

SAINT JOSEPH'S COLLEGE 2011-2014 STRATEGIC PLAN



I. Introduction

There are four or five bits of evidence that can be gathered to support the claim that this particular Strategic Plan is better in quality as a plan and promises more all-around campus advancement than its three predecessors. There are four goals that together carve out advances toward excellence affecting large areas of campus operations. These goals are not, as in the past, each limited to the office of just one senior administrator, but they each call for collaboration from all the people that deal with a particular enhancement, no matter where it might be located in the organizational chart of the institution. These goals are “all-College” goals, not senior administrator goals, and hence they are much more strategic than previously.

The common content of the four goals is advance toward excellence, with the clear understanding that everyone on campus is involved in moving from “good enough” to “truly excellent.” Moreover, the goals and the sub-goals are “actionable” or “doable”; they are not instances of wishful thinking, but lead directly to things that can be done to achieve them and to both pre- and post-metrics that can be used to measure progress. In sum, this plan communicates a powerful sense of collegial agency: collaborating across a wide range of talented and committed people, we will move the institution in selected directions that will manifest higher levels of fulfillment of our Mission (from which each goal is explicitly derived).

II. History of Strategic Planning at SJC

The Plan that was produced in **2001**, in preparation for the North Central team visit in February of 2002, was—to put it bluntly—a disaster. The visiting team composed a long list of its defects: no institutional research to back it up; a lack of strong support from the college community; did not confront the actual problems of the College (huge deficits and wavering enrollment); lacked clear action steps and performance measures; and didn’t challenge the faculty at all. Neither the Board nor the campus community was much involved in creating this Plan.

The team performed exactly the kind of service to SJC that an accreditation visit is supposed to provide. They not only pointed out the deficiencies of the Plan they were shown, but they provided several pages of advice on how to do strategic planning on a much more professional level. To be certain that SJC would put this advice to work, the team and then the Commission mandated a focused visit in 2004, on which occasion the College would have to show that it indeed had the capability of producing a quality Plan.

The Strategic Plan that SJC developed for the **2004** focused visit was judged to be “very good” by that visiting team. A new campus committee, the Long-Range Planning Team (LRPT), was created to do this planning on behalf of the whole campus. The membership included the President as Chair, the four Vice Presidents, the C.P.P.S. Mission Officer, two elected faculty representatives, the institutional research person, and a planning officer. Detailed Minutes were published to the whole campus after each LRPT meeting, with insistent requests for feedback to

the committee. Thus, there was broad campus involvement and a rich diet of data involved in the development of this Plan.

Two features of the 2004 Plan deserve additional commentary. There was a single “theme” or “key direction” that generated all the goals and action steps in the rest of the Plan, in other words, an architectonic strategic decision. Judging that “Enhancement of Infrastructure” was the most serious need, progress on which would do the most to advance enrollment, it became the focus of the whole Plan. In addition, tying planning decisions to the annual budget became very simple with the development of a 5-year financial plan (combining actual records of the past 5 years with projections of the next 5). Adjusting the assumptions built into the future years of this plan enabled LRPT to assess the probable impact of the decisions they were considering.

The **2007 Plan** profited from the experience gained in working with the 2004 Plan. The LRPT played the same role as previously, and it continued to meet during all the months the 2004 Plan was in operation to monitor its success and take note of things that could be improved in the next Plan. The focus was modified slightly to deal with “Enhancement of Infrastructure PLUS Carefully Selected New Ventures.” The biggest change, however, is that a capital campaign was built into the 2007 Plan, with emphasis on enrollment and endowment.

III. Important Recent Developments

The years 2009 and 2010 were eventful years for Saint Joseph’s College. There were changes in senior administrative positions: a new President, new VPAA, a new Assistant Vice President for Enrollment Management, a new Dean of Students, and a new Chairman of the Board. The new Board Chair had the October, 2009 meeting of the Board develop a list of priorities for the new President to use in creating the next iteration of a Strategic Plan. The LRPT had developed both a SWOT analysis and a Vision Statement in the spring of 2009, and a group of marketing consultants developed a second SWOT in early 2010 with an ad hoc committee of campus administrators.

Two major gifts came to the College in this time period. First, an anonymous gift of \$10 million over ten years. Second, an estate gift College of 7,634 acres of prime farmland. Cultivation of this donor had begun more than twenty years previously and continued through several changes of presidents and development officers. The land cannot be sold but must be kept in crops. The income to the College from these crops and from wind turbines sited on the property will be about \$1.5 million per year. Needless to say, these two gifts have had a huge impact on College planning.

Saint Joseph’s will host a Higher Learning Commission team visit in February of 2012 for the purpose of reaffirmation of accreditation. The preparation for this visit, the required “self-study,” and the production of the **2011 Strategic Plan** have converged and integrated into a sustained comprehensive exercise in self-examination and decision formulation about directions for College development in the next 3 years.

Since the Board of Trustees has the responsibility for mission fulfillment and institutional development, the campus first presented the goals and sub-goals of the new Plan to the Board at its February, 2011 meeting. The Board approved the strategic goals that follow in section VI below as directions for College advancement from 2011 to 2014. Working forward from that, the administration, faculty, and staff worked out the specific ways that the goals will be achieved (section VIII) and presented this account of campus involvement and responsibility to the Board at its May, 2011 meeting. The central campus group that processed all of this is the senior administrative group (“President’s Cabinet”), consisting of the President, the three vice presidents, the Assistant Vice President for Enrollment Management, the Dean of Students, and the CPPS Mission officer. This group was responsible for seeking and integrating into the final presentation of the 2011-14 Plan all the concerns and insights of the whole campus.

IV. Missions of the College and the C.P.P.S. Province

Saint Joseph’s College (Indiana), a primarily undergraduate Catholic college, founded and sponsored by the Missionaries of the Precious Blood, pledges itself to **a tradition of excellence** and to a **liberal education that is a united endeavor of intelligence and faith.**

The College places exceptional emphasis on the education of the whole person. Its nationally known Core Curriculum complements up-to-date career preparation in the major. These academic programs enrich and are enriched by programs of spiritual development, residence education, and athletics.

The College serves a diverse student body composed of men and women of all races, creeds, and socio-economic backgrounds who can thrive academically, spiritually, and socially in this inclusive community.

To fulfill this Mission, the College pledges:

- 1) To form graduates who are competent professionals, capable of assuming leadership roles in the world, who will embody Gospel values in their personal lives and professional careers.
- 2) To conduct the Core Curriculum and, through it, all College programs within the conceptual framework and value commitments of “Christian Humanism” that stem from our Judaeo-Christian and Graeco-Roman traditions, and from our Vatican II inspiration.
- 3) To give witness in a special way, in all aspects of campus life, academically and existentially, to the Christian Humanist values of justice and love and its commitment to human solidarity and interdependence on national and global levels.
- 4) To add to the emphasis to educate the whole student – intellectually, physically, socially, and spiritually – an abiding concern to provide personalized and individualized care.
- 5) To steward all the resources of the College in truth, in loving justice, and with concern for the needs of the individual.
- 6) To extend personal and professional services as Church and public needs may require.

(Board of Trustees, April 17, 1998)

The foregoing statement actually includes three distinct presentations of the Mission of Saint Joseph's College. The words in bold face type in the opening paragraph constitute what people term the "elevator version" (1) of the Mission, a condensed form of the whole Mission that was enacted by the Board of Trustees on May 9, 2008. The six statements in smaller type at the end of the statement are specifications of operational efforts (2) that need to be engaged, in order to fulfill the foundational commitments in the three paragraphs of the main body (3) of the Mission.

The College worked at the development of its awareness of Mission in three out-of-the-ordinary ways in the last five years. In 2005, the Board published a booklet entitled *Who Are We? What Do We Stand For?* that was designed to clarify and intensify its own ability to pursue College Mission, as the Board became more heavily involved in strategic planning. Three years later, the March 14th issue of *Commonweal* carried a cover article by Dennis O'Brien on how much he learned about the doing of Catholic higher education from a visit to Saint Joseph's. Finally, the College led a group of ten Catholic colleges in a 2009 project that published a booklet on "promising practices in general education at Catholic colleges and universities." Over five thousand copies of this booklet, *A United Endeavor*, were distributed nationwide.

Saint Joseph's College was founded and continues to be sponsored by the Cincinnati Province of the Missionaries of the Precious Blood. Thus, their May 1994 Mission Statement, as follows, is relevant to the Strategic Plan of the College:

We, the Cincinnati Province of the Missionaries of the Precious Blood, are an apostolic community founded in 1815 by Saint Gaspar del Bufalo.

We are united by a bond of charity and rooted in the Spirituality of the Blood of Jesus.

We are called to participate in the ongoing renewal of the Church and the realization of the Presence of God among ourselves and those we serve.

In our willingness to be flexible and responsive to changing needs, we fulfill our mission through:

- supporting and nurturing one another
- embracing a life of prayer
- calling forth the gifts of the laity and working in collaboration with them
- preaching and witnessing the word of God
- promoting conversion and reconciliation
- pursuing justice ever mindful of the poor and marginalized

One of the avenues of fruitful further self-study and strategic *thinking* that the 2009 Catholic colleges project opened up is exploration of the extent to which the Missions of Saint Joseph's College and of the Cincinnati Province of the Missionaries of the Precious Blood can be

integrated, or at least together generate some distinctive core values for the institution. Two candidates for such values indeed emerged from the reflections prompted by that 2009 project. The spirituality of the Precious Blood clearly engenders a strong commitment to the sacredness of life: human life, life in other species, and the environment that sustains life. It also stresses the importance of reconciliation in human relationships on many different levels. The discussion of these developments has begun, but there does not yet appear to be sufficient faculty or curricular basis for claiming more than that this needs to receive attention as something that can lead to new, important, and exciting self-understanding.

V. Developing the 2011 to 2014 Strategic Plan

In the spring of 2010, President Riegelneegg indicated to the President's Cabinet five areas that he judged ought to be emphasized in the next Strategic Plan: Enrollment, Retention, Academics, Student Life, and Outreach/Relationship Building. Senior administrators then went to work to draft their respective sections of the Plan. The President also circulated this message to the campus community and asked for feedback and suggestions.

At the start of the 2010-11 academic year, a fuller draft of those five emphases was distributed to the campus community, and committees and individuals responded with both affirmative and critical feedback. As a result, it became very clear to the President's Cabinet that there were two deficiencies in this approach to the new Plan: (1) The Plan had a "silo mentality" to it, being developed out of isolated offices within the institution, instead of from a perspective of all-College collaboration; and (2) Neither Athletics nor Business Affairs figured in the draft.

After a series of more formal group meetings—three meetings of the Academic Cabinet (August 25, September 8, and December 1), a meeting of the Humanities Division, and the September Faculty Assembly—an approach that explicitly set aside our organizational chart's "silos" in favor of across-the-campus collaboration on goals succeeded in generating the four goals that define this new Plan. On two occasions, President Riegelneegg shared the developing Plan with Trustees (at the regular October meeting of the full Board, and then with the Chair and a small group of Trustees in Merrillville in December), and the President's Cabinet used the Board's suggestions to make final revisions in the statement of goals and sub-goals.

VI. GOALS – Approved by the Board of Trustees on February 11, 2011

The first goal in this 2011 iteration of strategic planning commits the College to live and to improve its performance on the most basic commitment in its Mission Statement. In point of fact, Goal #1 is based on the opening sentence of the Mission that contains the very definition of Saint Joseph's College. [The College] "pledges itself to a tradition of excellence and to a liberal education that is a united endeavor of intelligence and faith." A careful reading of the components of this goal shows that it is indeed a comprehensive and measurable plan which uses

data to advance academic excellence. In order, the six sub-goals indicated in the following will produce better learners, better learning, better teaching, better academic support, better faculty, and better programs.

(1) We will invest time, energy, creativity, and funds to advance academic excellence.

(1.1) While meeting enrollment goals, gradually raise the academic profile of entering freshmen.

(1.2) Make intensive use of the CQI process to improve attainment of student learning outcomes in all academic programs.

(1.3) Initiate sustained and augmented faculty development work by the Center for Teaching and Learning and other similar measures, in order to promote excellence in teaching, advising, and the use of classroom technology.

(1.4) Provide enhanced professional academic support services to meet the diverse needs of our students.

(1.5) Invent new and effective processes for course and faculty evaluation.

(1.6) Develop new programs to attract and to fit the needs of students.

“The College places exceptional emphasis on the education of the whole person,” is the pledge that is expressed in the opening of the second paragraph in the Mission. This emphasis is further specified into four dimensions of development: intellectual, spiritual, social, and physical. The second goal of this Plan takes this pledge as one that the College community really means. Therefore, personnel from Athletics, Student Development, Campus Ministry, and Academics have come together to change College efforts in these four dimensions from isolated to collaborative ones, that is, efforts that focus on the student and not on the institution’s organizational chart.

(2) We will develop widespread campus collaboration in educating the whole student.

(2.1) Develop sustained, eight-semester collaboration between Core and the Majors.

(2.2) Develop the number, quality, and assessment of outside-the-classroom learning experiences.

(2.3) Coordinate programs of personal value development in Academics, Campus Ministry, Student Development, Health and Wellness Center, and Athletics.

To achieve Mission, it is necessary to acquire, coordinate, maintain, and even increase the resources that are required to perform essential activities. It used to be that one of the Criteria for accreditation by the Higher Learning Commission was based on survival, or simply being able to have enough resources to keep doing what the Mission calls for. Now, however, that Criterion demands “strategies for continuous improvement.” The stewardship of resources pledged in the SJC Mission, therefore, is expressed in the language and reality of enhancement in our third strategic goal.

- (3) We will enhance the resources and practices that will improve the quality of life on campus.
 - (3.1) Increase the financial resources that support this Plan.
 - (3.1.1) Balance the annual budget and create surpluses that can be invested in improvements.
 - (3.1.2) Grow the College's endowment.
 - (3.2) Develop and maintain a facilities master plan based on student learning outcomes.
 - (3.3) Prepare for capital campaign.
 - (3.4) Create a campus culture in which policies, programs, and offices have service to students as their top priority.
 - (3.5) Improve and celebrate human diversity.

Both the final pledge in the College Mission and the final HLC Criterion for accreditation deal with engagement with and the services that the institution will render to constituencies external to its campus. In both Mission and Criterion, however, the key concept is integrity, namely that the institution presents itself to all its "publics" in terms of what it truly is and what it honestly aims to accomplish. This final goal, read carefully, expresses (in a very special definition of "marketing") the will to extend to various constituencies the opportunity to share in the fulfilling of the Mission of this Catholic college.

- (4) We will create and implement an integrated marketing plan for SJC.
 - (4.1) Bring trustees, administrators, faculty, staff, and students to a thorough understanding of College Mission and the strategic directions of this Plan.
 - (4.2) Present SJC with integrity (our "brand") to current and newly expanded constituencies.
 - (4.3) Strengthen ties with these constituencies and draw them into collaborations with campus personnel in fulfilling the Mission of the College.

VII. Financial Plan

Whatever is proposed and then decided as a goal or sub-goal in this Plan has been coordinated with the five-year projections and the assumptions contained in this financial plan. The next few pages contain the financial planning model that is coordinate with this Strategic Plan.

VIII. Achieving the Goals – Endorsed by Campus & Board (April-May, 2011)

The realization (the "making real") of our goals entails specifying both what the major components of each goal are and what will actually be done to work to achieve each component, who will be responsible for it, when it will be done, how much it will cost, and how we will measure the success of such efforts. The pages following the financial model contain all the practical information on how the College will work to achieve the goals of this Plan.

GOAL #1 – We will invest time, energy, creativity, and funds to advance *academic excellence*.

Subgoal #1.1 – While meeting enrollment goals, *gradually raise the academic profile of entering freshmen*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Hire an additional counselor, who will make feasible the engaging of additional high schools, the increase of yields, and the decrease in deposit “melt.”	Asst VP Enroll.	\$40,000	Quotas for new FR + transfers will be met for the next 4 years: 295, 308, 321, and 334.
Invest in professional development activities for the Admissions Office staff.	Asst VP Enroll. Asst VP Enroll.	\$7,500	Staff evaluations will show increased knowledge of SJC programs, fluency with technology, and enhanced self-confidence.
Establish a College-wide retention plan.	VPAA	TBD	FR to SO retention increases to 76% by 2014.
Establish articulation agreements to increase recruitment of transfer students.	VPAA	TBD	Transfer students reach 11% of enrollment by 2014.
Achieve “preferred provider” status and meet state standards for dual enrollment programs. Expand dual enrollment programs in local high schools and set up additional incentives for these students to matriculate at SJC.	VPAA	TBD	By 2014, there are 50 students in dual enrollment programs.
Raise the academic profile of incoming FR classes by means of careful selection of applicants and use of financial aid.	Asst VP Enroll.	TBD	By 2014, average SAT is 1000, average ACT 23, and average GPA is 3.25.
Determine, through market analysis, which programs are attractive to highly qualified students.	VPAA	TBD	Adjust College offerings to attract these students.
Enhance and promote an Honors Program in Core.	Dean of Core	TBD	The enhanced program is ready for Fall, 2012.

Subgoal #1.2 – Make intensive use of the *CQI process* to improve attainment of student learning outcomes in all academic programs.

ACTION	RESP.	COST	MEASURES of SUCCESS
Establish a Director of Assessment from among the faculty with one-half released time.	VPAA	\$35,000	Appointment is effective for Fall, 2011.
Set up a calendar for routine program review and evaluation.	VPAA		Calendar is in operation for the 2011-12 academic year.
Create agreed upon rubrics for course & program assessment.	VPAA		Rubrics are created and in use by 2012.
Outcomes are specified progressively for each of the ten segments of Core and used in assessment.	VPAA		Core assessments are routine by 2011-12.
Integrate all assessment work into a “Culture of Assessment” in Academic Affairs.	VPAA		Implementation of the assessment plan is such that use of the term “culture” can be claimed and defended.
Develop the ability of the faculty to create and implement effective and even creative assessments of student learning and learning outcomes.	VPAA	\$5,000	Assessment is a routine expectation of faculty performance, and workshops and other development activities are available to support faculty in these efforts.

Subgoal #1.3 – Initiate sustained and augmented faculty development work by the *Center for Teaching and Learning* and other similar measures, in order to promote excellence in teaching, advising, and the use of classroom technology.

ACTION	RESP.	COST	MEASURES of SUCCESS
Establish the vision, infrastructure, and funding for the Center for Teaching and Learning.	VPAA	\$30,000	The CTL has its mission, and structure for 2011-12.
Bring course evaluation processes to an enhanced level of Performance.	VPAA		Students, faculty, department chairs, and division coordinators all play their assigned roles in a robust system of course evaluation.
Develop an explicit and specified advising plan.	VPAA		The plan is developed and approved by the Cabinet by the end of the 2011-12 academic year.
Establish a position for teaching faculty how to incorporate technology into effective teacher.	VPAA	\$50,000	The position is defined and filled for 2012-13.
Support the development of online and hybrid courses.	VPAA		Program begins in the summer of 2011 with 10 courses and increases in modest amounts from there.

Subgoal #1.4 – Provide enhanced professional academic *support services* to meet the diverse needs of our students.

ACTION	RESP.	COST	MEASURES of SUCCESS
Assess (2011-12) and develop (2012-13) academic support services based on an analysis of the actual needs of our students.	VPAA		Steps are taken to address unmet needs in 2012-13.
Establish the Learning Center in a new location in the Library.	VPAA	\$2,000	The new location is in operation in 2011-12.
Assess the “fit” of the coursework we offer to the needs of the full range of our students.	VPAA		Use testing, assessment, and focus groups to determine how the courses currently offered meet the needs of underprepared and gifted students with appropriate challenges. Make changes as needed.

Subgoal #1.5 – Invent new and effective processes for *course and faculty evaluation*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Increase student use of the online course evaluation system.	VPAA		Making such use a condition for access to semester grades will make 98% participation attainable.
Renew and effectively implement a faculty peer evaluation process.	Div. Coord.		Faculty Handbook changes will be complete in 2011, so the enhanced system can be inaugurated in 2011-12.
Upgrade strategies and methods for faculty evaluation.	Acad. Cabinet		Training and workshops in 2011-12 will make upgraded practices applicable in 2012 and thereafter.

Subgoal #1.6 – Develop *new programs* to attract students and fit their needs.

ACTION	RESP.	COST	MEASURES of SUCCESS
Develop a market analysis function within Institutional Research to provide data to guide program planning.	IR and IAM		The College will know how to judge the viability of new programs.
Create a marketing plan that targets new populations of students with new programs.	VPAA/IAM		Academic Cabinet has a 3-5 year plan for program development by the end of 2011-12.
Determine, in particular, what SJC chooses to do in the field of allied health.	VPAA		In coordination with St. Elizabeth’s have decisions and plans in hand by the end of 2011-12.
Integrate sustainability into College programming.	VPAA	\$20,000	A plan is ready by April, 2012.

GOAL #2 – We will develop widespread campus collaboration in educating the *whole student*.

Subgoal #2.1 – Develop sustained, eight-semester collaboration between *Core and the Majors*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Establish learning outcomes for both Core and all majors to enable assessment of common outcomes.	VPAA		Rubrics for such assessments are created and used.
Integrate identified objectives from majors into Core.	VPAA		The integration and assessment is accomplished.
Establish market analysis needed for new interdisciplinary majors based on key Core objectives.	VPAA		New majors established.

Subgoal #2.2 – Develop the number, quality, and assessment of *outside-the-classroom learning experiences*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Establish performance goals for Student Development staff and do comprehensive evaluations in 2011-12 .	Dean of Students		Produce data on strengths & weaknesses of efforts.
Adapt programming to evaluative data in 2012-14 .	Dean of Students		Ongoing evaluations show increased student voice and involvement in setting priorities for Student Development programming.
Expand study abroad opportunities as integral to the SJC experience.	VPAA		Student abroad increases, particularly during the Winterim.
Integrate Service Learning into the Core Curriculum.	VPAA		Academic quality and civic engagement are enhanced.
Initiate student and faculty exchange programs including, East Africa, China and India as Core areas.	VPAA		Student opportunities for breadth and depth within the global human experience are enhanced.

Subgoal #2.3 – Coordinate programs of *personal value development* in Academics, Campus Ministry, Student Development, and Athletics.

ACTION	RESP.	COST	MEASURES of SUCCESS
<p>In 2011-12 integrate Student Association and Student Development efforts at building community on campus.</p> <p>Create a mentorship program for athletes in 2012-13.</p> <p>Develop a leadership program in 2013-14.</p>	<p>Dean of Students</p> <p>Dean of Students</p> <p>Dean of Students</p>		<p>Student surveys indicate better communication on campus and higher student satisfaction with campus life.</p> <p>Retention of athletes improves.</p> <p>Student participation reaches desired level, and student satisfaction with the program meets expectations.</p>

GOAL #3 – We will enhance the resources and practices that will improve the *quality of life* on campus.

Subgoal #3.1 – Increase the *financial resources* that support this Plan.

#3.1.1 – Balance the annual budget and create surpluses that can be invested in improvements.

ACTION	RESP.	COST	MEASURES of SUCCESS
Attain annual fundraising goals.	VPIAM		Goals are attained.
Seek grant funding to support initiatives in Strategic Plan.	VPIAM, VPAA		Grants are successfully secured.
Begin meetings of the Finance and Facilities Advisory Committee prior to 5/31/2011.	VPBA		The FFAC spreads knowledge of the College’s financial situation around campus and generates input for decisions from multiple campus constituencies.
Deliver online access to budget reports and expenditure details to cost center managers by 9/30/2011.	VPBA		Managers have more timely access to financial data.
Restructure VPBA staff to accommodate a formal treasury management function to better oversee investment of operating cash, banking relationships, and debt management.	VPBA	\$50,000	The new position is created and filled.
Do an analysis in 2011 of the College’s current debt for potential prepayment or restructuring.	VPBA		Results are implemented (5/30/2011) as necessary and as feasible.

Subgoal #3.1.2 –Grow the College’s endowment.

ACTION	RESP.	COST	MEASURES of SUCCESS
Increase endowment to \$22 million.	VPIAM, VPBA		Goal is attained by 6/30/2014.
Replace current endowment investment manager.	VPBA		Implemented by 9/30/2011, and performance begins to improve.

Subgoal #3.2 – Develop and maintain a *facilities master plan* based on student learning outcomes.

ACTION	RESP.	COST	MEASURES of SUCCESS
Hire replacement Director of Physical Plant by 7/1/2011.	VPBA		Position is filled.
Create inventory and condition report of existing facilities.	VPBA		Report is complete.
Develop a “best use” plan for existing facilities.	VPBA		Plan is complete.
Develop a campus master plan that includes a deferred maintenance component.	VPBA	\$50,000	Plan is complete.

Subgoal #3.3 – Prepare for *capital campaign*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Develop funding priorities in collaboration with college constituencies.	VPIAM		Completed by 6/30/2012.
Conduct the feasibility study and develop the prospect list.	VPIAM	\$50,000	Completed by 6/30/2014.
Determine the schedule for the campaign.	VPIAM		Completed by 6/30/2014.

Subgoal #3.4 – Create a campus culture in which policies, programs, and offices have *service* to students as their top priority.

ACTION	RESP.	COST	MEASURES of SUCCESS
<p>During 2011-12 reach out to parents to involve them in FR programming.</p> <p>Conduct needs assessment in 2011-12 and then review this assessment during 2012-13 for ways of accomplishing best delivery of student services.</p>	<p>Dean of Students/Dean of Freshmen</p> <p>Dean of Students</p>		<p>Surveys of student satisfaction show positive gains.</p> <p>Student involvement in assessment and planning raises student satisfaction with campus life.</p>

Subgoal #3.5 – Improve and celebrate *human diversity*.

ACTION	RESP.	COST	MEASURES of SUCCESS
<p>Involve alumni with the campus community in programming for minority students during 2011-12.</p> <p>Set up a mentoring program for minority students in 2012-13.</p> <p>Dedicate a location for the use of minority students in 2013-14.</p>	<p>Dean of Students</p> <p>Dean of Students</p> <p>Dean of Students</p>	<p>\$2,500</p>	<p>Increased satisfaction and improved retention of minority students.</p> <p>Increased retention at end of 2012-13.</p> <p>Increase in recruitment and retention of minority students, plus higher levels of their satisfaction with campus life.</p>

GOAL #4 – We will create and implement an *integrated marketing plan* for SJC.

Subgoal #4.1 – Bring trustees, administrators, faculty, staff, and students to a thorough understanding of *College Mission* and the strategic directions of this Plan.

ACTION	RESP.	COST	MEASURES of SUCCESS
Develop in 2011-12 and implement a multi-year curriculum on mission awareness for new employees, continuing employees, and as part of the First Year Experience.	Mission Officer	\$1,250	The curriculum is delivered to all the audiences indicated.
During 2012-13 expand programming in connection with the patronal feasts of the C.PP.S.	Mission Officer	\$1,500	Campus awareness of the various dimensions of mission is increased.
Develop during 2012-13 a common set of C.PP.S. higher education values with Calumet College of St. Joseph.	C.PP.S. Higher Education Commission		The values are presented to both campuses for discussion.
During 2013-14 integrate the C.PP.S. mission explicitly into the Core Curriculum.	Mission Officer/Asst VPAA for Core	\$5,000	Cores 7 to 10 use appropriate C.PP.S. resources in their curriculum.

Subgoal #4.2 – Present SJC with integrity (our “brand”) to current and newly expanded *constituencies*.

ACTION	RESP.	COST	MEASURES of SUCCESS
Create and implement an integrated marketing plan for SJC that communicates the College mission and the strategic directions of the integrated marketing plan.	VPIAM		The plan and the communication are accomplished.
Apply strategic approaches and competitor analysis in the advertising and promotion used in student recruitment.	VPIAM		Yields and FR to SO retention increase by 20%?
Establish, position, and strengthen the brand identity of SJC.	VPIAM		Constituents have enhanced favorable perceptions of and confidence in SJC.
Develop PR strategies that match primary market interests, venues, and outlets. Find new media outlets and communicate the College’s engagement with society.	VPIAM		College visibility is raised by increased media placements and enhanced favorable perceptions.
Redesign the SJC website to improve online visibility and enable peer-to-peer messaging.	VPIAM		Redesign is accomplished, visibility and online inquiries and applications increase, as does social media marketing.
Use <i>Contact</i> magazine as a major vehicle for messaging and building connections with constituents.	VPIAM		Constituent satisfaction with the magazine is such that the resources necessary to implement the Strategic Plan are generated and sustained.

Subgoal #4.3 – *Strengthen ties* with these constituencies and draw them into collaborations with campus personnel in fulfilling the Mission of the College.

ACTION	RESP.	COST	MEASURES of SUCCESS
Engage constituents in out-of-classroom learning opportunities.	President's Cabinet		Student retention and constituent involvement both increase.
Offer educational, cultural, and economic development programs that respond to needs and expectations of constituents.	VPIAM		Collaborations with constituents in schools, businesses, and community are increased.
Develop strategic partnerships focused on advancing the mission of the College.	VPIAM		Collaborations advance to the level of partnerships.
Participate actively in community planning, marketing, volunteerism, responsible economic development, and legislative process.	VPIAM		The increased civic engagement widens the College's circle of friends and sets the stage for the College to host more community events.
Enhance existing financial support and develop further resources aimed at supporting the College mission.	VPIAM		Available resources increase.
Expand outreach to parents of current students and alumni.	VPIAM		Increased numbers of parents and alumni become involved in the whole range of constituent activities.