

ATTAINING THE SUMMIT:

BEGINNING THE ASCENT



*A PLAN FOR STONEHILL COLLEGE
FY 2006-2010*

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I. ATTAINING THE SUMMIT: STONEHILL'S PLAN FOR 2015

Charged with a vision from President Cregan, led by the Vice Presidents, and supported by the Office of Planning and Institutional Research, the campus engaged in Stonehill's inaugural long-range planning effort over the 2003-2004 academic year. The process ultimately involved every campus constituency from students—past and present—to the Board of Trustees. The plan, aptly entitled *Attaining the Summit*, focuses the College's energies on "creating a culture that fosters individual and communal responsibility and outstanding learning, teaching, and scholarly achievement."

Attaining the Summit articulates four strategic directions that established a definition of success for Stonehill in 2015 and informed the development of the long-range objectives and strategies. Building on its history of achievement, in ten years' time the College will:

- Feature rigorous and challenging academic and co-curricular programs that will attract highly qualified students.
- Provide a learning environment that encourages crossing borders and emphasizes the education of the whole person by promoting interdisciplinary inquiry and by facilitating student learning and development.
- Have expanded the faculty and developed their active engagement with undergraduate teaching and with scholarly contributions that expand knowledge and practice in their disciplines.
- Have built physical environments that support 21st century learning, teaching, and living.

Recognizing that successful implementation of *Attaining the Summit's* long-range objectives will require increased financial support and investments in its campus facilities, human resources, and integrated marketing and communication strategies, the plan also states that the College will:

- Employ current resources to support priorities for attaining the summit and develop effective strategies to garner new resources from gifts, grants, the comprehensive campaign, endowment growth, and a strategic pricing policy
- Invest in areas that will be necessary for the successful implementation of this plan, which include cultivating the College's human resources, implementing organizational development programs as appropriate, further enhancing management systems
- Develop and implement an integrated marketing and communication strategy that will clearly articulate to both internal and external constituencies the distinctiveness of a Stonehill education with the goal of enhancing the College's reputation, strengthening its enrollment picture, and cultivating increased philanthropic support.

Supported by strong financial stewardship and increased philanthropic support, *Attaining the Summit's* twelve long-range objectives and corresponding action strategies express the College's aspirations for the intellectual, spiritual, professional, and personal development of its students, faculty, administration, staff, and alumni as well as the College's ambitions for the campus as the physical manifestation of the Stonehill educational experience.

II. BEGINNING THE ASCENT: PHASE ONE OF THE LONG-RANGE PLAN (FY 2006-2010)

Before Stonehill can attain the summit, however, we must first begin the ascent.

In the fall of 2004, the College began the important work of translating the broad, ten-year scope of *Attaining the Summit* into a five-year strategic plan. Functioning on an ambitious timeline, the College expanded the membership of the Strategic Planning Committee and charged it with developing strategic objectives, strategies for implementation, and key performance indicators that would lend specificity to aspiration. Coupled with the five-year financial forecast, the end result – *Beginning the Ascent: Stonehill's Strategic Plan 2005-2010* – provides the College's constituencies with a detailed course of action for the first five years of the long-range plan. *Beginning the Ascent* addresses each of *Attaining the Summit's* twelve long-range objectives within the preliminary five-year context.

III. THE FINANCIAL PLAN (FY 2006-2010)

When Stonehill's first strategic plan was developed five years ago, establishing a link between the plan and the College's operating and capital budget was deemed critical to the plan's successful implementation. Accordingly, the strategic plan contained objectives designed to strengthen the College's economic structure and financial performance. Limited capital spending, cash flow generation, and debt reduction were among the financial strategies outlined and a comprehensive financial plan was created in support of the strategic plan. In 2002, the Strategic Planning and Budget committees were merged and the strategic and financial plans became the starting point for annual budget development. The result was a budget program that was made more consistent with the College's strategic priorities. Building on these achievements, a five-year financial plan in support of *Beginning the Ascent* has been developed.

Distinguishing Features of the Upcoming Financial Plan

Some aspects of the upcoming financial plan are similar to the one that supported the College's first strategic plan. For instance, as before, the broad objectives of the financial plan are to provide for the cash flow required to fund the initiatives outlined in the strategic plan while maintaining/improving the College's sound financial position and performance. However, the new strategic plan's financial assumptions contain three important factors that distinguish it from the College's first strategic and financial plan:

- *Capital spending:* Although the first plan was characterized by limited capital spending, the upcoming strategic and financial plan contains \$54.1 million in capital spending (a small portion of which will begin in late FY 2005). The expansion of the College's academic quadrangle, the construction of a new science facility, and the addition of an athletic stadium are key capital projects represented in the plan.
- *Comprehensive fundraising campaign:* Many of the initiatives in the coming planning period will be financed by a major fundraising effort. There was no campaign ongoing during the College's first strategic plan.
- *Debt issuance:* In order to help finance the plan, \$20 million in debt will be issued. Specifically, these funds will be used to finance the construction of the new science facility. In contrast, a key strategy employed during the first strategic plan was debt reduction.

Key Assumptions Made

Below are some of the key financial assumptions that have been incorporated into the upcoming five-year financial plan (see the Appendix *Selected Financial Plan Data* for further detail.)

- *Enrollment, full-time studies:* Annual enrollment among full-time students will range between 2,200 and 2,225 students.
- *Pricing:* For FY 2006, tuition for first-year students will increase by 11% while tuition for upper-class students will increase by 5%. Thereafter, we anticipate that tuition increases will be no greater than 6% per year for all students. Throughout the period, annual room & board increases will be held to 4% or lower.
- *Fundraising:* A \$55 million comprehensive fundraising campaign will be completed by 2010. The goals of the campaign include facilities expansion, scholarship support, academic initiatives, and endowment growth. Cash flows from the campaign will span the period 2005 through 2015.
- *Endowment:* A 7.5% annual investment return is assumed. Annual endowment spending throughout the period will average 4.5% of the previous three years' average endowment market value.
- *Compensation:* Annual compensation increases will range from approximately 3% to 5% per year.
- *General economic conditions:* Moderate economic growth and rates of inflation are assumed throughout the period. Also, it is assumed that short-term interest rates will continue to edge up and subsequently plateau during the early stages of the planning period.

IV. THE STRATEGIC PLAN: OBJECTIVES, STRATEGIES, AND KEY PERFORMANCE INDICATORS

STONEHILL'S CURRICULUM

Long-Range Objectives #1 and #2; Student Learning Outcomes: Critical Intellectual Engagement, Disciplinary Mastery, Effective Communication, and Social Responsibility

STRATEGIC OBJECTIVE #1.1: The College will affirm and strengthen the criteria for evaluating student outcomes and will design a curriculum, including a course and credit model that is optimal for developing in students the knowledge, skills, and competencies encompassed by the College's six categories of student learning outcomes – critical intellectual engagement, disciplinary mastery, effective communication, leadership and collaboration, social responsibility, and personal growth and development.

STRATEGIES FOR IMPLEMENTATION:

- *Formulate a new design or affirm the current 5-5, 3-credit design.*
- *Review class size.*
- *Increase the percentage of courses taught by full-time faculty.*
- *Make a final decision about the future of Part-time study options at the College.*
- *Make a final decision about certificate programs and their place in the curriculum.*

KEY PERFORMANCE INDICATORS:

- *Curriculum – Outcomes:* Using internal trend data (at least three years), establish an appropriate target for 2010 for graduating seniors who indicate that their experiences at Stonehill had a **very high impact** on their attainment of the following educational skills and abilities by 2010:
 - Developing effective leadership skills
 - Defining and solving problems
 - Appreciating and exercising the rights, responsibilities, and privileges as a citizen
 - Understanding and appreciating cultural and ethnic differences between people
 - Analyzing and drawing conclusions from various types of data
 - Understanding and appreciating art, music, literature, etc.
 - Developing effective oral and written communication skills
 - Working cooperatively in groups, as a team member
 - Understanding international issues (political, social, economic, etc.)
- *Curriculum – Outcomes:* Establish measurable criteria for each of the six learning outcomes (see Strategic Objective #3.1 for more detail) by Spring 2006.
- *Curriculum – Review:* Determine whether Stonehill's course and credit model should be changed, and if necessary, develop a conversion plan by 2008. Implementation of any new model by 2010.
- *Class Size:* Increase the percentage of course sections with less than 20 students from the current 35% to 45% by 2010.
- *Full-time Faculty Resources:* Add at least 3 additional full-time faculty lines and increase the percentage of classes taught by full-time faculty to a minimum of 75% by 2010. (One of the additional lines will also satisfy one faculty hire for AACSB; AACSB will also require two additional full-time faculty hires. See Strategic Objective 1.3)
- *Part-time Studies:* Determine the future of part-time studies at Stonehill College by June 2006.

STRATEGIC OBJECTIVE #1.2: The College will develop a systematic assessment of the Cornerstone Program, identifying areas for programmatic enhancement within the four-year general education model.

STRATEGIES FOR IMPLEMENTATION:

- *Create an assessment plan.*
- *Enhance the Cornerstone Program:*
 - Create a thematic first-year experience.
 - Create opportunities for Learning Communities to address social justice issues and incorporate community-based (service) learning strategies.
 - Decide what, if any, modifications to the Cornerstone Program need to be made in light of the overall curriculum design and its desired student outcomes, including the possible addition of course requirements (e.g., writing, science, and Catholic Thought. See Strategic Objective 1.4 for further detail on Catholic intellectual tradition.) Decisions to modify the number of required courses in the Cornerstone Program will be made as part of the review and selection of the College's curricular model.

KEY PERFORMANCE INDICATORS:

- Complete the draft design of a comprehensive plan for General Education assessment by January 2006. Implement the assessment plan by September 2006.

- Implement the enhancements on a staggered schedule:
 - Establish the First-Year Experience Committee by October 2005.
 - Create and implement a thematic first-year experience by August 2007.
 - Create more opportunities for Learning Communities to address social justice issues by August 2008.
 - In conjunction with the review of Stonehill's curricular model, determine whether the Cornerstone Program should be modified, and if necessary, develop a conversion plan by 2008. Implementation of the new model by 2010.

STRATEGIC OBJECTIVE #1.3: In order to affirm and strengthen its academic offerings, the College will continue to support the Academic Program Review process, expanding it to include the evaluation and development of interdisciplinary programs.

STRATEGIES FOR IMPLEMENTATION:

- *Tie Academic Program Review more closely to the goals of the Long-Range Planning process and the six institutional student learning outcomes.*
- *Design a Program Review process for interdisciplinary programs.*
- *Devise a process for approving programmatic changes.* Institute formal procedures for program evaluation, new program approval, and program elimination or suppression.
- *Address specific curricular and resource-related challenges confronting two academic departments, Education and Business Administration.*

KEY PERFORMANCE INDICATORS:

- Use the results of Departmental Program Review to improve performance.
- Using internal trend data (at least three years), establish an appropriate target for 2010 for graduating seniors who indicate that they were **very satisfied** with the following aspects of their major/program:
 - The accessibility of faculty in the major
 - The quality of teaching in the major
 - Academic advising in the major
 - Faculty concern for your academic progress
 - Impact of your major on your written communication skills
 - Access to classes in your major
 - Impact of your major on your oral communication skills
 - Level of rigor demanded by faculty in your major
 - Level of effort you applied to coursework in your major
 - Level of preparation for graduate school and/or career in your major
 - Your overall learning experience in your major
- Research and implement best practices at Stonehill in the Education major and Education Studies minor that comply with state certification requirements and reflects the core academic mission of the College by September, 2006.
- Achieve AACSB accreditation by 2010.

STRATEGIC OBJECTIVE #1.4: The College will enhance the current curriculum in order to provide students with additional opportunities to further their knowledge of the Catholic intellectual tradition.

STRATEGIES FOR IMPLEMENTATION:

- *Infuse Catholic intellectual thought in the curriculum.* As part of the departmental work related to academic program review (see Strategic Objective #1.3 above):
 - Identify appropriate opportunities for students to become familiar with the language of Judeo-Christian discourse, the classic tensions in Catholic thought, and the Church's historic commitment to social justice.
 - Encourage academic departments to consider course offerings that incorporate Catholic intellectual thought, and that might contribute to a minor in Catholic Studies, especially in (but not limited to) areas such as literature, moral reasoning, history, and philosophy.
 - As part of the enhancement of the Cornerstone Program, the General Education and First-Year Experience committees will identify ways to include themes relevant to the Catholic intellectual tradition in the first-year experience
- *Explore potential models for a minor in Catholic Studies.*
- *Through the Comprehensive Campaign, endow a chair in Catholic Theology.*
- *Invite faculty to engage in the Congregation of Holy Cross intellectual tradition.* Invite faculty participation in both domestic and international programs sponsored by the Congregation of Holy Cross that discuss the educational mission, history, and the charism of the Congregation.

KEY PERFORMANCE INDICATORS:

- Identify existing courses, and perhaps create new courses, that explicitly incorporate Catholic intellectual tradition into the course work/discussions. Identify them as such within the course catalog by 2010.
- In line with the schedule and processes outlined in Strategic Objectives 1.1, 1.2, and 1.3, determine feasibility of Catholic Studies minor by 2010.
- Financially support faculty participation in both domestic and international programs sponsored by the Congregation of Holy Cross, beginning in Fall 2007.
- By 2010, identify and implement an appropriate target for the number/percentage of graduating seniors who indicate that they are **very satisfied** that Stonehill has helped prepare them to contribute to the creation of a just and compassionate world.

STRATEGIC OBJECTIVE #1.5: The College will continue to promote and expand experiential learning opportunities and will increase support for and recognition of students' academic achievement, while at Stonehill and after graduation.

STRATEGIES FOR IMPLEMENTATION:

- *Increase support for student independent research.*
- *Increase student participation in study abroad/international and domestic full-time internships.* Encourage students to explore "non-traditional" venues for study abroad/international internships (e.g., non-Western and/or non-English speaking nations.)
- *Increase support available for community-based learning.* Evaluate existing Stonehill community-based learning opportunities and assess potential for and desirability of expansion, initially supporting faculty-initiated community based learning.
- *Fully utilize the experiential learning opportunities available through the Center for Non-Profit Management and the Martin Institute.*
- *Increase financial support for students participating in experiential learning initiatives.* Develop strategies for assisting students who lack the financial resources necessary to

participate in current (and growing) experiential learning initiatives (e.g., short travel courses, HOPE program, etc.).

- *Create a full "academic achievement day" for students in the Spring semester.*

KEY PERFORMANCE INDICATORS:

- Establish baseline of students participating in independent research by Fall 2005; increase % of students engaging in SURE and other research opportunities (10-15%) by 2010
- Target growth of \$50,000 over first five years for SURE enhancements
- Implement strategies for increasing financial support for students participating in experiential learning initiatives by 2010.
- Establish a baseline number of students participating in community-based learning courses by Fall 2005; establish an appropriate target for 2010 for the number/percentage of graduates completing community-based learning course
- Host at least at least four student interns annually at the Center for Non-Profit Management over the five-year period.
- Establish baseline of faculty teaching community-based learning course/with some community project in a course by Fall 2005; establish an appropriate target for the number/percentage of faculty teaching community-based learning course/with some community project in a course for 2010.
- Implement an Academic Achievement Day by Spring 2006.

STRATEGIC OBJECTIVE # 1.6: The College will strengthen the advising process in order to ensure that students are aided in effective academic planning, career planning, and planning for advanced study.

STRATEGIES FOR IMPLEMENTATION:

- *Provide enhanced "undecided/undeclared" advisement to foster creative student exploration of the College's curricular and co-curricular offerings.*
- *Fully utilize the e-portfolio while preserving one-on-one interactions between the mentor and the student as the hallmark of Stonehill's advising program.*
- *Create an advisors' training program.*
- *Increase departmental advising opportunities for students.*
- *Streamline and coordinate the efforts of Career Services, Alumni Affairs, and Academic Departments in post-graduate placement of students.*
- *Enhance the visibility of the Kruse Center.*
- *Explore appropriate ways to involve interested alumni in the career and graduate school exploration/advising process for Stonehill students.*

KEY PERFORMANCE INDICATORS:

- New advising processes should result in higher participation rates in Stonehill programs (international, internship, etc.) and in more robust graduate school enrollments and job placements. Using internal trend data (at least three years) and, where appropriate, external benchmarking of peer institutions, establish an appropriate target for 2010 for the following key performance indicators:
 - Number/percentage of graduating seniors who indicate that they were **very satisfied** that Stonehill helped prepare them to succeed in their chosen career
 - Number/percentage of graduating seniors who indicate that they were **very satisfied** that Stonehill helped prepare them to succeed in graduate or professional school, should they attend

- Number/percentage of students using the e-portfolio for academic planning at Stonehill and career and graduate school planning
- Number/percentage of faculty using the e-portfolio as part of their advising
- Number/percentage of graduating seniors who indicate that they utilized the Office of Career Services in their job search
- Number/percentage of graduating seniors who, having utilized the Office of Career Services in their job search, were **very satisfied** with the assistance they received
- Number/percentage of graduating seniors who indicate that they will be attending graduate school
- Develop similar assessment to measure above key performance indicators for Stonehill alumni

STRATEGIC OBJECTIVE #1.7: In order to enrich the academic opportunities available to Stonehill students, the College will explore entering into undergraduate degree partnerships with other institutions.

STRATEGIES FOR IMPLEMENTATION:

- *Benchmark partnerships of peer and aspirant institutions to help identify appropriate partnerships for implementation in the first five years.*
- *In support of developing both a 3-2 Engineering program and a physics major, strengthen the physical sciences.*
- *Establish criteria for potential partnership.*
- *Beyond Engineering, explore other curricular partnerships that would enhance the student experience at Stonehill.*

KEY PERFORMANCE INDICATORS:

- Develop a list of six to eight institutions for potential partnerships by Spring 2007.
- Create a physics faculty line for the 2007-2008 academic year.
- Establish one to three partnerships in Engineering (including reconstituting the existing program with Notre Dame to attract more engineering majors) by Fall 2010.

STONEHILL'S CO-CURRICULUM

Long-Range Objectives #2, #3, #4, and #5; Student Learning Outcomes: Critical Intellectual Engagement, Social Responsibility, Leadership and Collaboration, and Personal Growth and Development

STRATEGIC OBJECTIVE #2.1: The College will continually improve existing co-curricular programs by streamlining and integrating co-curricular offerings.

STRATEGIES FOR IMPLEMENTATION:

- *Establish a programming committee with representatives from the three programmatic divisions.*
- *Formalize communication and liaison work between Academic Affairs (including the Faculty through the Faculty Senate) and Student Affairs in support of the co-curriculum.*
- *Develop an integrated co-curricular program that will support a true living and learning environment. Identify best practices for integration of co-curricular offerings. Conduct a thorough review of existing residential spaces and residential policies (Merit points, housing*

selection system, etc.) and their ability to support curricular and co-curricular initiatives (e.g. First-Year Programs, Learning Communities, wellness initiatives). Evaluate other student needs/concerns related to residential experience (parking availability, meal plan options, card-access to residence halls, etc.) Note: Any new residential model design will not be implemented until the second five year period of *Attaining the Summit* to coincide with the construction of a new residence hall.

- *Engage the Center for Non-Profit Management and the Martin Institute in co-curricular programming.*

KEY PERFORMANCE INDICATORS:

- Begin the work of the programming committee by Fall 2005.
- Evaluate syllabi to assess integration of appropriate, flexible co-curricular offerings in academic courses and establish appropriate targets for demonstrating the integration of the curricular and co-curricular on course syllabi by January 2006.
- Evaluate on a regular basis both student participation and satisfaction levels with programming developed and organized through the new collaborative efforts, beginning Fall 2006.
- Evaluate on a regular basis faculty, administrator, and staff participation and satisfaction levels with programming developed and organized through new collaborative efforts, beginning Fall 2007.
- Using the Quality of Life Survey as a benchmark, increase by 5-15% the number of residential students who:
 - Indicate that they are very satisfied with intellectual climate in the residence halls.
 - Indicate that they feel that most people in their area seem committed to having a positive residence community.

STRATEGIC OBJECTIVE #2.2: The College will develop a Four-Year Program of Community Service that builds on the students' initial experience of volunteerism, brings them into the realm of social action, and seeks to form leaders who will effect change-both on campus and in the larger community that Stonehill serves (see Strategic Objective 1.5 for further detail).

STRATEGIES FOR IMPLEMENTATION:

- *Recommend ways to integrate a student's community service experience with curricular and co-curricular activities.*
- *Increase student participation in internships with local service agencies.*
- *Develop an assessment plan (See Strategic Objective #2.3 for further information regarding the Co-Curricular transcript).*
- *Enhance the role of the Ad-Hoc Committee on Service.*
- *Enhance the role of the Center for Non-Profit Management and the Martin Institute.*

KEY PERFORMANCE INDICATORS:

- Using internal trend data (at least three years), establish an appropriate target for 2010 for the following key performance indicators:
 - Number/percentage of seniors indicating that they will complete a post-graduate volunteer/service experience.
 - Number/percentage of graduates completing service/community-based learning experience.
 - Number/percentage of seniors with service/volunteer experience

- Secure external funding to increase the number of internships (currently host four interns per semester) available through the Center for Non-Profit Management by Spring 2007.

STRATEGIC OBJECTIVE #2.3: The College will create a four-year, integrated, developmental leadership program utilizing two models: Relational Leadership and Social Change.

STRATEGIES FOR IMPLEMENTATION:

- *Create a Leadership Committee with representatives from across campus.*
- *Evaluate existing leadership opportunities and trainings.*
- *Review existing academic course offerings.*
- *Design a "three-tiered" developmental leadership program that moves students from "emerging" to "established" leadership.*
- *Create rubrics to assess the program's effectiveness.*
- *Determine appropriate governance structure for administering the program.*
- *Market the leadership program and launch a testing and evaluation phase.*
- *Launch full four-year, integrated, developmental program.*

KEY PERFORMANCE INDICATORS:

- As part of the College-wide effort to assess student learning outcomes, establish measurable criteria for the learning outcome of Leadership and Collaboration by Spring 2006.
- In tandem with curricular efforts, increase the percentage (between 5-15%, depending on outcome) of graduating seniors who indicate that their experiences at Stonehill has a very high impact on their attainment of the following educational skills and abilities:
 - Developing effective leadership skills
 - Working cooperatively in groups, as a team member
- Establish timetables and outcome goals for student leadership development by Spring 2008.

STRATEGIC OBJECTIVE #2.4: In order to provide a safe and healthy campus culture known for the civility and integrity of its students and the quality of its the curricular and co-curricular experience, the College will conduct a thorough review of campus initiatives to ensure that student wellness – emotional/developmental, intellectual/academic, social, physical, spiritual, service, diversity, vocational/career – is appropriately addressed, and that students are encouraged to take ownership of their personal growth and development over four years at Stonehill.

STRATEGIES FOR IMPLEMENTATION:

- *Further coordinate and develop its wellness initiatives to create a comprehensive Wellness Program:*
 - *Create a Wellness Committee.*
 - *Utilize existing College resources and established ACHA Guidelines "Standards of Practice for Health Promotion in Higher Education".*
 - *Hire a Health Educator.*
- *Recognizing that the inappropriate use of alcohol by Stonehill students is detrimental to their health, well-being and academic progress, conduct a thorough review of alcohol consumption on campus. In conjunction with the Institutional Assessment Task Force, assess and benchmark alcohol consumption on campus:*

- Utilize Core Survey Results, a national assessment tool that measures alcohol consumption on campus.
- Utilize CIRP Survey Results, a national assessment tool whose principal purpose is to assess the effect of college on students.
- Identify appropriate direct and indirect measures for assessment.
- Track data on student recidivism rates regarding alcohol violation.

KEY PERFORMANCE INDICATORS:

- Hire a health educator for 2006-2007 academic year.
- Develop the comprehensive wellness program by January 2008.
- As a part of the College-wide effort to assess student learning outcomes, establish measurable criteria for the learning outcomes of Personal Growth and Development by Spring 2008.
- Analyze data from student discipline hearings related to alcohol violations over the past three years to establish a baseline for benchmarking and assessing outcome goals by Spring 2005.
- Utilize co-curricular mapping by Spring 2008.
- Define protocols for use of assessment data by Spring 2008.
- Achieve a 5-15% reduction in the overall recidivism of students involved in the judicial process for alcohol related violations.

STRATEGIC OBJECTIVE #2.5: The College will evaluate each of the intercollegiate athletic programs presently offered and assess its long-term feasibility as an appropriate program at Stonehill given our academic profile, conference affiliation, and financial resources. Programs that are no longer deemed a suitable fit for intercollegiate competition at Stonehill will be retired and more suitable programs will then be considered for sponsorship, if financial resources permit.

STRATEGIES FOR IMPLEMENTATION (5-YEAR TIMEFRAME):

- *Complete comprehensive assessment of all programs currently offered.* Assessment to measure specific program's influence on the College in the areas of potential for competitiveness, conference compatibility, increasing interest at the high school level, academic profile, tuition discounting, financial resources, and diversity (ethnic, geographic, and economic).
- *Develop a list of potential program offerings to introduce for intercollegiate competition at Stonehill.* To assess impact of each program on the College, complete an informational study illustrating the academic, economic, geographic, and ethnic profile of prospective students that participate in this sport. In addition, benchmark the operating budgets, including athletically related aid, of each program at other institutions within the conference that presently offer the program.
- *Continue to evaluate on an annual basis each remaining program against specific measurable criterion after internal recommendations are made to the Office of the President.*
- *Complete comprehensive gender equity review to ensure compliance under Title IX regulations after sponsorship alterations prior to modifying program offerings.*

KEY PERFORMANCE INDICATORS (5-YEAR TIMEFRAME):

- Maintain an athletic program that offers no more than twenty intercollegiate programs and no less than the conference minimum, which is currently set at thirteen for institutions that sponsor football and fifteen for those that do not sponsor football.
- Recommend to the Office of the President the sport sponsorship additions or subtractions necessary to field the most appropriate intercollegiate athletics program at Stonehill by June 2006. An appropriate timeline for any alterations to sport offerings will accompany the Department of Athletics recommendations.

STONEHILL'S INSTITUTIONAL ASSESSMENT

(Long-Range Objective #9)

STRATEGIC OBJECTIVE #3.1: The College will develop a systematic approach for assessing progress made within the six categories of student learning outcomes that are hallmarks of a Stonehill education – critical intellectual engagement, disciplinary mastery, social responsibility, leadership and collaboration, effective communication, and personal growth and development – and for using the results to inform continual curricular and co-curricular program development and improvement across the College.

STRATEGIES FOR IMPLEMENTATION:

- *Develop measurable criteria for each of the six categories of student learning outcomes at the institutional and departmental/program level.*
- *Continue to expand the role of the e-portfolio in housing student demonstration of learning outcomes.*
- *Assess two student learning outcomes annually on a rotating basis.*
- *Investigate opportunities for the use of outside evaluators to assess progress in achieving student learning outcomes at both institutional and programmatic levels.*

KEY PERFORMANCE INDICATORS:

- Establish measurable criteria at the institutional level by Spring 2006.
- Through programmatic (curricular and co-curricular) mapping, identify appropriate measurable criteria for each applicable student learning outcome at the departmental/program level by Spring 2007.
- Achieve at least 75% student participation in demonstrating student learning outcomes through e-portfolios in each class by Fall 2008.
- By 2010, complete one full cycle of assessment of student learning outcomes

STRATEGIC OBJECTIVE #3.2: Through the establishment of a standing Institutional Assessment Committee, the College will identify, evaluate, and monitor accepted indicators of quality, both internally and externally generated, against established targets.

STRATEGIES FOR IMPLEMENTATION:

- *Establish an Institutional Assessment Committee that will be responsible for the design, implementation, and coordination of key institution level surveys and will serve in an advisory capacity for members of the College community who wish to conduct non-academic assessment.*

- *Establish a survey cycle.*
- *Mitigate the potential effects of "survey fatigue."*
- *Accommodate non-student related survey administration (such as the HERI faculty survey, employee satisfaction, etc.) within the survey cycle.*
- *Establish "dashboard indicators" to measure institutional performance indicators in specific operational areas (i.e. finance, admissions, student services, etc.).*
- *Establish protocols for sharing information that is already gathered by the College but may need to be more widely disseminated for institutional assessment purposes.*
- *Review all existing data-gathering opportunities. Where appropriate, revise instruments to ensure that the information gathered meets institutional needs and the data formats facilitate comparison between survey instruments.*

KEY PERFORMANCE INDICATORS (5-YEAR TIMEFRAME):

- Establish survey cycle by Fall 2005.
- Establish institutional dashboard indicators by Spring 2006.
- Full integration of assessment data and use of dashboard indicators within institutional planning process by Fall 2006.

STONEHILL'S STUDENTS
(Long-Range Objective #6)

STRATEGIC OBJECTIVE #4.: The College will develop strategies that manage the enrollment patterns of each admitted class over the four years at Stonehill. This will include monitoring and assessing the characteristics and choices of students from matriculation and graduation.

STRATEGIES FOR IMPLEMENTATION:

- *Funded financial aid:* Increase the available amount in order to achieve the following goals without a negative impact on discount rate. Although the long-term goal is to decrease the discount rate through significant increases in funded aid, for the period of this strategic plan it is anticipated that the newly established funded scholarships will supplement and not supplant the currently established discount rate.
- *Academic quality indicators:* Improve SAT scores and class rank.
- *Programmatic distribution:* Enrollment projections will be based upon desired graduation outcomes, allowing for a percentage of undecided majors at matriculation.
- *Diversity:* Maintain percentage of domestic ALANA students while investing in initiatives designed to enhance the campus culture to support diversity students.
- *Gender:* Improve efforts to address gender balance within Stonehill College.
- *Athletics:* In the context of the Athletic program review (see Strategic Objective #2.5), support Intercollegiate Athletics Department's goal to recruit impact athletes in order to improve Stonehill's competitive posture within the Northeast 10.
- *Geographic diversity:* Strengthen recruitment efforts in metropolitan New York area.
- *Full-time off-campus experiential learning:* The College will develop new and sustainable Stonehill programs and internships "away" (international and domestic). Aggressively seek to increase numbers of students seeking an "away" experience and seek to balance participation over fall and spring semesters.
- *Retention:* Improve first-year to sophomore retention rate.
- *Early Marketing:* Develop a comprehensive strategy for targeted mailings and new on- and off-campus programs to create an inquiry pool of High School Sophomores,

Juniors, and Seniors, with specific information and activities aimed at students in each of these classes.

KEY PERFORMANCE INDICATORS:

- Improve combined enrolled verbal and math SAT, and break 1200 threshold by 2010.
- Improve class rank to top 11-13% by 2010.
- Programmatic distribution: Targets for graduation (midpoint of range) by 2010 are 50% Liberal Arts, 11% Sciences, 21% Business, and 18% Other Pre-Professional. (Average of graduate distribution rates for last two years: 47% Liberal Arts; 8% Sciences, 25% Business, and 20% Other Pre-Professional.) First year enrollment targets reflect the desired distribution for graduation, and include an "undecided" target. They are: 30% Liberal Arts, 13% Sciences, 20% Business, 17% Other Pre-Professional, and 20% Undecided.
- Maintain the percentage of domestic ALANA students through 2010.
- Seek at least 40% male student enrollment by 2010.
- In anticipation of the construction of the new science building and the corresponding desired increase in enrolled science students, further involve science faculty in the recruitment of high-caliber science students to Stonehill, beginning in Fall 2005.
- Improve first-year to sophomore retention rate to 90% by FY 2010.
- Measure improvement to Stonehill's competitive posture within the Northeast 10 relative to implementation of athletically related aid program.
- Establish an appropriate applicant-matriculant ratio target for 2010
- Increase percentage of the student body from the New York Metro area by 3% by 2010
- In support of aggressively increasing the number of students involved in full-time "away" experiences and in collaboration with New York Council, further develop domestic internship opportunities in the New York metropolitan area

STONEHILL'S FACULTY

(Long-Range Objective #7)

STRATEGIC OBJECTIVE #5.1: The College will continue to enhance and expand support for faculty development and to encourage faculty involvement in activities designed to improve teaching and learning.

STRATEGIES FOR IMPLEMENTATION:

- *Expand and coordinate technology training for faculty offered by IT, the Learning and Technology Center and the Davis Grant activities.*
- *Develop a system of college-wide faculty mentoring which will be consistent with departmental mentoring.*
- *Provide support and resources for faculty who are interested in the scholarship of teaching and learning through workshops, speakers and direct support. Ensure that the current proposal for faculty grants includes scholarship criteria that include the scholarship of pedagogy. Continue to support course releases for those faculty involved in the teaching and learning seminars.*
- *Expand and refine the New Faculty Orientation program.*
- *Develop departmental peer review processes. To facilitate the improvement of teaching among all faculty, each department will develop a formal peer review process, which will involve the review of teaching for faculty at all ranks in the department.*

KEY PERFORMANCE INDICATORS:

- *Faculty development:* Beginning in the Fall 2005, assign all new faculty members mentors outside of their departments. Seek increased participation among faculty in professional development activities related to the improvement of teaching.
- Dedicate adequate resources to continue the activities initiated through the Davis Grant (which expires FY 2007) by the 2006-07 academic year.
- *Departmental Peer Review:* Implementation of process of departmental peer review of teaching by September 2005.

STRATEGIC OBJECTIVE #5.2: The College will expand the opportunities for faculty research, with a special emphasis on faculty-student collaboration.

STRATEGIES FOR IMPLEMENTATION:

- *Develop a new process for awarding faculty grants.* In order to improve the financial support for significant faculty research, the faculty Standards and Evaluations committee has developed a proposal for a new procedure for the awarding of faculty grants. The proposal involves increased grant amounts, consistent application of criteria, and enhanced accountability and expectation for dissemination and publication.
- *Enhance the funding and opportunities for faculty and student collaborative research.* The Director of Academic Development, in collaboration with interested faculty, will investigate possible external funding sources for SURE and other student research projects. (See Strategic Objective #1.5.) In this effort, opportunities for faculty-student collaboration under the auspices of both the Martin Institute and the Center for Non-Profit Management will be explored.

KEY PERFORMANCE INDICATORS:

- Institute new faculty grant process by Fall 2005.
- Increase external funding for faculty grants, including funding through the Martin Institute and the Center for Non-Profit Management. Grant recipients must demonstrate that the funding directly contributed to their scholarship (publications, presentations, etc.)
- Enhance SURE funding (see Strategic Objective 1.5 on page 6.)

STRATEGIC OBJECTIVE #5.3: The College will increase the diversity of its faculty.

STRATEGIES FOR IMPLEMENTATION:

- *Consider strategies that will broaden the curriculum in ways that will be attractive to a more global and diverse faculty and student population.*
- *Utilize the Minority and Women's Dissertation Directory more consistently and effectively to solicit applications for existing faculty openings.* In the Minority Dissertation Fellowship program, consider targeting specific disciplines in which we may have faculty openings.
- *Review the probable faculty openings for the next five years (through retirement replacement or expansion) and develop strategies for searches to yield strong diversity candidates.*

- *Establish a supernumerary hiring budget to take advantage of opportunities for diversity faculty hires.* Have a target of at least one such diversity faculty line created in the five-year period.
- *Explore faculty exchanges.* Seek to establish faculty exchanges and/or visiting professorships with other Holy Cross institutions or HBCUs (historically black colleges and universities) that might send minority faculty members to our campus for short periods.

KEY PERFORMANCE INDICATORS:

- By the fall of 2010, the curriculum will contain a broader, more global and diverse set of courses.
- At least one of the Minority Dissertation Fellows during the next five years will be offered a faculty position.

STONEHILL'S ORGANIZATIONAL DEVELOPMENT

(Long-Range Objective #10)

STRATEGIC OBJECTIVE #6: The College will achieve significant cultural change as an organization by creating a working environment that emulates its learning environment where the concept of inter-divisional collaboration is practiced by committed and qualified employees in an integrated organizational structure supported by a disciplined, performance-based management approach that is truly mission-driven and student-centered.

STRATEGIES FOR IMPLEMENTATION:

- *Enhance recruitment and retention of employees at the staff and administrative levels, including individuals from diverse backgrounds.* Explore ways to manage and capitalize upon change resulting from the College's evolving workforce (i.e., new hires, retirements, etc.)
- *Establish institutional performance management systems.* Identify best practices for performance-based management. Develop training programs that are leadership focused. Establish annual employee professional development and training goals (specific number of training sessions per year). Tie training goals to performance.
- *Improve cross-divisional communication and collaboration.* Research other practices being used in higher education to strengthen cross-departmental and cross-divisional relationships. Review committee structure and membership, make changes necessary to eliminate redundancy, create efficiencies, etc.
- *Enhance the college-wide orientation program.*

KEY PERFORMANCE INDICATORS:

- *Develop a College-wide definition of diversity.* Establish diversity goals at both the institutional and divisional levels by Fall 2006. Implement an Interviewing Skills professional development program with an emphasis on diversity sensitivity and cultural differences.
- *Design and implement a Leadership Development Program by Fall 2007.*
- *Research and Implement recruitment and retention strategies by Fall 2008.*
- *Review and improve, if necessary, the existing performance management system*

- *Continue to enhance the new employee orientation program to include departmental orientations and administrative responsibilities training where applicable*

STONEHILL'S MARKETING *(Long-Range Objective #11)*

STRATEGIC OBJECTIVE #7: The College will develop and implement an integrated marketing strategy.

STRATEGIES FOR IMPLEMENTATION:

- *Coordinate the College's marketing efforts: Hire a Director of Marketing. Redesign the web page. Review existing publications. Establish our key messages.*
- *Identify best practices among our peer and aspirant institutions for developing, implementing and evaluating an integrated marketing program.*
- *Utilize current research on image, competition, student satisfaction, etc.*
- *Identify additional pertinent data that is not currently available.*
- *Identify our goals, our target audiences, and key indicators of success.*

KEY PERFORMANCE INDICATORS:

- Key Performance Indicators will be developed in coordination with the new marketing director and will be established by January 2006.

STONEHILL'S CAMPAIGN & FUNDRAISING EFFORTS *(Long-Range Objective #12)*

STRATEGIC OBJECTIVE #8.1: The College is engaged in a comprehensive campaign to raise \$55 million by FY 2010.

STRATEGIES FOR IMPLEMENTATION:

- *Continue to work with members of the Campaign Executive Committee and fundraising counsel to achieve the goals of the Campaign as outlined in the Case Statement:*
 - \$20 million to support student financial aid
 - \$20 million to support facilities enhancement
 - \$8 million for academic initiatives
 - \$7 million for the Annual Fund
- *Develop a campaign communications plan to support the goals of the campaign. This plan will target all College constituents including alumni, parents, friends, corporations, foundations, employees, and students.*

KEY PERFORMANCE INDICATORS:

- Conclude the Trustee Phase of the Campaign on June 30, 2005 with \$15 million in gifts and commitments
- Conduct the Leadership Gifts Phase of the Campaign from July 1, 2005 through June 30, 2007 with a goal \$20 million in gifts and commitments
- Conduct the Public Phase of the Campaign from July 1, 2007 through June 30, 2010 with a goal of \$20 million in gifts and commitments.

STRATEGIC OBJECTIVE #8.2: The College will identify and secure outside revenue sources for the Center for Non-Profit Management.

STRATEGIES FOR IMPLEMENTATION:

- The Center will work with the Department of Education to determine the total roll-over available from the current appropriations for use between January and August of 2006.
- During FY 2006 the Center will continue working with Institutional Advancement to secure a third federal appropriation for the period September, 2006-August 2007.
- The Center will continue cultivating potential private funders (individuals, corporations and foundations) to supplement the Center's operating budget during FY 2006 and FY 2007.
- The Center will develop a comprehensive development plan to sustain the Center's operations after the federal funding ends in FY 2008.

KEY PERFORMANCE INDICATORS:

- The Center for Non-Profit Management will continue to be self-supporting, securing funding to sustain its operations post-federal funds in FY 2008.

STRATEGIC OBJECTIVE #8.3: The College will reshape the vision for the program of the Martin Institute and will identify and secure outside revenue sources to enhance the Institute's programming efforts.

STRATEGIES FOR IMPLEMENTATION:

- *The President will name an Advisory Committee made up of Trustees, faculty, and Administrators to shape the direction of the Martin Institute. This Committee will make recommendations about the future focus of the Institute's programming and about appropriate uses for its human and financial resources.*
- *A new Director of the Martin Institute will be in place, and his/her first task will be to plan for becoming a self-supporting Institute.*

KEY PERFORMANCE INDICATORS:

- By September 2005 an Advisory Committee made up of Trustees, faculty, and Administrators will be in place.
- Recommendations about the future focus of the Institute's programming and about appropriate uses for its human and financial resources will be completed by May 2006.
- By January 2007, a new Director of the Martin Institute will be in place, and a 5-year plan for becoming a self-supporting Institute will be presented by July 2007.

STRATEGIC OBJECTIVE #8.4: The College will revise the fundraising initiative of Athletics to fund scholarships instead of operating expenses.

STRATEGIES FOR IMPLEMENTATION:

- *Establish a plan and timeframe to absorb previously fundraised operating expenses within the normal operating budget by June 2006.*

- *Establish policies for the funding of supplemental expenses to determine if these expenses will still be funded through fundraised dollars or through operational dollars By June 2006.*
- *Continue work with department staff and coaches to annually fundraise a portion of the athletically related aid budget and contribute principal to the athletic scholarship endowment. (Major annual fundraisers to include the Chieftain Letter, the Red Sox Night, and the Friends of Stonehill Athletics Golf Tournament.)*
- *Maintain and enhance athletic donor relations to increase giving rate and giving levels towards athletics.*

KEY PERFORMANCE INDICATORS:

- The endowed athletic scholarship fund's value should exceed \$300,000 and the department should be annually raising, releasing, and using at least \$230,000 for current year scholarship expenses by June 2010.
- To measure donor relations, the number and value of gifts designated towards athletics will be measured and tracked on an annual basis.

CAMPUS RESOURCES—FINANCIAL, CAPITAL, & TECHNOLOGICAL
(Long-Range Objectives #8 and #12)

STRATEGIC OBJECTIVE #9.1: The College will implement a five-year financial plan, the objectives of which are (a) to provide for the cash flow required to fund the initiatives outlined in the strategic plan and (b) to maintain/improve the College's financial position and performance. A careful and strategic management of revenues, expenses, cash flow, and existing financial resources, along with a structured and systematic use of internal and external benchmarks, will be employed in the pursuit of this objective.

STRATEGIES FOR IMPLEMENTATION:

- *Financial Performance:* Budget for an operating margin of 3%.
- *Pricing:* Implement a five-year pricing strategy designed to more competitively price a Stonehill education, limit the tuition burden assumed by currently enrolled students, and control the tuition discount rate.
- *Fundraising:* See Strategic Objectives #8.1 - # 8.4.
- *Debt Management:* Issue no more than \$20 million in debt over the next five-year period while yielding financial ratios and market indicators that maintain the College's A3 credit rating.
- *Endowment:* Explore and employ an alternative endowment spending policy intended to more carefully manage the issue of intergenerational equity and increase the stability of operating budget support in an uncertain financial market environment.

KEY PERFORMANCE INDICATORS:

- *Financial Performance:* Budgeted and actual financial results will continue to be monitored in order to ensure the generation of an operating margin of 3%. Benchmark the College's operating margin with that of the Moody's Small A-rated Private Institutions median in addition to the margins of a peer/aspirant group formulated by the Financial Planning Committee and approved by the Strategic Planning Committee.

- *Pricing:* Monitor the College's pricing position relative to its peer institutions as well as freshmen and four-year tuition discount rates throughout the five-year period. Monitor the pricing strategy's impact on enrollment objectives (see also Strategic Objective #4)
- *Fundraising:* A preliminary five-year, \$55 million fundraising program has been tested and approved. Annual fundraising targets will be developed, against which performance will be measured (see also strategic objective #8.1)
- *Debt Management:* Board of Trustees approval of a comprehensive debt policy. Moody's industry medians and performance indicators of the aforementioned peer/aspirant group will be utilized in an effort to ensure that the College's profile remains consistent with its current A3 credit rating.
- *Endowment:* Measure performance against the appropriate financial market indices as well as against industry averages published in the annual NACUBO Endowment Survey. Actual and targeted endowment values for five-year period will be evaluated. Propose an endowment spending policy to the Board of Trustees.

STRATEGIC OBJECTIVE #9.2: The College will utilize the Campus Facilities Master Plan as a guide for "Major" capital projects. (In this case, "Major" is defined as a capital building project in excess of \$1 million, or a project that utilizes a potential building site.) The College will follow the Campus Master Plan's general outline and vision, and to the extent possible, recommendations for implementation. Modifications will be made routinely based on operational and fiscal realities and Board of Trustees approval.

STRATEGIES FOR IMPLEMENTATION:

- *Prioritize major capital projects.* Projects currently planned for the next 5-year period (in chronological order):
 - FY05 - 06 – Athletic Fields Project
 - FY06 – 07 – Main Entrance Road (i.e. route 123) realignment.
 - FY08 - 10 – Construction of a New Science Center;
- *Recommendations for capital planning will be adopted in the first five-year period.*

KEY PERFORMANCE INDICATORS:

- Financial and operational assumptions will be reviewed and revised throughout the planning process. The "success" of the above financial plan and facilities plan, will determine the implementation of projects identified in the Campus Facilities Master Plan.

STRATEGIC OBJECTIVE #9.3: The College will reclaim and expand the use of the Academic Quad to enhance the intellectual environment and the academic and co-curricular program.

STRATEGIES FOR IMPLEMENTATION:

- *Evaluate infrastructure and roadway improvements to determine feasibility of expanding the pedestrian spine, given the expense, in support of expanding the academic quad.*
- *Further develop plans for science building.*
- *Develop process to ensure Campus Master Plan provides guiding principles for expansion of the academic quad.* Processes and procedures will be developed and implemented in the first 5-year period to ensure that existing space and potential

renovations in the academic quad are developed using the guiding principles in the Campus Master Plan.

KEY PERFORMANCE INDICATORS:

- The above processes and procedures will be put in place in the first five-year period to ensure that:
 - Assignments and renovations of space in the academic quad are geared toward building the intellectual environment and facilitating border crossing in the curriculum and co-curriculum. Wherever possible, space in the academic quad should house academic and student services functions.
 - Existing and/or renovated space in the academic quad will be given priority for enhancing faculty offices, creating gathering/social spaces, upgrading classroom spaces, and creating centralized hospitality options.

STRATEGIC OBJECTIVE #9.4: The College will implement plans for the enhancement of the athletic fields on the west side of the campus as outlined in the Master Facilities Plan. If fund-raised monies become available in the 10-year period, the College will expand the Sally Blair Ames Complex and house all sports-related facilities under one roof. This will benefit recreational, intramural, and varsity athletics and will enhance the quality of life and general wellness on campus.

STRATEGIES FOR IMPLEMENTATION:

- *Implement field enhancements to be completed by October 31, 2005.*
- *Begin the design phase of the Sally Blair Ames Complex expansion to house varsity athletics, intramural sports, and recreational activities.* Working with the Director of Facilities, the Department of Athletics and Recreational Sports will appoint an architect, specializing in indoor athletic facilities to design an expanded Sally Blair Ames Complex that meets the needs of Varsity Athletics, Recreational Sports, and the College community.

KEY PERFORMANCE INDICATORS:

- *Athletic fields:* Have the football turf and stadium seating available for the first home football game September 2005. The remainder of the fields will be available for use by Stonehill College students and/or outside camps and events in June 2006.
- *Sally Blair Ames Complex:* By June 2006, establish a preliminary budget that details the size and scope of the project, including square footage increases and key components of the structure, such as the field house size, locker-room space, office space, and training facilities by June 2006. Construction of the Sally Blair Ames Complex expansion will be completely funded via fundraising.
- Complete the projects within budget.

STRATEGIC OBJECTIVE #9.5: The College will continue to follow its longstanding practice of maintaining all campus facilities in good condition and limiting deferred maintenance to minimal levels. This practice will be reinforced by regular facilities audits conducted either by outside consultants or College personnel.

STRATEGIES FOR IMPLEMENTATION:

- *Determine and implement a financial policy for allocating depreciation to fund the maintenance of existing facilities.*
- *Develop and implement a formal 10-year facilities planning system, which will help ensure successful implementation of this objective.*

KEY PERFORMANCE INDICATORS:

- Ensure that the Facility Condition Index (FCI) does not drop below the current level, within the "good" rating.
- Ensure that deferred maintenance work is kept within approved levels. This is not only a monetary figure, but also a quantitative figure in that there are only a few time periods in which to complete significant project work, for example intersession, holiday breaks and certain times during summer "break".

STRATEGIC OBJECTIVE #9.6: The College will continue to provide appropriate information technology services to support the institution's academic (curricular, co-curricular, assessment, etc.) and administrative objectives.

STRATEGIES FOR IMPLEMENTATION:

- *Continue to develop the campus data, video and voice networks.*
- *Increase capacity to utilize internet-accessible resources to achieve our teaching, learning and co-curricular objectives.*
- *Continue Faculty Laptop Replacement program*
- *Pilot of a professionally configured and maintained student laptop program using the Beaumont Foundation grant to assess student satisfaction and resource requirements.*
- *Extend the use of advanced communication technologies.*
- *Integrate and make administrative systems web accessible to promote both efficiency and continuous improvement of customer service.*

KEY PERFORMANCE INDICATORS:

- The College will invest in technology capacities that increase the reliability of mission critical systems and network availability to over 99.9% by 2006.
- IT will establish standards for student-owned computers that facilitate access to College resources by 2007.
- Security will become a cornerstone of all technology use through implementation of security standards by 2010.
- Ensure all classrooms scheduled for multimedia conversions comply with existing standards.
- Establish standards for the next generation multimedia classroom by 2006.

STRATEGIC OBJECTIVE #9.7: The College will continue deployment of wireless data networks as an integral part of the campus network and extend the use of advanced communication technologies.

STRATEGIES FOR IMPLEMENTATION:

- Wireless network security will be implemented to achieve equivalent security levels of the wired network.

- Information Technology will conduct training in wireless security and wireless performance beginning in 2005.
- Conduct technology briefings to promote the use of advanced communication capabilities in all facets of the College's operations
- Integrate direct messaging, real time collaboration and cellular technologies into the communication approaches to deliver new services appropriate to our constituents.
- Information Technology will create demonstration applications for advanced communication technologies.

KEY PERFORMANCE INDICATORS:

- *Extend wireless access throughout the Library, academic use areas, meeting rooms and common areas by 2007. All classrooms that do not have a wired connection for each student will be migrated to wireless access by 2010.*
- *Add wireless access to residence hall common areas in support of curricular and co-curricular objectives; all residence hall common areas are expected to be wireless by 2010.*

STRATEGIC OBJECTIVE #9.8: The College will establish an integrated Management Information System to ensure that data is accessible and maintained, and will migrate to a server-based data architecture to support the College's need for management reporting, data access, and security of the College's data resources.

STRATEGIES FOR IMPLEMENTATION:

- *Ensure that all organizational units have a sufficient number of staff are skilled in MS Excel and other primary reporting tools. IT will continue to provide training in basic technology tools, such as MS Excel, and will expand access to both on-site and on-line course training programs in standard software tools such as Crystal Reports and Microsoft Access.*
- *Identify key operational and management data resources and current reports in all organizational units by 2006. IT will record all enterprise and departmental data resources and reports in an Enterprise Data Dictionary. IT will create centralized databases to address departmental reporting needs and to eliminate the expense and inherent risk in data entry and locally stored data repositories.*
- Implement data management as an essential element of all information systems.

KEY PERFORMANCE INDICATORS:

- Integrated Management Information System will be fully operational by 2010.

APPENDIX
SELECTED FINANCIAL PLAN DATA

	2005E	2006B	2007F	2008F	2009F	2010F
Revenues	\$62.3	\$65.3	\$69.0	\$73.0	\$77.3	\$80.7
Expenses	59.8	63.4	66.9	70.5	74.2	77.7
Operating surplus	\$2.5	\$1.9	\$2.1	\$2.5	\$3.1	\$3.0
Operating margin	4.0%	3.0%	3.0%	3.5%	4.0%	3.7%
Capital expenditures	\$4.7	\$5.5	\$5.4	\$16.2	\$18.6	\$6.1
Net cash flow ¹	\$1.7	\$2.0	\$2.2	\$3.2	\$0.9	(\$0.3)
Assets	\$209.6	\$220.1	\$230.7	\$252.8	\$272.2	\$278.3
Liabilities	57.1	56.0	54.8	64.1	72.6	69.1
Net assets	152.5	164.1	175.9	188.7	199.6	209.2
Return on net assets	11.5%	7.6%	7.2%	7.2%	5.8%	4.8%
Endowment ²	\$109.2	\$114.6	\$120.8	\$127.8	\$135.5	\$142.9
Long-term debt	\$49.7	\$48.6	\$47.4	\$56.7	\$65.2	\$61.7
Financial resources to debt	2.9	2.9	3.2	2.8	2.5	2.8
Employee additions	13.0	9.0	3.0	6.0	5.0	5.0

¹ Net cash flow results do not reflect the disposition of annual operating surpluses

² FY 2005 endowment value reflects the budgeted investment return of 6.5%