

**Pennsylvania Highlands Community College
2021-2025 Strategic Plan Imperatives, Goals, and Objectives**

Strategic Imperative	Goal	Objective	Owner and Team [O = Owner]	Measurement	Milestone Events					
					2021	2022	2023	2024	2025	
Strategic Imperative #1 Advance student access, focus, and success Improve the student experience from inquiry to completion: increase enrollment, prioritize student success, and eliminate equity gaps.	1.1. Implement the Guided Pathways model to improve educational outcomes for all students	1.1.1. Formally pursue a multi-step, multi-year implementation of the Guided Pathways model. Guided Pathways help to clarify student pathways from inquiry to completion and improving educational outcomes via a redesigned intake, on-boarding process, advising, and support model (by December 31, 2025). The following project phases will be conducted concurrently: - Self-Assessment and Planning (by March 31, 2021). - Ensure students are "Learning & Equity Gaps Closed" via metrics and dashboards (by March 31, 2021). - Preparedness (by July 31, 2022). - Clarifying the pathways (by December 31, 2023). - Help students get on a pathway (by December 31, 2024). - Help students stay on their path (by December 31, 2025).	Office of the Registrar [O] Admissions & Recruiting Academic Affairs Dean of Faculty Student Success Center College Leadership Institutional Effectiveness	1. Achieve college commitment to the project. 2. Project phases completed on-time. 3. Student outcome and equity metric dashboards are developed. 4. Improvement over time observed in early indicators of success, as well as longer-term retention and completion for all student groups. See more detailed Global Metrics and Measures of Effectiveness for specific early momentum indicators.	X	X	X	X	X	
		1.2. Establish strategic enrollment management plans and tactics to foster enrollment, retention, and completion gains	1.2.1. Form a cross-functional Strategic Enrollment Management Team. - A team with broad participation to be formed with the goal of helping to address declining enrollment, regional demographic changes, loss of prospective students in the admission pipeline, and equity gaps in retention (by January 31, 2021). - Develop a 5-year strategic enrollment plan linked to strategic plan goals and recommend changes and initiatives with scheduled annual plan progress review, updates, and adopt into normal practice, communication at least annually with the entire college community (beginning April 30, 2021).	Student Services [O] Academic Affairs Institutional Advancement	1. Five-year plan is completed. 2. A schedule of reporting dates to college constituencies on plan performance is established.	X				
		1.2.2. Explore potential additional demographic populations to boost enrollment levels. Examples: Pursue untapped or underserved geographic areas, non-traditional age, students with prior college coursework and no degree, etc. (by September 30, 2022).	Student Services [O] Academic Affairs Workforce Education	1. Plan with details, metrics, and tasks to increase enrollment levels by sub-population reflecting measurable improvements over pre-COVID pandemic levels.	X					

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		<p>1.2.3. Build, sustain, and improve transfer and CTE (Career and Technical Education) pathways that support a seamless transition from K-12 to Penn Highlands.</p> <ul style="list-style-type: none"> - Increase school immersion events for college preparedness. Tie ACE programming to program pathways. (by January 31, 2022). - Explore possible open forums with parents during the beginning of each school year to discuss the benefits of attending college, building partnerships with regional high schools. Explore the ability to promote and market Penn Highlands to the parents of prospective students. - Consider arranging for classes to be taught by our college faculty in the high schools via remote learning. Increase guidance counselor, parent, and student interfacing and connectedness with college employees. - Conduct and report on meetings with local industry and educational institutions. Using Career Coach and demand data, student needs assessments, and regional trend data determine and create additional pathways identified to be developed or improved (by December 31, 2025). 	<p>Student Services [O] Academic Affairs Marketing</p>	<p>1. Increased percentage of high school students in fall term enrolled over fall 2019 baseline due to COVID.</p> <p>2. Increased number of immersion events.</p> <p>3. Evaluation and possible implementation of parent events.</p>			X			X
		<p>1.2.4. Expand flexible learning options to support student equity and non-traditional learners, including ACE Dual Enrollment, online programming, and non-credit opportunities.</p> <ul style="list-style-type: none"> - Increase dual-enrollment conversion rates, increase admission yield at regional high schools that could act as an admissions feeds, and increase sub-population enrollment rates (by July 30, 2025). 	<p>Student Service [O] School Partnerships Recruiting & Admissions</p>	<p>1. Increased student conversion rates.</p> <p>2. More granular admission pipeline performance metric reporting capability and rate improvements should be observed.</p>				X	X	
		<p>1.2.5. Increase initiatives to promote a completion before transfer agenda.</p> <ul style="list-style-type: none"> - Highlight the benefits of earning an associate degree before transfer through visible documentation changes, increased emphasis during student interaction, and communication - Explore greater adoption of trigger courses for cohort program admission and capstone events to increase momentum and development of skills and knowledge and allow students to immerse themselves in a field of interest. (by December 31, 2021). 	<p>Student Services [O] Academic Affairs</p>	<p>1. Increased percentage of students completing before transfer and retention rates.</p>	X					

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		<p>1.2.6. Develop formalized reverse transfer & degree reclamation efforts.</p> <ul style="list-style-type: none"> - Develop degree completion or reclamation programs or processes to help students earn awards for those holding college credits and no degree or those who transferred without completion. - Stress the importance and advantages of an associate's degree vs. having a pool of college credits to the military, workforce, etc. Create marketing tools to target those that have over half of their degree completed on the benefits of finishing as part of a degree reclamation effort. - Explore possible partnerships with regional PAASHE institutions or recommend integration of college systems to the PA Department of Education by using the National Student Clearinghouse Reverse Transfer Tool and associated processes to grant awards to those students transferring without completion, although use of the standard, free NSC option is a recommendation and may be beyond our control, as it requires direct interface with the PASSHE system (by December 31, 2025). 	<p>Student Services [O] Academic Affairs [Co-C] Student Success Center Institutional Advancement</p>	<p>1. Review current internal process for opportunities for improvement.</p> <p>2. Show improved trend of reverse transfer completers at Penn Highlands after transfer.</p> <p>3. Determine if a degree completion program at the college is warranted and develop proposal as data indicates.</p> <p>3. Work with higher education, the PA Commission, or government entities in supporting state-wide changes to improve degree completion and reverse transfer at the community college that would allow a comprehensive state supported solution.</p>					X
	1.3. Improve and expand traditional and virtual learning opportunities, capabilities, support services, and technology training	<p>1.3.1. Provide end-user technology training to students and employees.</p> <ul style="list-style-type: none"> - Support each department in transition from Schoology to Brightspace (by January 31, 2021) with recurring and updated periodic sessions throughout the planning horizon, including demonstrated progress to ensure LMS features and functions are fully exploited to provide the best possible online learning platform possible (by December 31, 2023 for an initial checkpoint and December 31, 2025 for completed plan). 	<p>Information Technology [O] Instructional Design</p>	<p>1. Increase in number of training offerings and participants.</p> <p>2. Survey results after each training session meet expectations.</p>	X		X		X
		<p>1.3.2. Explore and evaluate additional creative course scheduling sections (i.e. virtual classroom, split sections, synchronous learning).</p> <ul style="list-style-type: none"> - This objective should be driven by data collected on student achievement, success, and satisfaction. Changes will be made as tolerated and requested by students in order to meet out-of-classroom demand and to support student program completion. - Develop student feedback mechanisms, in addition to surveys, measuring delivery methods and instruction preferences to ensure they align with student needs (by May 31, 2022). 	<p>Academic Affairs [O] Office of the Registrar Institutional Effectiveness</p>	<p>1. Student experience and preference data along with frequency of course and enrollment by course modality are collected and analyzed.</p> <p>2. Course modalities and schedules over time and support service initiative improvement and successes.</p>		X			

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					2021	2022	2023	2024	2025	
		<p>1.3.3. Explore continued remote learning enhancements and growth.</p> <ul style="list-style-type: none"> - Provide additional Zoom rooms and synchronous instruction options. - Evaluate and leverage online instruction capability to extend programs to other Penn Highlands locations (by July 31, 2022). 	<p>Academic Affairs [O] Academic Program Coordinators Information Technology</p>	<p>1. Demonstrate increase in new synchronous instruction options, improved numbers of rooms with remote capabilities, and increased enrollment in synchronous courses over traditional asynchronous online.</p> <p>2. Recommend and extend academic programs to sites using capabilities gained during 2020 remote instruction.</p>		X				
		<p>1.3.4. Achieve academic integrity and identity verification reporting and effectiveness gains.</p> <ul style="list-style-type: none"> - Although the college has invested in Respondus and locked-down browser, there are some courses that use third-party software that do not work with the Respondus product. Develop reporting and measurements of effectiveness, adoption rates, and documentation of issue processes, and correlate with academic integrity violation trends. Determine and eliminate gaps. (by December 31, 2022). 	<p>Academic Affairs [O] Information Technology Dean of Faculty</p>	<p>1. Determination of virtual identify management effectiveness and levels of consistency among faculty are established evaluated and proved to be comparable to face-to-face integrity checks and violation rates or plans to resolve weaknesses or methods are developed.</p> <p>2. Gaps for specific disciplines with no or limited identity management methods are resolved.</p>		X				
		<p>1.3.5. Evaluate and reduce overall student costs; identify and eliminate financial barriers.</p> <ul style="list-style-type: none"> - Identify and recommend action to overcome student financial barriers. For example, explore reducing or eliminating specific registration holds, if warranted (by December 31, 2022). - Create a formal and broad based effort to implement Open Education Resources (OER) to reduce text book costs (by December 31, 2023). 	<p>Finance and Administration [O] Academic Affairs Division Chairs Dean of Faculty Learning Resources</p>	<p>1. Evaluation of hidden financial barriers, such as unnecessary account holds and resulting plans for resolution if warranted.</p> <p>2. Documented dollar savings per student, and faculty adoption rates and successes can help evaluate the textbooks and material OER initiative progress.</p>		X	X			

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Strategic Imperative #2 Grow and Align Quality Programs and Learning Opportunities Evaluate, enhance, and develop core academic and workforce education programs and learning delivery methods that meet changing demographics and evolving student, business and industry, and community needs.	2.1. Align program portfolio with community, business & industry, and student needs by enhancing or developing relevant programs	2.1.1. The college community should annually gather to collaboratively discuss the college's current active programs and possibly spur refinements to curriculum and courses as needed. - Create an opportunity beyond the more detailed individual program reviews to share insights and ideas about industry demand, student needs, student learning outcomes, and curriculum modification ideas with broad participation. Develop ways to be more flexible in our program offerings by conducting an "enhance", "sustain", or "reduce/modify" approach to program offerings. Note: See Juniata College's collaborative and comprehensive program review process. - Enact requirement that new program development must include enrollment plans, partnership agreements, or other impact documentation to justify approval. Identify our strengths and extend them to program design and college program offerings (by December 31, 2024).	Academic Affairs [O] Student Services Finance and Administration College Leadership	1. A formal process to perform annual broad-based program discussion, review, and revision is established. 2. New program ideas must include associated enrollment plans or other justification for approval.				X	X	X
		2.1.2 Develop more stackable certificate and diploma options that relate to an associate degree as well as explore introducing non-credit certificate options. - Develop methods to guide students facing academic issues within their associate degree program to completion of a related college certificate. - Create a partnership between credit and non-credit leaders to develop quick, non-credit certificates that transition into associate programs (by December 31, 2024).	Academic Affairs [O] Student Services Workforce Education	1. Demonstrated plan to improve guidance of students to alternative completion and improvement when faced with academic issues by the number of awards conferred in stackable certificates and diplomas. 2. Non-credit certificates are developed with clear links or pathways to college credit programs. 3. Explore automatic awards for students passing progress markers for certificate or diploma completion.						X

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Strategic Imperative #3 Enhance Collaborative Partnerships Develop and nurture collaborative community, institutional, and industry partnerships through engagement and incremental improvement.	3.1. Cultivate and nurture partnerships, and assess and address community and business & industry's needs via joint effort or a consolidation of resources approach	3.1.1. Build stronger strategic partnerships with area high schools, business and industry, and career and technical centers. - Strengthen the college through enhanced employment and learning opportunities for students and cultivate the exchange of ideas and technology solutions to ensure we are offering next generation training, learning, and technology for our students, faculty, and staff (by December 31, 2024). - Consider having IT and STEM faculty work with regional high schools to provide an exchange of ideas and technology to ensure both the high schools and the students at our college are using the best and most relevant technology. In-service days could be held at the college for Act 48 credits, etc. - Evaluate the technology used in high schools so we can build on that and then go a "step above" by offering more advanced technology or more detailed learning opportunities aligned with academic programs. - Expand the Kids College with Workforce Development & Continuing Education to get more children envisioning themselves on our college campus. - Explore summer STEM camps for elementary thru high school students. - Empower Workforce Education, as the face of Penn Highlands for connectivity to employers, to allow collaboration and needs assessments employer needs and how we can meet them. Explore greater internship and apprenticeships through industry partnerships. - Provide faculty training so they can use and teach the new technology (by December 31, 2025).	Academic Affairs [O] Workforce Education College Leadership Dean of Faculty Information Technology Institutional Advancement	1. Progress updates on strengthening partnerships across the region are scheduled and successes and improvements recorded and reported to college constituencies.					X
		3.1.2. Identify and remedy potential gaps in community involvement representation by both students and employees. - Gather a listing of existing employee community involvement. - Identify volunteer opportunities for employees and students and increase participation levels. (by July 31, 2023).	College Leadership [O] Student Activities Human Resources Institutional Advancement Student Senate	1. Gaps in community service opportunities identified. 2. Opportunities and engagement levels show improved trends.			X		

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	3.2. Enhance the student academic and environment opportunities	3.2.1. Explore additional athletic programs and sustain or grow current programs. - Develop, disseminate, and gather athletic survey to determine the number and type of sports teams to add. Communicate athletic opportunities to prospective future and current students. - Develop a program that would teach application programming and/or other skills associated with Esports. Invest additional kick-start funds in Esports to sustain and grow the program. (by December 31, 2023).	Student Activities & Athletics [O] Student Services Admissions & Recruiting Academic Affairs Institutional Advancement Institutional Effectiveness	1. Collect and analyze ideas, suggestions, and overall need for additional athletic opportunities including interest level, feasibility drafts, and demonstrated enrollment estimates and benefit the college. 2. Support and sustain Esports to ensure it remains a viable program after launch with increased participation and student engagement with the college community is observed over time. 3. Any new athletic programs are advertised and communicated to promote recruiting and admission increases.			X		
		3.2.2. Implement a Penn Highlands Honors College. - Implement an Honors College with an initial roll-out of honors courses and initial cohort of students realized AY2022. - Propose a plan for additional honors course concepts, trips, and other continual improvement efforts, such as undergraduate research opportunities over the five-year planning horizon. (By September 30, 2021) - Demonstrated completion of planned or new improvement initiatives are realized (by December 31, 2025).	Academic Affairs [O] Dean of Faculty Institutional Advancement	1. Preparations and planning steps are completed, and students enrolled in honors college. 2. Plans to improve the program are completed by end of year one with demonstrated results by year 5.	X				X
		3.2.3. Increase the number of program-specific articulation agreements and pursue active engagement with partners. - Officially designate a department within the college that will be tasked with developing new partner schools, negotiating and developing articulation agreements at the program level, and ensuring existing articulation agreements are sustained and maintained/updated over time. - Promote completion and transfer, and long-term career pathways with increased number of 4-year transfer options, 3+1, and 2+2 paths that require completion at Penn Highlands (by July 31, 2023).	Student Services [O] College Leadership Academic Affairs Institutional Advancement	1. Articulation agreement owner is assigned. 2. Demonstrated increase in the number of course equivalencies and program agreements and current agreements are reviewed, updated, and maintained. 3. Develop and implement new pathway transfer programs with 4-year institutions with completion first components.			X		

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		<p>3.2.4. Review and update the College's approach to student clubs.</p> <ul style="list-style-type: none"> - Publish the purpose and facts about why each club exists when recruiting new members per student recommendation (by August 25, 2021). - Perform a comprehensive review of existing college student clubs/organizations to determine viability and sustainability; design ways to better support established groups through employee advising opportunities and training, as well as connections to career outcomes through partnership with community organizations and businesses. - Align clubs and activities with college programs and curriculum through national organizations or charters such as the AAPC Johnstown Chapter, SHRM/HR Association of the Alleghenies, or Flood City Security (Cybersecurity) (by December 31, 2024). 	<p>Student Activities [O] Student Services Academic Affairs Dean of Faculty College Leadership Institutional Advancement/Marketing</p>	<p>1. Club purpose is made visible to prospective club members during recruiting events.</p> <p>2. Review of current club mix is reviewed.</p> <p>3. One or more professional, business, or career organization clubs with ties to programs or majors are in place.</p> <p>4. Increase in the number of career or professional organization links is demonstrated over time.</p>															
<p>Strategic Imperative #4</p> <p>Improve Infrastructure and Operations</p> <p>Develop a world-class community college through facility, technology, and process improvements that meet student, employer, and community needs.</p>	<p>4.1. Re-assess facility footprint, purpose, ownership, and capabilities as they relate to future and existing programs and student needs</p>	<p>4.1.1. Develop key facility plans concerning purpose, capacity, capability, and configure facilities to program needs.</p> <ul style="list-style-type: none"> - Purchase key leased facilities where ownership would allow the college to alter the building to suit new program needs aligned with the High Priority Occupation (HPO) list and employer partnership requests, or create a vision of what programs the college could potentially offer through facility upgrades and plan to pursue. - Identify in-demand programs, and implement a mechanism to evaluate emerging trends for long term planning timeframes. (by December 31, 2023). - Extend technical and professional degree programs at the college through strategic facility conversion or upgrades or have plans in place as dictated by budget and demand (by December 31, 2025). - Determine best use for Central Park and tailor initiatives to employees and residents of downtown Johnstown; restart operations (by March 31, 2021). - Analyze the cost of building renovations for programs that are determined to meet student, business, and industry needs if we purchase the main campus. Research trends and needs of our community and nationally to determine additional offerings (by December 31, 2022). - Flexible building design will allow for different programs, but investments in program specific changes should include enrollment plans that justify costs of building (by December 31, 2024). 	<p>Finance and Administration [O] College Leadership</p>	<p>1. Five-year plan for facility ownership, use, and expansion is established with needs assessments, demand, and program alignment as justification.</p> <p>2. Plans are realized which focus on long-term program planning efforts to align academic program mix with regional needs along with tactics to overcome facility capacity or capability constraints in addressing student and business needs, especially in the CTE career fields.</p> <p>3. Central Park is operational again with a defined purpose and student metrics and usage levels are recorded and communicated, including use by the community.</p>											X	X	X	X	X

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		<p>4.1.2. Explore and pursue additional funding mechanisms tied to program partnerships.</p> <ul style="list-style-type: none"> - Contact local and national companies to explore partnerships around new programs using Duke Life Point or Penelec PSI partner programs as models. - Identify a point of contact or a committee/workgroup to reach out and work with companies for possible program ideas, funding, grants, or donations (by December 31, 2025). 	<p>Academic Affairs [O] Institutional Advancement Workforce Education College Leadership</p>	<p>1. Establish at least one new partnership-based program with related funding or cooperative instruction mechanisms.</p>						X
		<p>4.1.3. Support, consult, and assist with community initiatives for regional broadband, such as Alleghenies Ahead and Cambria County.</p> <ul style="list-style-type: none"> - Begin an effort to join influence efforts, send representatives, consult, or work directly with Cambria County and the Southern Alleghenies Planning and Development Commission and its new nonprofit organization, Alleghenies Broadband Inc., to support the development of broadband infrastructure to ensure residents and businesses have access to reliable, high-speed internet service in the college's six-county region that includes Bedford, Blair, Cambria, Fulton, Huntingdon, and Somerset counties (by December 31, 2021). - Evaluate external group and advocacy effort progress to provide greater Internet access to communities (by December 31, 2025). 	<p>College President [O] Institutional Advancement Information Technology</p>	<p>1. Demonstrated advocacy and representation to support regional efforts to establish broadband access to communities.</p> <p>2. A review of any coverage area increases and successes should be completed at the end of the strategic planning cycle, or as realized, communicating improvements made by the larger groups or internal advocacy or efforts.</p>	X				X	
	<p>4.2. Ensure service models and levels are streamlined, efficient, and meet student needs</p>	<p>4.2.1. Review and improve student processes from inquiry to completion.</p> <ul style="list-style-type: none"> - Streamline and increase quality, across departments in student-facing processes to include reduction in the number of campus trips to move from inquiry to the classroom. - Consider secret shopper students or other quality of service measurement tools as part of an overall evaluation of the efficiency of student processes. - Strive to achieve consistent student service delivery and service models at the remote instructional sites and for online program students as budget and resources permit. - Task departments to look at internal processes to help determine where duplications are and where processes can be enhanced when looking at the process from the entire student inquiry-to-completion prospective and where they can improve the start to finish student with process flow. (by December 31, 2025). 	<p>College Leadership [O] Student Services Site Directors Institutional Effectiveness Student Financial Services Academic Library</p>	<p>1. A review of the student processes with recommendations and initiatives for streamlining, improving quality and customer focus, making efficiency gains, or eliminating bottlenecks and frustration points is complete.</p> <p>2. Determine and establish an ongoing mechanism to evaluate student process efficiency and quality.</p> <p>3. Service model and delivery gains to extend services to sites and online students are established and achieved within budget.</p>					X	

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	4.3. Review comprehensive staffing levels and enhance employee development, engagement, and collaboration	<p>4.3.1. Conduct a comprehensive review, analysis, and development of a human resources plan to create, fill, reorganize, or eliminate positions as indicated by comprehensive reviews; increase employee learning and development opportunities.</p> <ul style="list-style-type: none"> - Establish an increased budget for employee development or develop cost effective means to improve employee development and learning opportunities to allow more significant training or certification. - Sustain or increase the number of open discussions, such as the "How Can I Help You?" session from fall2020 and Lunch and Learn sessions to encourage collaboration and teamwork. - Evaluate staffing levels across the college to right-size departments and reassign resources, using internal resources when possible. Explore using underutilized employees or pockets of capabilities, expertise, and knowledge and talents of current employees to allow cross-training, shared resources, advancement opportunities, and balanced workloads. - Work with Workforce Education to help develop training opportunities for internal employees (by September 30, 2024). 	<p>Human Resources [O] Employee Development Committee Leadership Council College Leadership Workforce Education</p>	<p>1. Establish and execute a comprehensive plan to review positions and allocation of work across the college and alignment of resources to needs.</p> <p>2. Increase professional development, and activities to increase employee engagement and collaboration.</p>				X	
		<p>4.3.2. Enhance college collaboration and communication.</p> <ul style="list-style-type: none"> - Where possible, ensure broad participation and rotation of assignments from sites and across college constituencies (Administration, Staff, Faculty) committee and workgroup assignment. - When possible, include employees from all levels in the development stage of large initiatives to allow the opportunity for input prior to implementing a new plan or process, which might include brainstorming or large group discussion. - Develop a communication plan that will be available for all to review regarding when and how we communicate with our students. - Develop new tools and processes to ensure effective, inclusive communication within the College and with community partners. - Schedule recurring updates on plans and activities at the strategic and operational levels, not just process and day-to-day items (by December 31, 2023). 	<p>Institutional Advancement [O] Human Resources Academic Affairs Student Services College Leadership</p>	<p>1. Provide increased professional development opportunities and potential internal, or lower-cost options for training to support collaboration, improved teaching pedagogy, advancements in student learning from cognitive science, student equity, and college-wide initiatives.</p> <p>2. Collaboration and communication sessions are developed to provide college employees with a forum to learn about and discuss broad initiatives as the are developed.</p>			X		

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		<p>4.3.3. Offer external activities that are not affiliated with the College to both employees and student to promote community employee engagement.</p> <p>- Partner with or promote outside adult leagues for sports we may not be able to offer (i.e. adult hockey leagues, dart leagues, hiking & cycling clubs, volleyball, etc.). Gather information from those within the community and encourage our students to join.</p> <p>- These ideas are not to be considered college sponsored, but groups unaffiliated with the college; however, they serve to provide more opportunities for informal activities, such as an outdoor adventure group for employees that promote community engagement and ties (by August 31, 2023).</p>	<p>Social Welfare Committee [O] Human Resources Student Activities</p>	<p>1. Develop at least two unaffiliated external engagement opportunities.</p>			X		

Milestones per year:	8	8	10	8	12
Strategic Imperatives:					4
Goals:					9
Objectives:					27