers adequate financial assistance and scholarships*; and 4.16 to survey item, *Cowley College facilities are well maintained and conducive to learning.*

	<b>Cowley College offers affordable tuition</b>	<b>Cowley College offers adequate financial assistance and scholarships.</b>	<b>Cowley College facilities are well maintained and conducive to learning.</b>
Current Student	4.15	4.34	4.28
Employees	4.21	4.23	3.89
Future Student	3.90	3.90	4.22
High School Partner	4.27	4.05	4.06
Parent, High School Student	4.21	4.14	3.78
Parent, College-aged student	3.94	4.10	3.92

Student feedback from the most recent administration of the Noel Levitz Student Satisfaction Inventory (SSI) supports multiple constraints identified by focus group participants; this information is included in the list below.



- Constraints impacting students
  - Access to internet and technology
  - Access to transportation
  - Access to physical facilities, both learning spaces and housing
  - Access to and engagement with support services
    - (SSI) Challenge indicator for Item 1, *The campus staff are caring and helpful*
  - Availability of course offerings in different modalities, at multiple locations and at varying times
  - Affordability; cost of a college degree
    - (SSI) Higher importance rating for Item 15, *Financial aid counseling is available if I need it*
    - (SSI) Challenge indicator for Item 23, *This institution helps me identify resources to finance my education*
- Challenges for the institution
  - Need to “inspire a desire for education”
  - Declining enrollments
  - Better use of facilities
  - Leverage existing resources including buildings, people and money
  - Need to create methods to achieve and maintain financial stability despite shifting resources, i.e. new funding streams
  - Need for innovative enrollment strategies
  - Develop stronger communication strategies with all stakeholders
  - Create new methods for relationship-building with alumni

Cowley College collaborated with the National Institute for Student Success (NISS) at Georgia State University as part of a statewide initiative supporting the new, KBOR strategic plan, *Building a Future*. The final playbook from NISS recommends the following priority actions:

- Identifying which students are stopping-out, when this is most likely to occur, and why
- Standardize academic advising to ensure students across campus receive consistent, proactive support
- Focusing on the college student first year, the First Year Experience course, and academic advising processes.

### **Priority 3. EQUITY**

Faculty and staff stressed their commitment to devote resources to support the needs of a variety of student groups. Effort made by both the College and its student body will continue past work to support diversity and inclusion found in Goal 2.1a., *Develop and implement a cultural diversity and inclusion plan for students and local stakeholders* (2018-2021 Cowley College Strategic Plan).

Data from the College’s most recent IPEDS Completions Survey also supports the feedback received from focus group participants. This data, found in the Appendix, shows that following significant gains from the 2020 collection to the 2019, the number of male students from underrepresented student groups declined 8.3% when comparing the 2021 collection to the 2020, while white male student completions increased 7.3%. A deeper dive into the data shows that workforce certificate completion rates for underrepresented students had double-digit declines for two, consecutive academic years.

Cowley College’s continued focus on diversity, equity, and inclusion supports goals held by its two primary external accountability partners, its accreditor, the Higher Learning Commission (HLC) and KBOR. HLC’s new strategic plan, *EVOLVE 2025* and its accompanying *Equity Report 2021*, include themes that are

similar to the feedback from employees such as a commitment to non-discrimination and equal opportunity principles, the removal of barriers to access for underserved communities and the fostering of an inclusive and supportive campus environment.

KBOR’s new strategic plan, *Building a Future*, stresses a statewide need to address enrollment equity gaps for multiple student groups. Data from the Regents includes an underrepresentation by Hispanic Latino students at four-year institutions (-6%); gaps for rural students in excess of 10% for attendance at two- and four-year institutions; and a declining college going rate percentage for Kansas high school graduates.

Other information from KBOR about the performance of students who meet the Perkins V guidelines and are counted as a member of a “special population” shows this group of CTE students are successful, but accessibility may still be a roadblock. Access to campus sites, technology, transportation and even housing may be an issue for prospective students who desire to earn technical certification or current students who may face issues hindering retention, including but not limited to these special populations:

- Youth under the age of 21 who have aged out of the foster care system
- Individuals with disabilities
- Homeless students
- Single parents, including pregnant women

Other stakeholder groups gave a mean score of **4.09** for item, *Cowley College facilities are generally accessible to persons with physical disabilities*, on the recent community stakeholder survey.

<b>Cowley College facilities are generally accessible to persons with physical disabilities.</b>	
Current Student	4.19
Employees	4.00
Future Student	4.00
High School Partner	4.06
Parent, High School Student	4.42
Parent, College-aged student	4.04

The feedback below is aligned with demographic changes for both the College and its community:

- Lack of services to meet the unique needs of adult learners such as daycare and nontraditional College-owned housing
- Need for increased opportunities to support success for underserved students
- Establishing a campus culture that builds student relationships through inclusiveness, multiple voice expression, and belonging
- Increasing diversity within the employee base
- Need for development of services (support, outreach) unique to individual student groups
- Meeting needs resulting from local community language barriers

**Priority 4. RELEVANCE**

76% of participants in a recent survey by the National Association of Student Financial Aid Administrators (NASFAA) shared feedback that education after high school continues to offer a good return on investment but 48% of those same respondents also held mixed opinions about affordability and access (“Varying Degrees,” New America).

The face of education is rapidly changing across both the two- and four-year sector with the entrance of online, nonprofit “mega universities” offering large numbers of online programs; the impact of student debt both during and after degree completion; and the current hesitations about the value of a transfer program degree. To continue the vitality and relevancy of its transfer pathway programs and increase the number of graduates in those programs, it will be critical for the College to be able to communicate the value of general education to both current and future students and deliver it in innovative ways. The nationwide emphasis on workforce-ready programs can be harnessed by Cowley College to strengthen and increase career and technical education offerings; this type of strategy coordinates well with the increasing numbers of potential students interested in short term certificates, licenses, noncredit education and microcredentials (Source: Georgetown University Center on Education and the Workforce, *The Overlooked Value of Certificates and Associate’s Degrees: What Students Need to Know Before They Go to College*, 2020).

The recent COVID-19 pandemic drove many shifts in the workplace, with some remaining in place post-pandemic. These changes include increased numbers of employers choosing the new remote workplace over a physical location and the discontinuation of jobs and roles due to automation and other factors, driving up the number of displaced workers. These trends and many others make new ways to deliver training in shorter time frames imperative (Bennett, V., Lee, S., McDonnell, R., & Ostrye, Mary. *Redesigning training programs for the COVID era and beyond. Jobs for the Future*, ERIC Number ED611246, October 2020).

The pandemic also disrupted higher education’s “business as usual” model, forcing many institutions across the nation to adopt and develop new ways of supporting students through enhanced technology. Highlights from research about campus impact nationally are:

- Part-time faculty, already the lowest remunerated in higher education, endured the worst economic hardship along with increased lack of job security (*The Annual Report on the Economic Status of the Profession, 2020-21/ American Association of University Professors*)
- Faculty diversity hiring fell during the pandemic (Flaherty, C. Faculty diversity fell in time of crisis. *Inside Higher Ed*, October 18, 2021)
- Spring 2021 graduates had fewer opportunities for internships and received fewer job offers when compared to 2020 spring graduates (Carrasco, M. Fewer job offers for the latest class of COVID-19. *Inside Higher Ed*, November 3, 2021)
- Increase in support needed for students affected by long COVID including but not limited to financial instability due to loss of employment, psychological effects, and physical symptoms including loss of memory and/or ability to concentrate. (Redden, E. Support students with long COVID. *Inside Higher Ed*, October 22, 2021)
- Changes in enrollment patterns and demographics, lowering numbers of high school graduates and family expectations about the purpose of a college degree (Recruiting and retaining students in a challenging market. *The Chronicle of Higher Education*, October 2021)

Stakeholder feedback for community stakeholder survey item, *Cowley College has adequate information technology infrastructure*, included an overall mean score of 4.12.

**Cowley College has adequate information  
technology infrastructure**

Current Student	4.25
Employees	3.93
Future Student	4.11
High School Partner	4.25
Parent, High School Student	4.06
Parent, College-aged student	3.96

Focus group participant recommendations to support continued organizational relevancy include:

- Open lines of communication with four-year colleges that expand higher education partnerships to support seamless transfer for students
- Modernization of the College to remain relevant
- Creation of excellent environments to supplement the student experience
- Adaptation and expansion to meet changes in higher education after the COVID-19 pandemic

**Priority 5. COMMUNITY**

Feedback about the institution’s image in the community rose to the surface during multiple focus group sessions with shared opinions that highlighted the importance of trust and relationship building. Participants emphasized the importance of value perception for both higher education degree attainment and the local image of Cowley College with statements that Cowley College “needs to be essential”, “foundational”, and a “driver for the town.” More than one participant wondered how the College could increase its appeal to underserved and non-traditional prospective students within the local community.

Information from the Kansas Department of Education shows a significantly smaller number of Cowley County residents, age 25+, have achieved a Bachelor’s degree or higher when compared with the rest of the state and the nation: Cowley County= 21.8%; Kansas = 33.4%; US = 32.1%. Additionally, high school drop-out rate (3-year average) for Cowley County is 2.1%; this higher rate puts local residents at a disadvantage when compared to other counties in the College’s service area and the state (Sumner County = 1.1%; Kansas 1.7%). Finally, the percentage of K-12 students in Cowley County who qualify for free lunch has increased +4.7% from 2018-2019 (48.9%) to 2020-2021 (53.6%); if this trend continues, the College will need to develop resources to meet a growing community financial need.

Recommendations for strengthening relationships to impact image and value perception, listed below, are supported from feedback received through the community stakeholder survey.

- Expanding relationships with employers and workforce entities to strengthen the service area workforce
- Developing service area relationships for community development and new business creation
- Expanding community outreach to improve community perception; Increasing engagement with the local community
- Increasing accountability to demonstrate value return for the taxpaying constituency
- Creating branding that makes Cowley College stand out from the other Kansas community colleges
- Expanding relationships outside traditional course enrollment with service area high school students
- Creating opportunities with service area schools to meet declining high school headcounts and enrollment in college after high school completion
- Increasing the College’s appeal to local students

**Feedback from the 2021 Cowley College Strategic Planning Community Stakeholder Survey**  
 Mean score; 5-point Likert Scale where 1 is the lowest score and 5 is the highest score.

**Cowley College presents an engaging community presence**

Stakeholder Type	Area of Involvement, All Stakeholder Types		
<i>Advisory Committee Member</i>	3.56	<i>Cowley County</i>	4.17
<i>Alumni</i>	3.98	<i>Sedgwick County</i>	4.22
<i>Business Partner</i>	4.00	<i>Sumner County</i>	4.07
<i>Community Member</i>	4.02		
<i>Donor</i>	3.96		
<i>High School Partner</i>	3.92		
<i>Service Organization</i>	4.54		
<i>Other</i>	4.00		

**Cowley College adequately serves the work force needs in our community.**

Stakeholder Type	Area of Involvement, All Stakeholder Types		
<i>Advisory Committee Member</i>	3.59	<i>Cowley County</i>	3.81
<i>Business Partner</i>	3.25	<i>Sedgwick County</i>	4.00
<i>Community Member</i>	3.63	<i>Sumner County</i>	3.98
<i>Service Organization</i>	3.92		
<i>Other</i>	3.47		

**Cowley College partners well with area industries and businesses.**

Stakeholder Type	Area of Involvement, All Stakeholder Types		
<i>Advisory Committee Member</i>	3.53	<i>Cowley County</i>	3.73
<i>Business Partner</i>	3.33	<i>Sedgwick County</i>	4.00
<i>Community Member</i>	3.61	<i>Sumner County</i>	4.04
<i>Service Organization</i>	4.17		
<i>Other</i>	3.50		

**Cowley College makes a positive impact on the community it serves.**

Stakeholder Type	Area of Involvement, All Stakeholder Types		
<i>Advisory Committee Member</i>	3.89	<i>Cowley County</i>	4.21
<i>Business Partner</i>	4.25	<i>Sedgwick County</i>	4.00
<i>Community Member</i>	4.27	<i>Sumner County</i>	4.27
<i>Service Organization</i>	4.38		
<i>Other</i>	4.00		

**Strategic Planning Community Stakeholder Survey, *continued***

**Cowley College offers a selection of programs that meets our community’s needs.**

Stakeholder Type		Area of Involvement, All Stakeholder Types	
<i>Advisory Committee Member</i>	3.81	<i>Cowley County</i>	3.97
<i>Alumni</i>	3.78	<i>Sedgwick County</i>	4.22
<i>Business Partner</i>	3.33	<i>Sumner County</i>	4.11
<i>Community Member</i>	3.79		
<i>Donor</i>	3.74		
<i>Future Student</i>	3.90		
<i>High School Partner</i>	3.96		
<i>Parent, High School Student</i>	3.91		
<i>Parent, College Student</i>	4.00		
<i>Service Organization</i>	3.96		
<i>Other</i>	3.92		

**Priority 6. EQUIP**

As a former member of HLC’s Academic Quality Improvement Program (AQIP) pathway, Cowley College will continue to demonstrate an organizational commitment to its employees. Including Equip as an institutional priority will further work last completed within Institutional Priority 3 Valuing People: *Cowley College is committed to the hiring, development, evaluation of faculty, staff, and administrators and creating a culture of mutual respect, appreciation and support that recognizes and encourages of employees as they continuously increase personal and professional development (2018-2021 Cowley College Strategic Plan).*

Focus group participant (FGP) feedback aligned with comments received from employees for the 2020 Noel Levitz College Employee Survey (CESS):

- Continued investment in employee health initiatives to address workplace stress such as burnout (FGP)
- Continue to prioritize shared governance and increase trust through communication and transparency (FGP)
- Invest in faculty and staff development with corresponding measures of accountability to support quality in customer service (FGP)
- Develop, support and retain talent (FGP)
- Strengthening employee voice to drive positive change within the institution (FGP)
- Clear processes for onboarding and training (CESS)
- Create more incentives for employee contribution for elevating institutional production. (CESS)



## Appendix 1: Alignment with the HLC Federal Criterion

### FOCUS

#### Criteria 1. Mission

Core Component 1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's educational responsibilities take primacy over other purposes.

Criteria 5. Institutional Effectiveness, Resources and Planning

Core Component 5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### IMPACT

#### Criteria 3. Teaching and Learning: Quality, Resources, and Support

Core Component 3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### EQUITY

#### Criteria 1. Mission

Core Component 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

### COMMUNITY

#### Criteria 1. Mission

Core Component 1.B. The institution's mission demonstrates commitment to the public good.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### EQUIP

#### Criteria 5. Institutional Effectiveness, Resources and Planning

Core Component 5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

## Appendix 2: Strategic Planning Timeline

Fall 2020

- Decision to separate AIM from the strategic planning process to become a student success tool

Spring 2021

- Decision to add year of reflection to the strategic planning cycle
- Identification of critical success factors by Administrative Council

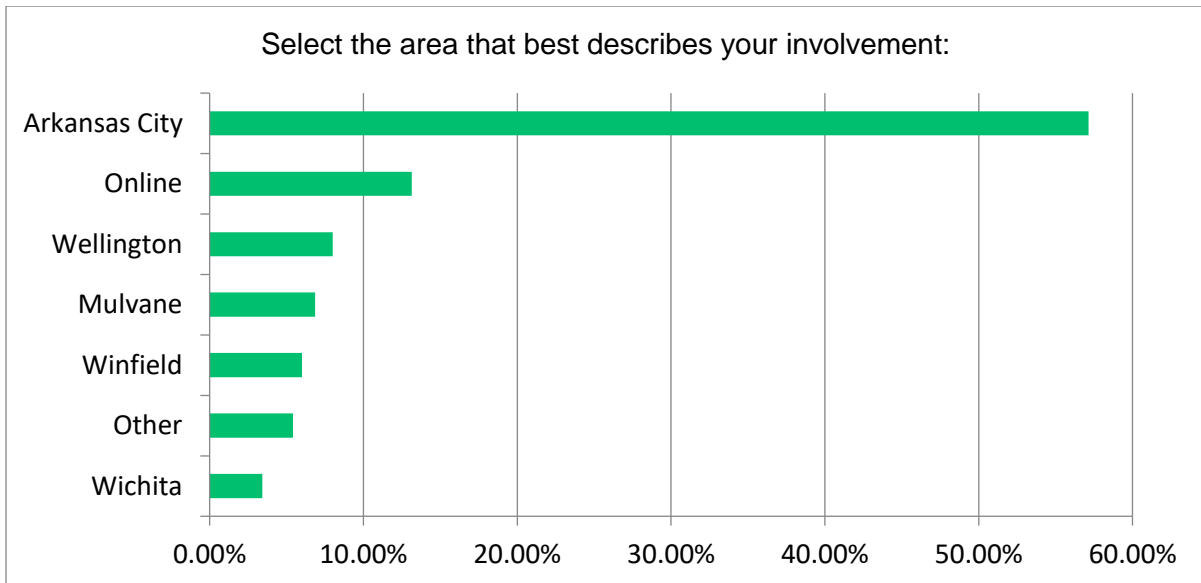
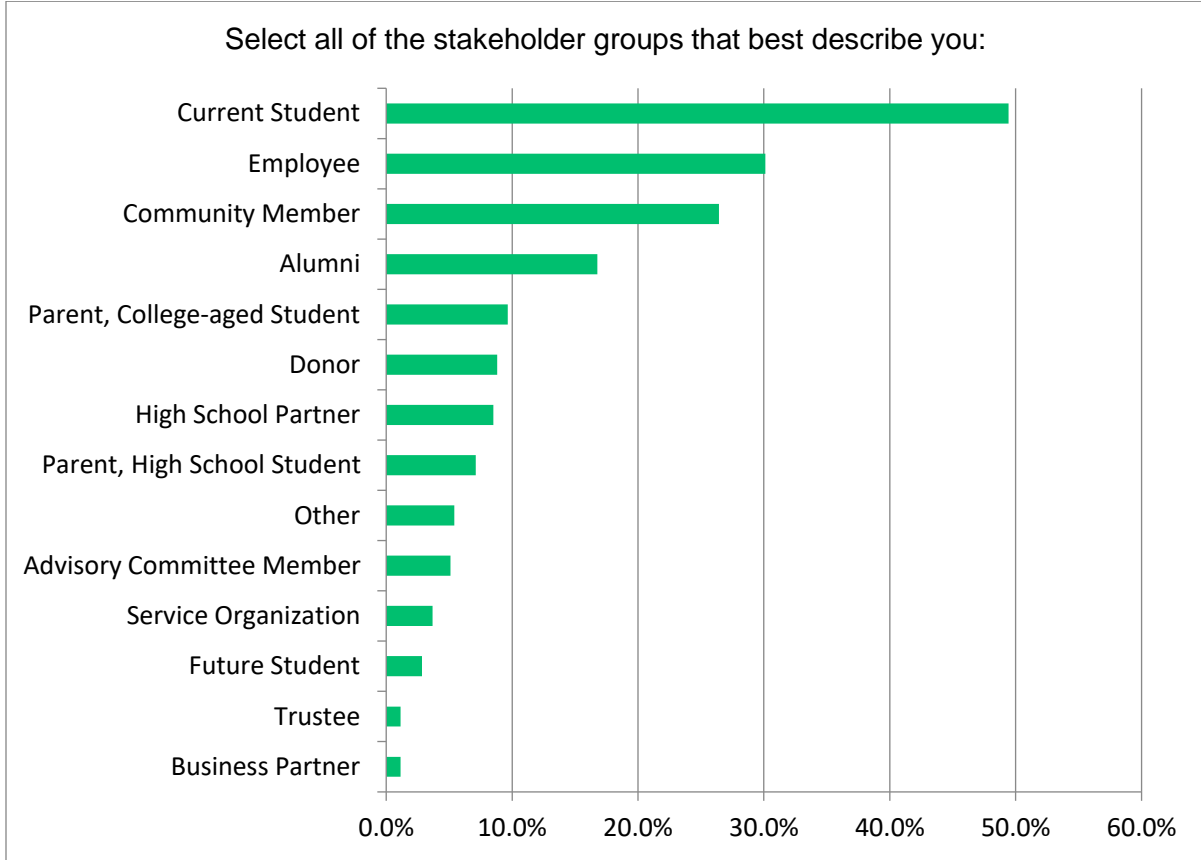
Fall 2021

- Campus Wide Fall In-Service
  - Purpose: Presentation of the environmental scan; SWOT identification; Strategic themes brainstorming
- Reaffirmation of the College's Mission by the Board of Trustees
- Focus Group Sessions
  - Purpose: Employee analysis of strategic themes for recommendation of institutional priorities.
    - Group 1: Staff and faculty
    - Group 2: Department chairs and Directors
    - Group 3: Administrators
- Stakeholder survey
  - Purpose: Solicit anonymous feedback from internal and external stakeholders
    - External Stakeholders
      - Community Organizations: Rotary, Soroptimists, Optimists
      - Business Organizations and Owners: Chamber of Commerce, Workforce/Perkins Grant Partners, Academic Program Specific Advisory Boards
      - General Public
      - Trustee Candidates
    - Internal Stakeholders
      - Alumni
      - Employees
      - Students
      - Parents of students
      - Trustees
- Approval of the 2022-2025 Institutional Priorities by the Administrative Council
- Approval of the 2022-2025 Institutional Priorities by the Board of Trustees

### Appendix 3: Respondent Information, 2021 Stakeholder Survey

#### Respondents

352 stakeholders submitted feedback during the collection period of October 18 through October 31, 2021 with 64% of the participants having attendance at Cowley College.



*Questions about strategic planning at Cowley College should be directed to*

Deborah A. Phelps  
Executive Director of Institutional Effectiveness  
[debbie.phelps@cowley.edu](mailto:debbie.phelps@cowley.edu)