

ABTech Community College

2013-2014 Strategic Plan



Board of Trustees 2013-2014 Strategic Priorities (incorporated into the 2013-14 Strategic Plan)

1. Achieve SACS reaffirmation for accreditation of A-B Technical Community College. (Strategic Plan Area of Focus/Objective: 3A)
2. Establish A-B Tech as a national model of excellence among community colleges. (Strategic Plan Area of Focus/Objective: 7C)
3. Focus on curriculum improvement to ensure student success and completion. (Strategic Plan Area of Focus/Objective: 2A, 2B, 2C)
4. Increase the use of technology solutions to support student learning and the changing cultural environment. (Strategic Plan Area of Focus/Objective: 1C, 4H)
5. Develop a stronger alignment between the community's and the campus' demographics, particularly as it relates to people of color. (Strategic Plan Area of Focus/Objective: 4F, 5A, 5B)
6. Increase awareness of A-B Tech, its programs and services through a comprehensive marketing and communications plan. (Strategic Plan Area of Focus/Objective: 7A, 7B, 7C)
7. Position A-B Tech as the leader of economic development, working in alignment with our partners to become an economic engine and creating next level workforce development programming. (Strategic Plan Area of Focus/Objective: 6A, 6B, 6C)
8. Create a vibrant business model that allows A-B Tech to enhance fiscal stability and address the changing environment impacting higher education. (Strategic Plan Area of Focus/Objective: 4A, 4B, 4D, 5A, 5C, 7A)
9. Increase recruitment and outreach initiatives to every public, private, home-schooled high school student in Buncombe and Madison counties to promote A-B Tech as their first choice for a college education. (Strategic Plan Area of Focus/Objective: 5A, 7B)
10. Increase alumni involvement and develop a proactive approach to their re-commitment. (Strategic Plan Area of Focus/Objective: 7A, 7B)





Vision, Mission, Values



Vision

Locally Committed • Regionally Dynamic • World-Class Focused

Mission

A-B Tech inspires, nurtures and empowers students and the community toward a better quality of life through progressive teaching, bold innovation and supportive collaboration.

Values

A-B Tech's core beliefs guide behaviors, decisions and interactions toward accomplishing the mission and achieving the vision.

A-B Tech is dedicated to student and community success through:

Excellence

To practice the highest levels of professionalism and performance in providing a quality education for our diverse community. We commit to superior personal, academic and professional standards as we strive for distinction in all aspects of our learning and work.

Learning

To foster a love of learning and to empower individuals to succeed in our local and global community. To be the #1 resource for college and career readiness, transfer education, enrichment, workforce development and life-long learning.

Supportive Environment

To create a safe, nurturing, appreciative, compassionate atmosphere of mutual respect and collaborative partnerships among all individuals.

Innovation

To actively seek creative solutions and cutting-edge initiatives that lead to best practices.

Inclusiveness

To embrace the diversity of cultures, ideas, wisdom and points of view that makes people unique and adds quality to our lives and vitality to the college.

Continuous Improvement

To continually assess the effectiveness of our programs, services and processes to assure that we are doing our best every day and that over time our best gets better.





Key Performance Indicators



1A8. Improve student completion: Annual number of degrees, diplomas, and certificates awarded

3A1. Complete the SACS reaffirmation process: Complete all required actions leading to full reaffirmation in June 2014

4D1. & 4D.2 Increase curriculum class capacity: Average class size and classroom utilization

4F1. Develop stronger alignment between the community and College demographics:
Representation of racial/ethnic minority of full and part-time employees among exempt staff, non-exempt staff, and faculty

5A2. Increase enrollment: Annualized Budget FTE for Curriculum, Basic Skills and Occupational

5B1. Develop stronger alignment between the community and College demographics:
Representation of racial/ethnic minority students (fall semester) for curriculum and continuing education

6C1. Increase outreach to businesses and industries within the service area: Number of contacts established – new and repeats

7A1. Increase revenue: Annual new philanthropic donations

2013-14 Strategic Plan

Area of Focus	Objective	Time Frame and Goals							Individual Responsible
		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal	
1. Student Success	A. Improve student persistence and completion	1A.1 Fall to fall retention (State cohort)	63.3%	62.3%		65%	67%	69%	Melissa Quinley
		1A.2 Fall to spring retention (State cohort)	76.8%	77.5%		80%	82%	84%	Melissa Quinley
		1A.3 New, entering students completing developmental requirements during their first year	Math: 9.5% English: 37.6% Reading: 39.9%	Math: 10.4% English: 41.5% Reading: 44.9%	Math: English: Reading:	Math: 60% English: 60% Reading: 60%	Math: 70% English: 70% Reading: 70%	Math: 80% English: 80% Reading: 80%	Melissa Quinley
		1A.4 New, entering students successfully completing gatekeeper courses (English and math) during their first year	Math: 14.4% English: 27.4%	Math: 17.3% English: 28.1%	Math: English:	Math: 20% English: 30%	Math: 25% English: 35%	Math: 30% English: 40%	Melissa Quinley
		1A.5 New, entering students completing college-level courses with a 'C' or better during their first year	67.2%	70.4%		73%	75%	77%	Melissa Quinley
		1A.6 New, entering students completing distance college-level courses with a 'C' or better during their first year	59.8%	64.0%		68%	70%	72%	Melissa Quinley
		1A.7 New, entering students earning a diploma, degree or certificate after one to six years	1 yr: 3.6% 2 yr: 10.2% 3 yr: 24.8% 4 yr: 24.9% 5 yr: 31.3% 6 yr: 31.5%	(Fall and Spring only) 1 yr: 1.5% 2 yr: 7.9% 3 yr: 17.1% 4 yr: 28.8% 5 yr: 27.4% 6 yr: 32.9%	1 yr: 2 yr: 3 yr: 4 yr: 5 yr: 6 yr:	1 yr: 5% 2 yr: 12% 3 yr: 28% 4 yr: 28% 5 yr: 34% 6 yr: 34%	1 yr: 7% 2 yr: 14% 3 yr: 30% 4 yr: 30% 5 yr: 36% 6 yr: 36%	1 yr: 10% 2 yr: 16% 3 yr: 32% 4 yr: 32% 5 yr: 38% 6 yr: 38%	Melissa Quinley
		1A.8 Annual number of degrees, diplomas, & certificates awarded	Total: 1,348 Degrees: 757 Diplomas: 174 Certificates: 417	Total: 1,065 Degrees: 705 Diplomas: 79 Certificates: 281	Total: Degrees: Diplomas: Certificates:	Total: 1,310 Degrees: 843 Diplomas: 157 Certificates: 310	Total: 1,376 Degrees: 885 Diplomas: 165 Certificates: 326	Total: 1,445 Degrees: 929 Diplomas: 173 Certificates: 342	Melissa Quinley
	B. Meet State performance funding measure goals	1B.1 Basic skills student progress	ABTCC: 39.6% NCCCS Goal: 51.2%				Meet/exceed State goal		Melissa Quinley
		1B.2 GED diploma attainment	ABTCC: 53.7% NCCCS Goal: 82.0%				Meet/exceed State goal		Melissa Quinley
		1B.3 Developmental student success in college-level English courses	ABTCC: 61.3% NCCCS Goal: 74.9%				Meet/exceed State goal		Melissa Quinley
		1B.4 Developmental student success in college-level math courses	ABTCC: 65.4% NCCCS Goal: 75.4%				Meet/exceed State goal		Melissa Quinley
		1B.5 First-year progression	ABTCC: 71.6% NCCCS Goal: 74.6%				Meet/exceed State goal		Melissa Quinley

Metrics highlighted in yellow have been designated by the Board of Trustees as Key Performance Indicators (KPIs).

Area of Focus	Objective	Time Frame and Goals							Individual Responsible
		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal	
1. Student Success	B. Meet State performance funding measure goals	1B.6 Curriculum completion	ABTCC: 40.3% NCCCS Goal: 45.6%			Meet/exceed State goal			Melissa Quinley
		1B.7 Licensure and certification attainment	ABTCC: 89.7% NCCCS Goal: 91.7%			Meet/exceed State goal			Melissa Quinley
		1B.8 College transfer performance	ABTCC: 94.9% NCCCS Goal: 93.6%			Meet/exceed State goal			Melissa Quinley
	C. Increase the use of technology solutions to support student success	1C.1 Implement My Academic Plan (MAP) software	N/A	N/A		MAP implemented	Ongoing implementation	Ongoing implementation	Terry Brasier
		1C.2 Student satisfaction with technology	N/A	N/A	Collect baseline data	Establish baseline			Brian Willis
2. Curricular Improvement	A. Deliver quality curriculum programs to meet the needs of the community	2A.1 Percent of programs receiving a self-directed rating or above score on their SLO reports	N/A	N/A	Collect baseline data	80%	90%	100%	Melissa Quinley
		2A.2 Percent of programs receiving a satisfactory score on their program review reports	N/A	N/A	Collect baseline data	80%	90%	100%	Melissa Quinley
		2A.3 Number of exploratory studies for new programs conducted	1	2		2-4	2-4	2-4	Melissa Quinley
		2A.4 Curricular-related service learning hours	4,305 hours	4,244 hours		4,371	4,502	4,638	Melissa Quinley
	B. Achieve parity of student satisfaction and success among delivery methods	2B.1 Overall course success rates by modality	Hybrid: 70.2% Online: 64.6% Web-based: 75.4%	(Fall only) Hybrid: 71.1% Online: 64.4% Web-based: 76.6%	Hybrid: Online: Web-based:	Hybrid: 72% Online: 66% Web-based: 77%	Hybrid: 74% Online: 69% Web-based: 78%	Hybrid: 75% Online: 71% Web-based: 79%	Melissa Quinley
		2B.2 Overall course retention rates by modality	Hybrid: 85.0% Online: 85.3% Web-based: 87.6%	(Fall only) Hybrid: 87.6% Online: 85.2% Web-based: 89.8%	Hybrid: Online: Web-based:	Hybrid: 89% Online: 87% Web-based: 90%	Hybrid: 90% Online: 88% Web-based: 90%	Hybrid: 90% Online: 90% Web-based: 90%	Melissa Quinley
		2B.3 Overall rating of instructor effectiveness by modality	Hybrid: 93.7% Online: 93.5% Web-based: 93.7%	(Fall only) Hybrid: 95.1% Online: 93.2% Web-based: 94.2%	Hybrid: Online: Web-based:	Hybrid: 95% Online: 94% Web-based: 95%	Hybrid: 95% Online: 95% Web-based: 95%	Hybrid: 95% Online: 95% Web-based: 95%	Melissa Quinley
	C. Meet all program accreditation requirements	2C.1 Percent of academic programs undergoing reaccreditation that complete all required actions leading to full reaccreditation	0% (0/1)	100% (6/6)		100%	100%	100%	Melissa Quinley

Area of Focus	Objective	Time Frame and Goals							Individual Responsible
		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal	
3. Compliance and Accountability	A. Complete the SACS reaffirmation process	3A.1 Complete all required actions leading to full reaffirmation in June 2014	N/A	N/A		Reaffirmed by 6-2014 with no remaining issues			Dennis King
		3A.2 Implement the distance learning QEP	N/A	N/A		Begin Implementation 10-2013	Continued implementation	Continued implementation	Dennis King
	B. Successfully meet the requirements of all external audits	3B.1 Percentage of audits that receive satisfactory results				100%	100%	100%	Melissa Quinley Scott McKinney
4. Institutional Sustainability	A. Improve emergency preparedness	4A.1 Percent of respondents rating emergency preparedness as satisfactory or above	N/A	N/A	Collect baseline data				Scott McKinney
		4A.2 Increase the use of technology solutions to enhance emergency communications	N/A	N/A	Collect baseline data				Brian Willis
	B. Increase non-appropriated revenue	4B.1 Self-supporting revenue – Curriculum – CE	CU: CE:	CU: CE: \$410,999	CU: CE:	CU: CE: \$431,550	CU: CE: \$453,125	CU: CE: \$475,785	Melissa Quinley Shelley White
	C. Improve and sustain the professional growth of all employees	4C.1 Confirmed attendance (seats filled) at in-house professional development offerings	PDreg Faculty: 1,203 PDreg Staff: 1,928	PDreg Faculty: 1,687 PDreg Staff: 1,885	PDreg Faculty: PDreg Staff:	PDreg Faculty: 1,745 PDreg Staff: 1,935	PDreg Faculty: 1,832 PDreg Staff: 2,032	PDreg Faculty: 1,924 PDreg Staff: 2,134	Kaye Waugh
		4C.2 Number of workshops that support core, supervisor, manager, faculty, faculty chair and executive competencies	N/A	Establish baseline 554 workshops		565	593	623	Kaye Waugh
	D. Increase curriculum class capacity	4D.1 Average class size (fall and spring semesters)	A&S: 19.6 B&H: 16.7 E&AT: 12.0 AHPS: 16.4 ES: 15.6 AS: 22.3 College: 18.1	A&S: 20.7 B&H: 17.7 E&AT: 12.8 AHPS: 16.8 ES: 15.7 AS: 19.0 College: 18.6	A&S: B&H: E&AT: AHPS: ES: AS: College:	A&S: 21 B&H: 18 E&AT: 13 AHPS: 17 ES: 17 AS: 21 College:	A&S: 22 B&H: 20 E&AT: 15 AHPS: 18 ES: 18 AS: 22 College:	A&S: 23 B&H: 22 E&AT: 17 AHPS: 19 ES: 19 AS: 23 College:	Melissa Quinley
		4D.2 Classroom utilization (Percent student station utilization from UNC Facilities Inventory and Utilization Study)	68.9%			70%	72%	74%	Melissa Quinley
	E. Improve and sustain quality and impact of in-house professional development activities	4E.1 Percent of workshops receiving at least a 90% positive feedback rating from participants on 6 quality indexes	N/A	Establish baseline 89% of workshops with ≥ 90% positive feedback		Achieve and sustain at least 90% on all 6 quality measures	Achieve and sustain at least 90% on all 6 quality measures	Achieve and sustain at least 90% on all 6 quality measures	Kaye Waugh
		4E.2 Attendance at professional development offerings to support the development of cross-cultural competence for employees and supervisors	N/A	164 confirmed attendees 15 workshops		180	189	198	Kaye Waugh

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		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal	
4. Institutional Sustainability	F. Develop stronger alignment between the community's and the College's demographics, particularly as it relates to race and ethnicity	4F.1 Representation of racial/ethnic minority of full- and part-time employees – Exempt Staff (FT/PT) – Non-Exempt Staff (FT/PT) – Faculty (FT/PT)	Service Area: 14.7% Exempt: 4.8%/6.7% Non-Ex.: 11.1%/3.5% Faculty: 2.3%/3.5%	Service Area: 14.7% Exempt: 8.3%/9.1% Non-Ex.: 8.6%/4.4% Faculty: 4.0%/3.8%	Service Area: 14.7% Exempt: Non-Ex.: Faculty:	Service Area: Exempt: 7.8%/7.3% Non-Ex.: 12.5%/8.0% Faculty: 7.1%/6.8%	Service Area: Exempt: 8.6%/8.6% Non-Ex.: 13.0%/8.6% Faculty: 8.6%/8.6%	Service Area: Exempt: 8.6%/8.6% Non-Ex.: 13.0%/8.6% Faculty: 8.6%/8.6%	Kaye Waugh
	G. Develop and implement strategies to support the A-B Tech workforce	4G.1 Develop and implement an national employee climate survey	N/A	N/A		Survey developed and implemented	Survey implemented	Survey implemented	Kaye Waugh
	H. Improve the College computing experience	4H.1 Average PC replacement period	Employee: approx. 4.8 years Student-facing: approx. 5.8 years	Employee: approx. 4.6 years Student-facing: approx. 5.5 years	Employee: Student-facing:	Employees: 5 years Student-facing: 3 years	Employees: 4 years Student-facing: 2.5 years	Employees: Student-facing:	Brian Willis
		4H.2 Number of passwords per user	n-8 (eight passwords have been eliminated)	n-8 (eight passwords have been eliminated)		1	1	1	Brian Willis
5. Enrollment Management	A. Increase enrollment	5A.1 Annual unduplicated headcount – Curriculum – Con. Ed. (non-credit) – Total College	CU: 11,124 CE: 16,403 Total: 26,505	As of 6-26-13 CU: 11,367 CE: 14,365 Total: 24,819	CU: BS: OE:	CU: 11,708 CE: 16,895 Total: 27,553	CU: 12,059 CE: 17,402 Total: 28,379	CU: 12,421 BS: 17,924 Total: 29,230	Terry Brasier
		5A.2 Annualized Budget FTE – Curriculum (CU) – Basic Skills (BS) – Occupational (OE)	CU: 6,175 BS: 441 OE: 593	CU: 6,270 BS: 403 (2 year average) OE: 633	CU: BS: OE:	CU: 6,458 BS: 415 OE: 652	CU: 6,652 BS: 428 OE: 672	CU: 6,851 BS: 440 OE: 692	Terry Brasier
		5A.3 Targeted recruitment and marketing by demographic: – CCP Students – High School Graduates – Adult Students – Visiting (Summer) – African-American Males – Occupational Training to Curriculum – Stop-outs	HS Grads: 744 Adults: 8,884 Visiting: Est. Baseline A.A. Males: 295 OE to CU: 6.1% Stop-outs: 17.2% (580 of 3,379)	CCP: 1,207 HS Grads: 780 Adults: 8,591 Visiting: 5% increase A.A. Males: 299 OE to CU: 6.3% Stop-outs: 19.0% (582 of 3,068)	CCP: HS Grads: Adults: Visiting: 5% increase A.A. Males: OE to CU: Stop-outs:	CCP: 900 HS Grads: 912 Adults: 9,741 Visiting: 5% Increase A.A. Males: 358 OE to CU: 7.5% Stop-outs: 31%	CCP: 1,000 HS Grads: 955 Adults: 10,200 Visiting: 5% increase A.A. Males: 375 OE to CU: 8% Stop-outs: 33%	CCP: 1,100 HS Grads: 1,000 Adults: 10,420 Visiting: 5% increase A.A. Males: 400 OE to CU: 8.5% Stop-outs:	Terry Brasier
		5A.4 Percent of GED completers who enroll in curriculum classes	21.7% (76 of 351)	20.2% (71 of 351)		23%	25%	27%	Terry Brasier
	B. Develop stronger alignment between the community's and the College's demographics, particularly as it relates to race and ethnicity	5B.1 Representation of racial/ ethnic minority students (fall semester) – Curriculum – Con. Ed. (non-credit)	Service Area: 14.7% CU: 12.2% CE: 15.1%	Service Area: 14.7% CU: 13.5% CE: 17.8%	Service Area: 14.7% CU: CE:	Service Area: CU: 13.0% CE: 14.7%	Service Area: CU: 13.4% CE: 14.7%	Service Area: CU: 13.4% CE: 14.7%	Terry Brasier Shelley White
		C. Provide flexible and responsive curriculum course scheduling	5C.1 Percent increase of census enrollment – 4-week – 8-week – Saturday	4-week: 118% 8-week: 231% Saturday: 91%	4-week: -2% 8-week: 32% Saturday: 10%	4-week: 8-week: Saturday:	4-week: 10% 8-week: 5% Saturday: 9%	4-week: 12% 8-week: 6% Saturday: 10%	4-week: 14% 8-week: 7% Saturday: 11%
5C.2 Percent of class offerings in distance format, not including summer classes	17.8%		17.8%		20%	22%	24%	Melissa Quinley	

Area of Focus	Objective	Time Frame and Goals							Individual Responsible	
		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal		
6. Economic and Business Development	A. Expand Entrepreneurial Outreach	6A.1 Number of community outreach activities	59	94		100	105	110	Scott McKinney	
		6A.2 Number of College outreach activities	13	11		15	17	19	Scott McKinney	
	B. Support the development of new and existing businesses	6B.1 Number of incubating companies – Not-Pre-Existing – Incubating – Partners – Students	Not-Pre-Existing: 2 Incubating: 9 Partners: 6 Student: 6	Not-Pre-Existing: 5 Incubating: 9 Partners: 6 Students: 7	Not-Pre-Existing: Incubating: Partners: Students:	Not-Pre-Existing: 6 Incubating: 11 Partners: 4 Students: 7	Not-Pre-Existing: 8 Incubating: 15 Partners: 3 Students: 7	Not-Pre-Existing: 10 Incubating: 19 Partners: 2 Students: 7	Scott McKinney	
		6B.2 Number of businesses assisted or developed through CBTI – Clients Counseled – Counseling Hours	Clients: 284 Hours: 714	Clients: 590 Hours: 1,422	Clients: Hours:	Clients: 420 Hours: 1,100	Clients: 435 Hours: 1,175	Clients: 445 Hours: 1,202	Scott McKinney	
		6B.3 Small Business Center – SBC Seminars – SBC Attendees – Jobs Created – Jobs Retained	Seminars: 82 Attendees: 1,052 Jobs: 44 Jobs Ret: 18	Seminars: 89 Attendees: 957 Jobs: 30 Jobs Ret: 27	Seminars: Attendees: Jobs: Jobs Ret:	Seminars: 144 Attendees: 1,890 Jobs: 51 Jobs Ret: 38	Seminars: 150 Attendees: 1,985 Jobs: 56 Jobs Ret: 41	Seminars: 158 Attendees: 2,084 Jobs: 61 Jobs Ret: 44	Scott McKinney	
	C. Increase outreach and services to businesses and industry	6C.1 Number of contacts established – New – Repeats	New: N/A Repeats: N/A	New: 503 Repeats: 406	New: Repeats:	New: 500 Repeats: 400	New: 500 Repeats: 400	New: 500 Repeats: 400	Shelley White	
		6C.2 Number of new agency or community partnerships developed	12	14		18	24	30	Shelley White	
		6C.3 Number of outreach events/presentations	N/A	44		42	42	42	Shelley White	
		6C.4 Number of customized or specialized courses or services offered to businesses	114	99		104	109	115	Shelley White	
		6C.5 Total number of companies participating in training and/or services	49	67		70	74	77	Shelley White	
	7. College Advancement	A. Expand opportunities to increase giving and loyalty	7A.1 Annual new philanthropic donations	\$706,297	\$5,841,625		1.75MM	2.0MM	2.25MM	Sue Olesiuk Hank Dunn
			7A.2 Number of individuals/households in database	2,500	3,408		5,000	6,250	7,500	Sue Olesiuk Hank Dunn
			7A.3 Alumni Association membership	2,013	2,714		3,000	5,000	7,000	Sue Olesiuk Hank Dunn
			7A.4 Amount donated by alumni (subset of 2E.1)	Not available	\$19,933		\$50,000	\$60,000	\$70,000	Sue Olesiuk Hank Dunn
			7A.5 New revenue generated by competitive grants	\$854,710	New: \$644,005 Continuing: \$395,979		1.75MM	2.0MM	2.25MM	Sara Smith

Area of Focus	Objective	Time Frame and Goals							Individual Responsible
		Metric	2011-12 Actual	2012-13 Actual	2013-14 Actual	2013-14 Goal	2014-15 Goal	2015-16 Goal	
7. College Advancement	B. Build dynamic relationships with the community	7B.1 Conduct market research to assess community awareness and needs	N/A	N/A		Market research conducted	Ongoing refinement of market research and use of results	Ongoing refinement of market research and use of results	Sara Smith
		7B.2 Develop and implement a comprehensive marketing and communications plan (that reaches new and current markets)	N/A	N/A		Marketing plan developed and implemented	Ongoing refinement and implemented	Ongoing refinement and implemented	Sara Smith
		7B.3 Alumni involvement in College recruitment activities	N/A	N/A	Collect baseline data	% increase	% increase	% increase	Sue Olesiuk Hank Dunn
		7B.4 Attendance at major College events	Collect historical data	Collect historical data	Collect baseline data	% increase	% increase	% increase	Sue Olesiuk Hank Dunn
	C. Establish A-B Tech as a national model of excellence	7C.1 Increase communication to national publications by 25%	N/A	N/A	Collect baseline data	% increase	% increase	% increase	Sara Smith
		7C.2 Develop and implement standards of excellence for A-B Tech	N/A	N/A	Collect baseline data	Standards developed and implemented	Ongoing refinement and implementation	Ongoing refinement and implementation	Sara Smith
		7C.3 Benchmark A-B Tech against other colleges through CCSSE and other national survey tools	N/A	N/A	Determine benchmarks; Collect baseline data	Ongoing identification of benchmarks and best practices	Ongoing identification of benchmarks and best practices	Ongoing identification of benchmarks and best practices	Sara Smith