



**GLOUCESTER
COUNTY COLLEGE**

Strategic Plan 2006–2011

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Goals of the College

Gloucester County College is committed to serving the residents of Gloucester County by:

- Providing an educational opportunity to any high school graduate or holder of a high school equivalency diploma, and to any individual whose age, military service, or experience makes probable the successful completion of study leading to an academic degree or certificate;
- Providing programs, courses, and services in transfer, career, developmental, lifelong learning, and community service areas, with or without formal matriculation for a degree;
- Providing customized training and educational programs for business, industry, and public sector organizations;
- Providing a faculty dedicated to teaching excellence, personal and group interchange between students and instructors, and continual broadening of their intellectual endeavors;
- Seeking to develop in each student a sense of responsibility, the ability to communicate effectively, and a greater facility to think clearly and critically;
- Providing counseling, academic advisement, and other student services in order to assist students in the achievement of their goals;
- Providing a broad choice of cultural, social, and recreational opportunities;
- Providing the facilities and services of the campus to the entire community whenever possible;
- Developing a climate that encourages continuous evaluation, improvement, and implementation of college programs and services; and
- Promoting an atmosphere of cooperation, partnership, and trust among students, faculty, administration, and the Board of Trustees in achieving the college's mission and goals.

MISSION OF THE COLLEGE

Gloucester County College is a center for learning that strives for academic excellence, supports the economic development of the community, and seeks to enhance the community's quality of life. Through affordable, accessible programs and services, the college promotes intellectual and cultural enrichment, individual achievement, and professional development. The college promotes a respectful and welcoming environment and commits to being responsive and proactive to the needs of students, staff, and community.

Core Values of the College

Commitment, Contribution and Quality

PRESIDENT'S VISION

Gloucester County College will have a positive impact on every household in the county.

Gloucester County College Core Values

Gloucester County College respects the diversity of its student body and recognizes the worth and potential of each student. Therefore, the college affirms the following values and beliefs:

Commitment to Students

Belief in the priority of providing the highest levels of learning, resources, and support services to enhance the intellectual and personal growth, and development of our students.

Commitment to Excellence in Education

Belief in providing educational programs and student support services that combine academic rigor, up-to-date information, incorporation of the most effective strategies, and close assessment of learning outcomes to achieve excellence in learning.

Contribution to Community

Recognition of the importance of enhancing the economic vitality and quality of life for all citizens of the community.

Commitment to Access and Diversity

Belief that the college will actively seek to create the highest levels of access to programs and services for all students who may benefit and that the college's employees and students represent the diversity of the community.

Commitment to Faculty and Staff

Recognition of the importance and contribution of all individuals who collectively create a positive learning environment. All members of the college community should have the opportunity to enhance their potential for purposeful, gratifying and productive lives.

Quality Campus Environment

Recognition of the importance of providing a work and learning environment that is characterized by integrity, clear communications, open exchange of ideas, involvement in decision making, and respect for all individuals.

As we complete our current strategic plan and prepare for the next one, I am encouraged by the progress we have made and our vision for the future of Gloucester County College. The focus of our next five years continues to be on student success, a common goal for every college employee, and every student as well.

In 2003, the Gloucester County College Board of Trustees charged the administration with the creation of a climate of excellence. This charge was coupled closely with the implementation of GCC's first comprehensive strategic plan. Over the past three years, as this plan has been implemented, the college community has defined success, in part, as the achievement of that plan's goals.

The *2003 2006 Strategic Plan* was an ambitious one, with over 40 goals covering the areas of diversity, a learning-centered culture, marketing and enrollment management, communications, partnership and collaboration, resource development, reorganization for excellence, learning systems and outcomes, and infrastructure enhancement and development. Over the last three years, as operational goals emerged to actualize the strategic ones, cabinet members became responsible for moving the plan forward. And, achieving success came to be defined in terms of both large projects and smaller ones.

As we look forward to the next five years, the variables included in the definition of student success continue to be as diverse as the number and kinds of tasks that all of us do every day. For faculty and staff, concentrating on student success is a clear way to focus our own individual contributions to the mission and goals of the college. GCC's

mission is so broad that student success can be defined in many ways, including — but not limited to — the traditional college-age student who leaves high school, enrolls at GCC, and transfers to a four-year college; or the non-traditional student who returns to school to learn new skills after working in a job with limited potential for advancement; or the adult who addresses English language barriers and basic literacy challenges; or the incumbent employee of a local business who takes a computer course to enhance needed skills; or the community member who learns digital photography for that trip to Australia.

All of our students come to GCC with their own vision of success and it is our job to help them articulate, refine, and realize that vision. As we have proceeded over the past three years in implementing GCC's first multi-year strategic plan, student success has been a strong common focus of our work and now we are formalizing that concentration on success as part of this new plan. As our roadmap to 2011, this new plan provides direction for the cabinet to develop annual operational goals, objectives and action plans; measure them; and report on them to the college community.

This process will be flexible and fluid. We will use the plan for student success to stay focused on the road ahead. Addressing the goals of this plan will not be easy: they are ambitious and challenging. Nonetheless, if we continue to consider how each of these goals allows us to interpret individual visions of student success, we will be able to achieve all that we are setting out to do today.

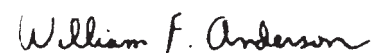
I would like to thank all those who participated in the development of this

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plan, taking time away from their day-to-day obligations to craft our goals for the next five years. I especially appreciate the time given by the planning participants who are community volunteers. Their time is a gift to us and to the future of this college.

For all of us who serve our students, our communities and each other, we must continue to focus on success. Arthur Ashe said "Success is a journey, not a destination." As we travel over the next five years, this plan will be our roadmap to the success of our students and, ultimately, our college.

William F. Anderson,



President

Part II | The Planning Process

Designing Our Roadmap

The Purpose of Planning

The strategic planning process at GCC defines where we are compared to where we want to be. It helps to accomplish our mission in terms of our broad college goals as well as our core values. It drives annual operational planning and is an integral part of our Middle States accreditation process. It sets the pace for ongoing achievements and keeps us focused on our vision for the future.

The plan provides the structure around which cabinet members and those in their divisions design annual operational goals, objectives, and action plans. We use the achievements associated with this annual work to monitor our accomplishments and adjust our ongoing activities.

The strategic plan helps us to articulate what excellence and success mean to our internal community and the external communities that we serve.

The GCC Planning Process

After embarking on a comprehensive planning process in 1998, GCC completed its first formal strategic plan in 2003. That first plan included over 40 goals, some of which were operational rather than strategic. During the next three years, we addressed the goals of the *2003 2006 Strategic Plan* in our annual activities.

Learning from this experience, as we developed the process for the next plan, we chose to extend the amount of time available to complete our goals from three to five years, and limit goals recommended by the planning teams to only those which were truly strategic.

The 2006 to 2011 planning process started with outreach to both the internal and external communities of the college. All employees were invited to participate. In addition, an invitation was extended to over 90 members of the external community representing the various constituencies served by the college. In all, 77 participated including representatives of all divisions of the college and many sectors of the community.

The process began with a day-long retreat, which was held off campus in November 2005. At the retreat, participants received information about GCC, data for decision-making, and guidance on how to develop strategic goals. In order to accommodate the schedules of faculty members, those with scheduling conflicts were provided with an alternate session in which the same materials were reviewed and discussed.

During the November retreat, participants divided into eight planning teams, which were each given a focus for goal development. The categories for team concentration included communications, community, development, diversity, infrastructure, learning, success, and workforce. The eight teams defined GCC's strengths, weaknesses, opportunities and threats within the context of their categories and, from this information, identified priorities which were ranked for all teams by all participants as the culminating activity of the retreat.

Leaving the retreat, each team had sufficient information and feedback to address its charge of developing strategic

goals for the *2006 2011 Strategic Plan*. From December through February the teams continued to meet — defining priorities, reviewing additional data provided by the institutional research unit, bringing each team's work to the cabinet for input, and defining goals for the new plan. By the beginning of March, all eight teams accomplished the president's charge to develop one to three strategic goals to recommend to the board for adoption.

The teams then reassembled to report to the entire strategic planning group at a retreat in March and team leaders also provided the same report to the board at its April 2006 meeting. After review and input, the board considered the draft plan at its May meeting, provided time for board members to contribute additional comments and input, and adopted the plan in June. This final step prepared the way for implementation of the new strategic plan as the *2003 2006 Strategic Plan* concluded on June 30.

With the adoption of the *2006 2011 Strategic Plan*, GCC now has the roadmap for the next five years. Although we cannot predict the future and — as always — circumstances and resources will influence our ability to move forward smoothly, we have defined where we are now and where we want to be in 2011. This accomplishment puts us on solid ground as we step forward into the future with our roadmap in hand.

Introduction

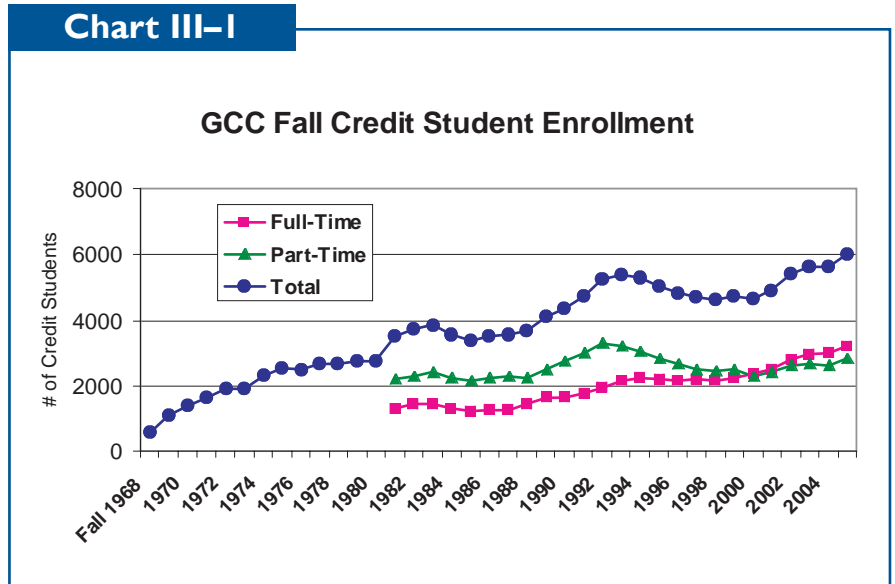
Meaningful, effective strategic planning is built upon a deep foundational knowledge of issues that have a current or potential impact upon Gloucester County College and how it positions itself for the future. In order to build that level of institutional knowledge, two important steps are necessary.

Step One: Creating a “Culture of Evidence”

It is imperative that up-to-date, accurate data be gathered and actually used to support and inform decision-making throughout all areas of the college. Over the course of the last several years, the college has significantly strengthened its capacity to access and share important data, particularly by way of the enhanced technology that allows for easier distribution of information to all departments, and the addition of a research data analyst to the staff of the Office of Institutional Research and Assessment. In the development of this new strategic plan, data contained in this section represents the “raw material,” the relevant evidence provided to each planning team.

Step Two: Moving Toward a “Culture of Inquiry”

A campus environment must be fostered in which raw data can be discussed, analyzed, and given meaning by those working collaboratively to discover new ways to support student learning and institutional effectiveness. It is during this interactive process that data



Source: GCC Data System

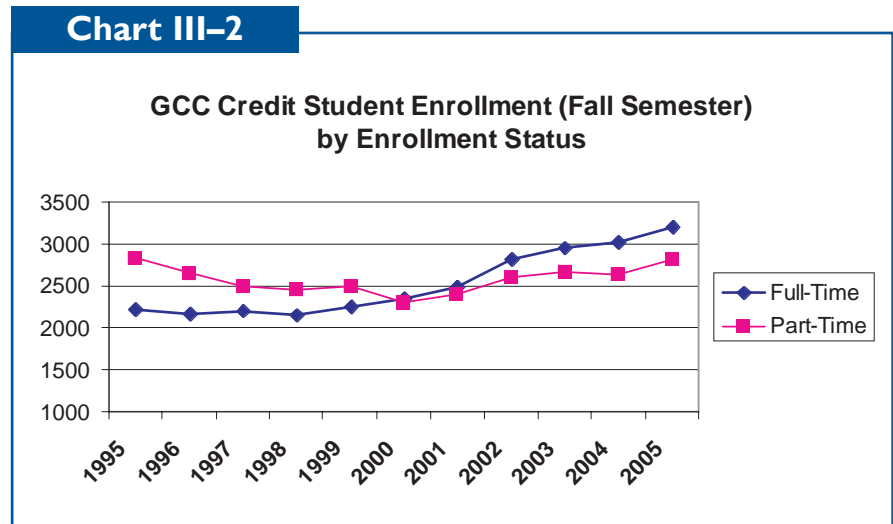
is actually transformed into knowledge. There are positive signs that a progression toward a “culture of inquiry” is taking place on our campus: committee meetings where lively discussions among faculty center on relevant data; campus “open forums” that offer an opportunity for the entire campus community to jointly reflect on pressing issues; and administrative units actively engaged in data analysis as they rework business processes to better meet student needs.

In this section, we begin our data-sharing journey at “home base” with an overview of where Gloucester County College is today, and then travel beyond our campus to learn about important trends in area demographics, socio-economic forecasts, and external accountability mandates.

GCC Today — A Snapshot

Gloucester County College has experienced significant changes in both the size and composition of its student population over the course of its 38-year history. As shown in *Chart III-1*, the number of students seeking post-secondary education opportunities offered by the college has dramatically grown from 600 credit students enrolled in 1968 to the college’s record-breaking 6,022 students by the fall 2005 semester. This posts the college’s sixth consecutive fall semester with increased enrollment, and the fourth consecutive fall semester with record enrollment. In addition, due to expansion in both the depth

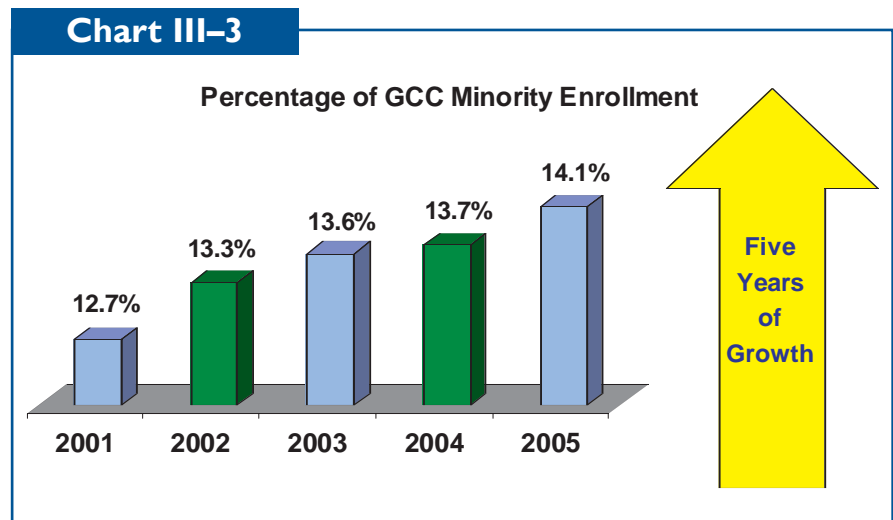
The number of credit students has grown from 600 in 1968 to over 6,000 in 2006. In addition, over 13,000 continuing education students attended in 2005.



Source: GCC Data System

and breadth of the college’s Continuing Education Division curricula offerings available to county residents and businesses, over 13,000 individual learners were served during the college’s most recently completed academic year.

The past decade has brought with it interesting transformations in the college’s student body profile. Perhaps the most significant is reflected in student attendance status (full-time vs. part-time). From its inception the college, like most regional community colleges, had been viewed as an institution of higher education primarily serving adult part-time students. However, by the beginning of the new millennium (fall 2000) more full-time than part-time students were enrolling in credit classes. Today, 53% of the student body is full-time (see Chart III-2), and two-thirds of GCC credit students are traditional college-age students, 24 years of age or younger. This shift has on-going implications for a broad range of



Source: GCC Data System

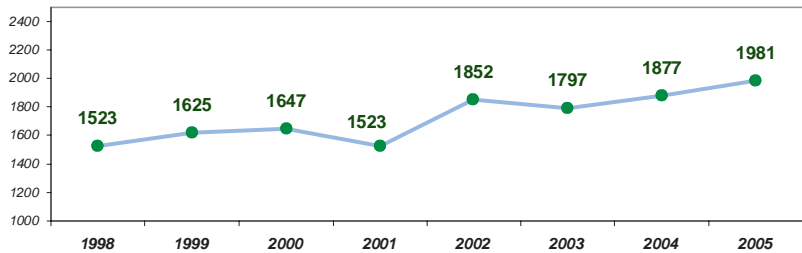
institutional planning areas including academic, student support services, and facility/space.

In view of the college’s initiatives geared toward ensuring a strong minority presence on campus, it is important to note the increase in the

percentage of minority credit students enrolled at the college — rising from 12.7% in 2001 to 14.1% in 2005 (see Chart III-3). As of fall 2005, there were close to 800 minority students enrolled for credit-based coursework at GCC, and within the total credit student

Chart III-4

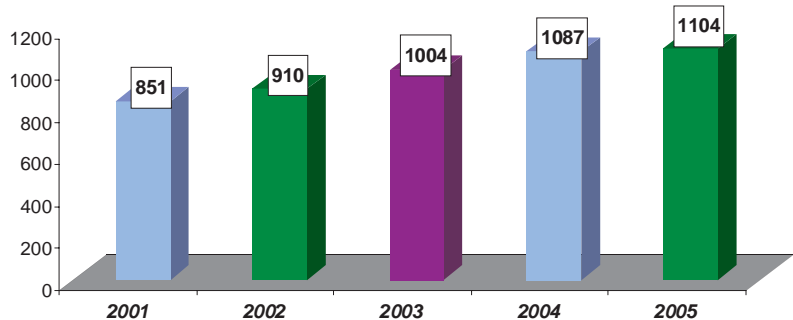
GCC New Credit Student Enrollment (Fall Semester)



Source: GCC Data System

Chart III-5

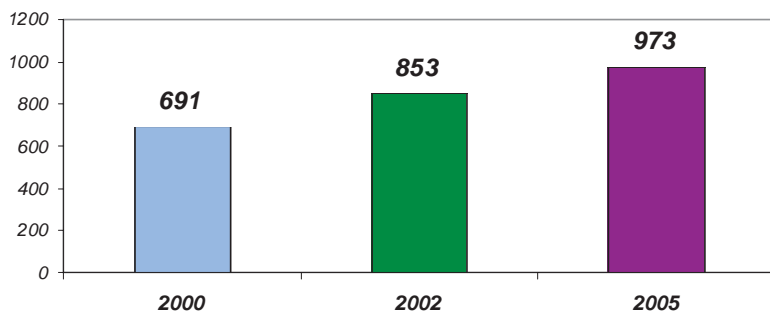
June County High School Grads in GCC Fall Semester (Credit)



Source: GCC Data System

Chart III-6

Out-of-County Credit Student Enrollment at GCC



Source: New Jersey Commission on Higher Education

body, 9.6% were African American, 2.5% were Hispanic, and less than 1% each were Asian/Pacific Islander or Native American. One frame of reference to use when viewing this data would be the 2000 Census data which indicated that 12.7% of Gloucester County’s population was reported to be minority. Yet, it is recognized that the brisk growth in the county’s minority population makes census data gathered at the beginning of decade rapidly outdated. Mirroring national data, female students have a larger presence on campus, usually posting somewhere between an 8% to 10% advantage in numbers over enrolled male students.

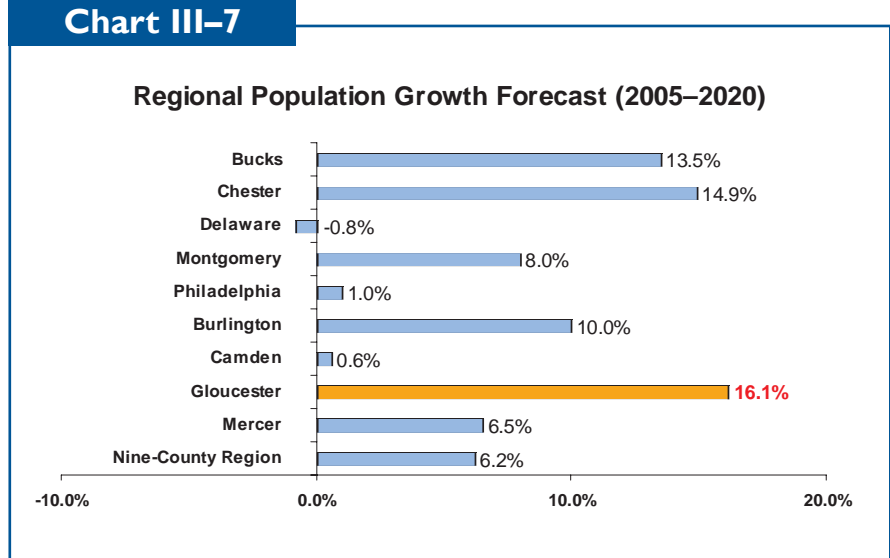
Monitoring the number of new students enrolling each fall semester provides a glimpse into the impact of enhanced marketing initiatives. As shown in *Chart III-4*, for fall 2005 new student enrollment reached its highest level in recent history, with close to 2,000 new students making up over a third of the college’s total credit enrollment. This influx of new students is attributable, in part, to the strengthened connection with each of the county’s public high schools (see *Chart III-5*). In fact, GCC has witnessed a 3% growth between 2001 and 2005 in the number of county public high school June grads that enrolled in the following fall semester.

Open access, available to students who are interested in pursuing credit-based higher education at any one of the seven community colleges in the southern half of New Jersey, brings with it a freedom of “enrollment choice.” For GCC, this freedom is a significant factor because the GCC main campus is less than seven miles from our largest

“competitor” institution, Camden County College. Over the past five years, GCC has been successful in drawing an increasing number of students from beyond our county borders. In 2005, 973 out-of-county students enrolled at GCC, up from 691 students in 2000 and 853 students in 2002, representing a jump of 41% (see Chart III-6). Additionally, based on the most recent data available (fall 2004), approximately 1,970 Gloucester County residents were enrolled in credit courses at other southern New Jersey community colleges. For the same semester, GCC enrolled 973 out-of-county residents in credit-based courses, making for a deficit in the into-county/out-of-county credit student migration ratio, representing close to 1,000 students. For many of these students, the enrollment decision is strongly geared toward the college location which presents the shortest possible commute, and as the county population continues to grow, so too does commuting time.

Implications of Changing Demographics

According to a report published in March 2005 by the Delaware Valley Regional Planning Commission, Gloucester County is forecasted to be the leader in population percentage growth (16.1%) over the next 15 years when compared to other counties in the nine-county region, which includes Mercer, Camden, and Burlington counties in New Jersey and Montgomery,



Source: Delaware Valley Regional Planning Commission

Chart III-8

Gloucester County Municipalities Population Growth: 2005 – 2020

Percentage Growth			Growth in Number of Residents		
#1	Woolwich Twp.	158%	#1	Monroe Twp.	7,920
#2	Elk Twp.	42%	#2	Woolwich Twp.	7,100
#3	Harrison Twp.	37%	#3	Washington Twp.	6,100
#4	Monroe Twp.	26%	#4	Harrison Twp.	3,640
#5	South Harrison Twp.	22%	#5	Glassboro	2,940

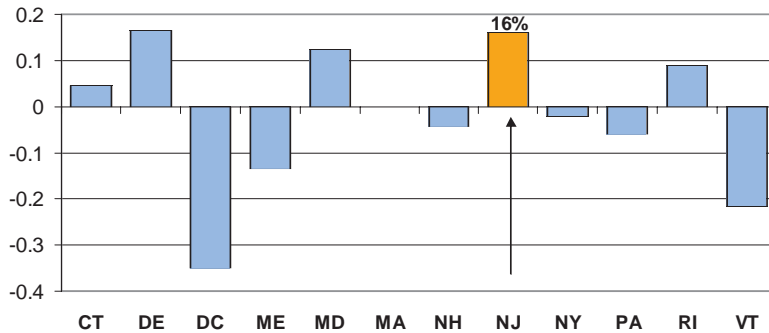
Source: Delaware Valley Regional Planning Commission

Bucks, Philadelphia, Delaware and Chester counties in Pennsylvania (see Chart III-7). Not surprisingly, over that same time period, Woolwich Township is predicted to experience the

largest percentage growth in population — a staggering 158%. Monroe Township is slated to post the largest gain in the actual number of residents, increasing by almost 8,000 people (see Chart III-8).

Chart III-9

Percent Change in Number of Public & Nonpublic High School Graduates by States in Northeast, 2001-02 (actual) and 2017-18 (projected)



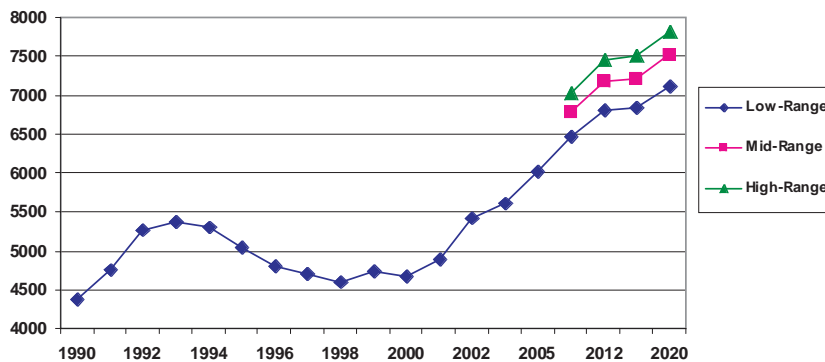
Source: Western Interstate Commission for Higher Education

It is quite feasible that by 2010, the college will be required to accommodate over 1,000 additional “for-credit” students compared to the number of credit students enrolled in the current fall 2005 semester.

In light of this unprecedented pattern of population growth, and to support a proactive approach to institutional planning, future enrollment-demand scenarios have been developed as a way to ensure that the college can meet the projected need for educational services in keeping with our mission. As a result of the “baby-boom echo,” U.S. Census projection data is pointing to a 10% increase nationally in the number of annual high school graduates between the academic years of 2001-02 and 2017-18. Although growth in the number of high school graduates will be uneven among different regions of the country, higher education providers in New Jersey are bracing for an anticipated 16% increase in high school graduates over that same sixteen year period (see Chart III-9).

Chart III-10

Projected GCC Enrollment Demand Up Through 2020: Three Scenarios



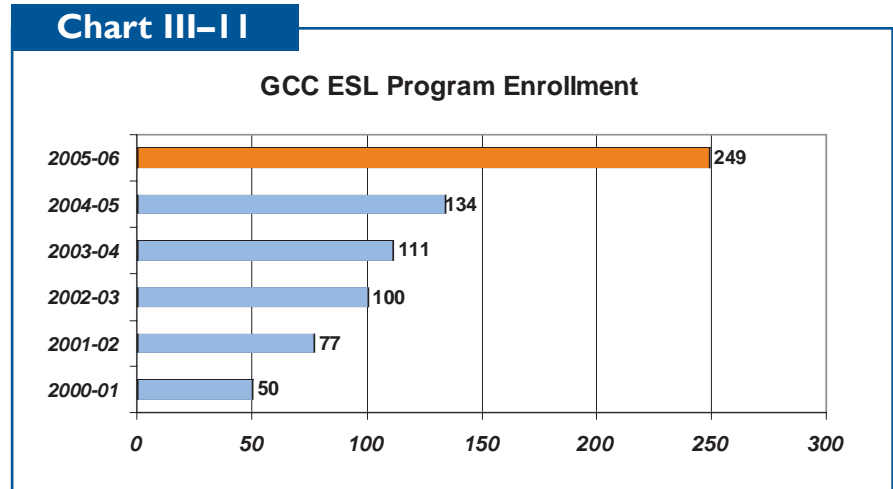
Source: GCC Office of Institutional Research & Assessment

Focusing on what changes can be expected at the county level, projections developed by the U.S. Census Bureau and the New Jersey Department of Labor and Workforce Development indicate that the population of Gloucester County residents 15 through 19 years of age

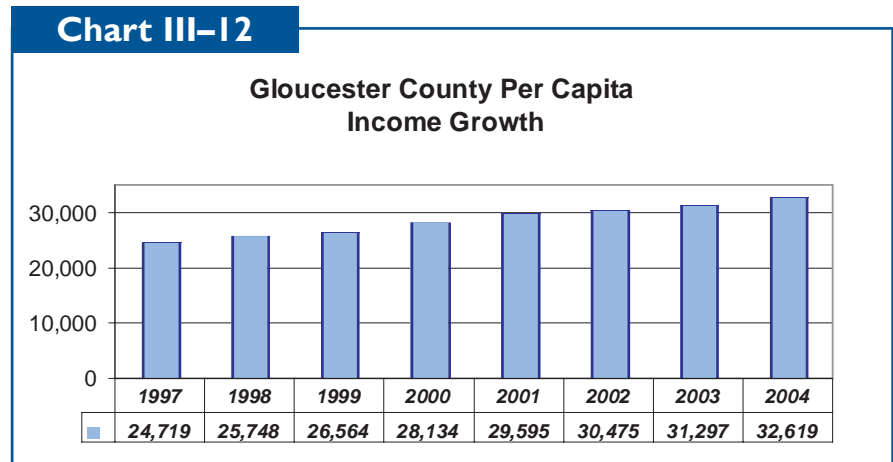
is expected to increase by nearly 15% in the 12-year span from 2000 to 2012. For the same period of time, the number of county residents between the ages of 20 and 24 is expected to rise 42%. This means that traditional college-age students (up through 24 years old) will continue to make up the largest percentage of the college's total enrollment through 2020. Based on these enrollment scenarios, it is quite feasible that by 2010, the college will be required to accommodate over 1,000 additional "for-credit" students compared to the number of credit students enrolled in the fall 2005 semester (see Chart III-10).

As Gloucester County continues to expand in both its population size and impact on the regional economy, an intriguing and important trend is emerging — a rapid rise in the number of minority residents, reflecting in-county migration of individuals and families from ethnically diverse backgrounds. For example, according to the 2000 U.S. Census, 2.6% (representing over 6,500 individuals) of county residents identified themselves as being of Hispanic origin, and projections indicate that by 2025 the number of Hispanic county residents will jump to 30,000 — an increase of over 350%. This demographic shift has already manifested in Gloucester County public schools, which have noted a dramatic 23% growth in the combined number of Hispanic students over just the two-year period from 2003–04 to 2004–05.

Another sign of Gloucester County's increasingly diverse population is the significant climb in the number of residents registering for English as a



Source: GCC ABE/GED/ESL Program Data

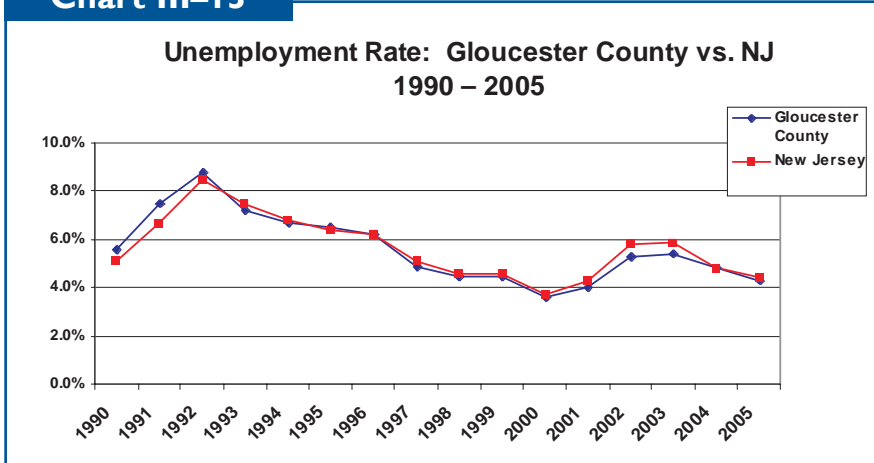


Source: New Jersey Department of Labor and Workforce Development

Second Language (ESL) courses offered at Gloucester County College over the last six years. As Chart III-11 shows, during the academic year 2000-01, 50 students participated in ESL training, and

within six years that number blossomed to almost 250 students enrolled this year. A state-funded grant program supporting community outreach has made a tremendous impact on the growth posted

Chart III-13



Source: New Jersey Department of Labor and Workforce Development

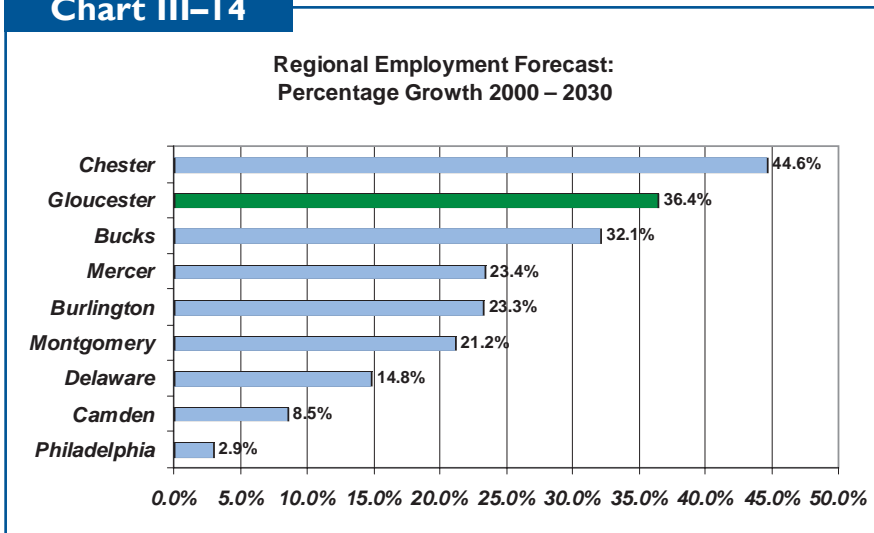
A Bright, Local Socio-Economic Forecast

Leading economic indicators paint a very positive picture for Gloucester County's continued success in offering its residents a high quality of life. Our per capita income has shown consistent growth over the past three decades, and according to the New Jersey Department of Labor and Workforce Development, posted a 30+% increase since 1997 (see Chart III-12). In addition, despite a slight weakening in the national economy from 2002 through 2004, Gloucester County's unemployment rate has remained at or below statewide rates, and currently stands at 4.3% (see Chart III-13).

Particularly encouraging is the employment forecast issued by the Delaware Valley Regional Planning Commission in which Gloucester County is projected to experience the region's second highest percentage of employment growth over the three decade period from 2000 to 2030 (see Chart III-14).

The strength and vibrancy of a local economy is, in large part, dependent upon the skills and knowledge of its labor force. Gloucester County College firmly upholds the tenant that "all education is workforce development," and is actively engaged in providing the types of programs and initiatives that a 2005 Heldrich Center for Workforce Development report, "Deploying Community Colleges to Strengthen State Economic Development: A National Study," has

Chart III-14



Source: Delaware Valley Regional Planning Commission, March 2005

during the current year, evidencing an often underestimated demand for educational services targeted to non-English speaking residents. These demographic changes have on-going consequences

affecting all dimensions of county educational services, including curriculum development and course delivery.

Chart III-15

Gloucester County College Credit Degree and Certificate Programs

ASSOCIATE IN ARTS (A.A.)

Arts & Sciences
 Arts & Sciences Options:
 Art; Communications; English; Fine & Performing Arts; Government & Law; History & Political Science; Psychology; Social Science & Human Services; Sociology; Theatre & Drama
 Education
 Health, Physical Education & Recreation

ASSOCIATE IN SCIENCE (A.S.)

Arts & Sciences
 Arts & Sciences Options:
 Criminal Justice; Mathematics
 Biology
 Business Administration
 Chemistry
 Computer Information Systems
 Computer Science—Applied Track; Theoretical Track
 Engineering Science
 Exercise Science

Human Development Options: Early Childhood Education; Special Education
 Nursing *
 Nursing (Advanced Placement LPN to RN) *

ASSOCIATE IN APPLIED SCIENCE (A.A.S.)

Accounting
 Accounting Option: Computer Accounting
 Civil Engineering Technology
 Civil Engineering Technology Options: Construction Management; Land Surveying
 Computer Graphic Arts Options: Print; Interactive Media
 Computer Information Technology—Software Development
 Computerized Office Administration
 Computerized Office Administration Options: Legal; Medical
 Diagnostic Medical Sonography *
 Drafting & Design Technology
 Ford ASSET (Automotive Technology) *
 Health Science
 Law Enforcement
 Marketing & Management

Marketing & Management Options: Information Systems; Small Business
 Network Management
 Nuclear Medicine Technology *
 Paralegal
 Respiratory Therapy *
 Technical Studies
 Web Site Development for E-Commerce

CERTIFICATE PROGRAMS

Accounting
 Computer Information Technology—Software Development
 Computer Graphic Arts—Print Option
 Computerized Office Administration
 Computerized Office Administration: Medical Transcriptionist
 Early Childhood Education
 Network Management—LAN/WAN
 Paralegal
 Real Estate
 Security
 Web Site Development for E-Commerce

*Selective Admission Programs

Source: Gloucester County College Office of Admissions

identified as key prerequisites for a community college to strengthen economic development:

- Support the development of a well-trained workforce,
- Meet the training needs of individual companies, and
- Address the workforce needs of key economic sectors and industries.

In keeping with its learning-centered mission, Gloucester County College is dedicated to providing an expansive range of learning opportunities, including credit degree and certificate programs (see Chart III-15), continuing education and professional development programming (see Chart III-16), and business and industry training (see Chart III-17).

Chart III-16

Gloucester County College Division of Continuing Education

<p>ABE/GED/ESL Consortium Computer Training Beginners/Advanced/Seniors CPR/First Aid Gerontology Industrial Wastewater Languages Literacy Volunteers Management Training Mat Pilates Certification Medical Billing/Coding Nurse's Aide Certification</p>	<p>On-Line Courses Personal Enrichment Personal fitness Training Pharmacy Technician Retired Senior & Volunteer Program Small Business Institute Sports Nutrition Substitute Teacher Training Summer Camps Teacher Professional Development</p>
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Source: Gloucester County College Division of Continuing Education

Chart III-17

Gloucester County College Business & Industry Training Programming Options and Services

Training Programs

- Workplace Safety & Certification
- Emergency Planning
- OSHA Inspection Preparation
- Computer Training
- Soft Skills Training
- Management Training
- Leadership Styles
- Conflict Resolution
- Customer Service
- Telephone Sales
- English as a Second Language
- Adult Basic Education

Business Services

- No-Cost Needs Assessment
- Development & Counseling
- Consulting
- On-Site Training
- Individualized Service
- State Funding Application Help
- State-of-the-Art Facility
- Central Location

Source: Gloucester County College Business & Industry Training Center

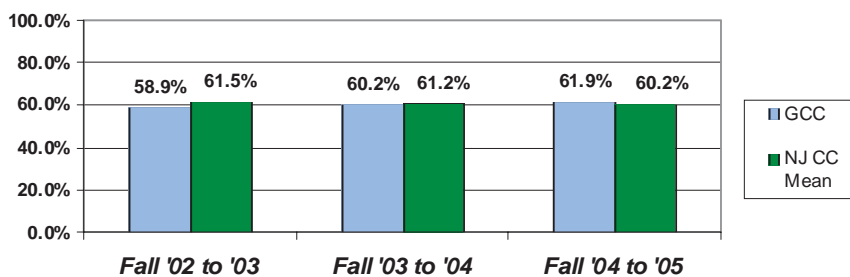
Accountability

Unquestionably, institutions at all levels within the national K-16 educational system are facing an intense escalation in externally-derived mandates for accountability and performance-based outcomes. Federal and state agencies, various commissions, local governmental bodies, accrediting agencies, students, and the general public have all called upon colleges and universities to provide relevant, understandable, and comparable information which would offer these stakeholders some idea as to the value gained from the allotted funding dollars. One current example of this push toward increased higher education accountability is the recently convened federal Commission on the Future of Higher Education which is, according to the U.S. Secretary of Education Margaret Spellings, “charged with developing a comprehensive, national strategy for postsecondary education that will meet the needs of America’s diverse population and also address the economic and workforce needs of the country’s future . . . It is time to examine how we can get the most out of our national investment in higher education. We have a responsibility to make sure our higher education system continues to meet our nation’s needs for an educated and competitive workforce in the 21st century.”

At the state level, New Jersey’s long-range plan for higher education entitled *A Blueprint for Excellence, Stage 1*, “proposes an unprecedented new compact between the state and higher education, calling for a significant state

Chart III-18

Fall-to-Fall Retention Full-Time/First-Time Degree Seeking



Source: New Jersey Commission on Higher Education

At the state level, New Jersey's long-range plan for higher education entitled *A Blueprint for Excellence, Stage I*, "proposes an unprecedented new compact between the state and higher education, calling for a significant state investment and a measurable return on that investment by institutions."

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Maximizing student success serves as our underpinning for the college's mission, goals, and values. One of several accountability measures used to track student success is retention rate, which is the percentage of students who return to the college to continue working toward their individualized educational goals. Recent comparative data for New Jersey community colleges on first-time/full-time degree seeking student retention points to an average retention of 61.5% for 2002 to 2003 and 61.2% for 2003 to 2004, while the national student retention rate average for community colleges is approximately 51.6%. As shown in *Chart III-18*, Gloucester County College's comparative retention rate has increased from 58.9% (fall '02 to '03) to 61.9% (fall '04 to '05), now exceeding the state's community college average.

Two additional components to consider when examining student success in the community college sector are the percentage of students who graduate and those who transfer to other colleges or universities. Based on the most recent comparative data, Gloucester County College ranks third out of the 19 New Jersey community colleges in the combined number of

students who graduate or transfer out within two years of starting their course work as full-time students, and ranks second on students graduating or transferring out within a three-year time frame. This equates to 39% of our first-time/full-time students who started at Gloucester County College in fall 2001 having either graduated or transferred on to continue their studies. As the college continues its focus on student success, additional improvements in our transfer-out and graduation rates are anticipated as a greater percentage of students embrace the immediate possibility of continuing on with their post-secondary education.

Our Roadmap for Renewal and Growth

The vision that Gloucester County's residents had forty years ago—to build a college that would serve a largely rural community as it grew—resonates today as we look around us. GCC's beginnings were humble but optimistic: A college without its own walls, staffed by a newly formed group of educators and professionals, but led by a visionary president. In the years since, GCC has graduated thousands and educated even greater numbers, contributing to the economic growth of the county and the financial health of its citizens.

The purpose of this strategic plan is to look five more years into the future. The goals that follow have been thoughtfully developed and recommended by eight teams of community members and college employees, more than 70 volunteers in all, who worked over the course of four months to produce them. This group has crafted our roadmap for the future and we thank each of them.

As the teams met, reviewed data, and developed these goals, the conversations in all the groups returned frequently to common themes, including:

- The need to serve all learners who come to the college;
- The need to embrace and value the college's and the county's diverse and growing populations;
- The need to communicate effectively with all stakeholders, both within and outside of the college; and
- The need to address community and economic development through institutional growth and renewal.

The sections that follow provide a synopsis of these themes along with the strategic goals contained within them. The goals are grouped according to the common themes that emerged from the development process. The team developing and recommending each goal is noted parenthetically.

Serving All Learners

The community college mission is broad. GCC's institutional goals focus first on serving all types of students "with or without formal matriculation for a degree." Within and outside of our own walls, we serve first-time and returning students seeking traditional college degrees; incumbent employees of all types with the need for continuing professional development; adults whose basic literacy and mathematics skills are limited; immigrants who need to learn English; and community members who are lifelong learners in search of skills and knowledge to enhance quality of life.

How do we do all this and, most importantly, how do we know if we are successful? Measuring student success sounds easy: define what we want students to learn and, then, how we know they learned it. However, with a broad mission and the variables that come with people, programs, and processes, a simple concept becomes very difficult to define, implement and achieve.

As the strategic planning teams met, discussion often focused on finding balance between our mission and our daily obligations. True service to all learners depends on providing an environment in which all can achieve self-defined goals. Accountability on our

part depends on our ability to define, collect, and analyze data associated with the achievement of educational goals and benchmarks. Students who leave GCC with the knowledge, skills and competencies that we promised them upon their arrival have received the best service that we can give.

The following goals were developed by several of the strategic planning teams. The common thread in these goals is the focus on providing service and support to all learners and measuring our success in doing so.

- Create an infrastructure for promoting and supporting learning. (*Learning Team*)
- Define student success through achievement of individual learner goals. (*Learning Team*)
- Conduct ongoing collaborative program audits that connect program content and learning experiences. (*Learning Team*)
- Integrate core competencies in course content and curriculum in a meaningful and managed way. (*Learning Team*)
- In order to increase the college's retention rate, establish a customized course (class) to support first-time Gloucester County College students. (*Success Team*)
- Assure that program outcomes and benchmarks are clearly defined and achieved through flexible services, innovative technology, strong partnerships, and integration of campus-wide resources. (*Workforce Team*)
- Maintain and improve existing facilities to accommodate growth projections in credit and noncredit course offerings. (*Infrastructure Team*)

Students who leave GCC
with the knowledge,
skills, and competencies
that we promised them
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service that we can give.

- Implement program development and changes based on where we are and where we want to be. *(Learning Team)*
- Assure effective and appropriate use of available resources while providing a safe and secure learning and working environment. *(Infrastructure Team)*

Embracing and Valuing Diversity

Over the past three years, with the emphasis on diversity in the *2003 2006 Strategic Plan*, the college has maintained a steady focus on serving and celebrating the increasingly diverse population in the region. The Board of Trustees revised the affirmative action plan to reflect very specific charges to the president and college community.

For example, from the newly revised plan a President's Diversity Advisory Council was formed to review and provide input on college actions and activities associated with all forms of diversity. Additionally, as a result of the Middle States' Council on Higher Education's feedback after the 1998 self-study, special attention focused on

revising our faculty search processes to assure that applicant pools contained fully-qualified women and minorities before the pools were released to search committees. One tangible result of this change is the larger number of full-time female faculty members. The revised process now includes all full-time personnel searches, so that every pool for all positions contains qualified and diverse applicants before that pool is considered ready for review.

As the diversity team developed its goal recommendations, conversations focused most often on embracing diversity, providing a welcoming environment to all, and celebrating the rich cultural environment that a diverse population provides. Concurrently, the other teams also wove diversity into their conversations, in areas associated with student retention, rapid community growth, and outreach. These conversational directions inform the goals that follow:

- Create a campus and outreach environment that is welcoming to all populations in all programs and activities. *(Diversity Team)*
- Expand outreach efforts to build and retain a diverse faculty and staff. *(Diversity Team)*
- Address the needs of our diverse and growing county by providing a full array of programs and services for the general public and educational community. *(Community Team)*
- Assure the highest levels of accessibility in all its forms in order to attract, serve, and retain a diverse population. *(Diversity Team)*

Communicating Effectively with All Stakeholders

At some point in nearly every organization the issue of communications is discussed and improvements are planned. Effective communications within organizations is of such importance that one of the eight teams recommending the 2006–2011 goals was charged with that focus. As discussion ensued, this team's top priority was two-way communications: team members emphasized the need to maintain open and frequent dialog between and among stakeholders, both within the college and in the communities we serve.

The communications team was also concerned that the college present a consistent image, both in print and other media, to the community to improve our visibility to the community and provide potential students with clear and compelling reasons to choose GCC to achieve their educational goals.

Communications issues also ran as a thread through discussions held by the other teams as they considered their priorities and recommendations. The learning team, for example, recommended a goal that focused on the need to use a clear, common, and consistent vocabulary in our internal discussions about learning.

The following are the strategic planning goals with a direct relationship to communication.

- Build an improved awareness of Gloucester County College's value among high school students, parents, counselors and secondary school leadership. *(Communications Team)*

- Develop within the college a common language to discuss learning. *(Learning Team)*
- Promote the value and quality of Gloucester County College to our adult learners and the business community through various modes of active and sustained communication. *(Communications Team)*
- Develop and implement processes, materials, and vehicles for efficient, effective, and consistent communication. *(Communications Team)*
- Identify and articulate alternate pathways for financially marginal students. *(Success Team)*
- Provide the region's best demand-based training and educational programs for a wide range of customers in order to establish and maintain a highly-skilled area workforce. *(Workforce Team)*

Achieving Success Through Institutional Growth and Renewal

Finding balance as we fulfill our mission and address our goals provides opportunities and challenges. Typical community colleges provide open access to postsecondary education; continuing professional development and community education; training services for business and industry; and adult literacy at all levels.

In addition, GCC strives to move beyond the typical community college by providing opportunities for nearly every citizen in the county. We offer cultural, social, and recreational opportunities to

the community and access to buildings and grounds for an even broader array of activities that outside organizations bring to the college.

Balancing all of these service-based opportunities is a continuously evolving achievement and challenge. GCC's human, fiscal, and physical resources are often stretched to their limits as learners, organizations, and others compete for service, resources, and access. Finding a middle path, so that all are served in the best possible way, is accomplished by careful planning, organization, and self-assessment.

Eight years ago, GCC was charged by those internal and external to its operations to become the "hub of the community." We have taken this charge seriously. The goals below continue this focus.

- Use Gloucester County College's strengths and successes to create positive connections to the community. *(Development Team)*
- Enhance the community's image of and involvement with the college through emphasis of its educational, economic, social, and cultural value to the county and region. *(Community Team)*
- Create a full-service career placement center to support students as they move from Gloucester County College to employment or further education. *(Success Team)*
- Engage alumni as active participants in advancing Gloucester County College's future. *(Development Team)*

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We have taken
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Looking Ahead

The 2006 2011 *Strategic Plan* is a roadmap to the future of the college, but one in which many of the roads are still to be built. In order to accomplish its ambitious goals, we must use the design that it provides to carefully consider what we will need to achieve success. Looking forward five years is a challenge for all of us: times change, people change, and the events that shape our lives are often unpredictable and challenging. What does go on, though, is the need for education and, in our case, the need to serve all those who come to us to learn. GCC was established 40 years ago and will be here 40 years from now. What we accomplish in the next five years will help build the roads that we will need to continue our mission of service and education.

2006–2011 Strategic Plan Committee Membership

Communications Team

Gina Redrow, *Chair*
Executive Director, Public Relations & Marketing

GCC Faculty, Staff & Student Membership:

Susan Hall, *Nursing, Allied Health, and Science*

Anna Kehnast, *Library*

C. Joseph Nace, *Business Studies & Technologies*

Josh Piddington, *Instructional Technology*

Barbara Turner, *Business Studies & Technologies*

GCC External Community Membership:

George Hakun, *Continuing Education Intern, Rowan University Graduate School*

Timothy Korhumel, *Manager, Deptford Mall*

Lisa Morina, *Executive Director, Gloucester County Department of Economic Development*

Claire Riggs, *Lead Community Relations Specialist, Valero*

Community Team

Almarie Jones, *Chair*
Co-op Education/Student Employment/Affirmative Action Officer

GCC Faculty, Staff & Student Membership:

Yvonne Burgess, *Nursing, Allied Health, and Science*

Lloyd Dumont, *Public Safety & Security*

Tanya Johnson, *Student Services*

Raymond Page, *Foundation*

GCC External Community Membership:

Frank Borelli, *Superintendent, Delsea Regional High School District*

Fred Keating, *Superintendent, GCIT & Special Services District*

Molly Pennell, *Retired Dean, GCC Lifelong Learning*

Development Team

Patricia Claghorn, *Chair*
Dean, Continuing Education

GCC Faculty, Staff & Student Membership:

Dominick J. Burzichelli, *Human Resources*

Ronald Case, *Athletics/HPER*

Christine Herz, *Library*

Theresa Voll, *Facilities*

GCC External Community Membership:

Dr. Irene Hill-Smith, *Member, Board of the Casino Reinvestment Development Authority (CRDA)*

David Maxwell, *GCC Foundation Member; Investment Representative, Edward Jones Investments*

Ralph Travis, *Chief Operating Officer, Booth Radiology*

Diversity Team

Hilda Santiago, *Chair*
Ombudsman, Student Services

GCC Faculty, Staff & Student Membership:

Dr. Charles Abasa-Nyarko, *Administration*

Dennis Cook, *Student Services*

Milton Corsey, *Administration*

Charles McClain, *Human Resources*

Howard Silverman, *Instructional Technology*

GCC External Community Membership:

Rhone Carr, *President, Gloucester County Chamber of Commerce*

Dr. Michael Gorman, *Superintendent, Glassboro School District*

Grant Keller, *Gloucester County College Board of Trustees; Attorney*

Infrastructure Team

Gerald Seneski, *Chair*
Vice President, Finance & Administration

GCC Faculty, Staff & Student Membership:

Richard Brown, *Student Services*

Robert Dazlich, *Student Services*

Joseph Getsinger, *Safety & Security*

Paul Grasso, *Facilities*

Ellen Tiedrich, *Library*

GCC External Community Membership:

Debbie Caizza, *Manager, Barnes & Noble College Store*
Ronald Jones, *ADA Consultant*
Artis Williams, *GCC Foundation Member; Plant Manager, Air Products & Chemicals*

Learning Team

Robert Reid, *Chair Volunteer*

GCC Faculty, Staff & Student Membership:

Linda Clayman, *Student*
Dr. Susan Glenn, *Nursing, Allied Health, and Science*
Lori Joyce, *Liberal Arts*
Dr. Lois Lawson-Briddell, *Student Services*
Dr. Dee Ann Wilcox, *Liberal Arts*

GCC External Community Membership:

Dr. Catherine Hills, *Superintendent, Clayton School District*
Susan Mayer, *Food Scientist, Campbell Soup*

Success Team

Dr. Russell Davis, *Chair Vice President, Student Services*

GCC Faculty, Staff & Student Membership:

Stephen diFilipo, *Office of Technology*
Gina Hyndman, *Student*
Carol Kebles, *Liberal Arts*
Lauren Morgan, *Athletics/HPER*
Dr. Carole Subotich, *Nursing, Allied Health, and Science*

GCC External Community Membership:

Nicole DeFeo, *Executive Director, Boys & Girls Clubs of Gloucester County*
Mary Nelson, *Guidance Director, Williamstown High School*
Virginia Scott, *Gloucester County College Board of Trustees*
Marguerite Stubbs, *Retired Dean, Student Services, Rowan University*

Workforce Team

Raymond Compari, *Chair Assistant Dean, Programs & Instruction, Continuing Education*

GCC Faculty, Staff & Student Membership:

Carmelita Acciola, *Continuing Education*
Allen Magid, *Continuing Education*
William Perna, Sr., *Public Safety & Security*
Tom Socash, *Office of Technology*

GCC External Community Membership:

Barbara Chamberlain, *Past President, GCC Foundation; Critical Care Advanced Practice Nurse, Kennedy Health System*
Andrew DiNardo, *Director, Gloucester County Workforce Investment Board*
Frank Radio, Jr., *President, South Jersey Chemical Manufacturer s Safety Council; Safety/Environmental Technician, ExxonMobil Paulsboro Lube Plant*
Dr. Robert Terrill, *Superintendent, Monroe Township School District*
JoAnn Tomenchok, *Apprenticeship Training Representative, US Department of Labor*

Strategic Planning Facilitators

William F. Anderson, *President*

Dr. Susan E. Smith, *Vice President, Academic Services Strategic Plan Development Leader and Team Facilitator*

Dr. Russell Davis, *Vice President, Student Services Strategic Planning Team Facilitator*

Beth Frederick, *Executive Director, Institutional Research & Assessment*
Douglas Faust, *Research Data Analyst, Institutional Research & Assessment Plan Support/Institutional Research*

Karen Sitarski, *Executive Secretary to the President Administrative Assistance & Logistics*

Courtney Taormina, *Assistant Administrative Assistance, Recording & Logistics*

Stefan Schreffler, *Technician Media Services*

Marcela Stein, *Administrator, Grants & Sponsored Projects Recording*

Susan Weiss, *Publications Administrator Plan Design and Production*

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Mission Development, 2000 Gloucester County College, Academic Assembly

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Catherine Shearer, *Awards and
Scholarships*
Anna Roth, *Career Development*
Mike Keith, *Curriculum*
Marion Caporusso, *Non-Traditional
Learning*
Eoin Kinnarney, *Student Life*

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George Downing, *Facilities*
Dr. Robert Mossman, *Past Chairperson*

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