Serving the counties of Adair, Audrain, Boone, Chariton, Clark, Howard, Knox, Lewis, Macon, Marion, Monroe, Ralls, Randolph, Schuyler, Scotland, and Shelby
Mission
MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.

Institutional Purposes
In order to anticipate and respond to the changing educational needs of the various communities the college serves, MACC will pursue this mission by providing:

Educational Programs and Services including college transfer, academic, and career/technical programs, as well as developmental education, continuing education, and other services that prepare students to be successful in the global community. Key to MACC degree programs is a general education component that ensures breadth of knowledge and promotes intellectual inquiry.

Support Services for Students to facilitate the development of skills needed to achieve their educational, professional, and personal goals. These services include but are not limited to academic advisement, assessment, articulation, career planning and placement, library and learning resources, and financial aid.

Open Admissions to ensure access to learning opportunities for students regardless of their diverse cultural, socio-economic, or academic background.

Commitment to Excellence in instruction and service by recruiting and retaining professional faculty and support staff and by providing appropriate facilities, equipment and technology.

A Collegiate Environment that creates opportunities for student engagement by offering co-curricular activities that enable learning and encourage student success in a safe atmosphere.

Community Partnerships and Cooperative Efforts with other educational institutions, business and industry, labor, governmental entities, private agencies, civic groups and organizations for educational and cultural development in the College service region. MACC provides opportunities for community participation in social, cultural and intellectual activities.

Support of Economic Development by offering innovative degree programs, credit and non-credit courses, entrepreneurial and small business services, workforce development activities, funding and partnership options, and the evaluation of opportunities to enhance the economic climate of our region.

Vision
MACC will be a dynamic institution noted for academic excellence, accessibility, innovation, and service to students and the community.

Institutional Values
We value learning. We emphasize a supportive learning environment that fosters student success. Student learning and development are central to our mission. Quality instruction and innovative instructional approaches allow all students not only to prepare for careers but also to embrace learning as a lifelong process. We recognize that learning is a holistic process involving all members of the campus community. We participate in a culture of assessment to improve the effectiveness of teaching and learning.

We value people. We respect our students, faculty, staff, alumni, and other supporters for their personal and professional worth and dignity. We honor academic freedom and encourage professional growth, individual development, and personal initiative. We protect individual privacy and safety.

We value our reputation for excellence. We operate with and expect academic, personal, and professional integrity and are guided by high standards. Coalescing from leadership across all levels, this excellence focuses on honesty, respect, and dedication to the quality of our service to the students, our fellow employees, and the community. We solicit regular feedback to ensure that we are maintaining our reputation for excellence.

We value accessibility. We provide affordable, convenient, and flexible educational opportunities for all learners. An open admissions philosophy is the foundation of accessibility.

We value diversity. We encourage respect for individual differences in cultural, academic, and socioeconomic backgrounds. We strive to create global awareness by bringing global experiences to our students, faculty, staff, and community.

We value community outreach. We are responsive to the needs of our constituents and are committed to the development and posterity of our service region. Seamlessly linked to institutions, businesses, and other stakeholders, we work collaboratively with these entities to satisfy the educational and training needs of our service region and to improve the quality of life for the citizens we serve.

We value participatory decision-making. We emphasize a team approach as we work to achieve our educational mission. Communication and shared governance are central to building mutual trust and respect across all levels within the institution.

We value forward thinking. We are prepared to meet the future. Innovative thinking and state of the art technology allow us to embrace growth and change.

We value our heritage. As one of the oldest community colleges in the state, we respect the traditions and customs of our campus community.

We value stewardship. We embrace sound management policy and practice responsible and efficient use of federal, state, and local resources.
MOBERLY AREA COMMUNITY COLLEGE
Strategic Plan 2018-2021

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Planning Process

Strategic planning at Moberly Area Community College (MACC) is a dynamic effort involving all constituents of the College. The planning process for the new strategic plan began in September 2017 with the formation of a work group from the Strategic Planning Committee and continued on throughout the 2017-18 academic year with input from the full planning committee. The planning cycle culminates in August 2018 with approval and implementation of MACC’s 2018-21 Strategic Plan.

Strategic Planning Committee

The committee that developed MACC’s 2018-21 Strategic Plan had representatives from a variety of campus departments across MACC locations and included the faculty, staff, and administrators listed below.

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
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<tbody>
<tr>
<td>1</td>
<td>Susan Arment</td>
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<td>2</td>
<td>David Byland</td>
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<td>Patti Cole, Co-Chair</td>
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<td>Valerie Darst</td>
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<td>Jackie Fischer</td>
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<td>Amy Hager</td>
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<td>Meghan Holleran, Co-Chair</td>
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<td>Jeff Lashley</td>
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<td>Michele McCall</td>
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<td>Lloyd Marchant</td>
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<td>Sara Sapp</td>
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<td>16</td>
<td>Susan Spencer</td>
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<td>17</td>
<td>Chase Stamp</td>
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<td>18</td>
<td>Scott Taylor</td>
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Assessment of Current Plan and Framework for New Plan

Early in the planning process the strategic plan work group conducted an assessment of the 2015-18 college goals and the planning process itself. The work group identified important developments that have happened since the last plan was implemented that should be addressed in the next plan. The group also outlined a new framework that would improve plan-related challenges such as engagement, accountability, tracking, and reporting.

Input Process

The Strategic Planning Committee invited employees to give feedback at in-person planning sessions, through an anonymous survey, and by email. Surveys were also distributed to alumni, area educators, and business/community organizations and partners. Other sources of input included student and employee survey
results, relevant institutional data, and regular interaction with various stakeholders. The review process also considered national, state, and local trends in education, as well as social, economic, and political factors that impact the College.

**External Factors**

External factors identified as having a significant impact on College activities and strategic planning were 1) continuing enrollment declines, 2) national focus on completion initiatives and accelerated routes through developmental education, 3) anticipated flat state funding, 4) increased interest in workforce development, and 5) increased reporting at the state and federal level. These factors place increased responsibilities for accountability, transparency, and self-evaluation on the College and make alignment of strategic planning at all levels essential.

**Nine Areas**

Nine themes emerged in the planning process which became MACC’s nine priority areas. The strategic plan work group presented an initial outline for each area to the full planning committee, and writing teams developed drafts. Several rounds of revisions were made before the committee finalized the plan. The items listed below are the areas of major focus for MACC over the next three years.

1. Marketing
2. Enrollment and Student Engagement
3. Structured Schedules
4. Teaching and Learning
5. Student Success
6. Developmental and Corequisite Education
7. Workforce Development and Technical Education
8. Employee Engagement
9. Fiscal Sustainability

**Parts of the Plan**

The committee organized the plan to include the following elements:

- **Areas**: 9 areas of priority in the plan
- **College Goals**: 2-6 measurable objectives for each area which state the desired results
- **Potential Strategies to Reach Goals**: Possible actions for strategic plan work groups to initiate to reach goals
- **Strategic Plan Work Groups**: Nine groups, each led by three co-chairs, that are responsible for initiating strategies to reach goals, tracking progress, and presenting findings to the Strategic Plan Oversight Committee
- **Strategic Plan Oversight Committee**: Administrators from the Strategic Planning Committee with responsibility for evaluating progress toward goals and recommending changes in approach, in the plan, and in the planning process
- **Scorecard**: Document that tracks Key Performance Indicators that align with College goals
**Strategic Plan Work Groups**
A new component has been added to the College’s planning process to focus efforts and increase engagement and participation. Strategic plan work groups will form for each of the nine areas of the plan. Each work group is charged with developing and implementing strategies to meet the established goals for their area. The work group co-chairs are responsible for activating the people and/or systems needed to operationalize MACC strategies. Meeting minutes will detail the efforts and activities of the work groups.

**Tracking Progress Toward Goals**
The 2018-2021 Strategic Plan format has been redesigned to improve how progress is monitored. Key Performance Indicators that align with college goals will be tracked on a Scorecard. Twice a year the work groups will prepare and present oral progress reports to the Strategic Plan Oversight Committee. Updates will be shared college-wide and with the Board of Trustees.

**Link to the Budget**
Budget requests for 2018-19 were submitted while the Strategic Planning Committee was drafting this plan which ensured linkage between the planning process and budgeting process in the first year of the plan. Tables I - V in the Appendix illustrate the budget 2018-19 alignment with MACC’s 2018 - 2021 Strategic Plan. To continue this process into the second and third years of the plan, department heads will be asked to provide justification for significant dollar amounts (over $1,000) or large variances from the previous year’s actual budget. Budget alignment with the plan will be outlined and summarized each year of the plan. Linkages establish that funds will be available, when needed, to accomplish the College goals. The Vice President for Finance will assess the budget implications of the College’s strategic plan during regularly-scheduled budget planning, reviews, and revisions. Her role on the Strategic Plan Oversight Committee will help to ensure that planning decisions are prioritized and funded.

**Planning Cycle**
The plan is designed to be implemented over the course of three years. Progress toward established goals and strategies will be tracked through Strategic Plan Work Group efforts, detailed in meeting minutes, and measured on the College’s Scorecard of Key Performance Indicators. During its review of the plan, the Strategic Plan Oversight Committee will determine if adjustments are needed to keep the plan on target.

**Responsibility for the Plan**
The President is ultimately responsible for the implementation of the goals contained in the plan. Although the President does not have primary responsibility for each goal, the College employees who have primary responsibility for each of the areas of the plan are required to report to the President and the Strategic Plan Oversight Committee on progress towards accomplishment of those goals.
The MACC planning process is based on a three-year cycle, beginning with the dissemination of the Strategic Plan and implementation of activities. The Strategic Plan Work Groups will work throughout the year to implement strategies to reach goals and track their progress. The Strategic Plan Work Groups will present their progress to the Strategic Plan Oversight Committee twice a year. A summary of their presentations will be shared with the College and the Board of Trustees. The Strategic Plan Oversight Committee will determine whether changes or updates to the plan are necessary. Any amendments to the Plan will be presented to President’s Council and to the Board. A thorough assessment of the plan will be conducted in the third year (2020-2021), and the 3-year cycle will begin again in 2021-2022.

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<thead>
<tr>
<th>Strategic Plan (SP) Oversight Committee</th>
<th>AUG</th>
<th>SEP</th>
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<th>NOV</th>
<th>DEC</th>
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<td>Co-Chairs of SP Work Groups</td>
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<td>Hold strategic plan work group meetings to plan, initiate, and track progress on strategies to reach goals</td>
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<td>Report progress to SP Oversight Committee</td>
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1. Marketing
   Establish MACC as the college choice for students in our communities

2. Enrollment and Student Engagement
   Recruit and engage new students

3. Structured Schedules
   Offer course schedules that facilitate full-time enrollment and degree completion

4. Teaching and Learning
   Provide a learning environment that fosters academic success of students

5. Student Success
   Improve student success and persistence/retention

6. Developmental and Corequisite Education
   Improve gateway course completion

7. Workforce Development and Technical Education
   Respond to community and industry education and training needs

8. Employee Engagement
   Provide a supportive and inclusive work environment

9. Fiscal Sustainability
   Maintain long-term financial stability, while serving the needs of our students, employees and community
MARKETING
Establish MACC as the college choice for students in our communities

Goals
1. Increase number of students who enroll each year
2. Implement direct marketing campaigns for target populations and low-enrollment programs
3. Engage the College community in marketing priorities and efforts

Potential Strategies to Reach Goals
- Prioritize marketing efforts directed at target populations
  - Area high school graduates
  - Non-traditional students
  - Hannibal, Kirksville, Mexico, and Moberly (increasing enrollment)
  - Columbia and Online (capitalizing on markets)
- Focus marketing message on cost savings, quality instruction, transfer, CTE programs, dual enrollment programs, and student success stories
- Expand use of social media to include geofencing and student takeovers of MACC accounts
- Create templates that departments can use to advertise events and activities
- Submit annual marketing plan and a progress report at the end of year

Key Performance Indicators
- Unduplicated student headcount in academic year
- Number of hits to Steps to Admission page on MACC website
- Number of applications received per year
- Number of followers on social media (Facebook, Instagram, and Twitter)
- Number of new MACC promotional videos and number of views
- Number/percent of decisions to attend MACC as a 1st choice (Noel Levitz Student Satisfaction Inventory)
ENROLLMENT & STUDENT ENGAGEMENT
Recruit and engage new students

Goals
1. Increase the enrollment rate of those who show interest in MACC
2. Increase number of students who enroll each semester from target populations
   - Non-traditional students (> 25 yrs.)
   - Hannibal, Kirksville, Mexico, and Moberly
   - Columbia and Online (determine market potential)
   - Area high school graduates
3. Increase participation in co-enrollment programs
4. Increase enrollment in low-enrollment academic programs
5. Raise student awareness of the benefits of full-time enrollment
   - Increase the average registered hours of full-time students
6. Expand student co-curricular offerings (e.g., student clubs and organizations)

Potential Strategies to Reach Goals
- Implement methods to contact
  - New applicants within two business days of receiving application
  - Applicants who have not enrolled
- Schedule recruitment visits to area high schools (separate from dual credit enrollment)
- Hold College Days for high school students at MACC locations
- Develop and implement program-specific recruitment strategies for low-enrollment academic programs
- Clarify “15 to Finish” target population and expand awareness campaign for students, parents, and other stakeholders
- Clarify the process for forming new student groups (informal and formal)
- Implement Jenzabar Admission module to improve admissions and enrollment tracking

Key Performance Indicators
- Number of students who have applied but not enrolled
- Number of students who enroll at MACC from target populations
- Number of MACC dual credit students who enroll post high school graduation
- Number of students enrolled in MizzouMACC, TruMACC, and MACCStephens
- Average number of credit hours full-time, degree/certificate-seeking students register for in fall and spring
- Performance gap between student ratings of importance and satisfaction on academic advising (Noel Levitz Student Satisfaction Inventory)
- Satisfaction rates on quality of advising (MACC Graduate Satisfaction Survey)
- Number of active student organizations
- Number of students participating in official student organizations

Growth Area – Identified for improvement by President’s Council based on 2017-18 feedback (students, employees, and stakeholders).
#3

**STRUCTURED SCHEDULES**

*Offer course schedules that facilitate full-time enrollment and degree completion*

**Goals**

1. Offer predictable course schedules that allow students to plan one year out
2. Increase “off-schedule” offerings to provide more options for students to stay on track
3. Increase on-time graduation rates (within 100% of normal program completion time)

**Potential Strategies to Reach Goals**

- Conduct a course schedule analysis across locations and academic programs to evaluate the degree to which schedules offer student-friendly course blocks and allow on-time completion
- Fully implement course blocks that allow students to attend full time and complete degree programs (e.g., Mon./Wed. and Tues./Thurs.)
- Add winter intersession courses to the schedule
- Expand the “2 in 8 program” (2 online courses every 8 weeks)

**Key Performance Indicators**

- Number of credit hours offered off-schedule (e.g., 8 wks. in fall and spring, 4 wks. and intersession in summer)
- Average on-time (100%) graduation rate of first-time, full-time degree/certificate-seeking students
TEACHING & LEARNING
Provide a learning environment that fosters academic success of students

Goals
1. Foster a culture of faculty collaboration that 1) is centered around use of innovative and effective teaching methods that support student learning, and 2) promotes consistency in course outcomes across campus locations and modes of delivery.
2. Strengthen connections between full-time and part-time faculty who are not connected to a physical campus location, including those teaching in the dual credit and online formats.
3. Support faculty in providing learning opportunities and resources that extend learning beyond the classroom.

Potential Strategies to Reach Goals
- Establish a Quality Teaching & Learning Coordinator position focused on faculty engagement and implementation of best practices.
- Develop and implement a First Semester Experience course for all new faculty (full-time, adjunct and dual credit) focused on connecting faculty with resources and articulating college policies and expectations.
- Establish a series of semester or year-long Faculty Learning Circles/Communities focused on sharing, learning and reflecting on teaching and learning processes.
- Add Faculty Share Strategies for Teaching sessions to existing faculty workshops (e.g., poster sessions, panels).
- Strengthen the processes around the NACEP Accreditation Standards related to faculty, assessment, and curriculum.
- Explore strategies to more intentionally engage part-time faculty who teach online with faculty and staff throughout the institution (i.e., virtual meetings with instructional deans, support staff, etc.).
- Start a One Read for faculty.
- Implement an evaluation tool to measure faculty utilization/implementation of instructional strategies and resources.
- Expand student use of LARC services.
- Provide students with opportunities to learn about other cultures.

Key Performance Indicators
- Performance gap between student ratings of importance and satisfaction on quality instruction (Noel Levitz Student Satisfaction Inventory).
- Satisfaction rates on quality of instruction (MACC Graduate Satisfaction Survey).
- Identified themes about instruction in MACC Graduate Satisfaction Survey.
- Number of students using Library and Academic Resource Centers (LARC) each semester across locations.

Growth Area – Identified for improvement by President’s Council based on 2017-18 feedback (students, employees, and stakeholders).
#5

## STUDENT SUCCESS

*Improve student success and persistence/retention*

### Goals

1. Improve student persistence rates (fall to spring and fall to fall) for targeted populations
   * First-time, full-time degree/certificate seeking students
   * Non-traditional students
   * Career & Technical Education students
2. Increase the percentage of students who complete 12 or more hours per semester
3. Improve course success/pass rates
4. Improve 3 yr. graduation rate (150%)
5. Improve 3 yr. transfer rate (150%)
6. Improve student satisfaction rates (overall experience, advising experience, instructional experience)

### Potential Strategies to Reach Goals

- Designate specific interdepartmental teams to work with each target population and provide intrusive retention services for
  * Non-traditional students
  * First-time, full-time degree/certificate seeking students
  * Career and technical education students
- Develop and offer more college orientation courses for specific interest areas (majors/degrees) and cohorts (e.g., non-traditional)
- Offer course-specific group tutoring and workshops for high-enrollment/low-retention courses
- Increase student awareness of the requirement to complete a graduation application
- Implement a process to contact students who need 9 or fewer hours to graduate
- Increase marketing efforts and student awareness of reverse transfer
- Increase transfer awareness
  * Send invitations to students from target populations to meet separately with advisors about transfer
  * Add transfer appointment option to appointment scheduling system
  * Organize and offer group transfer visits to area 4-yr schools

### Key Performance Indicators

- Number/percent of students from targeted populations who persist at MACC from fall to spring and fall to fall
- Number/percent of full-time students who earn 12 or more hours per semester
- Number/percent of credit hours successfully completed (grade of C or higher) each semester
- 3-year graduation and transfer rate (to 4-yr schools) of first-time, full-time degree/certificate-seeking students
- Satisfaction rates on MACC Graduate Satisfaction Survey
## #6

**DEVELOPMENTAL & COREQUISITE EDUCATION**

*Improve gateway course completion*

### Goals

1. Ensure corequisite course student performance in gateway course is comparable to non-corequisite course student performance
2. Increase student submissions of writing appeals and M.E.C.A.s (Mathematics Exit Competency Assessment)

### Potential Strategies to Reach Goals

- Offer course-specific faculty professional development sessions (virtual)
- Offer course-specific group tutoring and stand-alone workshops through the LARC (faculty-directed topics)
- Establish a process that allows academic tutors to observe specific courses and course sessions
- Increase student awareness of writing appeals and M.E.C.A.s
- Use of standardized assessments

### Key Performance Indicators

- Number/percent of students who pass MTH010 – Fundamentals of Math (pass = C or higher)
- Coreq course student success in gateway courses compared to non-coreq course student success (statistical significance)
- Number of student submissions of writing appeals and M.E.C.A.s

## #7

**WORKFORCE DEVELOPMENT & TECHNICAL EDUCATION**

*Respond to community and industry education and training needs*

### Goals

1. Maintain and grow strong relationships with community and industry leaders
2. Develop and support academic programs that respond to community and workforce needs
3. Deliver more customized training and community courses throughout the MACC service region
4. Make Workforce Development Center self-sufficient by 2021

### Potential Strategies to Reach Goals

- Host targeted area career fairs
- Participate in economic development/chamber events
- Expand 1) community non-credit course offerings, 2) apprenticeship offerings, and 3) customized workplace training programs
- Host Workforce Development Center open house
- Secure grants

### Key Performance Indicators

- Revenue from Workforce Development Center
- Workforce Development Center Direct Margin

---

Growth Area – Identified for improvement by President’s Council based on 2017-18 feedback (students, employees, and stakeholders).
EMPLOYEE ENGAGEMENT
Provide a supportive and inclusive work environment

Goals
1. Provide new employees with the support needed to be successful in their roles
2. Promote a positive environment where employees feel supported and have opportunities to grow
3. Promote diversity and cultural awareness in the work culture

Potential Strategies to Reach Goals
- Create new employee online orientation course
- Create employee directories with photos (including bios for faculty)
- Address high-need areas from the employee satisfaction survey
- Develop new communication mechanisms
- Implement employee “bright ideas” process where anyone can submit ideas and, if approved, can follow-up/lead/implement
- Revise staff evaluation process
- Offer face-to-face diversity and cultural awareness training to employees and college search committees
- Research and implement best practices to recruit and retain diverse employees

Key Performance Indicators
- Employee ratings on three survey items in Great Colleges to Work for Faculty/Staff Satisfaction Survey
  1. My job makes good use of my skills and abilities.
  2. I am given responsibility and freedom to do my job.
  3. I am provided the resources I need to be effective in my job.
- Employee turnover rate (i.e., number of separations during the year by the average number of employees)
- Number/percent of staff receiving annual performance evaluations

Growth Area – Identified for improvement by President’s Council based on 2017-18 feedback (students, employees, and stakeholders).
FISCAL SUSTAINABILITY
Maintain long-term financial stability, while serving the needs of our students, communities, and employees

Goals
1. Sustain or replace current net revenue level from bookstore auxiliary enterprise
2. Increase reserve funds as a percentage of annual expenditures
3. Explore feasibility of increasing average class size
4. Increase the giving to the MACC Foundation
5. Increase the number of memberships to the MACC Alumni Association

Potential Strategies to Reach Goals
- Offer virtual options in low-enrollment disciplines
- Develop new revenue streams through sales of merchandise/snacks/coffee
- Explore alternate revenue options as the College scales the use of open educational resources
- Decrease costs of auxiliary services
- Increase revenue sources (e.g., grants, donations)
- Explore strategies to decrease expenditures
- Offer an incentive for employees to submit cost-saving ideas
- Implement a process to review course caps and make adjustments where appropriate

Key Performance Indicators
- Dollars generated from alternate bookstore revenue
- Primary reserve ratio (expendable net assets as a percent of total expenditures)
- Overall average class size
- Total dollar in donations to MACC Foundation
- Total number MACC Alumni Association memberships