2018-2020

STRATEGIC PLAN

FOR

INSTITUTIONAL EFFECTIVESS

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Introduction

The SACSCOC defines Institutional Effectiveness as "a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution."

Carolinas College of Health Sciences (Carolinas College) is committed to a continuous quality improvement process, as described in the Institutional Effectiveness policy:

> Institutional effectiveness (IE) is the process Carolinas College will use to demonstrate the achievement of its mission through the identification and review of college goals and outcomes. The IE process will serve several purposes:
> - **To improve:** The IE process will provide information that supports data-based decision-making that focuses on continuous quality improvement.
> - **To inform:** The IE process will inform leaders about the impact of college efforts on student success and program and college outcomes.
> - **To prove:** The IE process will demonstrate what college departments and programs are accomplishing to students, faculty, staff and other key stakeholders.

Carolinas College has a formal planning and assessment process performed regularly to ensure a uniform, effective and aligned planning process for all departments of the college.

The Strategic Plan for Institutional Effectiveness (SPIE) includes both the Destination 2020, the college planning framework, and the specific department plans that indicate what tactics and assessments will be employed to ensure college goals are met.

Strategic Plan for Institutional Effectiveness: Destination 2020

After receiving broad-based input from its many stakeholders (including Board of Directors, advisory groups, students, and teammates), Carolinas College developed a three-year strategic plan for the college. This plan, *Destination 2020,* seen in Figure 1, provides direction so the college can continually improve and be "differently better" by 2020, fulfilling our mission and reaching our vision.

> The *vision* of Carolinas College is to be the first and best choice for healthcare education.

> The *mission* of Carolinas College of Health Sciences is to transform lives by educating, engaging and empowering professionals for an evolving healthcare environment.

The Destination 2020 framework includes the strategic priorities and operational excellence objectives that will be the focus of the college over the next three years, as well as the key performance indicators (or Destination Points), that will be used to evaluate the overall success of the plan:

> **Strategic Priorities**
>
> *Growth*: Grow to be the **first and best choice** for healthcare education
>
> *Value*: Transform **education valued** by students, alumni, and employers
>
> *Affordability*: Increase the **affordability** of a Carolinas College of Health Sciences education

Operational Excellence Objectives

Student Experience:	Improve the **quality of experience** for every student, every program, every time
Teammate Engagement:	Cultivate **Carolinas College pride and shared aspirations**
Quality & Safety:	Provide **outstanding instruction and services** in a safe environment resulting in successful healthcare professionals
Efficiency and Throughput:	Match **appropriate resources** to the work

Strategic Plan for Institutional Effectiveness: Destination 2020

Mission: *To transform lives by educating, engaging and empowering professionals for an evolving healthcare environment*
Vision: *To be the first and best choice for healthcare education*

DESTINATION 2020 YE

	HOW WILL WE KNOW IF WE ARE DIFFERENTLY BETTER BY 2020?		
DESTINATION POINTS Year-end 2020	Achieve unduplicated headcount of **800 STUDENTS**	Prepare highly qualified healthcare providers **75% GRADUATION RATE** **80% PASS RATE** **75% PLACEMENT RATE**	Increase efficiencies to ensure **AVG ANNUAL COST PER STUDENT ≤ $9,688**

	WE WILL BE DIFFERENTLY BETTER BY:		
	Growth	**Value**	**Affordability**
STRATEGIC PRIORITIES	Growing to be the **first and best choice** for healthcare education	Transforming **education valued** by students, alumni, and employers	Increasing the **affordability** of a CCHS education
STRATEGIC OBJECTIVES	• Expand existing and develop future degree offerings and enrollment capabilities	• Enhance, promote, and support the delivery of an innovative curriculum focused on the evolving healthcare environment	• Implement process improvement strategies and identify additional revenue sources to achieve a positive budget margin

	WE WILL IMPROVE DAILY BY:			
	Student Experience	**Teammate Engagement**	**Quality and Safety**	**Efficiency and Throughput**
OPERATIONAL EXCELLENCE	Improving the **quality of experience** for every student, every program, every time	Cultivating **CCHS pride** and **shared aspirations**	Providing **outstanding instruction and services** in a safe environment resulting in successful healthcare professionals	Matching **appropriate resources** to the work

CONTINUAL LEARNING ORGANIZATION: Growing teammates' knowledge and skills
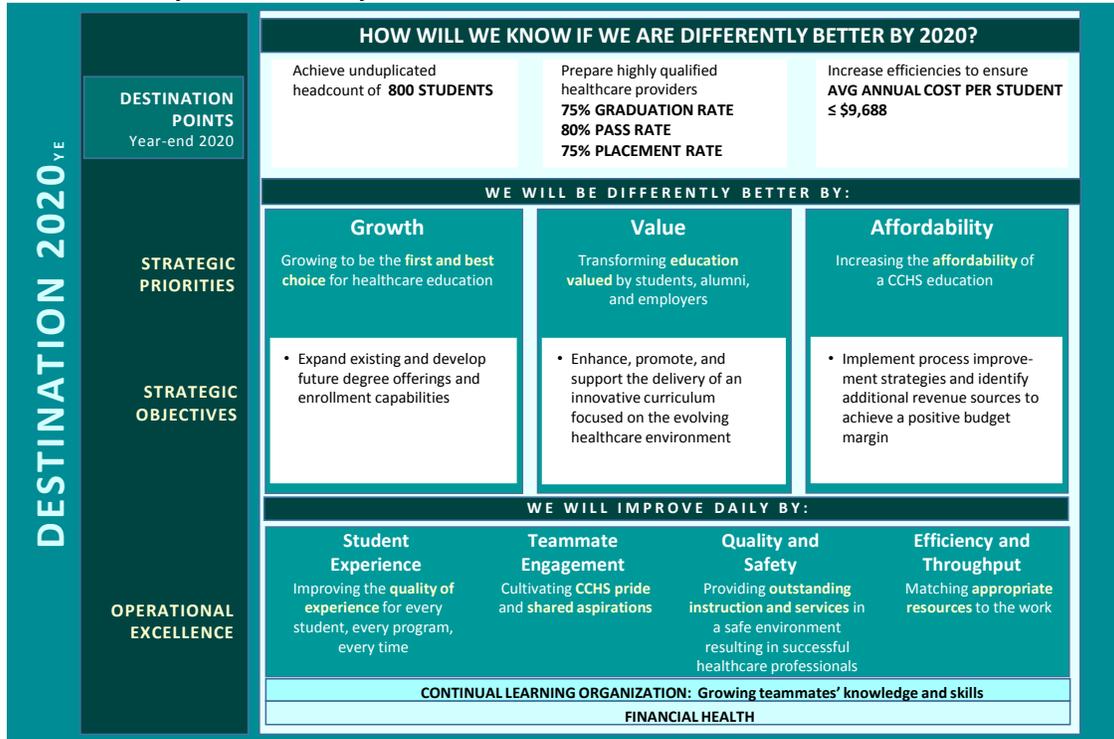**FINANCIAL HEALTH**

Figure 1. Strategic Plan for Institutional Effectiveness: Destination 2020

Strategic Plan for Institutional Effectiveness: Departmental Plans

With its strategic priorities and operational excellence objectives, Destination 2020 provides the framework for department leaders, faculty, and staff within each academic program, administrative unit, and committee to collaboratively craft plans with specific unit goals needed to achieve our mission and vision.

Together, these plans and the Destination 2020 form the college's 2018-2020 Strategic Plan for Institutional Effectiveness (SPIE).

Figure 2 illustrates the College's process of planning and assessing for institutional effectiveness.

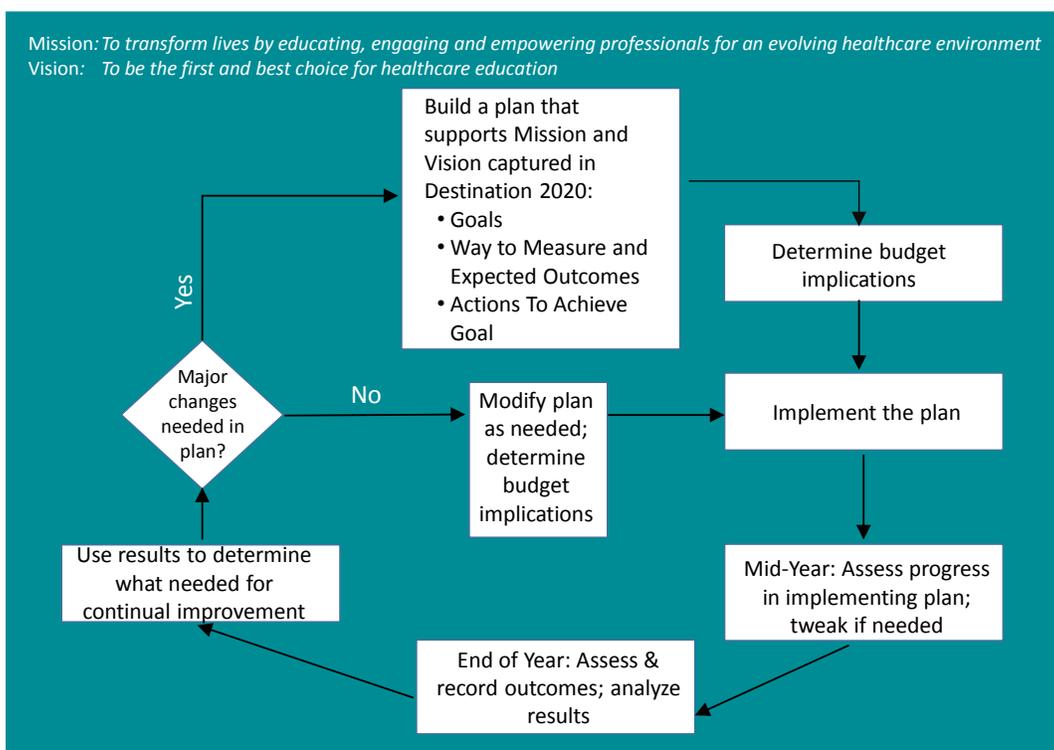### Carolinas College of Health Sciences: Planning and Assessment Process

Figure 2. Carolinas College of Health Sciences Planning Process

Per the Institutional Effectiveness policy, the Planning and Assessment Committee has the primary responsibility of overseeing this institutional effectiveness process. The plan includes the department's goals aligned with one of the strategic priorities or operational excellence objectives from Destination 2020, measures used to determine success, target performance levels, and actions needed to achieve the target performance levels and/or continually improve.

While the SPIE is intended to serve as the foundation for planning for several years, it is reviewed annually and may be modified to meet needs of a changing environment.

Developing the Plan: At the beginning of the year, each department of the College -- including Administrative Units, Academic Programs, and College Committees – develops or modifies its own plan. Members of the Planning and Assessment Committee use an established rubric to review each plan and works with the unit leader to make certain the plan is complete, has consistency and is aligned with the priorities and objectives.

Integrating with the Budget: SPIE is integrated into the budgeting process. Since the planning process precedes finalizing the budget, the department may request additional resources needed to achieve the goal.

Meeting the goal/implementing the plan: Department leaders are responsible for implementing the actions identified as necessary to meet the goal.

Assessing the Performance: An evaluation plan is in place to assess the progress towards meeting the goals and to provide feedback data to be used in a continual improvement process. While members of each department frequently analyze the data, there are two official times for the responsible person to report on the outcomes and subsequent action plans for improvement: mid-year

and end-of-the-year reports. Using established rubrics, members of the Planning and Assessment Committee review the reports for accuracy and completeness. These results are then compiled and composite results for the end of the year are reported to Carolinas College leadership, teammates, and other stakeholders.

Using the Data for Continual Improvement: Depending upon the results at mid-year and at the end of the year, action plans are developed or adjusted to enable the department to achieve each objective. The analyses and resulting action plans are tracked for the three years of the planning cycle.

The Strategic Plan for Institutional Effectiveness

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Student Experience	Academic Affairs		To cultivate an academic environment that promotes student engagement and success through high quality programs	• College and programmatic and accreditation	• College and all programs in good standing with accrediting bodies	• Effectively manage program review process • Establish standard narrative responses to ensure ongoing accreditation compliance
Efficiency and Throughput	Academic Affairs		To promote an academic environment that enhances communication, consideration, collaboration, cultivation, and connections	• Rating about meeting each of the Student Learning Objectives on PCA, End of Program, Employer and Alumni surveys • Question on survey asking about Carolinas College's providing an academic environment that enhances communication, consideration, collaboration, cultivation, and connections (on PCA, End of Program, and Alumni surveys)	• Rating ≥ 4.0 • Rating ≥ 4.0	
Efficiency and Throughput	Academic Affairs		To provide administrative support necessary for an effective educational environment	• Completion of tasks within established deadlines • PCA question asking about satisfaction with effectiveness and efficiency of administrative support	90% of tasks completed on time Rating ≥ 4.0 80% of college objectives met	• Develop and adhere to Standard Operational Procedures and Schedule for ongoing and routine support functions • Review outcome data to identify gaps and opportunities for improvement
Quality and Safety	Academic Affairs	General Studies	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion for students declaring they are seeking an AS in General Studies	≥ 50%	• Focus on retaining students • Continue to identify students who will miss guaranteed admission and work with the Director of Student Records and Management to perform a degree audit and plan out remaining general studies courses to encourage them to complete the AS degree

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Quality and Safety	Academic Affairs	General Studies	To ensure students in the Pre-Nursing and Pre-Rad Tech track are eligible and prepared to matriculate into their respective programs	% earning guaranteed admission into another program	≥50%	• Improve group advising helping students understand exactly how to achieve guaranteed admission and how to access the support services available to them • Continue instructor-led tutoring to help students with BIO 101 and 102
Student Experience	Academic Affairs	General Studies	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	• Continue to conduct course evaluations and consult with the faculty looking for opportunities for improvement • Review course evaluation questions and revise as needed
Quality and Safety	Academic Affairs	General Studies	To have graduates of the Nursing and Rad Tech programs state that General Education courses provide a foundation for later coursework for the Program in which the students were enrolled	End of Program survey rating	≥ 4.0	• Collaborate with the radiologic technology department to work on building a better understanding of the general education courses • Increase face time with those programs during orientation • Work on creating a message for each General Education Course Moodle page identifying the importance of General Education courses
Quality and Safety	Academic Affairs	General Studies	To have General Studies alumni satisfied with the overall quality of the General Studies academic program	End of Program survey rating	≥4.0	Continue to demonstrate the applicability of the courses to real world scenarios to help students gain a better understanding of the importance of general studies courses
Quality and Safety	Academic Affairs	General Studies	To have alumni in our programs state that General Education courses provide a foundation for later coursework for the Program or work in which the alumni were enrolled	Alumni survey rating	≥ 4.0	Continue to demonstrate the applicability of the courses to real world scenarios to help students gain a better understanding of the importance of general studies courses
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have General Studies students demonstrate the ability to think critically, apply abstract concepts, and draw conclusions from course concepts	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners, utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners,

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			General Studies students communicate effectively			utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have General Studies students understand the fundamental concepts and applications of the natural and life sciences	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners, utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have General Studies students analyze and understand the influence of different environmental, social and cultural contexts in shaping human thought and behavior	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners, utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have General Studies students utilize awareness in the areas of integrity, ethical reasoning, and/or cultural diversity	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners, utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	**Student Learning Outcome**: To have General Studies students work with others to effectively reach a goal	% of Student Learning Outcome objectives met	≥80% objectives met	Continue to assess course learning outcomes, provide support to learners, utilize early alert and revise course content as needed
Quality and Safety	Academic Affairs	General Studies	To have students who earn guaranteed admission into Nursing or Radiologic Technology programs prepared to succeed upon entry into their respective program	Pass rates for first semester courses	Pass rates for first semester courses ≥ non-Pre-track pass rates	• Specifically analyze performance of students with 3.23 – 3.25 GPA in General Studies to ensure changing guaranteed admission requirements did not negatively impact successful program completion • Develop a comprehensive final that all BIO 102 students must take as a post assessment to measure the learning and readiness of the BIO 102 students • Continue to increase rigor and support for students in the four pre-program courses

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Quality and Safety	Academic Affairs	General Studies	To have students who earn guaranteed admission into Nursing or Radiologic Technology programs prepared for successful program completion	Graduation rate within 150% of traditional program completion	≥ 75%	• Specifically analyze performance of students with 3.23 – 3.25 GPA in General Studies to ensure changing guaranteed admission requirements did not negatively impact successful program completion • Develop a comprehensive final that all BIO 102 students must take as a post assessment to measure the learning and readiness of the BIO 102 students • Continue to increase rigor and support for students in the four pre-program courses
Quality and Safety	Academic Affairs	Histotech-nology	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion	≥ 75%	Continue to maintain competitive admission criteria and introduce students to success center early in their matriculation at the college. Analyze retention / attrition rates to identify predictors of program success
Student Experience	Academic Affairs	Histotech-nology	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	• Review data and comments on the End-of-Program Survey (Available in August and December) for quality improvement opportunities • Discuss overall satisfaction scores with HTL Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Histotech-nology	To have alumni satisfied with their ability to perform entry-level expectations	Alumni survey rating	≥ 4.0	Use feedback from alumni and make enhancements to the curriculum when necessary
Quality and Safety	Academic Affairs	Histotech-nology	To have employers satisfied with graduates' ability to perform entry-level expectations	Employer survey rating	≥ 4.0	Use feedback from employers, making enhancements to the curriculum when necessary
Quality and Safety	Academic Affairs	Histotech-nology	To have graduates employed in their field of study within six months	Placement rates	≥ 75%	• Continually monitor placement rates modifying our process as needed • Ensure students are aware of positions for histotechnologists as they become available
Quality and Safety	Academic Affairs	Histotech-nology	To have graduates pass licensure and certification exams on first attempt	Licensure/Certification Pass Rates	≥ 75%	Ensure curriculum is addressing the content of the national board examination
Quality and Safety	Academic Affairs	Histotech-nology	**Student Learning Outcome** To have	Cognitive Evaluations in each course	75% of students	• Track cognitive evaluations and determine the % of students who

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			students demonstrate cognitive knowledge of the concepts, principles, and theories necessary to function as a competent entry-level histotechnologist		receive an average score of 80% or greater on cognitive evaluations in each course	• achieved and 80% or higher on this SLO • Discuss overall cognitive scores with HTL Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Histotech-nology	**Student Learning Outcome** To have students demonstrate the affective behaviors necessary to function as part of the healthcare team	Affective Evaluations in each course	75% of students receive an average score of 80% or greater on affective evaluations in each course	• Track affective evaluations per course and determine the % of students who achieved and 80% or higher on the SLO • Discuss overall affective evaluation scores with HTL Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Histotech-nology	**Student Learning Outcome**: To have students demonstrate the psychomotor competencies of an entry-level histotechnologist	Psychomotor evaluations in each course	75% of students receive an average score of 80% or greater on psychomotor evaluations in each course	• Track psychomotor competencies per course and determine the % of students who achieved and 80% or higher on the SLO • Discuss overall psychomotor scores with HTL Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Medical Laboratory Science	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion	≥ 75%	• Continue to maintain competitive admission criteria and introduce students to success center early in their matriculation at the college • Analyze retention / attrition rates to identify predictors of program success
Student Experience	Academic Affairs	Medical Laboratory Science	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	• Review data and comments on the End-of-Program Survey (Available in August and December) for quality improvement opportunities • Discuss overall satisfaction scores with MLS Faculty to determine need for curricular changes
Quality and Safety	Academic Affairs	Medical Laboratory Science	To have alumni satisfied with their ability to perform entry-level expectations	Alumni survey rating	≥ 4.0	Use feedback from alumni and make enhancements to the curriculum when necessary
Quality and Safety	Academic Affairs	Medical Laboratory Science	To have employers satisfied with graduates'	Employer survey rating	≥ 4.0	Use feedback from employers, making enhancements to the curriculum when necessary

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			ability to perform entry-level expectations			
Quality and Safety	Academic Affairs	Medical Laboratory Science	To have graduates employed in their field of study within six months	Placement rates	≥ 75%	• Continually monitor placement rates modifying our process as needed • Ensure students are aware of positions for laboratory professionals as they become available
Quality and Safety	Academic Affairs	Medical Laboratory Science	To have graduates pass licensure and certification exams on first attempt	Licensure/Certification Pass Rates	≥ 75%	Ensure curriculum is addressing the content of the national board exam
Quality and Safety	Academic Affairs	Medical Laboratory Science	**Student Learning Outcome:** To have students demonstrate cognitive knowledge of the concepts, principles, and theories necessary to function as a competent entry-level medical laboratory scientist	Cognitive Evaluations in each course	90% of students receive an average score of 80% or greater on cognitive evaluations in each course	• Track cognitive evaluations and determine the % of students who achieved and 80% or higher on this SLO • Discuss overall cognitive scores with MLS Faculty to determine need for curricular changes
Quality and Safety	Academic Affairs	Medical Laboratory Science	**Student Learning Outcome** To have students demonstrate the affective behaviors necessary to function as part of the healthcare team	Affective Evaluations in each course	90% of students receive an average score of 80% or greater on affective evaluations in each course	• Track affective evaluations per course and determine the % of students who achieved and 80% or higher on the SLO • Discuss overall affective evaluation scores with MLS Faculty to determine need for curricular changes
Quality and Safety	Academic Affairs	Medical Laboratory Science	**Student Learning Outcome**: To have students demonstrate the psychomotor competencies of an entry-level medical laboratory scientist	Psychomotor evaluations in each course	90% of students receive an average score of 80% or greater on psychomotor evaluations in each course	• Track psychomotor competencies per course and determine the % of students who achieved and 80% or higher on the SLO • Discuss overall psychomotor scores with MLS Faculty to determine need for curricular changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion	≥ 75%	• Continue to identify students at risk for success and provide resources needed based on individual student assessment of needs; these resources may include ATI remediation, referral to student success coordinator, peer tutoring, student remediation with instructor,

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						initiation of an action plan, referral to EAP, obtaining special accommodations for learning and testing. • Include a discussion regarding the rigor of the nursing program during information sessions and/or general advising sessions • Meet with all students who are unsuccessful in their first nursing course to determine challenges that were present and identify strategies for their success • Monitor NUR 101 attrition to evaluate the effects of requiring all students to be listed on the NC nurse aide I registry upon admission to the college • Meet with students early in the program who were accepted as late admits soliciting any challenges they may be experiencing
Student Experience	Academic Affairs	Nursing – Associate Degree	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	• Review data and comments on the End-of-Program Survey (Available in May and December) for quality improvement opportunities • Distribute to nursing faculty and discuss at May/June and January faculty and/or curriculum meetings to determine need for curricular changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	To have alumni satisfied with their ability to perform entry-level expectations	Alumni survey rating	≥ 4.0	• Review data and comments on the Alumni 9-Month Surveys (available in February and September) for quality improvement opportunities • Distribute to nursing faculty and discuss at March/April and October/November's faculty and/or curriculum meetings to determine need for curricular changes • Continue to send a reminder email outlining the importance of completion to the alumni in an attempt to increase response rate
Quality and Safety	Academic Affairs	Nursing – Associate Degree	To have employers satisfied with graduates' ability to perform entry level-expectations	Employer survey rating	≥ 4.0	• Review data and comments on the Employer 9-Month Surveys (available in February and September) for quality improvement opportunities

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• Continue to send a reminder email to employers highlighting the importance of survey completion to increase response rate • Distribute to nursing faculty and discuss at March/April and October/November's faculty and/or curriculum meetings to determine need for curricular changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	To have eligible graduates be employed in entry level healthcare settings six months after graduation	Placement rate	≥ 80%	• Continue to collaborate with the Student Success Coordinator to ensure that job placement assistance is available to the students • Continue to offer mandatory New Grad Placement Orientation prior to the start of NUR 202 • Continue to offer job placement services to students such as resume writing workshops and mock interviews • Review job placement lists every June and November to verify that at least 80% of students are placed in jobs six months after their graduation
Quality and Safety	Academic Affairs	Nursing – Associate Degree	To have graduates pass the NCLEX-RN on the first writing of the examination as verified by annual licensure reports from the NCLEX-RN Examination Board	Licensure/Certification Pass Rates	≥ 90%	• Continue to offer an NCLEX review for students-May and December • Continue to review NCLEX-RN pass rates to verify that 90% of the first-time test takers passed the exam • Review and trend data from ATI and NCLEX-RN Program Reports (Available May & Nov.)
Quality and Safety	Academic Affairs	Nursing – Associate Degree	**Student Learning Outcome:** To have graduate nurses who advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	1. Satisfactory rating for this SLO on the NUR 202 Clinical Evaluation Tool 2. Group score for each NLN Competency on ATI RN Comprehensive Predictor 3. Class mean for each NLN Competency on 202 Final Exam	1. 95% 2. Class mean ≥ group program mean 3. ≥ 77%	• Review course report for NUR 202 to determine the % of students who successfully achieved this SLO • Review ATI RN Comprehensive Predictor Report and record the group score for this SLO and the group program mean • Review the analysis of the NUR 202 final exam and record the class mean of the items related to this SLO • Discuss results in Faculty Meetings and/or Curriculum Meetings to

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						determine need for possible curriculum changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	**Student Learning Outcome:** To have graduate nurses who make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care, and promote the health of patients within a family and community context.	1.Satisfactory rating for this SLO on the NUR 202 Clinical Evaluation Tool 2. Group score for each NLN Competency on ATI RN Comprehensive Predictor 3. Class Mean for each NLN Competency on 202 Final Exam	1. 95% 2. Class mean ≥ group program mean 3. ≥ 77%	• Review course report for NUR 202 to determine the % of students who successfully achieved this SLO • Review ATI RN Comprehensive Predictor Report and record the group score for this SLO and the group program mean • Review the analysis of the NUR 202 final exam and record the class mean of the items related to this SLO • Discuss results in Faculty Meetings and/or Curriculum Meetings to determine need for possible curriculum changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	**Student Learning Outcome:** To have graduate nurses who implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.	1. Satisfactory rating for this SLO on the NUR 202 Clinical Evaluation Tool 2. Group score for each NLN Competency on ATI RN Comprehensive Predictor 3. Class Mean for each NLN Competency on 202 Final Exam	1. 95% 2. Class mean ≥ group program mean 3. ≥ 77%	• Review course report for NUR 202 to determine the % of students who successfully achieved this SLO • Review ATI RN Comprehensive Predictor Report and record the group score for this SLO and the group program mean • Review the analysis of the NUR 202 final exam and record the class mean of the items related to this SLO • Discuss results in Faculty Meetings and/or Curriculum Meetings to determine need for possible curriculum changes
Quality and Safety	Academic Affairs	Nursing – Associate Degree	**Student Learning Outcome:** To have graduate nurses who examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	1. Satisfactory rating for this SLO on the NUR 202 Clinical Evaluation Tool 2. Group score for each NLN Competency on ATI RN Comprehensive Predictor	1. 95% 2. Class mean ≥ group program mean	• Review course report for NUR 202 to determine the % of students who successfully achieved this SLO • Review ATI RN Comprehensive Predictor Report and record the group score for this SLO and the group program mean • Discuss results in January and June Curriculum Meetings to determine need for possible curriculum changes

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Quality and Safety	Academic Affairs	Nursing – BSN	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion	≥75%	• Early identification of at-risk students through BSN course performance: course log-ins, participation, and grades • Meet with at-risk students to develop a plan for success • Program onboarding to include discussions regarding time management and life happens for online adult learners • Utilize Student Success services as needed
Student Experience	Academic Affairs	Nursing – BSN	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥ 4.0	• Review quantitative and qualitative feedback on End-of-Program survey for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	To have alumni satisfied that the program provided appropriate learning experiences and enhance professional practice	Alumni survey rating	≥ 4.0	• Review quantitative and qualitative feedback on Alumni survey for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	To make certain program completion enables graduates to maintain/gain employment in their field or continue professional growth	% employed in field	85%	• Collaborate with Student Success services • Work with unemployed students and students seeking promotional opportunities on an employment success plan
Quality and Safety	Academic Affairs	Nursing – BSN	To ensure program completion graduates advance in their field	Percentage of alumni with evidence of career advancement	50% report promotion, attainment of additional career opportunities, or enrollment in further nursing education	• Work with students during NUR 450 Capstone on developing professional SMART goals related to lifelong learning and professional growth • Provide references and letters of recommendation for program graduates to continue their education and/or professional opportunities
Quality and Safety	Academic Affairs	Nursing – BSN	To ensure employers are satisfied with the academic preparation of the graduate	Employer survey rating	≥ 4.0	• Review quantitative and qualitative feedback on Employer survey for improvement opportunities

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 1**: To integrate concepts from arts and sciences into professional nursing practice	1. Graduates complete 33 credit hours of lower-level general education courses and 18 credit hours of upper-level general education courses 2. End of Program survey students self-evaluate meeting SLO.	100% of BSN Graduates ≥ 4.0	• Review previous college transcripts for transfer credits • Work with General Education Chair for course offerings and student success with course completion • Review End of Program survey feedback for improvement opportunities
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 2**: To utilize knowledge of organizational systems leadership in the delivery of safe, quality care	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 320, 330, 340, 420, 450 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 3**: To demonstrate use of evidence-based practice in the provision of clinically competent care	1 End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 310, 330, 410, 450 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 4**: To implement knowledge of technology for clinical decision making in quality care delivery	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 320, 330, 340, 350, 410, 450 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 5**: To examine principles and policies related to system financial and regulatory constraints in the provision of care	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 320, 330, 420, 430 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 6**: To demonstrate the use of interprofessional communication and collaboration to enhance quality patient outcomes	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 310, 320, 330, 340, 420 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 7**: To develop interventions for health promotion and disease prevention to people and diverse populations	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 310, 340 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 8**: To integrate professional values in the provision of ethical, culturally competent, non-judgmental care	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 301, 310,320,	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
				330, 340, 410, 430, 450 with B or greater		• Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Nursing – BSN	**Student Learning Outcome 9:** To translate and apply knowledge of nursing concepts and evolving competence to patient populations in complex, diverse healthcare environments	1. End of Program survey students self-evaluate meeting SLO 2. Success completion of key course assignments in NUR 301, 310, 320, 330, 340, 410, 420, 430, 450 with B or greater	≥ 4.0 85%	• Align course learning objectives to program SLO • Align assignments to course learning objectives and program SLO • Review End of Course survey feedback for improvement opportunities • Review End of Program survey feedback for improvement opportunities • BSN faculty involvement in data review, improvement planning and change implementation
Quality and Safety	Academic Affairs	Phlebo-tomy	To have graduates pass licensure and certification exams on first attempt	Licensure/Certification Pass Rates	≥ 80%	Ensure curriculum is addressing the content of the national board examination
Student Experience	Academic Affairs	Phlebo-tomy	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	Review data and comments on the End-of-Program Survey (April, August, December) for quality improvement opportunities
Quality and Safety	Academic Affairs	Phlebo-tomy	**Student Learning Outcome:** To have students demonstrate cognitive knowledge	Cognitive Knowledge Assessments	≥ 77% or higher on cognitive assessments during the first 50% of the course in order to continue to clinicals	• Track cognitive evaluations and determine the % of students who achieved and 77% or higher on this SLO • Discuss overall cognitive evaluation scores with PHLEB Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Phlebo-tomy	**Student Learning Outcome**: To have students demonstrate the affective behaviors necessary to function as part of the healthcare team	Affective Evaluations	90% of students receive average score ≥77% on affective evaluations for the last 50% of the program (clinicals)	• Track affective evaluations per course and determine the % of students who achieved and 77% or higher on the SLO • Discuss overall affective evaluation scores with PHLEB Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Phlebo-tomy	**Student Learning Outcome:** To have	Psychomotor evaluations	90% of students	• Track psychomotor competencies per course and determine the % of students

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			students demonstrate the psychomotor skills necessary to function as a competent entry-level phlebotomist		receive average score ≥77% on all psycho-motor skills evaluation	who achieved and 77% or higher on the SLO • Discuss overall psychomotor evaluation scores with PHLEB Education Coordinator to determine need for curricular changes
Quality and Safety	Academic Affairs	Radiation Therapy	To provide a structure ensuring successful program completion	Graduation Rate within 150% of traditional program completion – students failing to complete for non-academic reasons will not be included in the metric	≥ 75%	Analyze annual retention / attrition rates to identify predictors of program success
Student Experience	Academic Affairs	Radiation Therapy	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	Analyze exit responses to verify success and/or identify areas for improvement
Quality and Safety	Academic Affairs	Radiation Therapy	To have alumni satisfied with their ability to perform entry-level expectations	Alumni survey rating	≥ 4.0	Analyze alumni responses to verify program quality and/or identify areas for improvement
Quality and Safety	Academic Affairs	Radiation Therapy	To have employers satisfied with graduates' ability to perform entry level-expectations	Employer survey rating	≥ 4.0	Analyze employer responses to verify program quality and/or identify areas for improvement
Quality and Safety	Academic Affairs	Radiation Therapy	To ensure students pass credentialing examination on first attempt within six months of graduation	Five-year pass rate average	≥ 75%	Compare exam content and course scores to identify potential areas for improvement
Quality and Safety	Academic Affairs	Radiation Therapy	To have graduates employed in their field of study within twelve months	Five-year placement rate	≥ 75%	Monitor job placement graduates to determine appropriate program capacity
Quality and Safety	Academic Affairs	Radiation Therapy	**Student Learning Outcome:** To ensure students can competently administer a prescribed course of treatment	Class average or individual student scores on selected course and/or clinical performance items.	Equivalent of ≥90%	Analyze results to verify program quality, identify areas for improvement, or inform modification of metrics and/or benchmarks
Quality and Safety	Academic Affairs	Radiation Therapy	**Student Learning Outcome:** To ensure students demonstrate critical thinking necessary to solve problems	Class average or individual student scores on selected course and/or clinical performance items.	Equivalent of ≥90%	Analyze results to verify program quality, identify areas for improvement, or inform modification of metrics and/or benchmarks

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Quality and Safety	Academic Affairs	Radiation Therapy	**Student Learning Outcome:** To ensure students utilize situation appropriate oral and written communication	Class average or individual student scores on selected course and/or clinical performance items.	Equivalent of ≥90%	Analyze results to verify program quality, identify areas for improvement, or inform modification of metrics and/or benchmarks
Quality and Safety	Academic Affairs	Radiologic Technology	To provide a structure ensuring successful program completion	Graduation rate within 150% of traditional program completion – students failing to complete for non-academic reasons will not be included in the metric	≥ 75%	• Use Early Alert forms for students both didactic and clinical performance • Recommend students to the Student Success Center when barriers to success are noted • Recommend students to EAP, when needed • Radiologic Technology Program faculty to provide remediation to students, when needed • Discuss the academic rigor and time commitment of the program in both the interview process and during advising sessions with new students
Student Experience	Academic Affairs	Radiologic Technology	To have graduates satisfied that the program provided appropriate learning experiences	End of Program survey rating	≥4.0	Analyze exit responses to verify success and/or identify areas for improvement
Quality and Safety	Academic Affairs	Radiologic Technology	To have alumni satisfied with their ability to perform entry-level expectations	Alumni survey rating	≥ 4.25	Continue to evaluate and trend data on the alumni surveys for improvement opportunities
Quality and Safety	Academic Affairs	Radiologic Technology	To have employers satisfied with graduates' ability to perform entry level-expectations	Employer survey rating	≥ 4.0	Continue to evaluate and trend data on the employer surveys for improvement opportunities
Quality and Safety	Academic Affairs	Radiologic Technology	To have graduates actively pursuing job placement employed in their field of study within twelve months after graduation	Placement rate	≥ 75%	• Work with Atrium Health HR to conduct interview workshop for graduating students • Work with the Student Success Coordinator to hold a resume writing workshop for graduating students

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• Communicate with radiology managers and administration regarding open positions in all Atrium Health facilities • Provide feedback to HR using the recommendation form for graduating students • Use contacts outside Atrium Health for employment opportunities for graduates
Quality and Safety	Academic Affairs	Radiologic Technology	To have graduates pass licensure and certification exams on first attempt	Licensure/certification exam pass rate	≥ 75%	• Provide opportunity for Level II students to attend the NCSRT Annual Conference and participate in the ARRT mock Registry exam • Monitor student academic progress in RAD 213 Review course • Recommend students purchase and use RAD Review Easy for ARRT Registry practice • Ensure modifications to the lessons for all core radiography courses in the Radiologic Technology program guided by the ASRT curriculum, ARRT information, and changing professional trends and technology
Quality and Safety	Academic Affairs	Radiologic Technology	**Student Learning Outcome:** To have students practice radiation protection and safety for the patient, self, and others	Performance on Competency Skills Test Measured on a 1 to 3 Scale	≥2.6	• Continue to teach and model radiation protection and safety in didactic lessons, lab exercises, clinical rotations and case studies • Continue to use clinical Competency Skills tests and Behavioral Objectives to measure learning and execution of radiation protection and safety
Quality and Safety	Academic Affairs	Radiologic Technology	**Student Learning Outcome:** To have students demonstrate quality patient care	Competency Skills Test and Behavioral Objectives on a 1 to 3 Scale	≥2.5	• Teach students quality patient care through didactic lessons, lab exercises, clinical rotations and case studies • Use clinical Competency Skills tests and Behavioral Objectives to measure learning and execution of Quality Patient Care
Quality and Safety	Academic Affairs	Radiologic Technology	**Student Learning Outcome:** To have students demonstrate effective written and oral communication skills in	Mean score on rubrics measuring presentations and written papers 1 to 5 Scale	≥4.25	• Continue to use grading rubric in both RAD 213 and RAD 210 to evaluate student's written and oral communication skills

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			didactic and clinical performance domains			• Evaluate data and trends to ensure written and oral communication scores remain high • Share evaluation results with program faculty, Advisory Committee, and Clinical Instructors to help determine is change is needed in the curriculum
Quality and Safety	Academic Affairs	Specialist in Blood Banking Technology	To have a structure in place that ensures students are retained in each of the two courses within the SBBT program	Retention percentage	≥ 75% for each course	Advise students of course requirements during admission process
Quality and Safety	Academic Affairs	Specialist in Blood Banking Technology	To have students demonstrate knowledge of the discipline necessary to function as a competent specialist in blood bank technology and transfusion medicine	% of students with a passing total course grade	≥ 75%	• Offer additional resources for students falling below the passing average during the course • Track End-of-Course grades and determine the % of students who achieved 75% or higher course grade in order to determine if any need for curricular changes
Student Experience	Academic Affairs	Specialist in Blood Banking Technology	To have graduates of program satisfied with the SBBT program	End of Program survey rating	≥ 4.0	Utilize evaluative information and comments to make program enhancements
Quality and Safety	Academic Affairs	Specialist in Blood Banking Technology	To have graduates pass certification exams on first attempt	Certification Pass Rates	≥ 75% of students taking exam	Align curriculum with national board examination content
Student Experience	Academic Affairs	Academic and Curriculum Committee	To ensure the college curriculum is current, innovative, and relevant to an evolving healthcare environment and to promote an academic environment that fosters engagement	• Completion of evaluation of approved changes • PCA and End of Program survey ratings • Employer survey rating: willingness to hire another Carolinas College graduate • Employer and Alumni survey ratings	• PCA and EOP survey items regarding quality of academic programs: ≥4.0 • % willingness to hire another Carolinas College	• Provide oversight of courses and programs to ensure that academic standards are maintained • Review programs and courses in a systematic manner to ensure that they are current and align with the college mission • Recommend policy changes related to academic issues and processes • Oversee development and scheduling of courses and college resources • Facilitate and promote innovation in college curriculum

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
					graduate: ≥ 95% • Survey questions about ability to perform entry-level tasks: ≥ 4.0	
Quality and Safety	Academic Affairs	Planning and Assess-ment Committee	To evaluate and share data with teammates enabling sound decision-making	• PAC and TES survey ratings	• Survey ratings concerning belief changes are made based upon data ≥ 4.0	• Creation of appropriate tools necessary to gather data needed to make sound decisions • Oversee creation and monitoring of the Strategic Plan for Institutional Effectiveness that is compliant with Planning and Assessment Policy • Oversee administering and analyzing of college-wide surveys; educate, engage, and empower teammates by ensuring they are aware of results and how the results may be and are used for continual improvement • Review/analyze results of surveys (e.g., end of program, alumni, and employer surveys) looking for trends and opportunities for continual improvement • Make recommendations that will lead to continual improvement • Presentation of results during Annual Meeting and other teammate meetings
Quality and Safety	Academic Affairs	Institu-tional Research	Efficiently and effectively to gather, evaluate and share data with internal and external audiences	• Evidence that data has been shared with Leadership and with all teammates • All external data requests are met accurately and on time	• Evidence (e.g. emails, reports, links to spreadsheets, minutes of meetings) that data are shared • 100% of external data requests completed on time	• Coordination of end of program, employer, and alumni survey data • Summarization of all survey results • Sharing results with Leadership • Keeping database of all requests for external surveys

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities

Quality and Safety	Academic Affairs	Information Tech-nology	To research and integrate new technology to promote engagement and innovation within the educational environment	• PCA and End of Program survey ratings
				  o The College provides adequate technology for me to do my job
				  o The College technology resources were accessible to me
				  o I had input into the College's learning/information resources (e.g. technology and technology help support)
				
				• Outcomes of the Strategic Plan for IT
					Survey ratings ≥ 4.0
					
					Results used to identify technology processes needing improvement and products needed
					
					80% of outcomes met
						• c

Quality and Safety	Academic Affairs	Information Tech-nology	To provide support and training that enhances teammates' ability to perform effectively in their roles	• PCA survey rating o The College provides adequate technology support and training for me to do my job • Time for Help Desk ticket requests answered and resolved • Professional Development calendar • Survey evaluation data from workshop sessions	Rating ≥ 4.0 Average response time ≤ 24 hours Average resolution time ≤ 48 hours Calendar created and implemented 100% agreement that workshop objectives met	• Provide training • Provide and support professional development • Review Help Desk subjects to identify additional training needs • Review response and resolution times seeking ways to continually reduce the time • Review evaluation of workshops for continuous improvement
Quality and Safety	Academic Affairs	Teaching and Learning Committee	To promote training and the use of learning/information resources	• Workshop attendance	90% of expected number of	• Make and approve recommendations for programmatic learning resources

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
				PCA survey ratings ○ AHEC library provided adequate resources to support me in my job ○ AHEC library resources were accessible to me ○ I received adequate support to effectively use the AHEC library resources ○ I had input into the AHEC library resources	participants attended Ratings ≥ 4.0	• Partner with AHEC and ensure appropriate library resources are provided and available
Efficiency and Throughput	Admin & Financial Services	Business Office	To have audited financial statements show a strong operating base and include no material findings	Results of audit	Clean end-of-year audit	• Review Internal Audit recommendations and update procedures • Ensure all action plans completed
Efficiency and Throughput	Admin & Financial Services	Business Office	To have the operating statement show a neutral to positive margin	Operating Margin	≥0	• Prepare year-end estimate for Operating Margin
Efficiency and Throughput	Admin & Financial Services	Business Office	To have revenues meet or exceed budgeted amount	Actual revenue vs. Projected Revenue	Actual revenue ≥ projected revenue	• Revise revenue estimates to include impact of elimination of Continuing Education and Nurse Aid programs • Monitor tuition revenue • Monitor Bad Debt expense and offset Bad Debt Recovery
Quality and Safety	Admin & Financial Services	Business Office	To ensure students are satisfied with the adequacy of facility for learning	End-of-Program survey ratings	≥4.0	• Check status of classrooms and study areas for cleanliness, lighting, and equipment functioning to meet standards • Complete work orders and OSR in a timely manner and ensure work performed to expectations
Quality and Safety	Admin & Financial Services	Business Office	To have teammates satisfied with the adequacy of facility for productive work and effective instruction and learning	PCA survey rating: The physical environment is adequate for me to perform effectively the functions of my job	≥4.0	• Check status of classrooms and study areas for cleanliness, lighting, and equipment functioning to meet standards • Complete work orders and OSR in a timely manner and ensure work performed to expectations

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Quality and Safety	Admin & Financial Services	Environ-ment of Safety Committee	To coordinate and oversee with others the implementation and assessment of initiatives designed to ensure a safe and secure learning and teaching environment for our students and teammates	• PCA and TES surveys' ratings: (1) College provides a safe environment, (2) teammates know how to respond in emergency/safety situations at College, (3) safety is a top priority and Carolinas College cares about teammate safety • End of Program survey ratings: do students believe Carolinas College has a safe environment and do they know how to respond in emergency/safety situations at College • Drills (e.g. fire drills) and exercises (e.g. active shooter exercise) • Minutes showing actions taken to resolve issues brought to the attention of the Environment of Safety Committee • Federal reports for the Department of Education and OSHA reporting incidents within the year	All ratings on PCA/TES/EOP survey questions concerning safety ≥4.0 No major violations on Fire Inspection Report Participate in System Active Shooter Exercise 0 Federal incident/OSHA reports	• Interface with CHS and public safety agencies (CMPD, CFD, etc.) in training, drills, and exercises • Partner with Lincoln Harris to ensure appropriate measures are taken to maintain a safe physical environment • Be a clearing house for noting and resolving safety and security concerns • Maintain a calendar of activities aimed at increasing security and safety within Carolinas College • Recommend steps to Carolinas College leadership to ensure compliance with all federal, state, and local safety regulations
Teammate Engagement	Administra-tion		To maintain an environment where teammates are engaged in the mission of the college	Teammate Engagement survey rating	Tier I	• Continue to hold teammates accountable for appropriate communication and actions and to improve the transparency and openness of communications through email communication and teammate meetings

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• Create inclusive opportunities for teammates to engage in decision-making at all levels of the College
	Administra-tion		To maintain a balance in the advancement fund that supports college growth	Increase over previous year in funds raised	Increase total funds raised by 3% over previous year (Baseline is $73,418)	• Host phoneathon and other fundraising activities to maintain donor pipeline
Growth	Administra-tion		To grow to be the first and best choice for the healthcare education	Unduplicated headcount	800 by 2020	• Expand existing and develop future degree offerings and enrollment capabilities
Value	Administra-tion		To transform education valued by students, alumni, and employers	Highly qualified healthcare providers as seen through: • Overall College Graduation Rate • 1st Attempt Pass Rate on National Boards • Placement Rate	• Graduation Rate: 75% • Pass Rate: 80% • Placement Rate: 75%	• Enhance, promote and support the delivery of an innovative curriculum focused on the evolving healthcare environment
Affordability	Administra-tion		To increase the affordability of a Carolinas College education	Average annual cost per student	≤ $9,688 by 2020	• Implement process improvement strategies • Identify additional revenue sources to achieve a positive budget margin
Teammate Engagement	Administra-tion	Great Place To Work (GPTW) Committee	To facilitate the development of a great workplace through the enhancement of the day-to-day employee experience – guiding principles of fairness, pride and enjoyment	• PCA survey rating: • 6 weeks new employee survey question concerning meeting of individuals throughout the College • Community involvement statistic for employee involvement in community events	• Question on PCA concerning communication from leadership: ≥ 4.0 • Question on PCA concerning teammates feeling valued: ≥ 4.0 • Community involvement statistic for employee involvement in community	• Formulate and coordinate a social activity that recognizes each department in the college as their special event (this may be a combined event) • Recognize employee birthdays individually and as a monthly group • Assess recommendations affecting teammates through the shared governance system • Continue to focus on communication, accountability and transparency among all teammates to enhance the open environment and improve teammate perceptions of a great place to work • Analyze 6 weeks new hire surveys for delinquent areas assigning a champion for deficiencies to be corrected and resolved as well as addressed with manager

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
					events: Increase by 5% over previous year	• Facilitate community benefit opportunities for Carolinas College employees
Student Experience	Student Affairs		To communicate effectively with all students	End of Program surveys' ratings	≥ 4.0	• Maintain a commitment to transparency and open communications between leadership and students
Student Experience	Student Affairs	Admissions, Progression, and Graduation (APG) Committee	To promote and preserve a culture of academic excellence and professional conduct for the benefit of teammates, students, and our patients	• Percent of policies referenced in guiding decisions documented. • Recommendations made to leadership concerning policies with potential impacts on APG functions, academic quality, and student success • Review of completion and/or graduation statistics related to APG decisions • Percentage of students readmitted who complete course of study	• Meeting minutes referencing policies used in guiding decisions • Final published policies with revision date(s) and rationale • Meeting minutes referencing review of completion statistics for all students referred to APG • At least 80% of students receiving decisions to readmit/continue will complete their course of study	• Periodically review admissions requirements and selection procedures • Ensure students returning from withdrawals or leaves of absence meet return requirements • Review cases involving academic integrity, academic failure, violations of professional conduct, and dismissals • Render decisions regarding readmission and progression according to Carolinas College policies • Make recommendations for changes to policies or programs or services
Student Experience	Student Affairs	Recruitment and Retention	To promote and preserve a culture of academic excellence and professional conduct for the benefit of teammates, students, and our patients	• Submission of relevant materials by Student Affairs for APG consideration when deliberating readmission petitions	Inclusion of all relevant information in APG hearing packets = 100%	• Periodically review admissions requirements and selection procedures • Make recommendations for changes to policies or programs or services • Ensure students meet graduation requirements

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
			by being a resource for APG Committee and students preparing for hearings	and/or disciplinary actions • Complete and accurate tracking system in place and implemented of students' retention and graduation statistics related to APG decisions	Tracking system in place Provision of annual report at the end of each academic year to APG on the student outcomes of cases heard. (Aug. 2018 meeting for the 2017-2018 academic year) – including summary of policy revisions related to APG Provision of graduation and other performance statistics for students referred to APG	• Serve as a resource to students as they prepare for APG hearings
Student Experience	Student Affairs	Recruit-ment and Retention	To recruit, admit and support students so they are prepared for a career in an evolving healthcare environment	• Enrollment • Selectivity % • Admission Yields • Retention Rates • Dismissal Rate • Graduation Rates • New Student Orientation and Admission survey ratings about satisfaction with each Student Affairs service	• Enrollment $\geq$ 5% increase over previous year • Selectivity % $\leq$ 33% • Admission Yields $\geq$ 70% • Retention Rates (associate & bachelor degree programs only at end of	• Maintain and distribute information about the College, its students, and its programs for effective recruiting, admitting, and onboarding of students so that they may be successful academically and professionally • Full usage of SONIS/Izenda reporting to manage applicant files and admissions processing • Implementing administration of the TEAS and Smarter Measure assessments as a pre-enrollment requirement

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
					3rd semester) $\geq$ 80% • Dismissal rate ≤2% • Graduation Rates (150%) $\geq$75% • Survey questions about Recruitment materials, admissions process and orientation ≥ 4.0 • Creation and utilization of dashboards for admissions and enrollment data • Meet all decision notification deadlines to students = 100%	
Student Experience	Student Affairs	Student Records and Information	To ensure infrastructure is in place enabling effective and efficient operations necessary for seamless exceptional enrollment experience	• Schedule for policies to be reviewed and modified to reflect most effective and efficient processes • Ensure accurate and complete student records • Classroom and class utilization rate	• Policy reviews and revisions completed per review schedule and as needed • 0 material findings on audits (enrollment reporting)	• Make certain appropriate policies are in place and implemented to ensure an exceptional enrollment experience for all students • Ensure process in place to maintain accurate, complete, and secure student records necessary in assisting students and alumni progress through school, continue their education, and obtain employment in their chosen healthcare profession

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
						• Maximize resource utilization through college and class enrollment management
Student Experience	Student Affairs	Financial Aid	To support students in obtaining appropriate financial aid so they are prepared for a career in an evolving healthcare environment	Financial Aid default rate Identification and percentage of elimination of excessive manual processes End of Program survey rating	• Implementation of financial aid awards and posting through SONIS • List of excessive manual processes and elimination of 90% of those • Monthly clearing-house reports with no errors • 0 material findings on audits (financial aid) • Non-material audit findings not repeated in subsequent audit • Financial Aid default rate < national average • Questions about Financial Aid service on EOP survye ≥ 4.0	• Provide students with resources and services enabling them to make informed, sound decisions about financial resources they may access • Manage awarding of federal financial aid and institutional scholarships through EDExpress and SONIS • Elimination of applying ½ of deposit towards tuition and repurpose that money towards TEAS and Smarter Measure

Objective or Priority	Unit	Sub-Unit	Goal	Measure	Target Performance	Activities
Student Experience	Student Affairs	Student Success Center	To support students so they are prepared for a career in an evolving healthcare environment	End of Program survey ratings	• Survey questions about all Student Services on EOP ≥ 4.0	• Provide students with resources and services enabling them to acquire information and skills necessary for supporting their academic success, growing personally, and obtaining employment in their chosen healthcare field
Student Experience	Student Affairs	Student Success Center	To have graduates sought after for employment in their chosen field	• Placement Rates • Employer surveys: • Accurate and on-time reporting to Institutional Research	• Overall Placement Rate: 75% • Placement rate within Atrium Health: 80% • Reporting 100% on time and accurate	• Provide activities enabling students to grow professionally and to develop skills necessary to build collaborative relationships with others • Provide opportunities for students to assist them in being successful in their job search