

Mississippi Community College Board



**Strategic Plan
2020-2024**

Mississippi Community College Board

1. Comprehensive mission statement

The mission of the Mississippi Community College Board (MCCB) is to advance the community college system through coordination, support, leadership, and advocacy.

2. Statement of agency philosophy

The MCCB shall foster an environment of excellence to promote world-class education and job training for a more prosperous Mississippi.

- The core values of the agency are:
 - Professionalism - a pledge of honesty, courtesy and responsibility in interactions with customers and associates. This reflects an attitude of individual and collective excellence.
 - Integrity - entails an organizational commitment to moral and ethical principles that demand honesty, respect, compassion, and transparency. This is evident when open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently.
 - Partnerships - amplify the value of teamwork and collective networking for the mutual benefit of all constituents.
 - Innovation - represents transformative and creative thinking that leads to continuous growth and improvement.
 - Diversity - embraces acceptance, inclusion, and respect. This is about understanding each other and ourselves, and moving beyond simple tolerance to embracing and celebrating the richness each individual contributes to our organizational culture.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing state employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing state employees and operations (M2)
- Cost of needed repairs to state buildings (M3)

4. Overview of the Agency's 5-Year Strategic Plan

In order to retain and recruit high-level employees, the MCCB is seeking funds to keep salaries competitive with other educational entities in the state and region. As the agency that oversees the state's fifteen community colleges, the responsibilities of the agency vary from division to division. However, the goal of the entire agency is to work with the community colleges so they are able to offer high quality academic, career and technical education, and workforce training programs to all Mississippians.

Currently, the MCCB is composed of eight divisions: Executive, Finance and Administration, Programs and Accountability, Workforce and Career and Technical Education, Academic and Student Affairs, Technology, Research and Effectiveness, and eLearning. Each division plays a unique role within our community college system, which is consistently recognized as being among the best in the nation.

As a state agency and coordinating board for the fifteen community and junior colleges, the MCCB will:

- Provide leadership and guidance in the overall direction of the Board and the Agency through planning, organizing, and supervising operations in accordance with the Agency's vision, mission, values, policies and procedures, and applicable statutes. In so doing, the MCCB will:
 - Provide coordination and assure the existence of on-going and meaningful communication with the Mississippi Association of Community and Junior Colleges and other educational agencies through creating partnerships and initiatives;
 - Create and maintain an environment that will foster personnel development and maximize use of staff talents;
 - Coordinate activities with the Legislature;
 - Provide the support required to establish an on-going public relations and marketing program for the Agency and the colleges in order to improve system-wide student recruitment and boost our outreach throughout the state; and
 - Coordinate capital planning.
- Provide the oversight and direction for its divisions through support and accountability in order to achieve and demonstrate success, and ensure the confidence of all stakeholders. In so doing, the MCCB will:
 - Assure that fundamental support services are deployed in a manner to ensure the quality and success of efforts initiated by the Agency;
 - Establish an infrastructure support system designed for rapid response to unexpected technical, legislative, and general public issues;
 - Audit and monitor all programs and activities within the domain of the Agency's responsibility, including auditing admission and attendance, programmatic and fiscal monitoring of grant-related projects, and the monitoring and reporting of performance outcomes for the fifteen colleges, as required by Board policy and by state and federal regulations;
 - Provide both internal and external training that support the mission of the Agency and the community college system;
 - Conduct research, collect and analyze data, and disseminate information to support the Agency and its constituents in decision-making, policy development, and strategic planning efforts;
 - Plan, organize, and conduct meetings and conferences that support the mission of the Agency and the community college system;
 - Make recommendations regarding the approval of all locations of classes for each community and junior college; and
 - Coordinate and implement the internal and external technology support services that are required to provide networking and distance learning activities among the colleges.
- Organize and coordinate all Agency responsibilities related to financial management and administration. In doing so, the MCCB will:
 - Provide management and administration of purchasing, accounts payable, accounts receivable, payroll, personnel, asset management, and finance reporting;
 - Supply reports and coordinate financial activities with the Legislature, Agency, community and junior college business managers, college presidents, and other agencies and institutions.

- Allocate state resources according to the standards of enrollment, attendance, and residency prescribed in statute and policy;
 - Allocate Workforce Enhancement Training Funds according to established guidelines.
 - Allocate private and federal resources according to all relevant guidelines and regulations.
- Provide oversight and coordination of programs for which the Agency is responsible. Such management and coordination applies to state, federal, and local programs. In doing so, the MCCB will:
 - Provide state-level administration of non-credit workforce training programs at the fifteen colleges, including development and implementation of workforce training policies and procedures, and monitoring and reporting performance outcomes in accordance with state and federal policies and regulations;
 - Provide state-level administration of Career and Technical Education programs at the fifteen colleges, including establishing relevant guidelines, approving programs of study, developing statewide curricula, providing professional development to administrators and faculty, conducting civil rights compliance monitoring, and monitoring program performance outcomes in accordance with state and federal policies and regulations;
 - Coordinate Adult Basic Education and High School Equivalency programs throughout the state, providing professional development to program staff, monitoring and reporting performance outcomes;
 - Provide guidance for Early Childhood Academies that are located on participating community college campuses; and
 - Provide oversight and monitoring of all two-year vocational proprietary schools in the state of Mississippi.

We at the MCCB view each of these functions through the lens of providing accessible, world-class education and job training to the people of Mississippi, thereby ensuring they have the 21st century skills needed to get jobs, retain jobs, advance in those jobs, and have an improved quality of life.

Additionally, we want to provide current and prospective employers of Mississippi a documented trained and educated workforce, enabling our state to retain and grow existing businesses and industries and attract new ones. In order to achieve that broad vision, our strategic initiatives must be attuned and responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and most importantly, the taxpayers we serve. They must embrace and incentivize technology and innovation. They must foster an environment of accountability and continuous quality improvement for our Agency and for our system. Finally, they must create a cohesive identity and standard of excellence for our community college system in order to promote and increase its value to the State and to all of its stakeholders.

5. Agency's External/Internal Assessment Influencing Ability to Achieve Goals

External Assessments

- Drastic changes in the economy or employment patterns.
- Changes in state and federal statutes, regulations or policies.
- Changes in technology.
- Perceived relevancy in the state's economic development efforts.

Internal Assessments

- Ability to hire, train, and retain qualified staff.
- Commitment to flexibility and responsiveness.
- Relationships with key stakeholders, particularly business and industry.
- Ability to build consensus within the system.
- Availability of funds (state, federal, private).

Internal Management System

A system of management policies is in place, which contributes to program assessment and the monitoring and reporting of performance outcomes. Many of the program assessments are aligned with state and federal reporting requirements. For example:

- All credit data (academic and career and technical) is submitted quarterly to the MCCB by the colleges. This data is validated and then transferred to the National Strategic Planning and Analysis Research Center (nSPARC) for the analysis and records matching required to generate the Community College's Report Cards. These report cards are published annually as required by § 37-163-1. The data also informs the Statewide Longitudinal Data System, LifeTracks, which provides longitudinal analyses to educational entities, policy makers, state agencies, and the general public. The data is also used to inform the performance indicators, stipulated in the community college appropriations bill, which are then provided to the Legislative Budget Office.
- Data on Career and Technical Education programs is collected and monitored according to the requirements of the Federal Carl D. Perkins Career and Technical Education Improvement Act. Colleges submit student level data annually in compliance with the federal Perkins accountability requirements, which examine technical skill attainment (based on a third-party assessment), the number of students earning a credential, certificate, or degree, student retention or transfer, job placement, and the participation and graduation of non-traditional gender students enrolled in specified fields of study (i.e., males in nursing, women in welding). The annual report is submitted the Mississippi Department of Education, which submits the consolidated state report to the U.S. Department of Education.
- Data on non-credit workforce projects is collected and monitored annually, both programmatically and fiscally, by the MCCB. Colleges submit programmatic for project approval and financial data for project reimbursement. Additionally, colleges are required to administer employer surveys to gather feedback on individual training projects. This information is audited and monitored by MCCB staff. Additionally, project level data is combined with student level data collected by nSPARC and matched to Employment Security wage records in order to measure employment and wage gains on individuals who exit training. These indicators measure program performance according to the Federal Department of Labor's common measures: entered employment, retained in employment, wage gains, and average earnings. The annual report, which includes system-level demographics and a breakdown by training sector, is provided to the State Workforce Investment Board and the Governor.

- The adult education program has specific fiscal and programmatic requirements specified in Title II, Adult Education and Family Literacy of the Workforce Investment Act. MCCB staff has developed operational procedures, a monitoring instrument, and fiscal and programmatic reports that are submitted from local program operators. MCCB staff monitors the local entities on an on-going basis to ensure that all requirements are adequately met. Written fiscal and programmatic reports are submitted annually to the U.S. Department of Education.
- The Proprietary School and College Registration Division monitors and reviews federal regulations and accreditation standards to conduct a comparative analysis with our state statutes, regulations, and applications. This analysis is used to determine if any revisions to our state statutes, regulations, or applications are warranted. A fiscal year report is also prepared to identify the activities and functions that have occurred throughout the fiscal year. That report is presented to the Commission on Proprietary Schools and College Registration

6. Agency Goals, Objectives, Strategies, and Measures by Program

Program: Administration

Goal A: To embrace and incentivize technology and innovation.

Objective A.1: Continue to provide the necessary resources to our community colleges so they are able to successfully operate the Mississippi Virtual Community College (MSVCC).

Outcome: Increase student retention rates among Mississippi Virtual Community College (MSVCC) students.

Strategy A.1.1. The MCCB will offer training sessions to instructors on the MSVCC platform. This will enable the community colleges to offer online learning to Mississippians.

Additionally, we will promote the use of mini-terms for our colleges, which provide flexible opportunities for Mississippians to enroll in online courses during the course of a year that is not during a “traditional” academic term.

Output: Number of course sections available for the MSVCC.

Output: Number of instructors teaching online MSVCC courses.

Output: Number of duplicate students enrolled in MSVCC courses.

Efficiency: Average tuition cost at the community colleges for student to take an MSVCC course.

Explanatory: Online learning is one of the fastest growing segments of higher education. Currently in the MSVCC, there are 3,667 courses taught by 1,583 instructors. During the fall 2017 semester, 34,466 students took 80,048 courses.

Goal B: To foster an environment of accountability and continuous quality improvement for our Agency and for our system.

Objective B.1: Increase the use of data to inform decision-making and drive performance outcomes. This will enable the MCCB to conduct various studies throughout the year in a much more efficient manner.

Outcome: Weeks it takes to complete enrollment audits each semester.

Strategy B.1.1. Educate personnel at the community colleges on enrollment audit guidelines to make the process much more efficient and also on the Electronic Audit Reporting System (eARS).

Output: Number of studies conducted.

Efficiency: Cost per study conducted.

Efficiency: Number of days to complete study.

Explanatory: In 2018, data drives many of the decisions that are made in state government and in the private sector. One of the main responsibilities each semester of the MCCB is to conduct enrollment audits at each of the community colleges. These figures are then used to distribute state appropriations to the institutions. Additionally, the data is used throughout the year for other various purposes. By continuing to improve this process, our community colleges will have a more accurate estimate of how much state funds they will receive. Furthermore, we will have better numbers to use throughout the year for the many other studies and projects we are tasked with.

Program: Workforce Education

Goal A: To be responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and most importantly, the students we serve.

Objective A.1: To establish new and strengthen existing collaborative partnerships that support agency programs and initiatives benefitting colleges and their students.

Outcome: Increase the number of businesses and industries served the previous year.

Strategy A.1.1. Collaborate with community college systems to plan and deliver professional development opportunities to meet the needs of stakeholder groups within the colleges.

Output: Number of duplicated workforce trainees.

Output: Number of businesses and organizations served.

Efficiency: Cost per workforce trainee.

Efficiency: Average cost of projects funded.

Efficiency: Cost per workforce trainee instructional hour.

Explanatory: To encourage the sharing of proven strategies and institutional experiences which have been shown to positively influence outcomes.

Goal B: To increase the educational attainment levels of Adults who have dropped out of high school.

Objective B.1: Coordinate the state's Adult Basic Education program to help the hundreds of thousands of Mississippians without a high school degree to improve their educational levels and earn a high school equivalency diploma.

Outcome: Increase the number of Adult Education participants.

Outcome: Increase the number of High School Equivalency graduates that enroll in community/junior colleges.

Strategy B.1: Incorporate the Mississippi Integrated Basic Education and Skills Training (MIBEST) at each of the community colleges. This evidenced based program incorporates a team teaching approach by taking high school dropouts and enrolling them simultaneously into high school equivalency courses and career and technical education courses which results in students earning a GED and community college degree or credential much faster.

Output: Number of Adult Education Students.

Output: Number of Adult Education instruction hours.

Efficiency: Cost per Adult Education Student.

Program: Proprietary School and College Registration (CPSCR)

Goal A: To work closely with proprietary schools across the state to ensure they are in compliance with laws and regulations that will ensure they are offering the best services possible to current, potential, and former students.

Objective A.1: Effectively manage the state's proprietary institutions to offer the best services possible to its constituents.

Outcome: Process School Certification upon submission of completed application in a timely manner (in days).

Outcome: Conduct site visits to various proprietary schools throughout the year.

A.1.1. Strategy: Communicate with registered and potential proprietary schools the regulations adopted by the Commission on Proprietary School and College Registration.

Output: Number of initial and renewed proprietary licenses.

Output: Number of agent permits issued and renewed.

Output: Number of initial program of study approvals.

Output: Number of approval of instructors.

Efficiency: Completion of institution registration process.
Efficiency: Issuance of agent permits.
Efficiency: Approval of new programs of study application.
Efficiency: Resolution of complaints within a timely manner.

Explanatory: The MCCB Division of Proprietary School and College Registration is responsible for registering each proprietary school in Mississippi and ensure each institution is adhering with regulations that have been adopted by the Commission.

Program: Career and Technical Education

Goal A: To be responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and the students we serve.

Objective A.1: To establish new and strengthen existing partnerships that support agency programs and initiatives benefiting colleges and their students.

Outcome: Number of Career and Technical graduates who are able to earn necessary credentials and licenses for employment.

Strategy A.1.1: Inclusion of business and industry representatives in the curriculum writing process in order to ensure appropriate curricular alignment with state and local industry and labor market needs.

Output: Number of career and technical program approvals.

Output: Number of career and technical program deletions.

Efficiency: 90% of career and technical education program completers will be placed in employment.

Efficiency: Make recommendations on program applications, revisions, and deletions within 30 days.

Goal B: To provide assistance to each community college to ensure existing facilities meet accessibility standards prescribed by the United States Office of Civil Rights.

Objective A.1: Visit two community college campuses each year to conduct Office of Civil Rights site visits.

Outcome: Decrease the number of Office of Civil Rights findings at reviewed institutions.

A.1.1 Strategy: Educate all of the community colleges as to the rules pertaining to meeting compliance regulations as established by the Office of Civil Rights.

Output: Number of Office of Civil Rights workshops conducted.

Efficiency: Process results of Office of Civil Rights reviews and issue letters of finding within 30 days.

Community and Junior College Consolidated Strategic Plan

Mississippi **values.**

MISSISSIPPI'S COMMUNITY & JUNIOR COLLEGES

**Strategic Plan
2020-2024**

Consolidated Community and Junior College Strategic Plan

1. Comprehensive Mission Statement

Mississippi's public community and junior colleges' mission is to empower Mississippians to realize their full potential through world-class education and training which results in an enhanced quality of life for individuals, communities, and the state.

We accomplish this mission by offering traditional academic courses, career and technical education, workforce training, and adult education/High School Equivalency preparation classes. Our open enrollment policy provides opportunities for all Mississippians, regardless of prior learning, to improve their level of education and increase their job skills which lead to a better life and a better Mississippi.

2. Philosophy

The Mississippi community & junior college system believes that our open admission policy is the best means to providing accessible, comprehensive, high quality, and affordable educational opportunities to the communities that we serve.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)

- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Mississippi's community colleges are vital to the success of our state. We provide much-needed services to a large number of Mississippians, whether educating adults who have dropped out of high school; administering the high school equivalency program to thousands of citizens each year; teaching traditional academic classes to students who will transfer to a university; offering career and technical education programs for those preparing for a career; or overseeing short-term workforce training that is key to attracting and keeping business and industry in the state. In the course of an average year, we will teach and train approximately 230,000 Mississippians.

During the next five years, some of the performance objectives which we will strive for include continuing to provide an affordable, outstanding education to our citizens each year; improving

completion rates at each of our community colleges; increasing system-wide enrollment in career and technical education programs; growing participation in dual credit and dual enrollment programs; and actively recruiting minority staff. In order to meet these goals, we will continue to run efficient operations; educate our students on the benefits of completing an Associate's degree; increase awareness of the importance of career and technical education fields in the workforce; improve the awareness of the benefits of dual credit and dual enrollment programs to high school students; and continue to retain and recruit the best faculty to educate all of our students.

In order to achieve these priorities, the community and junior colleges must be assured of the necessary funding required to meet these objectives. In FY 2017, our community colleges received approximately \$12.8 million in mid-year budget cuts. Additionally, FY 2018 appropriations for the community colleges were \$26.7 million less than the appropriated amount from the previous year. And in FY 2019, our appropriations saw a slight increase of \$180,000. Even though state reductions are about the same from last year, the pressure on our community colleges to educate and train our citizens continues to increase.

We take seriously the task we have been given by the Legislature to track the performance of each of our community colleges. Each community college annually publishes a Report Card on its website along with the MCCB website that reports metrics encompassing the broad-based mission for each community college.

Our community college system is recognized as being among the best in the United States. Each year, many of our colleges are individually recognized by various organizations for their excellence. Our colleges can take a person, regardless of educational background, and provide an opportunity to further his or her education or job skills. There is not another entity in Mississippi that plays a more crucial role in the success of our citizens and our state than our community colleges.

5. Agency's External/Internal Assessment

Each community college has its own specific external and internal assessments. For a comprehensive list, refer to the specific community college plan.

A few examples of external assessments include:

- partnerships with local business and industry;
- the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC);
- the Education Achievement Council's annual Performance Profile;
- federal financial aid policies;
- level of preparedness of students entering the institutions; and
- financial audits conducted by independent CPA firms.

A few examples of internal assessments include:

- individual community college policies and procedures;
- individual community college strategic plans;
- Electronic Audit Reporting System (eARS);
- nSPARC; and
- computer information systems used by individual community colleges.

6. Agency Goals, Objectives, Strategies and Measures by Program

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Strategies to achieve Objective A.1 vary by college.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: Strategies to achieve Objective A.2 vary by college.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Strategies to achieve Objective A.3 vary by college.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Strategies to achieve Objective A.1 vary by college.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Strategies to achieve Objective A.1 vary by college.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Strategies to achieve Objective A.1 vary by college.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Strategies to achieve Objective A.1 vary by college.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

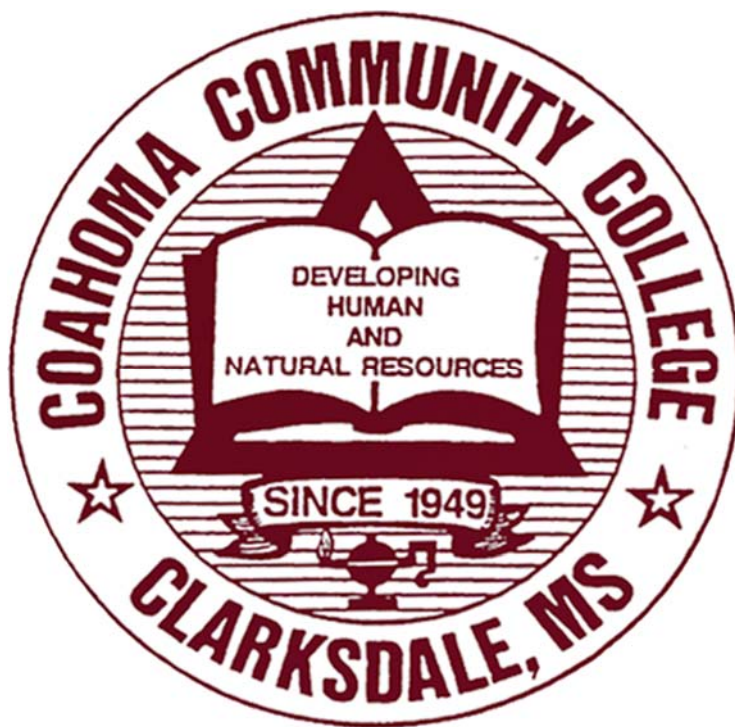
Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Strategies to achieve Objective A.2 vary by college.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Coahoma Community College



**Strategic Plan
2020-2024**

Coahoma Community College

1. Comprehensive Mission Statement

Coahoma Community College is an accredited public comprehensive institution of higher learning committed to providing accessible, affordable, diverse and quality educational programs and services.

GOALS:

1. Provide academic transfer programs that parallel with the first two years of college/university programs.
2. Provide career and technical education programs that prepare students to enter the job market or transfer to a college or university.
3. Meet the needs of area businesses and industries by providing workforce training programs.
4. Empower students with the necessary tools to maximize their potential by providing a network of support services and activities.
5. Utilize emerging instructional technology by providing innovative learning opportunities for students.
6. Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.
7. Initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding.
8. Support cultural enrichment programs and activities
9. Ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

2. Philosophy

Coahoma Community College's is recognized as one of the most innovative and individualized small community colleges in Mississippi. Coahoma Community College will capitalize on its youth, location and close student and faculty bonds to become a forerunner College, a different kind of learning center, an innovative 21st century community college that is unusually devoted to preparing young people for Mississippi's and America's future. The values of Coahoma Community College include being a *Credible, Authoritative and Trustworthy (CAT)* institution of higher learning.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Coahoma Community College (CCC) believes education is vital for building strong families, vibrant communities and skilled workers. Over the next five years, Coahoma Community College is committed to providing accessible, affordable, diverse and quality educational programs and services.

*Provide **access** to college programs and services by providing information to academic, financial, and others student services.*

- Provide more information to increase awareness of services provided and locations available for students to have access to a college education.
- Increase the modes of delivery and course offerings to increase enrollment by at least 10% annually.
- Establish stronger relationships with IHLs for students to have seamless transition to four-year institutions to continue their education.

Promote **college readiness**.

- Establish stronger relationships with K-12 school districts to assist with students becoming better prepared to enter college.
- Improve initial assessment of first-time, full-time and all other students in order to identify developmental and other educational needs for college readiness through student support services.

Monitor and improve its programs and student support activities to encourage **retention**.

- Develop a stronger retention plan through collaboration with the academic counselors, faculty and the retention advisor that will include implementing intrusive advising to help students stay in school and continue their education. Coahoma seeks to increase the retention rates for first-time, full-time students and all other students enrolled.

Graduate more students within 150% of time of expected graduation for postsecondary education and increase the number of students who earn their General Education Development (GED).

- Advise students using academic and career pathways along with other student support services needs that will allow students to complete their certificate and/or degree in expected time frame.

Strengthen its community partnerships, develop new programs and provide customized training based on community needs to increase job placement opportunities and to build a stronger **workforce** in the college's service area.

- Develop partnerships with businesses, industries and K12 school districts; Coahoma's goal is to increase job placement opportunities for our graduates, provide customized training to local businesses and industries and to improve skills of current employees.

Provide a safe campus with adequate physical resources to support the mission of the college.

- Continuously improve security services by adding new equipment and staff when the budget allows, thereby maintaining the status of one of the safest campuses in the United States.
- Continue to maintain the current facilities plan and by completing annual evaluations of all physical resources and needs.

Ensure all students and faculty and staff have regular and timely access to library and learning services resources.

- Provide several library orientations to ensure all students, faculty and staff have access to materials and information needed to help them have the best possible teaching and learning experience.

Cultivate more opportunities for students to give back.

- Establish partnerships to aid in developing relationships that allow students to participate in service learning projects thus creating an environment where students will know and understand how to give back.

Establish an Office of Development charged with securing external funds to improve and increase the college's resources for student success.

- Increase resources by securing more external funds through grants, scholarships and other donations.

Enhance technology infrastructure to increase college-wide efficiency and promote a quality student, faculty and staff experience.

- Increase the efficiencies and use of technology for students, faculty, and staff by automation and streamlining of all operational processes and expanding the use of the Canvas LMS by faculty.

Evaluate and improve all of Coahoma Community College's programs and services through professional development and faculty and staff, program reviews, evaluation of effectiveness for instructional and non-instructional programs, surveys, annual evaluations of faculty and staff, and community input.

- Provide professional development opportunities for faculty and staff to improvement educational and operational services provided to current and incoming students and the community.
- Continue to provide opportunities for students, faculty, staff and the community to give feedback through surveys and evaluations to allow for continuous to improvement.
- Use the most effective tools to evaluate programs and services internally to help us improve the quality of education and services we provide to the students and community.

5. Agency's External/Internal Assessment:

Internally, the institution will increase the modes of instructional delivery in order to increase enrollment. The intent also is to overhaul evening programs in order to better provide educational access and attainment to students in our five-county service area; in addition, expanding online courses will help meet the needs of those students who are not able to attend face-to-face instruction. There will be a plan to provide intrusive advisement to retain and graduate first-time, full-time students. There is a need to focus attention on an enhanced developmental program that

will help students matriculate toward successfully completing college-level courses. Increased student-faculty interaction will be necessary to provide a safer learning environment for students.

Externally, the institution will seek opportunities to increase partnerships with local companies, businesses, and universities in order to increase the opportunities for job placement and continued educational and service learning opportunities. The institution will continue to follow the guidelines set by all external governing agencies, to include, Mississippi Community College Board, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and state/federal government regulations.

Internal Management Systems Used to Evaluate Agency's Performance

- Financial Audits: Federal and SACS
- Programs Reviews
- Report Cards
- State Level Performance Measures
- Mississippi Budgeting Report
- Annual Reports
- Strategic Plans: State and Local
- Surveys and Evaluations: Instructional and Non-instructional
- Comprehensive Maintenance Plan
- Physical Facilities Plan

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024:

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Evaluate and revise the advising process to a more intrusive and equitable advising process for first time ever in college students enrolled in AA programs and associate nursing degree programs to increase course completion rates, persistence rates, fall-to-fall retention rates, personal success, graduation and transfer rates.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: Evaluate and revise the advising process to a more intrusive and equitable advising process for first time ever in college students enrolled in Career and Technical Instruction to increase course completion rates, persistence rates, fall-to-fall retention rates, personal success, and graduation rates.

A.2.2 Strategy: Pursue and develop stronger relationships with businesses and industry to expand partnerships for successful placement of Career and Technical education graduates.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Adult Basic Education/ GED instructors will provide specialized training in each subject area. This will allow the opportunity to focus on one subject at a time to gain the sufficient knowledge to aid students in receiving educational gains. This will also help in preparing students for the official new GED exam. These specialized trainings will continue in local staff development as well.

A.3.2 Strategy: Incorporate vast recruiting efforts that will include partnering with Career Technical and Workforce to offer different training to coincide with participants getting their GED. This will allow students to have an outlet to continue their GED as well as receive some type of training that in turn will give them two successful achievements. This strategy will include implementing the MI-BEST program which pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students’ progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies and library workshops.

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Conduct an annual evaluation of the use of the non-library learning resources, to include, but not limited to, all labs used outside of the library in each academic area in order to meet the needs of total FTE. All labs, library and non-library will have a least one staff member for every 200 students on campus.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs.). (MBR-P3.2)

A.1.1 Strategy: Analyze the needs and solicit resources to serve and retain a diverse student community including but not limited to majority/minority students, veterans, students with disabilities, LGBT students, women and non-traditional students.

A.1.2 Strategy: Promote and deliver diverse social, cultural and educational programs which support the development of intercultural competence. Building "The Tiger Experience" to be knowledgeable and inclusive about groups other than those to which one belongs.

A.1.3 Strategy: Programs and Services: Continually review and assess student centered college initiatives in critical areas such as student life, financial aid, campus housing in order to meet evolving students' needs.

A.1.4 Strategy: Programs and Services: Continually review and assess student centered college initiatives in critical areas such as student life, financial aid, campus housing in order to meet evolving students' needs.

A.1.5 Strategy: Campus Safety: Create a future of awareness, responsibility and respect through internal training and convening of students, faculty and staff in the areas of emergency preparedness, sexual misconduct, and cultural competency, among other areas, to promote an environment where every student feels physically, emotionally and culturally safe and welcome.

A.1.6 Strategy: Expand & enhance student support services (web-based tutorial services, career services & placement, counseling services and mentoring).

A.1.7 Strategy: Customer Service: Provide clear, timely, respectful and fair interactions with students to ensure effective two-way communication and positive outcomes that promote student success.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: The institution will evaluate the budgeting process and budgets on an annual basis to make sure all areas including instruction do not exceed 14% in expenditures. The institution will also work to ensure that it meets 100% of its audit requirements.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: The department of Physical Plant has assigned a Building Manager for energy conservation to each building on campus. The Physical Plant Director will update the Comprehensive Maintenance Plan with an identification of deferred maintenance needs and evaluations of all of Coahoma Community College's buildings. Inspections will be completed annually. All new and existing conveyances located in any building or structure will be inspected annually (ASME 361 A17.1/CSA B44, category one) by a licensed elevator inspector, with any and all violations corrected within thirty (30) days of the date of the published inspection report.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: The Office of Physical Plant will conduct annually evaluations of buildings and grounds to ensure the institution maintain a safe learning and working environment.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Copiah-Lincoln Community College



**Strategic Plan
2020-2024**

Copiah-Lincoln Community College

1. Comprehensive Mission Statement

The mission of Copiah-Lincoln Community College is to provide educational programs, economic development services, cultural and recreational opportunities through quality instruction and high expectations and service in a safe, student-centered environment.

2. State of Agency Philosophy

Copiah-Lincoln Community College has a philosophy of being a student-and-customer centered institution in carrying out its mission. The college identifies itself in terms of providing high quality service to our customer base, which includes both our students, and the taxpaying citizens of our district. We want for our services to be value-added in terms on increasing the income potential for our citizens and for attracting and maintaining business and industry in our service area. We value providing our services in a safe and student-centered environment and take pride in providing qualified staff, modern facilities and equipment, and an accountable environment for providing our educational, economic development, and recreational services to the residents of our district and beyond.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university –based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first- year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)

- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Copiah-Lincoln Community College continues to serve the needs of students in the southwestern region of Mississippi. Over the next five years, the college strives to focus on student excellence coupled with emphasis on degree completion and retention. The use of data in the decision making process continues to be a priority of the administration at Copiah-Lincoln Community College. These data are useful to both internal staff and external constituents.

Instruction

Instruction will be the key emphasis of Copiah-Lincoln Community College and will focus highly on degree completion and retention. Initiatives to enhance degree completion and retention will be implemented. The College will monitor student absenteeism, course progress, and other factors affecting retention through administrative software to assist in the identification of students who are at risk and need interventions. These interventions will be implemented by qualified counseling staff, academic advisors, and other professional staff. All students will be encouraged to complete their degree plans. In order to reduce the amount of time for students to complete, efforts will be made to examine developmental education requirements, develop short-term delivery models of instruction, and align career-technical instruction into skill-pathways. Partnerships with the institutions of higher learning for reverse transfer initiatives will be expanded.

Dual enrollment/dual credit partnerships will continue to be very important to meeting the mission of our college by providing students who are still enrolled in high school the ability to obtain college credits alongside their high-school coursework. These dual-credit partnerships help accelerate the degree attainment process by giving these students a jump-start on college coursework.

There will also continue to be a need for relevant non-credit course offerings to include ABE, high-school equivalency, workforce education, and special interest programming. These services train adults to prepare for improved employment opportunities. Staff in these support units of the college will strive to be very focused on customizing training options to meet both community and industry needs.

Instructional Support

Instructional support is a key function of the college. Adequate library resources, learning laboratories, and student support services are made available to all students at all locations. The function of the library will continue to evolve from a building full of shelved books to a virtual storehouse of endless instructional resources aligned to the programs offered at the college. The role of library staff will continue to evolve as the use of more digital media is incorporated into the classroom environment.

Student Services

The college will continue to provide services to students to support their learning and personal growth. Information will be shared with students related to accessing the many services of the college that ensure student success such as admissions, financial aid, and other services. A concerted effort will be made to help students make wise financial choices to avoid personal debt, which will in turn help lower loan default rates.

Institutional Support

Providing adequate personnel and facilities will be two other key functions of the college that will be essential to the future growth and success of the college. Emphasis will continue to be placed on recruiting and maintaining high quality faculty and staff through providing an adequate salary and fringe benefits package to employees that is comparable to neighboring institutions of higher learning. Data will be collected and regularly evaluated from students and employees regarding their satisfaction with administrative processes, facilities, and other related areas.

Physical Plant Operation

The college will continue to make the maintenance and operation of facilities a high priority. Existing structures will be upgraded to make them more energy efficient, thus reducing operational costs, and will be continually evaluated for safety and accessibility issues to include the MS Conveyance Act, the Americans with Disabilities Act, and other federal, state, and local laws. Staff will be trained in compliance with these laws as coordinated through our human resources department. The college will also continue to grow its facilities in accordance with the *Copiah-Lincoln Community College Campus Facilities Master Plan*, which establishes goals and priorities well into the next 5-10 years.

In conclusion, the goals and direction of the college for the future looks bright. Despite declining enrollment, revenue shortfalls, and student preparation, the college has been able to consistently increase graduation rates and student retention and performance data over the last several years. This excellence, despite times of economic despair, show that the students and faculty in the college district are able to overcome adversity and make the most with limited resources. We anticipate those resources to continue to be limited during the next several years, but know that the ingenuity of our staff will be able to tap into more external funding opportunities.

5. Agency's External/Internal Assessment/Management Systems

Internal Management Systems Used to Evaluate Agency's Performance

Numerous internal management systems are used to evaluate the college's performance. Primarily is the State Report Card Data. In addition, the college utilizes ad-hoc reports gathered from the college's administrative computing software. In addition, the Integrated Post-Secondary Education Data System (IPEDS) provides reporting features, which allow the college to compare its performance to a cohort group of similar colleges. There are many other sources of locally collected and reported data that come from a variety of databases from our workforce education, Associate Degree Nursing Program, high school equivalency diploma program, and continuing education programs. The college takes a holistic view of all of this data from performance and combines it with qualitative data in the form of customer and student satisfaction surveys to provide a total picture of program performance.

There are numerous external and internal factors that may affect the ability of the college to meet the established performance measures and benchmarks.

External Factors

One external factor that affects the ability of the college to meet goals is the continued slow economic growth. The Mississippi forecast is for slowly improving economic growth. Mississippi tax revenues continue to exceed Legislative estimates, and unemployment rates continue to drop slightly in the college's service district. The Mississippi Development Authority has announced that economic development activity has increased and several new companies have plans to locate to Mississippi. As a result of the creation of some new small-to- medium size companies in the college district, additional workforce training dollars may be needed to assist in the training of these employees.

Direct state appropriations to support the college have remained relatively level the past few years and are expected to only increase slightly in future periods. The expectation is that sales tax collections will continue to move up in future periods, but significant increases in total state appropriations to Mississippi community colleges are not expected. Student tuition revenue is expected to continue to trend downward as enrollment begins to normalize. County support has also remained fairly constant, as some counties are resource-depleted and unable to provide more funding

for their supporting community college district. Despite the challenges of generating revenue with declining enrollments, the college has maintained a commitment to provide an adequate number of qualified faculty to support the mission of the college.

Another external factor that affects the college's ability to meet established performance measures is the population demographics projected for entering college freshmen. A shrinking population base in some of the most rural counties in our district will likely impact the number of potential college freshmen as compared to prior years. This shift has resulted in a new focus on non-traditional students and veterans returning to higher education. New recruitment and retention programs may result in level student enrollments at community colleges statewide. Student enrollment at the college is expected to trend downward to pre-recession levels during future economic periods.

The final external factor that has affected our ability to meet established performance measures is the lack of academic preparation of many of the students we serve. As an open-admissions institution, the college has many students who enter unprepared. Some students might lack adequate preparation. This lack of preparation often results from poverty, rural isolation, and an inadequate K-12 experience. The college has invested human and physical resources to meet the needs of underprepared students.

Internal Factors

There are several internal factors that affect the attainment of goals at the college. First is the responsiveness and resiliency of the institution. Despite economic downturns, declining revenues, and enrollment declines, the college has been historically able to react and respond to those external factors and make adjustments to operations to remain a high-quality institution. The dedication of our staff, coupled with our customer-focused approach makes the college able to withstand those factors with a high degree of resiliency. Since the establishment of the college in 1928, the institution has remained resilient through many economic declines, numerous world wars, and times of economic boom. By having a strong student-centered focus at the institution, the college has emphasized student learning and made adjustments to operations that ensure that quality instruction is at the forefront.

Another internal factor that affects attainment of goals at the college is the rich history which has now translated into a strong base of donor-support. With a history dating to the beginning of the college as an agricultural high school in 1914, the college has many notable alumni who have gone on to have very successful careers. With an endowment exceeding \$7 million, the college has allocated funds to recruit outstanding students through scholarships for a variety of fields of study. In addition, these funds have assisted the college in purchasing instructional equipment as well as providing funds for professional development.

The final internal factor that affects the ability of the college to reach its goals is strong leadership. Copiah-Lincoln Community College has had consistency in the leadership and membership of its 27-member board of trustees with trustees who often served for decades. Historically, the college had a former president who remained in his position for well over two decades and other presidents have remained in their capacity for long terms. This continuity of leadership among the board and the executive staff has allowed the college to undergo smooth succession of leadership during retirements or changes in office.

Concluding Remarks

The challenge to Copiah-Lincoln Community College is to continue to provide access to higher education at a reasonable cost to students from low income families, and to continue to provide quality education and workforce training programs to an ever increasing enrollment with reduced funding.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College

Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Continue to promote excellence in classroom instruction to help students move towards degree completion. This will include remedial coursework where necessary, as well as emphasis on student retention and persistence.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: Enhance the ability of the college to offer top-quality career-technical instruction by seeking external funding to assist with the purchase of instructional equipment and funding for additional support positions focusing on recruitment and retention.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Align a diverse array of programs in the community based on local needs of the citizens of the district through cooperation with local agencies and school districts.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Continue to maintain and upgrade library and learning resource materials; have support staff and learning resource laboratories available for students during the morning and evening hours.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Continue to emphasize default prevention through offering supportive services.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Personnel, facilities, and equipment will be regularly evaluated by the administration through strategic planning initiatives and through review of institutional data in the form of employee satisfaction surveys and graduate surveys.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: The college will maintain its facilities in a safe and efficient manner and will employ use of control systems and an energy management plan to reduce and control energy consumption for all facilities.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Safety will be emphasized by all units of the college through policies established in the college's employee handbook and safety handbooks. Regular drills, inspections, and training will be held as necessary.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

East Central Community College



EAST CENTRAL
COMMUNITY COLLEGE

Strategic Plan 2020-2024

East Central Community College

1. Comprehensive Mission Statement

East Central Community College is a public, open-access, comprehensive, two-year institution of higher education that provides university transfer education, distance education opportunities, career-technical programs, workforce development services, and basic skills offerings to meet the educational and training needs of the residents of Leake, Neshoba, Newton, Scott, and Winston counties located in east central Mississippi.

2. Philosophy

The core values of East Central Community College define who WE ARE as an institution. They permeate all that we do and say as an institution and we pledge ourselves to demonstrate them as we work with our students and communities. These core values include:

Wisdom – We desire to follow good judgment, clear understanding, and intellectual knowledge in order to achieve the best possible outcome in all situations.

Excellence – We commit to the highest professional standards of quality, integrity, and performance in our programs, services, and operations.

Accountability – We employ data-driven decision-making, assessment of performance, and evaluation of results in a quest for continuous improvement.

Respect – We acknowledge the value and dignity of each member of the college family and choose to treat one another as we want to be treated.

Enthusiasm – We display a passion and an excitement for our work and believe every day provides opportunities to have a positive impact on the lives of the people we serve and support.

Efficiency – We pledge to be efficient stewards of the resources entrusted to our care to ensure maximum benefit for the college and the community.

Creativity – We cultivate an environment that seeks innovative solutions to challenges through exploration, analysis, experimentation, and adaptation.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)

- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)

- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Upon being named the eighth president of East Central Community College (ECCC), Dr. Billy W. Stewart engaged the institution in an ambitious strategic planning process, not only to address current challenges and identify potential changes, but to shape and guide the future. The inclusive and comprehensive process involved all stakeholders in planning for the future of the College – faculty and staff, students, alumni, and members of communities in Leake, Neshoba, Newton, Scott, and Winston counties. Significant input throughout this collaborative process reflects what employees, students, employers, alumni, and citizens want and need from ECCC, both now and in the future. That feedback has been used to create *2020 Vision*.

Following a review of the feedback, a revised mission statement and a new vision statement were established. In addition, seven core values which define the institution's highest priorities and deepest-held beliefs were developed. These three tenets make up the foundation of *2020 Vision* and were presented and approved by the Board of Trustees at their meeting in February of 2013.

Five institutional commitments that will serve as the core functions to achieve the vision and fulfill the mission of the college were identified and approved, and include: Student Success, Teaching and Learning, Community Partnerships, Resource Planning and Development, and Communication. Following a thorough analysis of the feedback and input received from stakeholders of ECCC as well as current community college literature and best practices related to the five institutional commitments adopted by the college, action plans for each of the five institutional commitments were presented and approved by the Board of Trustees at their meeting in June of 2013.

While *2020 Vision* reflects the culmination of a shared vision for ECCC, it will not remain a static document. As the College and district communities evolve in the years to come, the plan will require modifications as ECCC anticipates and responds to the changing needs of growing communities. However, the adoption and implementation of this initial framework is an important first step in establishing the expectation that ECCC will continue to build upon its history of excellence and serve as a dynamic contributor to the postsecondary educational and training opportunities in east central Mississippi.

5. Agency's External/Internal Assessment

The primary external factors that may affect the institution's ability to meet goals are (1) fluctuating economic conditions within the five county district of Leake, Neshoba, Newton, Scott, and Winston counties impacting local financial support and (2) levels of state support. A (3) third factor would be federal financial aid policy as 60+ % of ECCC students employ federal Title IX programs. A (4) fourth external factor related to actions taken to advance goals is compliance with the Southern Association of Colleges and Schools Commission on Colleges. A significant (5) fifth factor has emerged in the growth of dual credit offerings to district high school students. While expanding dual credit can contribute positively to completion and progression for some students, the heavy tuition discounting necessary to retain instructional relationships with high schools, given outside competition, introduces the factor of lost revenue to the College. As ECCC is limited in recruiting to a five-county district, credits completed at the high school level represent an irreplaceable reduction in the College's pool of prospective students.

Internal Management Systems Used to Evaluate Agency's Performance

ECCC undergoes an annual Institutional Effectiveness (IE) planning process which is a systematic, clearly expressed, ongoing, documented process of measuring performance against mission in all aspects of the institution as a means of commitment to continuous improvement and fulfillment of the institution's strategic plan, **2020 Vision**. This unified planning framework at ECCC integrates both Strategic Planning and Institutional Effectiveness in an annual process of review, evaluation, and improvement. **2020 Vision** is the guiding document for all college activities; the IE Plan measures the fidelity and performance of those activities.

Eighty (80) planning units representing all facets of the institution participate in the annual cycle of identifying goals and benchmarks of success, assessing goals through the collection of research data, and the analysis of results for the development of plans for improvement. Planning loops are opened for the coming fiscal year each February with all budget requests handled through the plan and tied to performance data. Planning loops for fiscal years ended the previous June 30 are closed, and outcomes evaluated and analyzed, each October.

The planning process described above is written into College policy.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024:

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: In 2014-15 ECCC embarked upon a re-design of developmental education with the aim of increasing retention and reducing time from developmental enrollment to degree. ECCC will continue to analyze results within the IE planning process and implement improvements as needed based on evidence. The 2016-17 academic year completed a crucial three years of data related to the re-design. Data shows the re-design has produced gateway course completion rate improvements of approximately 10%. In the spring of 2017, ECCC initiated a pilot of the corequisite remediation model, with promising early results. The pilot continued in the 2017-18 academic year with promising results. Co-requisite remedial education will be expanded in the 2018-19 academic year.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: In the fall of 2014 ECCC implemented a re-structuring of AAS degree programs to the 30-45-60 format, wherein all programs provide exit points at the 30 and 45 hour certificate levels in the event the student is unable to finish the 60 hour AAS degree. The purpose of the re-structuring is to enable students not completing the AAS credentialing for the workforce. The 2017-18 academic year completed the fourth year of local data for evaluation of the format. ECCC awarded 594 degrees or certificates in this most recent year, the 2nd highest total in the College's history.

In the fall of 2014 all AAS programs save one were configured to offer students national certifications integrated into the curriculum. Opportunities to expand certification offerings will continue to be assessed and implemented when appropriate. ECCC will pursue startups of new high wage career-technical education degree programs. A new Automation Controls Technology program began in the fall of 2017, which was initiated through challenge grant funding. In the 2018-19 academic year, ECCC is initiating two more new programs – Criminal Justice Technology and Cyber Security Technology.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Dual credit offerings and enrollment have increased steadily since the fall of 2012 and currently accounts for between 10%-15% of fall unduplicated headcount enrollment. ECCC will continue to collaborate with district high schools in delivering dual credit opportunities. In 2016-17 ECCC offered expanded online dual credit offerings and saw growth. In the fall of 2017 ECCC will begin a pilot dual credit partnership structure with district high schools designed to lower costs for students and streamline dual credit delivery. This pilot resulted in dual credit enrollment growth and will continue in the 2018-19 academic year.

ECCC will seek opportunities to expand continuing education opportunities throughout the five county district. A Blue Cross & Blue Shield of Mississippi Foundation college & university wellness grant obtained in the spring of 2016 helped ECCC offer wellness and healthy lifestyle training and educational opportunities throughout the district, and this will continue in FY 2019 contingent upon grant funding.

ECCC will continue to recruit to its MI-BEST program in order to reach out to under-skilled citizens within the district needing access to training, credit instruction, and high school equivalency.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Beginning with the fall 2016 term, ECCC re-located instructional counselors within the same facility housing the Success Center, which was re-located in the fall of 2015. The aim here was to provide wrap-around support services in one convenient and central campus site. In the 2018-18 academic year, improved interactive and individualized technology will be employed in campus advising.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: ECCC will continue to enhance services associated with the College Career Center. In the fall of 2015 the Career Center was re-located to a larger space to accommodate more students and scheduled class visits. The Career Center will implement an enhanced web presence featuring job boards, become more involved in Work Based Learning placements, partner with local business and industry in conducting campus interview activities, and communicate with students electronically regarding placement opportunities.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: In the 2014-15 fiscal year ECCC revised its budget request process to integrate into Institutional Effectiveness planning. All planning units, expected to number 80 as of the fall of 2017, must tie new or increased budget items to evidence based performance outcomes. In the spring of 2017, ECCC administrators devised a college-wide

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: In the fall of 2015 ECCC renovated two male dormitories to facilitate student success. Increased energy efficiency is expected as a byproduct and resultant savings will continue to be evaluated through the 2018-19 year.

ECCC continues to implement the metering of energy usage in facilities across campus. Data collected by meters is used in the master budget request process to analyze efficiency.

ECCC moved utility lines underground during the 2017-18 year.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: ECCC will continuously assess campus accessibility. ECCC will aggressively pursuing grant funding for elevators to improve accessibility in some buildings.

Beginning with the spring 2016 term the ECCC main campus in Decatur, MS became tobacco free per policy, for the purpose of furthering employee and student wellness.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

East Mississippi Community College



**Strategic Plan
2020-2024**

East Mississippi Community College

1. Comprehensive Mission Statement

East Mississippi Community College is a public community college serving six counties in East Central Mississippi, offering university-parallel programs, career-technical programs, and workforce programs. EMCC is dedicated to improving the quality of life for our students, our community and our personnel through instructional opportunities, with specific focus on a healthy mind, body and spirit.

2. Philosophy

The fulfillment of our mission is premised on the following values:

Leadership built on respect for self and others and demonstrated in our local communities

Excellence in education, service, and lifelong learning

Access to instructional opportunities on campus and online

Freedom in teaching and learning within a supportive, communicative, diverse, and caring environment

3. Relevant Statewide Goals and Benchmarks-

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university –based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first- year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)

- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

In 2017-2018 EMCC dedicated significant effort to the implementation of the 5-year strategic plan for the College. There are three areas of emphasis within the College's 5-year strategic plan: (1) Practice fiscal responsibility, (2) promote student success, and (3) provide facilities and equipment. Focus on these areas will guide EMCC in accomplishing the College's mission over the next five years while building a better Mississippi for the benefit of her citizens.

- Comprehensive student support services: EMCC will continue to improve comprehensive services that help students understand and take the steps that lead to successful degree completion or transfer. Those services include a revamped orientation process, effective career counseling and placement, personalized advising and navigation, and other student

success services. EMCC is also consistently working to decrease the time to degree or transfer, so that students have earlier and greater opportunities to engage as contributing members of the community and the workforce.

- Ratio of full-time faculty to part-time faculty: EMCC is holding constant the ratio of full-time to part-time faculty. EMCC, like other community colleges, is faced with constrained budgets due to the decreases in overall system-wide funding. As such, EMCC is reluctant to hire new full-time instructors outside of new program lead instructors. EMCC is cognizant that higher ratios of full-time to part-time faculty translate to higher levels of access to faculty outside of class hours, which enable better advising and mentoring of students. A greater ratio also increases efficiencies by reducing the time and effort of hiring replacement adjunct faculty.
- Safety and Security: EMCC will continue to provide a safe and supportive environment that is conducive to student learning and success through basic operations training for security officers and training for catastrophic events.
- Qualified staff: EMCC will continue to provide qualified instructional support staff to support and assist students in using the learning resources available to them.

Align workforce and career/technical programs with the needs of business and industry.

- EMCC will partner with local business and industry to identify needs and provide relevant credit and non-credit educational opportunities in fields that lead to improved employment opportunities for our students and clients and more qualified employment pools for local employers. By offering appropriate and high quality programs and training, EMCC will drive economic development in its district.
- EMCC is expanding its Network Security Technology to include network related coding, which is modeled to meet the demands of local industry and patterned on other successful programs of EMCC.
- EMCC will continue to implement expanded national certification testing to evaluate student proficiency in the student's chosen field of study, to provide evidence of skills attained to prospective employers, and to evaluate needed improvements to the program.
- EMCC will ensure that students and clients who seek credit and non-credit career and technical training have access to current technology.
- EMCC will expand its offerings through its WIN job centers and the associated funding streams to provide opportunities to place motivated individuals in relevant education and training and subsequently in the workforce.

Increase partnerships with other educational entities.

- K12: EMCC will partner with area K12 school districts to improve services to the district through dual credit courses, the Early College High School, and other initiatives.
- Drop-Out Recovery: EMCC will leverage existing resources with MI-Best funding to offer integrated career pathways through GED preparation, short term skills training, and support services.
- Four-year institutions: EMCC will partner with four-year institutions to facilitate improved transfer success for our students through program-level articulation agreements and to provide increased access to programs, events, and extra-curricular activities that help students develop professionally.

Increase accessibility to college

- Financial accessibility: EMCC will strive to control the cost of tuition and fees while seeking outside funding that can provide institutional scholarships to students. EMCC will continue to encourage and assist students to participate in work-based learning, in which the student can earn while he learns.
- Academic: EMCC will continue to introduce innovative instructional techniques and designs in academic and career-technical credit programs to improve student learning, especially for those who are not prepared for College.
- Flexible scheduling: Many of our students have jobs and support families. EMCC will continue to seek opportunities in locations convenient to the people of the district at times that fit their schedules and will use technology to delivery content.

Strengthen the College's infrastructure and processes.

- Comprehensive facilities master plan: EMCC will continue to deliver on a comprehensive facilities master plan which includes (1) continued focus on EMCC's 25-Year Strategic Building Plan; (2) renovation of existing buildings; and (3) proactively performing preventative and needed maintenance on aging facilities. This plan takes into account future growth.
- Strengthen the technology infrastructure: EMCC will implement a plan to maintain up-to-date instructional and administrative technology.
- Review and streamline operational processes: EMCC will increase efficiencies and effectiveness through the streamlining and consistency of operation processes, using technology and continuous process improvements techniques.

5. Agency's External/Internal Assessment

Like many colleges, EMCC is faced with challenges in its external and internal environments.

Funding: Limited funding has resulted in a tighter college budget and increased tuition and fees.

Despite decreases in state funding, EMCC continues to make positive changes to student services and advising efforts.

Facilities and equipment: EMCC faces a necessary replacement of two residence halls on the Scooba campus. Built in the 1940's, these facilities are expected to be usable for only two more years.

Enrollment at the Scooba campus is necessarily limited by the available housing, because there is no alternative housing off-campus; wait lists for housing are long. Other aging facilities on the Scooba campus require continuous attention and are not ADA compliant. Construction of the Communiversity (CMTE 2.0) in the Golden Triangle area, a new facility to house workforce and manufacturing-related career-technical programs to support further economic development in the district is set to open Spring 2018. However, the College is seeking additional local funding to address needs that were originally planned for a future phase.

Instructional: A shortage of instructional and clinical space required for allied health programs negatively influences the enrollment for these popular programs. The College has embarked on a partnership with Baptist Memorial Hospital-Golden Triangle to offer a new Surgical Technology program and the already established EMT and Paramedic programs on the hospital campus. The College has upgraded Biology and Physics labs to current standards. While the number of students

and course enrollments in online classes continue to increase, there are very few dedicated staff and processes to manage the growing number of classes.

Technology: Ellucian's Colleague, the student information system (SIS) and the system of record was fully implemented in fall 2009. A steep learning curve had a negative effect on the quality of data in the first few years after implementation; the data is currently much more reliable, but metrics that depend on data early in the process, such as graduation rates, may be misleading. Technology tools are now in place to support student degree planning and recruiting, but significant further development and training are necessary to ensure the broad adoption of such tools.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed

English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: EMCC will expand the capacity of existing programs to meet needs in areas of growing demand and promote student success by increasing the number of full-time faculty and employing and developing highly qualified personnel.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: EMCC will align career/technical training with business and industry by monitoring occupational outlooks and surveying business and industry to guide the development of new programs; by seeking and maintaining national certification of career/technical programs; and by maintaining up-to-date instruction technology and equipment.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: EMCC will collaborate with district schools to maximize available equipment and facilities to make dual enrollment in academic programs a more attractive option for secondary students.
EMCC will develop Career/Technical programs that target secondary students (Dual Credit).

EMCC will promote dropout recovery through appropriate funding, training, and support services.

EMCC will provide appropriate instructional materials and equipment to support development of a highly qualified workforce.
Strategies to achieve

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: EMCC will promote student success through instructional support by maintaining and making available high quality library materials in print and non-print formats; through sharing of resources; and by assisting students to gain the skills and support necessary to use resources available to them.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: EMCC will promote student success by providing comprehensive student services that enable students to make good career planning and educational choices and increase student engagement. EMCC will also provide financial aid services that enable students to make good financial decisions concerning their education.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: EMCC will maintain and support a stable and secure computing environment and will employ and develop highly qualified personnel.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: MCC will conduct annual inspections of all conveyances, as defined in the Mississippi Conveyance Safety Act, located in any building or structure owned by EMCC. Identified violations will be tracked and corrected within thirty days of the published inspection report.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: EMCC will maintain buildings and grounds owned by EMCC in order to maintain a safe environment for students, employees and visitors.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Hinds Community College



Strategic Plan

2020-2024

Hinds Community College

1. Comprehensive Mission Statement

The mission of Hinds Community College, a public comprehensive community college, is to offer high quality education through relevant and diverse programs and resources for persons with various interests and abilities by:

- Providing academic college transfer programs that lead to an associate's degree and fulfill the first two years of a bachelor's degree.
- Providing career/technical programs that respond to industry and community needs and lead to professional credentials, a certificate, and/or an Associate in Applied Science degree.
- Providing continuing education programs for adults in the community that enhance cultural enrichment and promote lifelong learning.
- Providing customized training or short courses, seminars, and workshops for business, government, social, and civic entities that results in organizational improvement, promotes economic growth, and meet educational and service needs.
- Providing dual credit, dual enrollment, and basic education courses and programs that cultivate academic success leading to high school equivalency or entry to college-level courses.

2. Philosophy

Consistent with the Mississippi Community and Junior College system, Hinds Community College believes that our open admission policy is the best means to providing accessible, comprehensive, high quality, and affordable educational opportunities to the communities that we serve.

We are accountable to our local Board, students, community, accrediting agency, industry, and various stakeholders.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Over the next five years, Hinds Community College seeks to enhance the economic development of our district by improving the quality of our educational programs while increasing the accessibility of the courses to students.

Develop and implement effective financial metrics and controls that support successful short and long term delivery of our educational mission

Financial metrics of cost/productivity will be designed and added to Program Effectiveness reports for planning and budgeting purposes.

Review and revise effective instructional metrics to better establish and assess the quality of instructional programs

Instructional programs will assess student learning outcome assessment measures and operational outcomes to see if any measures need revision.

Analyze cost of enrolling versus retaining students and strategies to increase retention

A cost of attrition study will be conducted to analyze the cost of enrolling student versus retaining a student to determine how much money should be spent on additional retention tools.

Examine adult-friendly instruction and student service processes

As part of the Compete 2 Complete initiative, the college will analyze its processes related to being an adult-friendly institution. Areas of opportunity for improvement will be addressed to help remove barriers for adult learners.

Increase the percentage of students completing a degree or transferring to another institution within 150% of time to expected graduation

Hinds will improve academic advising of students in order to help them take the courses they need to be successful in college and in the workforce. By decreasing the amount of time to a degree or to transfer, students have more opportunities to be engaged members of the community.

Increase industry partnerships with workforce development and career/technical education

By increasing our partnerships with industry, Hinds seeks to provide relevant training in areas needed by local industries. Providing quality programs and training needed by local industries will help drive economic development.

Increase partnerships with other educational (K12, IHL, and area colleges) entities

Partnering with area K12 school districts, Hinds hopes to provide better services in our dropout recovery programs and dual credit courses. Partnerships with IHL institutions and area colleges will allow us to provide additional faculty training in key education-related skills through teaching and learning centers. We will also seek to offer additional 2 plus 2 offerings where a student can begin his/her degree at Hinds and finish a baccalaureate degree on our campuses through other colleges.

Increase faculty salaries to continue to attract quality instructors

The average faculty salary at Hinds is lower than the state and regional average. We often have a difficult time competing for quality faculty with our sister institutions.

Enhance the “one college” concept to improve operational processes across different campus locations

All campus operations need to be examined for effectiveness and efficiency. Policies and procedures of the college need to be standardized for each campus. This concept will help Hinds better steward our resources and will decrease frustrations among students.

Increase accessibility to college

Financial accessibility: Hinds wants students to be able to attend school regardless of their socio-economic background. We are working to increase the number of institutional scholarships awarded to students using money from outside sources. We also want to maximize the number of students who are participating in the federal work study program on campus.

Academically: We are enhancing programs to help students who are not ready to enter College Algebra or English Composition I become successful in those courses.

Student services: We want the whole experience at Hinds to be conducive to improving opportunities for learning.

Flexible scheduling: Many of our students have jobs and support families. Allowing students to take classes at convenient locations throughout the district with flexible scheduling options and online will increase accessibility to the college.

Make data easily accessible in order to make timely and better-informed decisions

Data on key performance indicators needs to be presented clearly too key decision makers instantaneously through the use of interactive dashboards. The accuracy of this information must be impeccable, and the design of the reports should be easy to understand.

Implement/enhance a basic and advanced level manufacturing program

In an effort to attract new industries to the area, Hinds will begin to offer courses that lead to a degree in basic and advanced manufacturing. Employees in this field are expected to be highly skilled/trained and receive higher wages than the average local industries. This program could attract future industries to our job market.

Begin implementing facilities master plan

Proactively seeking to perform preventative and needed maintenance on aging facilities while renovating or constructing new buildings is the goal of our facilities master plan. This plan accounts for future growth and improving existing facilities.

Review and streamline operational processes

A thorough review of operational processes is necessary in order to determine if reorganization or consolidation of current practices is necessary. Being a good steward of our money spent on institutional support and operations means more money that can be allocated to instructional processes.

Strengthen technology infrastructure

A thorough analysis of our information technology department has been conducted in order to craft a forward-looking technology strategic plan to help the college be nimble to take advantage of strategic opportunities while guarding against cyber threats. Implementation of this plan is necessary to support the future successful operations of the whole college.

5. Agency's External/Internal Assessment (internal)

Externally, the College is assessed by many different agencies for different purposes. The federal government assesses the school's compliance with Title IX compliance with the submission of the Clery report and athlete data. Title IV compliance is assessed by the annual FISAP report, Gainful Employment reporting, and IPEDS reporting. Additionally, being in compliance with a regional accrediting body, SACSCOC, is also mandated by the federal government. The accreditation cycle is an on-going process of self-assessment and quality improvement.

Mississippi's state government requires an assessment using the Mississippi Performance Profile published by nSPARC. This report published annually gives a picture of enrollment, student success, student progress towards completion, GED completion, workforce development projects, and student performance in developmental courses. This external assessment provides a useful assessment of our performance compared against our previous year's performance and against other the statewide average. Mississippi also requires submission of an annual strategic planning document with data collected from the colleges in the MBR report.

Additionally, ADA compliance is captured in the College's OCR report to the state.

The College also uses the data compiled the attendance and registration audit conducted by the Mississippi Community College Board (MCCB) to make decisions about where faculty and additional resources should be focused. Likewise, the information from the Carl Perkins reporting document containing technical skill attainment, job placement, completion, and enrollment data is useful to track the success of students and the programs offered in our career/technical division. Employer satisfaction of industry leaders is also used to determine the effectiveness of those programs.

Internally, there are also many different ways the College assesses its Effectiveness. Taskforces are created to meet the needs uncovered through different sources and charged with improving the business processes and/or policies of the College in order to have the best quality learning environment possible for our students.

Internal Management Systems Used to Evaluate Agency's Performance

Hinds Community College measures its performance in several meaningful ways internally. First, metrics similar to the ones used on the state performance profile and attendance audits are compiled to give an internal assessment of the college. Likewise, there are 21 institutional effectiveness measures that the school uses to help determine performance in every aspect of the mission.

As part of Hinds' compliance with SACSCOC, each program/department must complete annual Program Effectiveness reviews. This program review consists of identifying how the department supports the mission of the college, the goals and objectives of the department, along with targeted measures, actuals from the year, and an explanation of how the actuals/results will be used. These reports are encouraged to be used in future year budget planning processes as well as in end of the year director performance evaluations.

In addition, data dashboards are provided to give key decision makers access to relevant information in a timely manner. The information in these dashboards is designed by the department using the information, the Office of Institutional Research and Effectiveness, and a team of district wide

administrators to make sure the information captured and presented is accurate, reliable, useful, and valid.

Three nationally-normed instruments are used to validate the college's efforts. Noel-Levitz's Student Satisfaction Inventory gives administrators and faculty a view into the level of satisfaction and the importance level of different aspects of the school from the student's perspective. Hinds also administers the Community College Survey of Student Engagement (or CCSSE) to understand how students are engaged in the learning process at Hinds. The institution also conducts an assessment to measure student performance on general education outcomes. This test is administered to entering freshman and students as they are graduating to see what strides have been made during the student's time at Hinds.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024:

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Track students who succeed (graduate/transfer within 150% of time to completion) and compare to students who leave or stay without earning a degree to identify strategies to assist the success of more students.

A.1.2 Strategy: Enhance the degree audit and student planning model to improve student advising within a clear program of study.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: Continue to refine and publicize the stackable credential options with career/technical programs.

A.2.2 Strategy: Implement career pathway programs for students without a high school diploma or equivalent through the integrated pathway programs.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Increase the number of partnerships between career/technical programs and high school sites to encourage workforce readiness.

A.3.2 Strategy: Seek additional school district partnerships for the MIBEST model to reduce the number of dropouts.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1 Strategy: Increase access to and awareness of the library's online holdings and journals.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Ensure all departments are doing annual Program Effectiveness reports.

A.1.2 Strategy: Make necessary updates to financial lab portion of the orientation course to ensure that students are getting the correct information about federal financial money and loans they are receiving.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Each non-instructional department will complete an annual program effectiveness evaluation in order to make sure that they are operating effectively and efficiently.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: The Office of Energy Management and Sustainability will continue efforts to save the College significant money every year. The energy plan will be housed in the Vice President of Physical Plant's office.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: The institution will continue to make needed and preventative maintenance upgrades so the campuses are safe.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Holmes Community College



**Fiscal Years
2020-2024**

Holmes Community College

1. Comprehensive Mission Statement

Holmes Community College, a comprehensive public institution located in Central Mississippi, provides innovative educational and cultural opportunities to its constituents through campus-based and distance education programs. The college seeks to prepare its students for university transfer, productive employment and lifelong learning by offering an Associate in Arts degree, Associate in Applied Science degree, technical certificates and career certificates as well as workforce training. Holmes, whose primary commitment is to excellence in all areas, offers affordable, equal access to higher education in an attractive, secure, multi-campus environment.

2. State of Agency Philosophy

Holmes Community College will be a leader in education by serving as a comprehensive, community-oriented institution delivering flexible, responsive programs of the highest quality.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Holmes Community College (HCC) recognizes that distinguished colleges are defined as such through the achievement of its students and seeks to continue cultivating student accomplishments. At Holmes, we are extremely focused on students, passionate about student success as the driver for the institution, and are totally committed to individual professional growth leading to continuous improvement across the broad spectrum of its members. Over the course of the next five years, HCC plans to be persistent in addressing the needs of the students in various facets of the institution as best as possible. Strategies have been outlined to provide insight to each essential component of the institution to ensure that students have the opportunity to obtain their educational goals at reasonable costs. Hence, many of these plans involve in-house development and maintenance as well as use of virtual applications to sustain the strategies without creating extensive additional costs for both the institution and students. Strengthen customer service campus-wide across the district

- Increase student satisfaction with identified service areas provided by the college
- Improve student communication with Holmes employees via written, verbal, and face-to-face interaction

- Continue to enhance the college's public image to ensure a campus-friendly environment
- Improve building location awareness with the positioning of highly-visible signage to better guide students and visitors to appropriate locations

Enhance accessibility to Financial Aid information for students via provisions that include but are not limited to the following:

- Improve student financial aid literacy by providing access to a student specific financial aid award letter via the Campus Logic platform.
- Enhance the student financial aid experience by providing easy, mobile, and personalized verification and appeal processes via the Campus Logic platform.
- Execute financial aid orientation sessions at least once a semester throughout the district.
- Utilize available data matrix to increase student completion of the FAFSA and verification and appeal processes via the Campus Logic platform.
- Provide FAFSA training to Holmes employees to maintain current understanding with rules, regulations, and processes to help students complete and submit the required documents.

Strengthen customer service for Veterans

- Consolidate Veterans Education Benefits within the Financial Aid Office.
- Staff of each campus receive training in the ongoing changes of rules and regulations of Veterans Education.
- Direct focus toward student career choices as well as graduation.

Improve the opportunity for students to graduate

- Provide academic and career coaching to students who seek readmission into the college by way of the state-wide Complete to Compete Initiative.
- Track students to determine and address areas of improvements for retention efforts
- Identify students who are in need of financial aid literacy intervention and offer academic and career coaching to such individuals

Enhance library resources through new advancements in educational technologies for student learning

- Provide makerspaces that give students access to current technologies (3D printing, robotics, augmented and virtual reality, etc.), which engage student learners through problem solving and hands-on creativity.
- Develop new educational pathways of instruction, such as workshops, meetings, student club activities, and other student-driven activities, to supplement current academic and career-technical curricular instruction.
- Acclimate students with access to new technologies that may be integrated into their future professional fields.
-

Focus on ways on enhance expansion and retention in current Career Technical programs

- Creating pathways for DE/DC students to complete CTE programs utilizing a fast-track option through partnerships with secondary CTE schools.
- Implementing processes to incorporate opportunities for students to utilize PLA credit from national credentials to finish a program faster.
- Evaluate use of textbooks, eBooks, or other materials in CTE courses and their cost-effectiveness when looking at retention of students.

Enhance student learning through eLearning advancements

- Continue to offer various time-lengths of online courses (4-, 8-, and 15-weeks) to attract students to eLearning.
- Implement design shift in online courses to become mobile friendly.
- Provide an environment for instructors to present their content that includes facial expressions, gestures, and voice along with vivid content display using *Lightboard Technology*.
- Research and implement processes for student-personalized learning paths.
- Provide physical powered learning stations for student use throughout Holmes campuses.
- Train instructors in the use of competency based expectations for online pedagogy.
- Research and implement processes to provide open source materials for instructors and students.
- Research and implement virtual reality and/or augmented reality options for Holmes students.

Enhance industry partnerships with workforce development by responding to the needs of industry with new training opportunities

- Complete certification for all nine counties within the Holmes Community College district as ACT Work Ready Communities.
- Create Manufacturing Basic Skill certification training centers at each operating location to create pipelines for individuals pursuing careers in manufacturing.
- Create short-term skills training programs to address employment and economic development needs in the rural counties such as welding, construction trades, and manufacturing.
- Expand the array of community enrichment courses that serve as opportunities of engagement between community members and the College

Holmes Community College continually strives to address and provide the ongoing needs of its nine county district. Among the extensive community, socioeconomic, and age variances of our students, Holmes Community College continuously strives to create a culture of achievement and diversity of programs to provide ample opportunities of educational success for all individuals as the institution recognizes the need of individuals to expand their personal and educational horizons.

5. Agency's External/Internal Assessment Management Systems

Internally, the College is in the mid-stages of upgrading its administrative software applications (Banner XE) so we can continually develop, design, and add processes as campus needs evolve. With such changes in technology, software training is necessary for faculty, staff, and students to use the new system efficiently and effectively. A major focus of Banner XE is the utilization of the e-Attendance module that allows students and instructors to view and keep track of student absences. Other modules are also being taken under consideration to strengthen and streamline student and employee information. Yet, with ongoing modifications in state and local government funding policies, there is a concern about how the College will continue to support such necessary advanced technologies.

An on-site orientation has recently been implemented for a more hands-on approach to make personal connections between students and Holmes personnel as well as better inform students of the College's services. The virtual orientation is still required at the start of registration to incorporate Banner XE features. The College diligently makes every effort to inform students of all aspect of the institution and the services provided in all areas at all locations.

Externally, the lack of preparedness of first-time, full-time students entering the College from public secondary schools continues to be a concern within the College's district. However, there is a steady growth of dual credit/dual enrollment, supporting the College's mission "to prepare its students for university transfer" and resulting in a positive accomplishment for everyone.

Changes in the various external accreditation requirements and appropriate guidelines for the College's numerous programs and standard regimens are also vital areas that require the College's thoroughness at all times.

Other external and internal assessment management systems used to evaluate the agency's performance are as follows:

- IPEDS Reports
- Graduation Retention/Transfer Rates
- SACSCOC annual reports
- Institutional Effectiveness College Assessments
 - o Programs Outcomes
 - o Student Learning Outcomes
- MBR audits and reports
- Perkins report
- Administration Performance Evaluations
- Faculty Evaluations
- Internal Surveys
- nSPARC Report Card (Performance Profile)

6. Agency Goals, Objectives, Strategies and Measures by Program from FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Track student data for success of those who complete and compare to those who leave or stay without earning a degree to identify strategies for improvement.

A.1.2 Strategy: ADN instructors will have access to specialized training to better prepare students for the NCLEX exam.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: Program directors/coordinators collaborate with advisory committees to stay current on health care/industry standards to make completers more employable.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: The College will continue to expand dual credit/dual enrollment offerings within the district's high schools.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies.

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1 Strategy: Funding through the College's Foundation will continue to be made available for non-library learning resources.

A.1.2 Strategy: Navigators, proctors, and lab assistants will continue to be supplied for distance education and virtual labs.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Students who are granted a financial aid appeal will be required to have academic and career coaching, student success monitoring, academic and career assessments, etc. throughout the appealed semester to aid in achieving financial aid good standing.

A.1.2 Strategy: First-time loan borrowers will be provided opportunities to meet face-to-face with loan entrance counselors.

A.1.3 Strategy: Students will be provided financial aid orientation counseling to include students of high-cost programs with student-specific orientation sessions.

A.1.4 Strategy: The College will continue to promote student personal development by providing the student support services of the Trek Center.

A.1.5 Strategy: On-site orientation and virtual orientation will both be offered to students to enhance the students' overall understanding of the institution and the services provided.

A.1.6 Strategy: The College will provide writing centers and math labs to promote and support student success in courses that require the application of writing and mathematics skills.

Output: Number of unduplicated headcount students receiving financial aid (MBR-P3.1)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: The College will maintain budget efficiency for adequate management resources.

A.1.2 Strategy: The College will maximize current building capacity to regulate new building costs.

A.1.3 Strategy: The College will convert previous technological settings to virtual environments for longevity and efficiency.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC Standard 13.7)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: The College will continue to enforce the automatic nightly shut-down of campus computers.

A.1.2 Strategy: The College will upgrade HVAC units.

A.1.2 Strategy: The College will continue to and convert to energy-efficient light bulbs and fixtures for enhance its energy and cost efficiency.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: The College will continue to provide working-environment safety training sessions for faculty and staff.

A.2.2 Strategy: The College will provide adequately staffed security for each location.

A.2.3. Strategy: The College will continue to retain an OCR Coordinator to ensure continued compliance of facilities.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Itawamba Community College



Strategic Plan 2020-2024

Itawamba Community College

1. Comprehensive Mission Statement

Itawamba Community College is an open admission, comprehensive, two-year public-supported institution dedicated to providing high quality educational opportunities that are accessible and affordable for the diverse needs of Chickasaw, Itawamba, Lee, Monroe, and Pontotoc counties.

Itawamba Community College fulfills its mission through:

1. College parallel programs that allow students to transfer a maximum of two years of college work to four-year colleges and universities;
2. Technical and career programs that prepare students for immediate employment;
3. Continuing education and community service programs for individuals striving for professional growth and/or personal enrichment;
4. Contributing to the needs of business and industry;
5. Educational programs and services that meet the diverse needs of students including student development opportunities;
6. Adult basic education programs committed to increasing the literacy level of the adult population, providing self-improvement opportunities, workforce readiness, and/or high school equivalency;
7. Current technology to advance educational purpose, including traditional and online instructional services, student support services, and business management;
8. Strategies to encourage the improvement of relations and coordination of programs with high schools, community/junior colleges, four-year colleges and universities;
9. Development and implementation of activities that encourage and promote civic responsibility; and
10. Programs of leadership training and professional growth to improve skills of faculty and staff.

2. Philosophy

To be the preferred choice for affordable quality education, workforce training, partnerships, and economic development in the communities and region it serves. To be proactive by being innovative, creative, and responsive to ensure the college is meeting the needs of the region.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)

- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned verses leased (M1)

- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan.

A primary focus of Itawamba Community College is to provide an affordable, accessible, and quality education to our citizens. By implementing progress in ICC's local five-year strategic plan (2016-2020), the college will strive to improve in the areas of enrollment management, accountability, campus safety, and technology. In order to meet these goals, we will educate our students on the benefits of completing an Associate's degree; improve access; increase awareness of the importance of career and technical education fields; improve awareness of the benefits of dual credit and dual enrollment programs to high school students; retain and recruit the best faculty and staff; run efficient operations and improve outcomes by implementing and training faculty and staff on the latest technology.

- ICC will increase enrollments in Career and Technical Education (CTE) programs by targeting recruiting efforts on younger students through exposures in engagement activities and promote stakeholder knowledge of the benefits of CTE degrees to meet workforce outlook demands.
- ICC will improve completion rates by improving advising through evaluation, assessment and implementation of innovative professional development. Advisors will be given the tools to accurately assess and track student progress against benchmarks that will provide effective assessment of advising practices. Advisors will be able to accurately and intrusively advise students that are behind in student progress. Administration will be able to assess effectiveness of individual advisors. Benchmark data will be used to assess progress on the student-level and the institutional level. Other student support services will be given access to improved data and reporting to better assess program effectiveness and contributions toward student progress and success.
- ICC will improve student learning outcomes. The institution will embark on a new Quality Enhancement Plan (QEP) initiative as part of ongoing accreditation efforts. Local five-year strategic planning efforts will focus on reading comprehension and improving student learning outcomes.
- ICC will improve access by promoting the recently added mini-terms so that students can enroll in courses with a more flexible schedule and by implementing new and innovative programs created to meet district workforce needs.
- ICC will maintain participation in the dual credit and dual enrollment program by working with district high school administrators to facilitate information sharing and collaborate on instruction offerings and course scheduling. However, competition from public and private universities have decreased our ability to increase enrollment in this area. These universities are offering the same course schedules at a reduced rate that we are not able to afford. The K-12's lack of appropriate lab facilities and equipment prevents hosting more CTE courses at the high school locations.
- ICC will retain and recruit qualified faculty and staff by prioritizing funding toward improving pay scales to meet regional standards. Professional development efforts will focus on improving student learning and success. However, budget cuts and decreases in enrollment have limited the necessary funds to replace qualified faculty lost through retirement and attrition and caused the elimination and consolidation of existing staff positions. Resources are being stretched to maintain services. Additionally, budget cuts have eliminated annual faculty incremental pay

raises based on years' experience that is part of the faculty salary guide. This will result in difficulties in retaining qualified faculty and attracting new hires.

- ICC will improve efficiencies through faculty and staff professional development of energy conservation and continued efforts to improve infrastructure and technology that support energy efficiency. The facilities master plan will be used to prioritize infrastructure improvements and for allocations of capital expenses.
- ICC will seek private sector partnerships to provide more cooperative education-to-work opportunities for students that will make the programs involved more attractive. Workforce Training and Career and Technical Education programs are seeking and creating more internship opportunities to provide structured work experiences to students and clients.

In order to achieve these priorities, the community and junior colleges must be assured of the necessary funding required to meet these objectives. The Legislature made a commitment to Mid-Level Funding, which requires community colleges to be funded on a per-student basis, halfway between K-12 and the regional universities, but has yet to achieve this commitment. For community colleges to continue to provide the education and training we are known for at an affordable cost to our students, progress towards Mid-Level Funding must be a priority for the Legislature. An increase in funding and stopping the recent budgetary cuts will be vital to generating progress toward the performance objectives outlined.

5. Agency's External/Internal Assessment.

EXTERNAL	INTERNAL
• The institution will seek partnerships for improved placement of graduates, grant collaboration to access funding sources, economic development opportunities, dual credit/dual enrollment program growth, and curriculum development. • The institution is directly impacted by changes in financial aid programs and changes in funding from the state and federal levels since 81% of students and 96% of first time, full time students are awarded aid. • The state and federal economy directly impacts local funding and unemployment levels. • Budget cuts and decreases in enrollment have limited the necessary funds to replace qualified faculty lost through retirement and attrition. Additionally, budget cuts have eliminated annual faculty incremental pay raises based on years' experience that is part of the faculty salary guide.	• Year two (2017-2018) of the five-year strategic planning initiatives (2016-2020) has been completed. Reporting on year two progress on local strategic initiatives will be available later this summer (August 2018). Progress on the local strategic plan will guide the college's priorities in the next four years. • Ongoing efforts to offer classes in more flexible scheduling via mini-terms should increase access and improve student completion outcomes. • Changes to development course formats through integrating reading into English courses and by providing co-requisite instruction should improve student outcomes. • Improved advising professional development and improved tracking of advising effectiveness measures should improve student outcomes and prepare the institution to transition to performance-based funding measures.

This will result in difficulties in retaining qualified faculty and attracting new hires • Performance-based funding will change the formula for appropriation support offered to the College. • Flattening enrollments, fewer high school graduates, and increased competition from universities pose a growth challenge that will impact student outcomes and funding. This is especially true in dual credit where universities are offering courses at lower rates. • Increasing technology costs coupled with increasing demand for technology will pose resource allocation concerns.	• Improvements in cohort graduation rates have demonstrated that strategies are having a positive impact. • A Quality Enhancement Plan (QEP) initiative focused on reading comprehension and progress in offering learning communities (LEAP initiative) should improve student outcomes. Reading is one of the general education competencies that have been an area of weakness in student learning. LEAP is focused on improving the success of students who are placed into developmental courses. • Technology training to improve use of existing technology will be important to the efficient use of resources.
--	---

Internal Management Systems Used to Evaluate Agency's Performance

- Strategic plans on the state and local levels.
- Master facilities, energy, and technology plans.
- OCR reviews and annual facilities inspections by external parties.
- Financial and Financial Aid audits for federal and state requirements and accreditation.
- Institutional and programmatic accreditation.
- Federal Department of Education annual reporting (IPEDS).
- Program reviews cycles on the state and local levels.
- Statewide annual report card.
- Statewide Legislative performance measures and master budgeting processes.
- Institutional surveys, assessments and evaluations.
- Nationally normed assessments and surveys to gauge academic general education attainment and student engagement.
- Athletic student outcomes and eligibility in the areas of academic and financial aid for state-level reporting.

6. Agency Goals, Objectives, Strategies and Measures by Program from FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Itawamba Community College will improve the success of students placed into developmental courses through curriculum changes and student support services. Converting all developmental courses to a 4-hour semester credit that incorporates computer labs will provide more hands-on guidance and customized remediation during the extended class period. A summer bridge (LEAP) program is in its third year and has been expanded to accommodate more students. The LEAP program targets first-year students who recently graduated from high school and are

placed in developmental courses. They are engaged using a cohort approach that connects tutoring, accountability and developmental coursework. This program provides an avenue to “catch up” so that college credit courses can be entered in the fall term and graduating “on time” is still an option. In the fall these students will continue the learning community concept as they are block scheduled into the college-level courses and required to participate in a one-hour LLS course that reinforces accountability and tutoring beyond their summer experience.

Improving graduation numbers and rates is a focus for the Advising department and Supportive Services. Advisors will emphasize graduation requirements; monitor student progress; and offer intrusive advising to keep students engaged. Advisors will also be provided professional development training to improve student communication. The summer bridge LEAP program housed in the Student Success Center will reduce the time to degree completion. High-risk students will be referred to supportive resources like the Student Success Centers, Writing Centers, Dropout Detective/Student Referral System (eLearning) and Competency Coaches (Associate Degree Nursing).

The Associate Degree Nursing program’s licensure pass rates will be addressed through a variety of strategies that include initiatives like the “do it the first time” sophomore test preparation that uses the ELSEVIER and HESI adaptive testing to monitor student progress and the automatic referral of high-risk students to a Competency Coach for additional monitoring, identification of learning styles, and instruction in success skills. Faculty strategies will include the use of test validity and reliability for unit exams, a test blueprint evaluation guide for NCLEX-RN test, NCLEX test writing rules to provide faculty consistency, and a focus on trend reporting of student testing results that identifies student weaknesses for targeted review and remediation efforts.

Improving grade point average (GPA) will continue to be a faculty focus and will be addressed through participation in articulation meetings with high school and transfer institutions and monitoring of GPA comparisons. Term-based retention and grade distribution reports, student evaluations of instruction, and faculty evaluations will highlight academic strengths and weaknesses, which will be targeted with annual improvement plans.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: Itawamba Community College will increase the percentage of students graduating in Career-Technical (CTE) programs by engaging students in rigorous learning environments and work-study partnerships. These environments will include embedded curriculum to support national certifications, student awareness of the benefits of national certifications, and internship opportunities aligned with workforce needs. Curriculum changes will improve job placement and wage gains while flexible class scheduling and online programs improve access. Partnerships will be pursued to offer more cooperative education-to-work opportunities. Advising will focus on monitoring to improve progress toward degree and certificate attainment. New programs are being created and introduced to offer more career opportunities and meet local employer job demands.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Itawamba Community College will provide dedicated services to raise the educational functioning and employment skills readiness of the area workforce. Services provided through the Adult Skills Centers in the district that target youth and adults would increase the number and percentage of those who are making progress toward achieving a high school equivalency credential. Youth strategies will include a continued collaboration with the Counseling to Career (C2C) program that provides GED instruction while students are simultaneously receiving soft-skills in ethics, discipline, goal-setting, interviewing, and resume-writing and acquiring workforce training and work-readiness credentialing. The C2C program's outreach will encourage youth to enroll in ABE and improve youth success rates in passing the high school equivalency exam. Adult learner strategies will include the Adult Voucher Pathway, On the Job Training Pathway, the ABE Plus program and Mi-BEST (Mississippi Integrated Basic Education and Skills Training). These programs provide training in college and career-readiness skills, offer GED instruction and provide employment opportunities with local business and industry partners. Community partnerships are an additional program that works through outreach to area ministry leaders where ICC equips community partnership instructors with the support, training, technology and software they need to reach students who might not be served otherwise. The Mi-BEST program is in its second year and offers students the opportunity to earn college credit/credentials while building basic skills or earning a high school equivalency credential. The program allows students who would otherwise have waited until passing their high school credential before enrolling in college, to go ahead and begin a program of study in one of the college's approved integrated career pathways of HVAC, Welding or CNA.

The dual credit and dual enrollment program will be maintained. A dual credit coordinator will work closely with instructional administrators, program directors and the Registrar to provide quality courses that fit the needs of the high school students. Workshops will be provided to school administrators, students, and parents to improve

student success and understanding of admission requirements. ICC representatives will attend high school registration events for information sharing sessions.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: The Learning Resource Center at Itawamba Community College will ensure that students and faculty have access to appropriate collections and other learning resources that support educational programs. Adequate expenditures will secure resources that are appropriate to the needs of teaching, research, and service. The college will continue to enter into external agreements with public libraries and other institutions to allow student access to additional resources as programs and disciplines identify educational need. Annual internal surveys assess the quality and satisfaction levels of learning support resources with the results used to generate plans that address any deficiencies noted from the assessment results.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs.). (MBR-P3.2)

A.1.1 Strategy: Itawamba Community College promotes student development through support services targeted at financial aid and financial literacy programs. Several measures have been implemented to ensure that students get access to the counseling and information they need to make informed financial decisions. The Financial Aid office provides counseling by appointment or through online resources. ICC participates in using the Portfolio Navigator from Great Lakes Higher Education Corp. The Portfolio Navigator identifies students who need help with repayment, regardless of their servicer and improves default rates with engagement campaigns that improve students' repayment success. There is also a financial literacy component in our Preparing and Advancing for College Excellence (PACE) first-year experience curriculum that addresses financial literacy and financial aid Satisfactory Academic Performance (SAP) requirements.

Itawamba Community College promotes student development through support services targeted at academic achievement. Students who have SAP concerns have multiple avenues to access the counseling, tutoring, and advising they need to improve student success. Support services like the Writing Center, Advising Center, and Student Success Center have office locations on both the Tupelo and Fulton campuses and resources online and instructors can identify at-risk students who receive follow-up and targeted intervention strategies. The PACE program, a first-year experience course, and the LEAP program, a summer bridge program for those placed into developmental coursework, are both intervention strategies to improve student outcomes and academic attainment.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Itawamba Community College will recruit and retain qualified personnel who can effectively manage resources including personnel, facilities and equipment in a manner that promotes institutional efficiencies.

Campus climate and safety will continue to be an institutional focus as initiatives of ICC's five-year strategic plan. Plans for adequate staffing, equipment and training of campus police are an integral part of preparedness. ICC's hazard mitigation plan addresses planning for reducing risks and vulnerabilities to the campus and community. The

hazard mitigation plan provides a framework for policies, actions, and tools that are necessary to ensure safety and mitigate loss in the event of a disaster. Emergency procedures are posted in each office in each building with building specific guidance.

Strategies will include efforts to ensure planning, resources and training for crisis management. ICC annually encourages faculty, staff and students to register with the campus mass-notification emergency alert system so that communications and direction can be provided in emergencies. A new band hall and community tornado shelter provides the Fulton campus and community with a safe harbor.

Student access strategies require allocations for equipment, maintenance, staffing, training and logistics to support student transportation between campus locations.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Itawamba Community College will continue to improve energy efficiency in operations by establishing, implementing and monitoring best practices for energy management. Each year efforts are made to expand conservation practices as part of ICC's participation in the State Energy Management program through the Mississippi Development Authority. Our local energy management plan includes a stated energy policy; an energy awareness program for faculty and staff; individual energy audits of each building at all locations; and reporting of all utility bills to a centralized reporting system for the state via Siemens Building Technologies. Upcoming installation plans include the use of more occupancy sensors to control lights, end of life equipment replacement with higher energy efficient units, installation of LED interior lights where appropriate and conversion of exterior lighting to control mechanisms such as timers, photo cells or inclusion into the computer control applications.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Itawamba Community College is committed to proactively addressing safety concerns of our students, faculty, staff and visitors.

ICC has curriculum content on pregnancy prevention, violence against women, and health related issues like drugs and alcohol in its PACE first-year experience course and conducts annual professional development with faculty and staff in matters regarding the Clery Act and Title IX that guides sexual assault prevention and reporting. ICC also conducts bi-annual reviews of policies and procedures for drug and alcohol related student incidences to meet Title IV requirements. Student affairs offers annual drug, alcohol, and community health issues presentations to students.

The Emergency Procedures Plan is reviewed annually and communicated to faculty, staff, and students. There are routine annual inspections of elevators and energy and gas lines. Fire protection measures include annual inspections of alarms, extinguishers and water pump locations and property checks for potential fire hazards. Employee safety training is conducted annually respective to specific work environments and management maintains materials safety data (MSDS) information so that adequate first aid treatment is available. Student safety is monitored through weekly dormitory room inspections and monthly fire drills. The College has a hazard mitigation plan and reports issues of concern through a mass notification system that operates via email, text and voice mail communications. Facility repair requests are monitored and implemented as warranted and the College participates in OCR compliance reviews. These measures ensure the safety and well-being of all who visit our campus locations.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Jones County Junior College



**Strategic Plan
2020-2024**

Jones County Junior College

1. Comprehensive Mission Statement

Jones County Junior College (JCJC) is an open door, two-year institution, granting Associate in Arts degrees, Associate in Applied Science degrees, Career and Technical certificates, Adult Education credentials, and Workforce credentials. JCJC inspires greatness by providing higher education programs and support services consistent with the ideals of a democratic society in order to meet the higher education needs of the communities of interest through postsecondary programming, workforce and economic development, and community development. To pursue these ideals, JCJC provides (1) human, financial, and physical resources for quality programming; (2) higher education programs to meet the needs and interests of students; (3) workforce education solutions for business and industry to enhance economic development; (4) educational support services for teaching, learning, and higher education programming; and (5) quality development through continuous planning and assessment.

2. Philosophy

Jones County Junior College is committed to providing a quality education at an affordable price to meet the needs of students and communities in the Jones County Junior College district and surrounding areas. Adhering to the highest professional standards, demonstrating respect for the rights and value of the individual, and promoting the ideals of a democratic society fosters a rich culture of excellent performance and progress.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)

- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Operational imperatives for the years 2020-2024 are indicators of what the College plans to accomplish and relates to maintaining accreditation and providing quality education, while responding to the needs of the college community

A: Fulfill all requirements to maintain SACS accreditation.

- Attend annual SACS meetings to stay abreast of accreditation standards.
- Submit any required reports or documentation to SACS.

- Continue to implement and evaluate the Quality Enhancement Plan.

B: Improve the implementation of the complete cycle of the comprehensive evaluation process of all programs, services and general education core.

- Review systematically all programs and courses to constantly improve student learning outcomes.
- Review systematically, and improve when necessary, all support areas to ensure the needs of students and educational programs are being met.

C: Enhance the teaching and learning environment.

- Expand course offerings and develop alternative class schedules to meet the needs of students.
- Strengthen the distance learning and dual enrollment programs.
- Promote faculty currency of expertise through support of professional development.
- Provide instructional resources that allow students to attain intended outcomes.
- Develop a Vision 2025 Strategic Plan for the College.

D: Provide educational support services to meet the needs of students and educational programs.

- Track students to assess retention and success.
- Provide more extensive web-based registration options for students.
- Improve the financial aid process for students.
- Maintain safe and clean facilities for students, staff, and community.

E: Maximize the use of revenue from all available sources to financially support college programs and services.

- Create incentive grant funding opportunities.
- Improve the planning and budgeting process for the College.

F: The following goals support the strategic plans and operational imperatives

- Increase enrollment
- Increase retention
- Increase Graduation
- Increase Transfer
- Excellence in Teaching

5. Agency's External/Internal Assessment

A. External evaluation is based on the following functions

- National credentialing rate for ABE, Workforce, CTE, and A.D.N.
- ACT Collegiate Assessment of Academic Proficiency (CAAP)
- Community College Survey of Student Engagement (CCSSE)
- Programmatic Advisory Committee's
- Employers' Surveys
- Graduate Surveys
- Job Placement (Perkins Report)
- Transfer rates
- Mississippi Community College Board's Report Card and MBR.

- B. Internal Assessment is based on Institutional Effectiveness evaluations/reports compared to the JCJC's mission, vision, value, and goals.

SWOT Component	Analysis Results
Campus Plan	The college will develop, maintain, and implement a written comprehensive campus improvement plan, which include facilities, infrastructure, landscaping and maintenance.
Student Life Plan	The college will provide student with quality programming designed to enhance learning experiences both in and out of the classroom.
	The college will provide quality facilities and resources that promote educational opportunities, social connectivity and a sense of college pride.
Student Support Plan	The college will provided adequate services, programs, and facilities to assure quality academic support for all students and promote student achievement of academic and career goals.
Faculty Plan	The college will better prepare student for graduation, academic transfer, or employment while utilizing the most appropriate resources or technology for instruction, ultimately yielding a higher graduation rate.
	The college will provide instructional programs that are current to job market.
	Empower students academically with the ability to read with comprehension and to demonstrate effective verbal and written communication skills, critical thinking skills, and competent mathematical reasoning ability.
	Recognize, develop, and support excellence in both learning and teaching
	Help students achieve individual educational goals through professional and appropriate personal interaction.
	Model a professional work ethic and collaborate to develop a work ethic model both faculty and students.
Community Development Plan	The college will enrich our communities and provide civic engagement through promoting volunteerism and economic prosperity by recruiting, training, and supporting college students, faculty, staff area businesses, organizations, and community members.
College Support	The college will improve fiscal soundness that affords our students the competitive advantage of innovative resources essential for excellence in learning through instruction, extracurricular activities, and community engagement.
	The college will develop and foster community relations that enhance the culture and philanthropy of JCJC and its stakeholders.
SWOT Component	Analysis Results
Quality Assurance	Implement and utilize viable evaluation systems, which improve employee performance and demonstrate accountability.
	Encourage and promote accreditation and /or certification of individual programs and department where accreditation and certification opportunities exist.
	Implement and utilize viable evaluation system, which improves programs and services.

Internal JCJC does not have one internal management system to conduct all the assessment activities at the college. Marketing and recruiting use Volecify. Retention, enrollment, and

withdrawal reports are internally developed and distributed by various departments. Other assessments used for decision making include financial reports, no-pay reports, SACS compliance analysis, Annual division reports, strategic planning, Centers' pro forma, advisement reports, departmental satisfaction reports, Student appraisal of faculty and courses, performance evaluations, CAAP compliance, CCSSE, Graduate Survey, and course success and attrition reports.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College

Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: JCJC employs and supports properly qualified and credentialed faculty and staff to support academic instruction. JCJC's Office of Institutional Effectives & Research, in conjunction with the Offices of Admission/Enrollment, Financial Aid, and Instructional Affairs (Academics, CTE, GED/ABE, Online Education, and Workforce), will collect, analysis, compile, compare, recommend actions, and distribute internal reports to the appropriate decision makers with the following performance metrics:

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS

(technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: JCJC employs and supports properly qualified and credentialed faculty and staff to support CTE instruction. JCJC's Office of Institutional Effectiveness & Research, in conjunction with the Offices of Admission/Enrollment, Financial Aid, and Instructional Affairs (Academics, CTE, GED/ABE, Online Education, and Workforce), will collect, analyze, compile, compare, recommend actions, and distribute internal reports to the appropriate decision makers with the following performance metrics:

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: JCJC employs and supports properly qualified and credentialed faculty and staff to support workforce instruction and academic enhancement. JCJC's Office of Institutional Effectiveness & Research, in conjunction with the Offices of Admission/Enrollment, Financial Aid, and Instructional Affairs (Academics, CTE, GED/ABE, Online Education, and Workforce), will collect, analyze, compile, compare, recommend actions, and distribute internal reports to the appropriate decision makers with the following performance metrics:

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: JCJC will provide a Student Success Center staffed by properly qualified employees. The Student Success Center is housed in the Tisdale Library. The Student Success Center and Library provide library services, tutors, advisement, and career assessment.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: JCJC requires each student to complete a LLS Orientation course, which provides instructions and counseling on financial aid, admission, registration, and college life. Additionally, students receive career and education counseling through the registration process “JonesUpClose.” Each student has access to the Financial Aid Department, Student Services, and Student Success Center. Student Affairs sponsors the Student Government Association and activities.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: JCJC operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: JCJC maintains a master facilities list, improvement plans, routine maintenance plans, and plans projects to meet the continuing needs of JCJC’s faculty, students, communities of interest, and plans. Additionally, JCJC embraces an energy conservation plan and director.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Student Services develop and maintain policies and procedures that yield a safe learning environment. Student Services conducts seminars, training, counseling, and discipline for the maintenance of a safe environment for students and employees. Safety involves physical, structural, mental/emotional, relationship among faculty, staff, students and significant others, and civil rights for all constituents of JCJC. In compliance with Federal, State, and accreditation requirements, Student Affairs reports annually on safety issues.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Meridian Community College



**Strategic Plan
2020-2024**

Meridian Community College

1. Comprehensive Mission Statement

Meridian Community College is a public institution of higher learning dedicated to improving the quality of life in Lauderdale County, Mississippi, and surrounding areas. Through campus-based and distance education programming, MCC serves a diverse student population and accomplishes its mission by providing equal access to:

- Courses leading to the Associate in Arts Degree and/or transfer to senior colleges and universities;
- Associate of Applied Science Degree and occupational certificate programs, and customized workforce training, leading to entry-level and/or enhanced employment opportunities;
- Continuing education courses designed for personal and/or professional enrichment, student support services, cultural enrichment events, and adult basic and developmental education programs designed to equip students for expanded opportunities.

2. Philosophy

It is the belief of Meridian Community College that education provides the best avenue to improve one's quality of life and embraces life-long learning. Both formal and informal educational opportunities have a positive impact within the community. Whether it be through academic course offerings, technical course offerings, or specific job training opportunities, Meridian Community College is dedicated to providing the educational and training opportunities needed to increase the prepared workforce of Lauderdale County, thereby, improving the quality of life of its constituents.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)

- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Meridian Community College is a public institution of higher learning dedicated to improving the quality of life in Lauderdale County, Mississippi, and surrounding areas. The quality of education offered by MCC is a point of pride, and the strategies identified encourage the continuation of excellence in instruction while focusing on student achievement. In addition to direct instructional

contact with the students, the institution recognizes the importance of non-instructional interaction such as admissions, advising, financial aid, business services, and other non-instructional areas.

MCC serves as a vital part of the community, not only as an educational institution, but also as a cultural arts center and as part of the economic development of Lauderdale County. Strategic initiatives have been established in order to ensure the accomplishment of these goals. In addition to the strategies and assessment measures set forth in this document, institutional performance indicators such as student retention, student achievement, graduation/completion rates and other non-financial indicators will also serve as measures of achievement for the institution and will be reported internally on an annual basis.

To set the stage for accomplishing the Institutional Goals, the Strategic Planning Committee established strategies. These strategies are specific and actionable and will lead the institution's efforts to accomplish the Institutional Goals, thereby moving the institution towards accomplishment of the state level goals. At the beginning of each planning cycle, Institutional Goals and strategies will be distributed to all personnel responsible for applicable units, keeping these at the forefront of planning. To measure the progress of each strategy, the key administrators assigned to each initiative will report on actions taken and assessment results (outputs and efficiencies) annually. These results will provide both quantitative and qualitative measures. Actions taken, the results of assessment and progress made toward each initiative will be reviewed annually. Changes to the plan will be implemented as necessary, based on the annual assessment. Additionally, the institution will identify new goals and strategies during the 2018-2019 year. The current institutional goals and strategies for addressing those goals are as follows:

- I. Growth
 - a. Affect growth through retention of current students
 - b. Recruiting
 - c. Summer Bridge program for English remediation
 - d. Increase course offerings
- II. Student Success
 - a. Improve students' progression through developmental coursework.
 - i. Redesign curriculum to include co-requisite option for College Algebra
 - ii. Computer Aided Instruction
 - b. Increase retention: Retention can be defined in two ways: 1) completion of a program and/or earning a degree or transferring to another institution of higher learning and/or 2) course retention.
 - i. Implement College Navigator program
 - c. Maintain less than 25:1 student-teacher ratio
 - d. Provide extra tutoring through Math Lab, English Lab, and Student Success Center
- III. Faculty and Staff Development
 - a. Provide relevant faculty and staff development
 - b. Require 8 hours of professional development annually of all instructional faculty
 - c. Support and recognize excellence in faculty and staff

- IV. Business and Community Relations
 - a. Build relations between MCC and community: Part of the mission of Meridian Community College is to improve the quality of life of Lauderdale County by providing professional enrichment and cultural enrichment events for the community. To be successful in this endeavor, the building of relations between MCC and the community is vital.
 - b. Increase diversity of academic affairs faculty
 - c. Arts & Letter Series
- V. Technology
 - a. Increase usage of the learning management system
 - b. Increase courses using eBooks
 - c. Replace existing mobile applications with new mobile applications that include class registration

5. Agency's External/Internal Assessment

Meridian Community College is committed to achieving its goals identified in the strategic plan but has identified certain external factors which might have an impact on the accomplishment of its goals. The biggest challenge for the next fiscal year continues to be the decline in state budgetary support at a time when all expenditures have already been reduced to the minimum required to provide quality services.

The institution continues to measures its success in meeting its goals through the following assessment tools and processes:

External Assessments

- IPEDS
- Perkins Report Data
- Report Card
- Community College Survey of Student Engagement (CCSSE)
- ETS Proficiency Profile

Internal Assessments

- Unit Plans
- Student Learning Outcomes
- Evaluation of Instruction Surveys
- Graduating Student Surveys
- Ad Hoc Surveys specific to campus areas
- Post-Evaluation Action Plans (PEAP Sheets)

6. Agency Goals, Objectives, Strategies and Measures by Program from FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: In an effort to improve the outcome measures for the program of instruction, Meridian Community College is employing the following strategies:

After using the emporium model for several years, the math department has decided to reintegrate more lecture time to use a hybrid instructional model. Developmental math classes and College Algebra will be taught in lecture with supplemental computer aided instruction using the emporium model. In addition, the math department is developing a summer bridge program which will allow remedial students to complete a short-term intermediate algebra program of study and start college algebra in their first semester.

The English Department at Meridian Community College will offer a summer bridge program which will allow students to complete an intermediate English program of study and enter English Composition I in their first semester.

Meridian Community College is also engaging in several programs designed to increase student success including number of degrees awarded, number of students reaching threshold measures, and the number of students retained. These programs include a tuition scholarship plan for part-time students; an early alert system; reverse transfer agreements; degree evaluations for all students (not just those who apply for graduation); and the hiring of college navigators. Part-time students are being offered a 2 for 1 scholarship to encourage enrollment in 6 hours each semester. In this program, students who enroll in select courses are given a scholarship to cover the tuition of a second course. Encouraging these students to enroll in a minimum of 6 hours will promote the progression of part-time students to meet the threshold of 24 hours within two years. Additionally, the college is using an early alert system to notify advising staff when a student is not doing well in a class. This will give the staff an opportunity to intervene before the student fails a class. The institution is also engaged in reverse transfer agreements in which students who transfer to four-year institutions can graduate from the community college by transferring credits back to the community college from the four-year institution. The transcripts of students who reach a minimum of 60 hours will also be evaluated for graduation eligibility, even if the student does not apply for graduation. This allows the institution to award degrees to those deserving students who might not have known they were eligible to graduate. One of the more significant strategies to effect the outcome measures is the addition of two college navigators. These navigators are charged with helping at-risk students meet their educational goals. Services provided by these navigators will be varied and based on student need. These navigators will serve as advocates for the students and as cheerleaders to help them succeed. One of these navigators also serves as the Complete to Compete coordinator, reaching out to students who are near completion of a degree.

The nursing division of Meridian Community College is implementing several strategies to improve pass rates of students on the licensure exams. The admission test is being changed to the HESI A2. This test will not only serve as an admission test, but also as a placement test, identifying areas in which a student might need remediation. A remediation specialist will serve to help students identified as needing remediation and to help students who fail a test in the nursing program. Additionally, the nursing division will use standardized HESI testing to better prepare students for the NCLEX Test.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: Meridian Community College is dedicated to the retention and graduation of students prepared to enter the local workforce and will employ multiple strategies to meet this goal. First and foremost, the college will identify those programs which do not meet targets for specific indicators to include retention rate, graduation rate, job placement, and competency testing. Any program which does not meet the target for all of these indicators will be required to develop a Plan of Improvement outlining how the program will improve the outcomes.

The college will continue to redesign all Career and Technical programs, where feasible, to include multiple exit points. A student can earn a Career Certificate at 30 hours, a Technical Certificate at 45 hours, and either an AAS or two-year certificate at 60+ hours. The college will also employ two college navigators who will serve as student advocates and “cheerleaders” to encourage student progression and completion. The college will also engage the local businesses in advisory committees. These advisory committees will help the employability of our graduates.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Meridian Community College will meet with local business leaders to create a training plan for each participating business. These meetings will be held at six month intervals. Once specific training needs are identified for local businesses, workforce development training courses will be offered to meet the needs of those businesses.

To increase completion and testing of the ABE/GED students, the ABE/GED staff of MCC will employ a hands-on approach. When a student stops coming to class, the staff will contact the student through mail, phone calls, and personal visits to try to get the student back in class. The staff will also encourage students to post-test in a timely manner to record their advancements in levels.

Another strategy MCC will use to increase the percentage of students who pass the High School Equivalency Exam, as well as provide workforce training for these students, is to continue the MI-BEST program in which students are dually enrolled in the ABE program and a for-credit career pathway.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Meridian Community College will provide library services with qualified librarians. Online access to library services will be provided through MELO and EBSCO Host. Several learning support labs will be available for students at Meridian Community College.

Discipline specific learning labs that will be offered are a Math Lab, English and Reading Lab, and a Computer Connection Lab. There will also be one multi-discipline lab available for students. This lab will be the Student Success Center. All labs will offer free tutoring services, free computer services, and free computer aided instruction.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: To allow students a more robust advising experience and to provide a roadmap to either a two year or four year degree, Meridian Community College will install Degree Works. Degree Works will be used in conjunction with the college navigators to provide students with guidance.

The institution will also teach a two credit hour first year orientation course in which students will learn to navigate registration, financial aid, library services, etc.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: To minimize the cost of institutional support, while meeting the needs of the institution, employees of the institution will follow its policies on purchasing and inventory control; transportation resources control; use of facilities and grounds; and risk management control.

The institution will engage in an inventory control management system and process to ensure all state equipment is accounted. As a component of this, the institution will employ staff dedicated to inventory control and management. Annual inventory audits will be conducted to ensure all equipment is accounted for.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: To limit expenditures on energy costs, the institution will engage in an energy conservation plan. This plan includes a behavior modification program, replacement of worn-out or outdated equipment that is not energy efficient, and installing occupancy sensors so lights will automatically come on and off based on usage.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: To minimize the number of injuries sustained on campus by students, faculty and staff, the institution will maintain a current Emergency Operations Plan that provides detailed guidelines for the following:

- Emergency Response
- Fire
- Active Shooter
- Bomb Threat
- Hazardous Materials
- Medical Emergencies
- Possible Epidemics
- Severe Weather
- Earthquake
- Utility Outage
- Civil Disturbances

- Incidents of Violence
- Behavioral Disturbances/Psychological Crisis

In addition, the institution will provide training to all students in a classroom where they are exposed to more hazardous conditions due to the nature of the class, such as Nursing, Science Labs, Health Education Programs, and Career and Technical Programs. The institution will also provide standardized safety training to all Physical Plant employees annually.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Mississippi Delta Community College



**Strategic Plan
2020-2024**

Mississippi Delta Community College

1. Comprehensive Mission Statement

Mississippi Delta Community College (MDCC) provides quality education through academic, career, technical, health sciences, and workforce training programs. MDCC is dedicated to improving the community through intellectual, social, cultural, and recreational opportunities.

2. Philosophy

Mississippi Delta Community College is dedicated to improving economic development and the communities of the Mississippi Delta by providing accessible, affordable, and quality educational programs, services, and opportunities to the residents of Bolivar, Humphreys, Issaquena, Leflore, Sharkey, Sunflower, and Washington counties and beyond.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university –based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Located in the heart of the rural Mississippi Delta, Mississippi Delta Community College is a residential and commuter comprehensive community college that offers a wide variety of academic, career, and technical courses through day, evening, and online classes. The College also provides workforce training, Adult Basic Education classes, and continuing education courses.

Over the next five years, Mississippi Delta Community College is committed to improving the economic development of the service area by providing quality education through academic, career, technical, health sciences, workforce training, and institutional support programs and services. The College will accomplish this commitment by achieving the goals and objectives of its Strategic Plan. MDCC's 2020-2024 Strategic Plan focuses on five areas: 1) Instruction, 2) Instructional Support, 3) Student Services, 4) Institutional Support, and 5) Physical Plant Operation.

Program 1: Instruction

- **Provide Quality Instruction and Improve Students' Retention Rates, Completion Rates, and Time to Completion**

Over the next five years, Mississippi Delta Community College will provide quality instruction and improve students' retention rates, completion rates, and time to completion.

Over 65% of students in the MDCC service region are first-generation college students. First-generation students are often unaware of the financial, social, and institutional resources that can help them navigate through the college admissions process and earn a certificate or degree. For the first-generation student, the lack of a formal advising system is one of the biggest obstacles to their success. Ineffective advisement results in a longer completion time for students, additional costs, and a higher withdrawal rate for students. Moreover, students who do not utilize the institution's support services are more inclined to drop out of college.

As a result, Mississippi Delta Community College will improve its instructional strategies, advising processes, early alert intervention strategies, and communication processes in order to enable students to complete their programs of study successfully and in a timely manner. The College will also expand its tutoring and mentoring services through the Student Success Center of Learning, Student Success Writing Center, and Student Success Labs at the off-campus sites. Moreover, MDCC will require incoming students to take an online Orientation course. The online Orientation course will include various learning modules focused on students' first-year experiences. The College will also provide professional development to train faculty and staff on best practices for student advising.

- **Increase Students' Success in Development Courses**

Over the next five years, Mississippi Delta Community College is committed to increasing students' successful completion of developmental English and mathematics courses. At MDCC, approximately 50% of the students are required to take a remedial course before they advance to college credit courses. To increase students' success rates in developmental courses, the College will limit each developmental mathematics course to one semester, pilot co-requisite remediation for students enrolled in developmental English and mathematics, and implement new teaching strategies in developmental mathematics courses in summer of 2018.

- **Increase Students' Success Rates in Instructional Programs and in the Workplace**

To increase students' success rates over the next five years, Mississippi Delta Community College has identified expected performance outcomes for each academic, health science, and career-technical program.

The College will expand its 30-45-60 program offerings in its Career-Technical Programs to allow students to earn stackable certification credentials along the pathway to an AAS degree. This model allows students to accumulate credentials over time and help students to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.

Additionally, many Career-Technical programs require students to complete national certifications in their fields of study in order to make students more marketable in the workforce. Faculty teaching CTE programs will receive national certifications in the fields in which they are teaching.

The College received grants through the Mississippi Community College Board to begin three new programs: Industrial Maintenance, Pharmacy Technology, and Physical Therapist Assistant. All of these programs were at the request of local business and industry. Although MDCC received funding to assist with start-up costs to begin these three programs, due to state budget cuts, the institution only had funding to begin two of the three programs. The Industrial Maintenance program started in Fall 2017. The College will begin accepting students into the Physical Therapist Assistant program in Fall 2019.

- **Increase Students' Success in Adult Basic Education and Workforce Education**
Over the next five years, Mississippi Delta Community College is committed to increasing students' success in adult basic education and workforce education. Mississippi Delta Community College recently merged the Adult Basic Education and Career-Technical departments together. The merge has allowed the institution to develop pathways for students to enroll in a Career-Technical program and receive industry credentials, thus enabling students to move right into the workplace upon completion.

The institution has also increased its business/industry partnerships and expanded its workforce development trainings and programs. To meet the needs of the Mississippi Delta region, the Workforce Development Center has implemented Phase III Manufacturing Technology training to local business and industry. Mississippi Delta Community College will continue to increase its partnerships with local businesses and industry and expand its offerings to the community.

To further impact economic development in the Mississippi Delta, the College will develop a resource network for entrepreneurs who wish to establish businesses within the state to create higher paying jobs. Participants will learn best practices related to establishing new businesses. The program will be research-based and will model successful entrepreneurship programs.

Mississippi Delta Community College will also work closely with K12 entities and seek additional partnerships with schools within the institution's service area.

Program 2: Instructional Support

- **Increase Students' Access and Assistance through Instructional Support**
To address the socioeconomic issues faced by the students in its service area, MDCC has expanded access to its programs at off-campus sites and through online courses. MDCC has identified several challenges faced by the institution's student population. Those challenges include poverty, academic unpreparedness, lack of academic and social integration into the education system, low levels of meaningful student engagement, and low levels of achievement. As a result, MDCC will use a combination of strategies to address the needs of students.

Over the next five years, Mississippi Delta Community College will provide students access to educational materials, technology, tutoring, academic advising, counseling, mentoring, career preparation, and cultural awareness services. The Student Success Centers, Library Services, online instructional support, and Learning Labs at each campus site will allow students multiple avenues to enhance learning and equip students with the skills needed to be successful in the workplace. The institution will also sponsor professional development opportunities for faculty and staff on best community college practices.

Program 3: Student Services

- **Increase Students' Personal Growth Outside of the Classroom**

Mississippi Delta Community College is committed to increasing students' personal growth outside of the classroom.

Mississippi Delta Community College's newly constructed Student Union provides students access to student services that allow for personal growth outside of the classroom. The Student Union houses a Fitness and Wellness facility, a grill, and space for students to meet and participate in extracurricular games and activities. Student Services staff will continue to provide workshops, social events, and service learning opportunities tailored to the unique and diverse needs of MDCC's students.

MDCC will promote a healthy lifestyle for students through funding provided by Blue Cross & Blue Shield Mississippi Foundation. The Delta FIT initiative engages students in various health and wellness activities and projects across the campus and into the community. Students are encouraged to participate in fitness challenge opportunities, 5K runs, healthy food demonstrations, and learn more about living a healthy lifestyle.

Over the next five years, the College will seek additional donors and monies to assist students with college expenses. MDCC will improve financial aid and admissions processes by providing improved counseling to students and parents. Although the College has a 0% student default rate, many students are still leaving college with debt. As a result, the College will develop a module in its online Orientation dedicated to financial literacy.

Program 4: Institutional Support Program

- **Utilize Internal Controls and External Evaluations to Manage Resources**

Mississippi Delta Community College is committed to utilizing internal and external evaluations to manage resources. Mississippi Delta Community College will use budgeting requests and input from the Budget Committee to allocate financial resources to departments and divisions. The College will use facility master plans, capital improvement plans, campus technology plans, MBR reports, and financial audits as ways to monitor, evaluate, and revise its internal processes and procedures. Over the last ten years, the College has received unqualified financial audits with no material weaknesses, findings, or recommendations.

Program 5: Physical Plant Operation

- **Maintain and Operate Safe and Efficient Facilities**

Mississippi Delta is committed to maintaining and operating safe and efficient facilities. In addition to the main campus at Moorhead, Mississippi Delta Community College also offers classes at its off-campus sites in Greenville and Greenwood as well as workforce training at the Charles W. Capps, Jr., Technology Center in Indianola. At the Greenville Higher Education Center, Mississippi Delta partners with Mississippi Valley State University to offer students the opportunity to complete their four-year degree in one location.

The institution will replace the sidewalks of the main campus through a grant provided by the Mississippi Department of Transportation. Roads will be repaved, and additional lighting will be added. Recently, Career-Technical buildings received a new roof, new HVAC system, and improved lighting. The Library, Coliseum, and CTE Annex will receive renovations during the 2018-2019 year.

To save energy and decrease operational costs, Mississippi Delta Community College utilizes a four-day instructional week. The institution will continue to provide regular walk-throughs of the physical plant and perform repairs and maintenance. The College will also use the TrackIt system to record maintenance and operational repairs.

Mississippi Delta Community College will also utilize an emergency notification system that alerts faculty, staff, and students of emergencies and time-sensitive notifications through email, phones, and social media. Tests will be conducted routinely. The institution will also review and revise its *Safety Manual* and conduct training and drills regularly throughout the academic year.

5. Agency's External/Internal Assessment

Mississippi Delta Community College engages in an internal assessment system that includes ongoing, integrated, institution-wide research-based planning and evaluation processes. These processes include a systematic review of institutional mission, goals, and outcomes and results in continuous improvement in institutional quality and the achievement of institutional mission.

MDCC has incorporated assessment-planning activities into the annual *Assessment Planning and Evaluation Calendar*, and every program and service area participates. Part of the planning process involves the use of data to help administrators, faculty, and staff make data-driven decisions. MDCC's decision-makers regularly analyze key indicators such as enrollment trends, financial data, degree attainment, retention rates, completion rates, transfer rates, and workforce trends, and business/industry needs.

The ongoing planning and evaluation processes include activities such as reporting the results of the learning outcomes assessment, general education assessment, and program outcomes assessment. Student evaluations of instruction, employee evaluations, and institutional effectiveness surveys are also conducted annually. The institution also evaluates progress toward completion of goals and outcomes outlined in MDCC's Strategic Plan. MDCC's planning and evaluation processes allow the institution to measure and demonstrate that the mission and the objectives of the Strategic Plan are being accomplished.

In addition to internal planning and assessment measures, Mississippi Delta Community College also has external measures in place. The College utilizes annual State Report Cards, financial audits, national IPEDS reports, SACSCOC financial and institutional profiles, national and state licensure reports, state workforce reports, and additional assessment measures that ensure the institution is effective, efficient, and planning for the future.

6. Agency Goals, Objectives, Strategies and Measures by Program from FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College

Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Mississippi Delta Community College will improve its advising processes, early alert intervention strategies, and communication processes.

A.1.2 Strategy: Mississippi Delta Community College will provide professional development to train faculty and staff on best practices for student advising.

A.1.3 Strategy: Mississippi Delta Community College will expand its tutoring and mentoring services through the Student Success Center of Learning, Student Success Writing Center, and Student Success Labs at the off-campus sites.

A.1.4 Strategy: Mississippi Delta Community College will require incoming students to take an online Orientation course focused on students' first-year experiences.

A.1.5 Strategy: Mississippi Delta Community College will limit each developmental mathematics course to one semester, pilot co-requisite remediation for students enrolled in developmental English and mathematics, and implement new teaching pedagogy in developmental mathematics courses.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: Mississippi Delta Community College will increase its 30-45-60 program offerings in its Career-Technical Programs.

A.2.2 Strategy: Faculty teaching CTE programs will receive national certifications in the fields in which they are teaching.

A.2.3 Strategy: MDCC will offer a new AAS Physical Therapist Assistant program to students beginning in Fall 2019.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Mississippi Delta Community College will increase its business/industry partnerships and expand its workforce development trainings and programs.

A.3.2 Strategy: Mississippi Delta Community College will work closely with K12 entities and seek additional partnerships with schools within the institution's service area.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Mississippi Delta Community College will provide students access to educational materials, technology, tutoring, academic advising, counseling, mentoring, career preparation, and cultural awareness services.

A.1.2 Strategy: Mississippi Delta Community College will sponsor professional development opportunities for faculty and staff on best community college practices.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Mississippi Delta Community College will provide workshops, social events, activities, and service-learning opportunities tailored to the unique and diverse needs of MDCC's students.

A.1.2 Strategy: Mississippi Delta Community College will promote a healthy lifestyle for students through Delta Fit, a partnership between the College and the Blue Cross & Blue Shield Mississippi Foundation.

A.1.3 Strategy: Mississippi Delta Community College will seek additional donors and monies to assist students with college expenses.

A.1.4 Strategy: Mississippi Delta Community College will improve financial aid and admissions processes by providing improved counseling to students and parents.

A.1.5 Strategy: Mississippi Delta Community College will develop a module in its online Orientation dedicated to financial literacy.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Mississippi Delta Community College will use budgeting requests and input from the Budget Committee to allocate financial resources to departments and divisions.

A.1.2 Strategy: Mississippi Delta Community College will utilize facility master plans, capital improvement plans, campus technology plans, MBR reports, and financial audits as ways to monitor, evaluate, and revise its internal processes and procedures.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Mississippi Delta Community College will utilize a four-day instructional week to save energy and operational costs for the institution.

A.1.2 Strategy: Mississippi Delta Community College will provide regular walk-throughs of the physical plant, perform repairs, and address any safety issues.

A.1.3 Strategy: Mississippi Delta Community College will replace the sidewalks and add additional lighting on the main campus through a grant provided by the Mississippi Department of Transportation.

A.1.4 Strategy: Mississippi Delta Community College will provide roof renovations to the Library, Coliseum, and Career-Technical Annex.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Mississippi Delta Community College will utilize an emergency notification system that will alert faculty, staff, and students of emergencies and time-sensitive notifications through email, phones, and social media.

A.2.2 Strategy: Mississippi Delta Community College will review and revise its *Safety Manual* and conduct training and drills regularly throughout the academic year.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Mississippi Gulf Coast Community College



Strategic Plan 2020-2024

Mississippi Gulf Coast Community College

1. Comprehensive Mission Statement

The mission of Mississippi Gulf Coast Community College is to meet the educational and community needs in George, Harrison, Jackson, and Stone counties by providing superior instruction through traditional and technological formats. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

2. Philosophy

Mississippi Gulf Coast Community College is a globally competitive learning community with an entrepreneurial spirit that cultivates student success. We strive to make a positive difference in the lives of our students and promote our institutional core values.

- Accountability: An acceptance of responsibility for appropriate actions, obligations, and duties.
- Collaboration: A process that facilitates transfer of knowledge, skills and attainment of common goals.
- Excellence: A motivation where the highest standards are viewed as benchmarks to surpass.
- Integrity: A commitment to honesty and ethical behavior in all situations.
- Leadership: A process of directing groups of people toward a common goal.
- Respect: A feeling of esteem or regard for the unique qualities of all individuals.
- Service: An action performed for others without the desire for personal gain.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)

- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Mississippi Gulf Coast Community College has enjoyed tremendous success over the past 100 years of service to our community. Facing both challenges and opportunities, MGCCC examined complex issues relating to the educational attainment of our communities, economic development of our district and our state, and national agendas for community college education. Our current strategic plan, known in our institution as Strategic Plan 2020, represents a shared vision among the stakeholders of the college, best practices from community colleges across the nation, as well as economic and educational trends.

This blueprint serves as the foundation for fulfilling future expectations and developing innovative ways to meet the needs of the citizens of the district and the state of Mississippi.

In preparation for our strategic plan, the college held local forums with community and business leaders, employees, Board of Trustees members, and alumni. These forums resulted in a rich and dynamic dialogue which reflects the vision and commitment to serving the students in our four-county district of George, Jackson, Harrison, and Stone counties.

MGCCC is committed to academic excellence in university transfer, career, and technical education as well as world class workforce training so that our graduates are highly competitive for jobs, and local and regional employers have a highly skilled and qualified workforce needed to promote economic growth. We see our role as strategic in economic development for our district, our state, and the nation.

We provide access to high quality education and training at the lowest possible cost through our efficient use of resources, innovative use of available technologies, and committed and caring instructors, staff, and administrators. We seek to provide innovative and market-driven programs focusing on employability of students in local and global markets. We support innovative and collaborative teaching methods that allow creativity, risk taking, and advancing technologies with appropriate faculty development. We create and support student-centered learning environments focusing on active learning and transfer of knowledge across the curriculum. We seek to improve transitional education to ensure access to a quality education by infusing technology and improving curriculum so as to decrease time to completion.

We seek ways to partner with public/private local, state, and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes. We participate in university partnerships that result in increased access to four-year degrees through physical presence and streamlined transfer of credit. We offer a variety of dual credit and dual enrollment opportunities through partnerships with local school districts.

We seek development of education and training for students in emerging STEM fields by seeking external funding opportunities as are available. We promote participation in state, regional, and national professional organizations to stay abreast of emerging trends and opportunities. We strive to make our processes as efficient as possible to remove barriers for students and conserve institutional resources. We continually assess and monitor effectiveness of all instructional, administrative, and support units, and compare wherever possible to state and national norms.

The MGCCC Strategic Plan focuses on making continual improvement to the following four institutional commitments: (1) Teaching and Learning, (2) Student Success, (3) Community Engagement and Partnerships, and (4) Culture of Innovation. Outlined below are the specific strategic directions and objectives associated with each institutional commitment.

Institutional Commitment #1 – Teaching and Learning

- Develop and maintain innovative and market-driven programs focusing on employability of students in a global market.
- Support innovative and collaborative teaching methods that allow creativity, risk taking and advancing technologies with appropriate faculty development.
- Create and support a student-centered learning environment that encourages active learning.

- Incorporate learning activities designed to equip students with the skills necessary to retain and transfer knowledge across the curriculum.
- Improve faculty access to data and make certain faculty members are supported by institutional research in methodology design, data collection and analysis of student learning outcomes.
- Improve transitional education by infusing technology, revising curriculum and identifying ways to decrease time to completion.
- Evaluate facilities usage and design of the learning environment – facilities should be flexible and creative to foster and support the 21st century learning environment. Designs should incorporate appropriate technologies and support discussion, group projects and other interactive pedagogies. “Third spaces” will be incorporated throughout learning support and other appropriate areas.
- Expand the employee development plan to support the 21st century learning environment by providing comprehensive training, development of instructional content, active learning strategies, instructional technologies and student learning research.
- Recruit and retain highly qualified faculty by ensuring that salaries are competitive and reflect state and national averages.
- Promote workplace/faculty collaboration to enhance student learning.
- Foster a culture of open, interactive communication between the college and students to promote a sense of community.
- Integrate multiple instructional strategies to enrich student learning experiences and address varied learning styles.
- Instill high expectations for teaching and learning to ensure instructional excellence and student success as evidenced by national recognitions and advanced credentials.

Institutional Commitment Number #2 – Student Success

- Improve financial aid and admissions processing time by removing barriers for students through improved financial aid counseling and service.
- Improve diagnostic placement testing and implement modular basic skills curriculum to increase success in college level coursework.
- Support student success and retention through counseling, advisement, study skills and limitations of late registration.
- Improve retention and reduce time to completion in college readiness coursework through curriculum review/revision, technologies such as an early alert system and increased learning support services.
- Stimulate enrollment and retention through transitional education academies in support of dual enrollment/dual credit, adult basic education and programs to prepare students for college-level credit.
- Provide employment support services for students and alumni to increase placement and better connect the college’s programs to potential employers throughout the district.
- Develop a comprehensive technology plan that fully engages the institution’s current technologies and provides for the selection and implementation of new technologies in support of student success.
- Develop a comprehensive wellness initiative for students, faculty, and staff to provide and promote a healthy learning environment.
- Provide student activities and athletic programs that foster personal growth, community involvement and increased learning opportunities.
- Enhance the college’s ability to provide a healthy, safe and secure environment.

Institutional Commitment Number #3 – Community Engagement & Partnerships

- Strengthen relationships and partnerships with public/private local, state and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes.
- Enhance community college/school district/university partnerships for such activities as dual enrollment, transitional education, and enhanced higher education opportunities especially in science, technology, engineering, and mathematics (STEM) fields.
- Increase business partnerships for such programming as culinary arts, entertainment industry, transportation, port operations, marine/environmental, and energy to direct centers of excellence.
- Provide university partnerships that result in a physical presence on campus to increase access to four-year degrees, streamline transfer of credit and align requirements for two- and four-year degree options.
- Strengthen external/internal network for business, community, alumni and friends to connect with the college and participate in activities to include the leveraging of resources and volunteering time, money and talent.
- Assess workforce development needs and align workforce training and career/tech programs to targeted industries and STEM skill set along with reskilling the workforce for career advancement.
- Develop and cultivate effective communication that encourages input and feedback from all stakeholders.

Institutional Commitment Number #4 – Culture of Innovation

- Foster a collegial environment reflecting an entrepreneurial foundation in instruction, student services and administration supported by faculty/staff and student development with incentives to foster innovation.
- Design and implement certification credentials for skills through a redesign of degree certificates and encourage completion.
- Maintain an efficient and innovative administration to create an environment based on the vision and core values of the institution.
- Promote leadership in state, regional, and national professional organizations.
- Support creative and efficient processes for student inquiry and admissions recognizing changing technologies, student logistics and diversity, access to data, graduate processing and follow-up and maintaining connection after separation.
- Develop and implement an alumni and foundation plan to increase community involvement and support.
- Cultivate and engage partnerships with stakeholders throughout the district.
- Explore the development of a grant writing consortium.
- Sponsor a regional coalition to support growth and innovation to stimulate forward momentum and an envisioned future.
- Create an innovative strategy to ensure employees are compensated appropriately.

5. Agency's External/Internal Assessment

MGCCC analyzed multiple internal and external factors that influence our ability as an institution to meet the goals set forth in this strategic plan. In addition to efficiency measures instituted by MGCCC, the institution relies on funding from the Mississippi legislature, the Federal government, and local

funds to keep the cost of attendance as low as possible for the students and families in our service district. Economic declines that impact these revenue streams challenge the institution's ability to offer quality education and training, very often at times when enrollment increases but funding remains the same or declines.

Changes in government requirements, rules and regulations, and regional and specialized accreditations that impact the necessity of the institution to offer expanded services or resources to students without an increase in funds from external sources cause a challenge to administration to meet requirements without cutting quality of services in other areas.

The age of buildings, replacement cost of aging technology, increasing utility cost, and increasing insurance cost are all factors that challenge administration to provide a safe and secure learning and working environment while being good stewards of tax dollars. Often the costs associated with these factors increase at a rate higher than revenue streams. Frequency and severity of storms, even those outside our area, will often cause an increase in insurance rates that must be absorbed by thoughtfully constructed budgets. Consideration is made to the fiscal requirements of moving our strategic plan forward, while meeting our obligations, and preparing for unforeseen events.

MGCCC utilizes a robust electronic planning system, which is utilized by all instructional, support, and administrative units, so that the leadership can make data-informed decisions. The MGCCC institutional effectiveness and planning process is based on an overlapping 18-month planning cycle. Staff, faculty, and administrative personnel complete an annual unit planning document each year and record their unit indicators/goals, assessment plans, expected outcomes, results, and use of results. This internal management system is used to track annual activity and make continual improvements. The college also collects and analyzes program level and institutional core student learning outcomes on an annual basis for all of our educational programs.

The Office of Institutional Effectiveness, Research and Planning collects data from nationally normed assessments and produces various customized reports for the institution to aid in decision making. Internal survey research is administered through the use of LimeSurvey, ClassClimate and Qualtrics and is used to better understand the needs and satisfaction levels associated with our students and employers.

The MGCCC Planning Council is a college-wide council with representation from all segments of the college. The Planning Council is responsible for reviewing the Strategic Plan (Mission, Vision, Values, and Institutional Commitments statements) and making improvements to our institutional effectiveness and planning model. Additionally, MGCCC uploads a faculty file, course file, primary student file, student schedule file, and graduate file via the eARS system to the Mississippi Community College Board and will review trends associated with these data. A summary of institutional trends is also presented within the EAC State Report Card.

6. Agency Goals, Objectives, Strategies and Measures by Program from FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Create and support a student-centered learning environment that encourages active learning. Personalize the process and adopt best practices with positive impact.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: Develop and maintain innovative student retention initiatives and focus on market-driven programs which improve the employability of students in a global market.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Strengthen relationships and partnerships with public/private local, state, and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: To review the number of instructional support staff on an annual basis and make maintain an optimal student to staff ratio.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Personalize the process, educate students on financial aid and available resources and provide excellent customer service each interaction.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Analyze financial data and make strategic educated decisions based to provide resource to effectively manage all aspects of the institution.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Follow an energy management plan and support energy conservation through the future expansion of energy management systems, formation of energy council and building monitors, and an energy awareness campaign.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Provide ongoing training and safety education to students, faculty and staff.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Northeast Mississippi Community College



Strategic Plan 2020-2024

Northeast Mississippi Community College

1. Comprehensive Mission Statement

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree, and Certificates. Beyond this original scope, however, Northeast responds to the needs of all who seek a college education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

- To provide degree and certificate programs, delivered through traditional and distance education courses that prepare students for continued studies or immediate employment.
- To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
- To provide developmental studies within the curriculum to strengthen the basic skills of students.
- To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment.
- To provide employer-driven, industry-specific workforce education and training to business, industry, and individuals.
- To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

2. Philosophy:

The Mississippi Community and Junior College system believes that our open admission policy is the best means to providing accessible, comprehensive, high quality, and affordable educational opportunities to the communities that we serve.

3. Relevant Statewide Goals and Benchmarks:

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines,

broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

The Strategic Planning Council (SPC) of Northeast Mississippi Community College met on March 31, 2017 for its bi-annual meeting to set the strategic direction for the College. Representatives from every division and department on campus were present, as were members of the student body, alumni association, and Board of Trustees. At this meeting, the SPC reviewed past institutional effectiveness indicators, long-range goals, and short term goals. They also reviewed SWOC analyses that had been completed prior to the meeting, and based on their analysis, key result areas (KRAs) were determined. As a College, the SPC decided to continue to focus on three main areas: students, resources, and communication.

After the meeting of the SPC, an Executive Strategic Planning Committee took the Council's recommendations, changed one of the 13 Institutional Effectiveness Indicators, tweaked long-range goals to better address the three areas, and determined the short-term goals. The plan was unanimously approved by the full Council in June 2017. From this point, the Office of Planning and Research (OPR) will assign team leaders who can move the College forward to meet the goals. OPR will monitor the progress over the next two years, and the Council will conduct a full review in 2019. Some of the goals include: offering flexible offerings, increasing means of delivering instruction face to face, hybrid, and online; improve student access to advising resources, including a more educated advisor, as well as more available resources; increase enrollment by better telling our story, affecting in-house communication as well as marketing ourselves to our district; to work with legislatures to provide mid-level funding and increased salaries for employees.

The process of implementing these plans involves the Administrative Council, the Instruction Council, and President's Cabinet. Planning proposals (which are the recommendations of the divisions and departments on means to reach these goals) are submitted to these council for approval.

5. Agency's External/Internal Assessment and Internal Management System

External/Internal Assessments

A SWOC (Strengths, Weaknesses, Opportunities, and Challenges) Analysis is conducted every other year as part of the Strategic Planning Council Retreat preparation. Based on each division and department evaluating the internal as well as external areas that are helpful and harmful to us achieving the goals, the Strategic Planning Council identifies key result areas (KRAs) that should be addressed in the Strategic Plan. These KRAs are addressed in the Institutional Effectiveness (IE) Indicators/Outcomes that the College assesses over the next two years. The IE Indicators/Outcomes

are assessed in a way for the College to measure if it's reaching the goal in addressing the KRA. The IE indicators serve as the fuel for our planning model that assesses the College.

Internal Management Systems

The College uses multiple means of assessing the institution's performance on an annual basis. The Office of Planning and Research develops a planning calendar annually that guides the assessment cycle. Each department and division on campus completes the Institutional Effectiveness (IE) plan in which they write program and student learning outcomes, measures, data collection methods, and how they used the results to improve their department and therefore the College. Data are collected throughout the year, through direct and indirect assessments. This data guides the college in making budgetary decisions and informs the administration's decision making process.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Since our founding in 1948, NEMCC has offered the Associate of Arts degree to completers who finished all requirements for majors to transfer to baccalaureate degree programs and professional schools. In 1965, the College offered the Associate of Applied Science Degree to students who completed two (2) years of student in technical programs designed to prepare workers to enter skilled professions at the technician level. NEMCC has a current comprehensive purpose statement which guides all of the institutions operations. The purpose statement is a public acknowledgement of the College's commitment to meet the educational and career needs of individual students and the community with in the district it serves, as well as to respond to the needs of all who seek a college education.

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek a college education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

- To provide degree and certificate programs that prepare students for continued studies or immediate employment.
- To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
- To provide developmental studies within the curriculum to strengthen the basic skills of students.

- To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment.
- To provide employer-driven, industry-specific workforce education and training to business, industry, and individuals.
- To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: NEMCC is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical, and responsible personal skills for the global employment market and for opportunities for life-long learning. The division of Business and Engineering Technology includes programs in Automotive Mechanics, Civil Engineering Technology, Collision Repair, Construction Engineering Technology, Computer-Aided Design and Drafting Technology, Diesel Power Technology, Electrical Technology, HVAC Technology, Industrial Maintenance Technology, and Machine Tool and Die Technology. These programs are designed to provide skilled graduated in career and technical programs, supported by academic preparation essential for industry and business. The curricula is under constant review by local advisory committees and state mandated program standards and measures. As changes are necessary in business and industry, we make the changes in our curriculum.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: NEMCC’s Division of Workforce Training and Economic Development offers customized non-credit programs specifically designed to meet the changing technical requirements for today’s job market. The division has a long-standing history of working with major industry partners. Through programs with business, government, and community employers, local industry is able to receive the training needed to stay

competitive in today's business world. Annually we serve close to 100 NE MS businesses and community organizations and handle up to 10,000 enrollments in our Workforce Development Programs.

The following services are offered through Workforce Training and Economic Development: Workforce Development, Adult Education, Individualized Training Assistance, High School Equivalency Testing, Customized Training, Continuing Education, and MI-BEST. A specially trained team member has primary responsibility for each of these programs; however, the team members hold common goals, conduct joint projects, and market and serve both industry and individual student's needs.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: The purpose of Library/Learning Resources is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to provide instruction in literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively; and to provide assistance to the community beyond the confines of the main campus facility of the College. The goals of the library are to support the College's instructional programs, to encourage information literacy, and to meet leisure reading needs.

The computerized library services include the SIRSI online library catalog, and extensive online databases. Both the Online Library Catalog and the Online Databases are accessible to our patrons from home. Our service-oriented staff provides assistance with all library resources, including reference, research, and orientation to the library.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: NEMCC provides students support programs, services, and activities consistent with its mission that promotes student learning and enhances the development of its students. Northeast provides student services that "will facilitate the educational, career, personal, and social growth" of its students through a variety of services and programs on the main campus, including athletics, housing, enrollment services, financial aid, guidance services, bookstore, student activities, and security. A variety of appropriate student services are offered at New Albany and Corinth off-site locations.

The Office of Enrollment Services is responsible for coordinating the institution's enrollment management plan with oversight of the student recruitment, admissions, registration, and record keeping functions of the College. Guidance and Counseling Services serves the needs of current, former, and prospective students by providing appropriate academic, career, and social counseling and testing services. Currently, NEMCC is working to create a Student Success Center with success coaches, organized tutoring, and the Writing Center. We believe this will increase our retention numbers, graduation rate, and GPA at graduation and/or transfer.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Although budget cuts deeply hurt NEMCC, we were able to adjust our budget to not lay off any employees; this allowed us to keep adequate faculty for

instruction, as well as employees to keep the College working. As a result, operational budgets were cut; however, it will not affect the quality instruction we provide.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: NEMCC's Facilities Division recognizes the need for energy efficiency and therefore has put into practice motion sensors and LED lighting, as well as cut off HVAC units when students and employees are not present. This reduces the cost of energy management without negatively affecting the experience of students and employees.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: NEMCC's Facilities Division renovates problem areas as needed to ensure students, faculty, and staff have safe, smooth, sidewalks, clearly marking street crossings; all stairs have rails. Within the last year, through a grant from MDOT, NEMCC was able to redo sidewalks to make them ADA compliant. This provides a safer means to move about campus.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Northwest Mississippi Community College



Strategic Plan 2020-2024

Northwest Mississippi Community College

1. Comprehensive Mission Statement

The mission of Northwest Mississippi Community College is to provide the students of its eleven-county district and beyond with opportunities for obtaining affordable quality education to meet their diverse needs. The comprehensive community and technical college offers students educational experiences through traditional campus-based and distance learning opportunities. Northwest is committed to achieving the following goals: to promote excellence in educational programs; to maintain quality educational support services; to continue responsive administrative processes; to ensure efficient use of financial and physical resources; and to assure institutional effectiveness.

Northwest Mississippi Community College meets the educational, employment, career, cultural, and special needs of its students and the community through the offering of:

1. Academic and career technical curricula leading to certificates, diplomas, and associate degrees;
2. University-parallel courses and programs meeting requirements of the first two years of a baccalaureate degree;
3. Workforce Development Training designed to meet current and future workforce needs in business and industry;
4. A comprehensive program of remedial and developmental education;
5. Continuing education and service programs for the community;
6. Student support through tutoring, guidance, counseling, career information and placement; and,
7. Services including library services, cultural and enrichment opportunities, information technology services, and extracurricular activities for students and the community.

2. Philosophy

The Mississippi Community and Junior College system believes that our open admission policy is the best means to providing accessible, comprehensive, high quality, and affordable educational opportunities to the communities that we serve.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree (SG6)
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate (SG8)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)

- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program (WD7)

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

NWCC's strategic plan focuses on three functions of the college: instruction, student support, and institutional support. Institutional support is the foundation of the college, the facilities and services needed for all other areas of the college to operate. This includes the Physical Plant, our financial and personnel support operations, information technology, and other related programs. The student support function encompasses those activities that provide access to education and personal development. These services include admissions, registration, and financial aid; educational support including developmental courses and library services and study support labs; and recreation, fitness, and wellness counseling activities. Instruction includes educational activities that lead to graduation, transfer, employment, and workforce skills. The ultimate goal of all areas of the college is student success. The strategic plan implemented by NWCC focuses on ways to improve these three functional areas.

Goal 1 – To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment. (Instruction)

Objective 1.1 – To award the associate degree, career certificate, or technical certificate to those students who successfully complete the required courses of study. **(Graduation)**

Outcome 1.1.1 – The number of AA degrees awarded per 100 FTE will meet or exceed the state average.

Outcome 1.1.2 – The number of AAS degrees awarded per 100 FTE will meet or exceed the state average.

Outcome 1.1.3 – The number of career and technical certificates awarded per 100 FTE will meet or exceed the state average.

Objective 1.2 – To prepare students in transfer programs for successful completion of their degree at the transfer institution of their choice. **(Transfer)**

Outcome 1.2.1 – The percentage of first-time, full-time students in transfer programs who transfer to a 4-year institution will meet or exceed the state community college transfer rate.

Outcome 1.2.2 – Students who transfer to a 4-year institution within Mississippi will have a GPA at their transfer institution that meets or exceeds the GPA earned by the native population.

Objective 1.3 – To provide specifically designed programs to meet educational and training needs for the workforce to citizens in our 11-county region. **(Workforce)**

Outcome 1.3.1 – 80% of students in career and technical education programs will be positively placed in jobs in their field within one year of graduation, as measured by the Perkins Report.

Outcome 1.3.2 – The licensure exam pass rate of first-time test takers will meet or exceed the appropriate state or national standard for their field.

Outcome 1.3.3 – 80% of participants enrolled in pre-employment training leading to a regional or national credential will successfully obtain the credential.

Outcome 1.3.4 – Students in workforce training will receive a positive annualized wage change of at least \$4000 within one quarter of completing training.

Goal 2 – To provide access to learning and support student learning and personal growth outside the context of formal instruction. (Student Support)

Objective 2.1 – To provide educational access through assistance with admissions, registration, guidance, financial aid, disability, and other services. **(Access)**

Outcome 2.1.1 – Maintain an average 5% annual growth, over ten years, in unduplicated student enrollment.

Outcome 2.1.2a – Maintain an average 5% annual growth, over ten years, in unduplicated headcount of students taking at least one online course.

Outcome 2.1.2b – Maintain an average 5% annual growth, over ten years, in unduplicated headcount of students taking mostly online courses.

Outcome 2.1.3a – Maintain an average 10% annual growth, over five years, in the dual enrollment/dual credit unduplicated annual headcount.

Outcome 2.1.3b – By 2020, 50% of high schools in our district will offer Dual Enrollment/Dual Credit opportunities to their students through NWCC.

Outcome 2.1.4 – Increase the percentage of students enrolled in Adult Basic Education who move from one educational functioning level to the next within one fiscal year.

Outcome 2.1.5 – Increase the percentage of students at the Adult Secondary Level of an Adult Basic Education class who pass the High School Equivalency Exam.

Objective 2.2 – To prepare students lacking the necessary skills for college level course work. **(Developmental Success)**

Outcome 2.2.1 – 50% of students enrolled in developmental courses MAT 0123, MAT 1233, or ENG 0123 will pass the course with a grade of “C” or higher.

Outcome 2.2.2 – 75% of students who pass the highest level developmental course, MAT 1233 or ENG 0123, will successfully pass the subsequent college level course, MAT 1313 or ENG 1113 respectively, with a grade of “C” or higher.

Outcome 2.2.3 – Student to faculty ratios in developmental classes will be maintained at 20 to 1 for ENG courses and 25 to 1 for MAT courses.

Objective 2.3 – To provide learning support through library resources and instruction, and educational support labs. **(Learning Resources)**

Outcome 2.3.1 – Expenditures on learning resources will meet or exceed 5% of total E&G expenditures

Outcome 2.3.2 – Library database usage will increase annually comparable to enrollment growth.

Outcome 2.3.3 – Increase the annual number of students attending library programs and instruction.

Outcome 2.3.4 – Increase the number of students using the educational support labs.

Outcome 2.3.5 – Ratio of qualified librarians and support staff to FTE students will meet or exceed the minimum ratio recommended by the ACRL.

Objective 2.4 – To retain students at NWCC and ensure that students are making progress towards graduation. **(Retention)**

Outcome 2.4.1a – The retention rate of first-time, full-time students enrolled in AA programs in the fall semester who return to NWCC the subsequent fall semester will meet or exceed the SREB average.

Outcome 2.4.1b – The retention rate of first-time, full-time students enrolled in AAS programs in the fall semester who return to NWCC the subsequent fall semester will meet or exceed the SREB average.

Outcome 2.4.2 – The number of full-time students in the fall cohort who have obtained 42 credit hours by the end of the second year will meet or exceed the state average for community colleges.

Outcome 2.4.3 – The number of part-time students in the fall cohort who have obtained 24 credit hours by the end of the second year will meet or exceed the state average for community colleges.

Objective 2.5 – To support students' personal growth outside the context of formal instruction. **(Personal Development)**

Outcome 2.5.1 – 80% of students will be satisfied with the support services they receive.

Outcome 2.5.2 – Increase the number of students participating in recreation, fitness, and wellness activities on campus.

Outcome 2.5.3 – Increase students' knowledge of soft skills needed for employment.

Goal 3 – To provide management resources and a campus environment that appropriately serve the needs of the institution's educational programs and support services. (Institutional Support)

Objective 3.1 – Provide adequate management resources including personnel, facilities, and equipment for efficient operation of the institution. **(Efficiency)**

Outcome 3.1.1 – Maintain the financial strength of the institution with an average Composite Financial Index of no less than 5 over the previous three audited fiscal years.

Outcome 3.1.2 – Identify and improve at least one area of support operations annually.

Objective 3.2 – Provide an institutional environment that strives to be safe, accessible, efficient, conducive to the learning process, and appropriately serves the needs of the institution. **(Environment)**

Outcome 3.2.1 – All new construction or renovation projects will be in compliance with current building codes, life safety codes, energy codes, and ADA regulations.

Outcome 3.2.2 – Fulfill the requirements of House Bill 1296 Mississippi Energy Sustainability and Development Act Section 57-39-1 Mississippi Code of 1972.

Outcome 3.2.3 – Ratio of students to Clery reportable incidents on campus will be no less than 100 to 1, through pro-active policing.

5. Agency's External/Internal Assessment Management Systems

Constraints on workforce and employment data, as well as competition for students continues to be a challenge. As a college whose service area borders a major metropolitan city in another state, NWCC's employment and wage gain data do not adequately reflect the true employment opportunities and placement of our students. We are in essence penalized for students who are positively placed in high-paying jobs in the Memphis area. We continue to look for and explore ways in which to expand employment data to include out-of-state locations. There is also significant new competition in our area, particularly DeSoto County, with proprietary schools and industry offering career programs. NWCC will have to continue to increase marketing funds to compete with these schools and companies for students.

Increases in Dual Enrollment/Dual Credit (DE/DC) opportunities are creating both benefits and challenges for many areas of the college. Offering career and technical courses for DE/DC students is limited by the number of instructors available at the high school level who are also qualified to teach these college courses, as the qualifications for these two levels of education are different. Increases in dual enrollment headcount are causing changes in enrollment patterns and requiring reallocation of faculty deployments and other resources to best serve the needs of DE/DC students as well as traditional students.

NWCC is partnering with MCCB and IHL in the Complete to Compete initiative. This initiative's goal is to increase the number of students in the state who have a degree by providing support for returning to college. This initiative is showing increases in enrollment and graduation opportunities for students across the state.

External threats to network security are increasing the cost of our network environment. These threats are placing more demand for monitoring services on our IT department, thus increasing costs to maintain the network infrastructure.

Lastly, significant reductions in state funding pose a risk to the institution's fiscal stability. Creative solutions must be found to accommodate for the reduction in funding in order to maintain current standards of educational service to our students and community.

6. Agency Goals, Objectives, Strategies and Measures by Program

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Degree Plans specific to MS public four-year institutions, based on the Articulation Agreement, are provided to students and advisors through our SIS system, thus ensuring that students are on track for their degree at their transfer institution. Additional functionality in the SIS allows advisors to quickly identify which students will soon be eligible for graduation, so that they can complete the graduation application. The registrar's office has begun evaluating the degree plan sooner so that students who are missing certain requirements can add mini-term classes to stay on track towards

graduation. The MATT website is now available to students and advisors to help with transfer requirements. NWCC has also worked towards building relationships with the 4-year institutions for the purpose of receiving and processing reverse transfers. The Complete to Compete program will continue to impact enrollment and graduation of students who are missing credentials but have credits towards a degree. NWCC is also increasing the number of mini-term sections, both online and on campus, to provide opportunities for students to stay on track towards degree. RN bridge programs are helping move students towards additional credentials in nursing. As a means of supporting student learning, NWCC has created physical Writing Centers on the Senatobia and DeSoto campuses and an online Writing Center to support eLearning, dual enrollment, and LYC students as part of the QEP. These Centers will be marketed to students and faculty, and will partner with the Learning Resource Centers to provide training and support for students for all genres of writing and at any point in the writing process. Development of Writing Center services and resources will prioritize the first year composition sequence, expanding physical and digital resources according to faculty and student need. NWCC is working with Quality Matters to improve online education throughout our system.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: NWCC strives to maintain and grow industry partnerships, which provide recruiting and employment opportunities, as well as avenues for ensuring curriculum consist with industry needs. The college created an advanced manufacturing partnership in 2014 and is continuing to broadening its membership. NWCC is also working on creating a similar partnership for the Business Office Technology area. Furthermore, NWCC will begin incorporating job skills into the current CTE curriculums by placing a module in each program for employability skills. NWCC has secured a grant to hire a job coach that will oversee this process and provide face-to-face training. The Career Technical division will continue expanding their course offerings to high schools for dual enrollment/dual credit. The division will be expanding program offerings out into the community as facilities become available.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: Staff development opportunities are being developed and offered for ABE instructors and staff to help students in ABE. Instruction on computer literacy is needed for ABE students from rural areas who are not familiar with the technology now in place. NWCC is looking at expanding the MIBES model in Marshall County through additional grant funds and workforce funds. The grant to sustain the MIBEST program has been extended. The headcount and courses offered for dual enrollment continues to increase as more high schools become interested in this model.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: As a means of supporting student learning, NWCC has created physical Writing Centers on the Senatobia and DeSoto campuses and an online Writing Center to support eLearning, dual enrollment, and LYC students as part of the QEP. These Centers will be marketed to students and faculty, and will partner with the Learning Resource Centers to provide training and support for students for all genres of writing and at any point in the writing process. Development of Writing Center services and resources will prioritize the first year composition sequence, expanding physical and digital resources according to faculty and student need. Librarians will work with faculty and staff to ensure that the resources that we offer are what we need to support the educational objectives of the college. Library services will be marketed to students and faculty to increase awareness of the services available.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: NWCC continues to revise and strengthen the online orientation and registration process. One goal of this process is to provide better personalized services to students. Another goal of this process is to inform students about how to apply for financial aid in a timely manner. Information on Satisfactory Academic Progress, student loan defaults, and addition financial aid counseling is provided. Administrators and financial aid personnel are working together to develop better lines of communication about financial aid. Students are receiving counseling about loans and Pell Grants. Faculty are encouraged to nominate students for other forms of financial aid, such as Foundation scholarships. The financial aid office is offering students the option for hands on help to complete the financial aid process. NWCC is streamlining the SAP appeal process to move students through the process more efficiently. NWCC also is working with Get to College by going out into schools in our district to assist with FAFSA Days. Students are sent a financial aid checklist to help them navigate the financial aid process.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: All computer labs have been converted to virtual labs, and we are in the process of converting computers in faculty and staff offices to virtual machines, where appropriate. NWCC provides redundancy for our internet service, through a partnership with the state board, to minimize internet outages.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: NWCC is implementing a comprehensive energy management plan with goals to reduce energy consumption as required by the Mississippi Energy Sustainability and Development Act. Implementation of this plan began in January 2015. Energy conservation measures already in place include lighting and HVAC renovations, 7-year lighting replacement project (T-12 replaced with LED), and all new construction and renovations projects are compliant with or exceed ASHRAE 90.1 2010 requirements. An Energy Efficiency and Conservation Committee has been developed to encourage energy efficiency behavior in faculty, staff, and students. NWCC will continue to dedicate resources towards renovations for ADA compliance at aging facilities.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: NWCC will strive to provide a safe campus environment through proactive policing of all campuses. The College will provide training to all employees on active shooter response, and will provide specialized response training to all building supervisors.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Pearl River Community College



PEARL RIVER
COMMUNITY COLLEGE

Strategic Plan
2020-2024

Pearl River Community College

1. Comprehensive Mission Statement

Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

2. Philosophy

Pearl River Community College has a philosophy of encouraging life-long learning to enhance the quality of life in the communities it serves by providing high quality learning, service and life experiences. At Pearl River Community College, education is a cooperative endeavor in which students, faculty, and staff share in the process of continuous improvement. One of the foundational building blocks of our institutional philosophy is to focus on the success of every student.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

It is PRCC's desire to further enhance its districts' economic development through its service to our students and the community and through strengthening workforce development. PRCC's strategic five-year plan is to:

- Focus on increasing retention and student completion
 - Develop and implement a concerted focus on the first-year experience through QEP
 - Provide one-on-one **ROAR (Ready, Orient, Advise, Register)** orientation sessions to provide better service to incoming students
 - Expand ROAR to include year-round sessions
 - Implement an online ROAR version
 - Offer a semester-long orientation class in order to improve student services
 - Expand sections offered (different class formats- online; 8 weeks; other short term sections)
 - Implement and develop Degree Works

- Utilize **15 to Finish** program to focus on completion and graduation where all PRCC students residing in college housing or receiving any institutional or foundation scholarships must be enrolled in 15 credit hours per semester.
 - Adopt the statewide Career and Technical Education Program 30/45/60 curriculum which includes two embedded certificates which can ultimately stack in the AAS degree
 - Further implementation of MI-Best strategies.
 - Continue to focus on college readiness and conduct College Day at our campuses in order to help students choose a program of study following GED graduation
 - Increase student-focused activities to improve student life services
 - Implement the statewide Compete to Complete program which identifies target groups, enhances adult learner services, and re-engages adult students to help them complete their degrees.
 - Increase number of elementary and middle-school student opportunities for on-campus activities such as field trips and camps.
- Maintain high quality of instruction
 - Maintain top average faculty level of compensation in the state
 - Increase percentage of full-time instructors
 - Continue to monitor the need for adding part-time positions and/or replacing part-time positions with full-time positions according to program needs.
 - Replace support staff positions with professional staff positions to provide adequate instructional support for faculty/students
- Increase collaboration with pre-K-12, IHL, and other colleges
 - Increase number of CTE meetings of high school administrators, counselors, craft committees, etc.
 - Reinstate secondary to post-secondary instructor meetings
 - Continue to provide dual-enrollment opportunities
- Implement energy management plan to maintain and improve campus and facilities in an energy efficient manner to reduce/conserve utilities
- Implement five-year building plan to improve facilities
 - Science building
 - Physical plant
 - Upgrade campus walkability factor
 - Increase residence life
- Improve/streamline campus data processes and technology
 - Review campus process in order to identify challenges and address in a timely manner
 - Provide easily understandable, timely data for informed decision making
 - Increase software support for reporting system
 - Improve communication and consistency in processes across all campuses
 - Improve accessibility such as implementation of Office 365, Cloud usage, etc.

- Improve campus safety/security
 - Increase programs addressing current student issues
 - Incorporate and maintain up-to-date technology that will aid campus police with safety and security needs
- Expand/Increase CTE programs and workforce opportunities
 - Shipbuilding
 - Petro chemical
 - Health care
 - Unmanned Aerial Vehicle Maintenance (UAV)
- Enhance CTE program reviews

Additionally to support and educate students, PRCC will utilize the Default Prevention and Retention Committee to develop and implement three actions plans focusing on Pre-K-12 Collaboration, Financial Aid, and Advising.

5. Agency's External/Internal Assessment

Internal and external assessment at Pearl River Community College is an iterative model for improving the programs and processes through which the mission is carried out and strategic planning is implemented.

Internal assessments include:

- PRCC's strategic plan - The strategic plan is formulated in a manner that eight strategic goals support the mission of the College. Data from the Internal Performance Indicators are the metrics used to verify the success of each goal. Other internal assessments include:
 - MBR – analyzes financial data, compiles information to support the state strategic plan
 - Institutional Performance Profile – provides data regarding enrollment, completion rates, student success, developmental courses, and workforce development
 - SACSCOC – reaffirms accreditation through peer review process
 - Program Reviews – reviews and recommends improvements based on self-study
 - Focus and Advisory Groups - review and analyze measurements from various internal documents
 - IT Upgrades – improves and enhance the student information system (Banner) to ensure accurate data
 - GradesFirst early alert system – tracking at-risk students in an effort to increase retention
 - Faculty/staff evaluations – focuses on improving instruction and service
 - Employee satisfaction – assesses level of employee satisfaction with various campus services
 - Student campus climate survey – assesses level of student satisfaction with student services

External Assessment include:

- IPEDS – creates a custom data file that allows comparison across institution
- Accreditation agencies – assesses various programs requiring external accreditation
- Perkins Report – indicates progress in career-technical performance levels
- National Student Clearinghouse – provides degree and enrollment verification
- State Report Card
- Employer’s surveys
- MBR

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY 19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY 19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY 19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY 19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY 19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY 19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY 19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY 19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed

English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY 19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY 19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY 19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: The implementation of the QEP focused on the first-year experience, including ROAR (*Register, Orient, Advise, Ready*) orientation sessions and a semester-long orientation class. ROAR sessions will be implemented on a year-round basis and an online ROAR session will be developed.

A.1.2 Strategy: PRCC will continue to implement the 15 to Finish program with focus on all PRCC students who reside in college housing or those who receive any form of institutional or foundation scholarships must be enrolled in 15 credit hours per semester.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY 19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY 19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY 19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY 19 Performance Measure)

A.2.1 Strategy: Pearl River Community College has adopted the statewide Career and Technical Education Program 30/45/60 curriculum which is a stackable credentialing option.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)

Output: Number of approved career-tech programs (MBR-P1.7)

Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)

Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY 19 Performance Measure, MBR P1.16)

A.3.1 Strategy: PRCC's GED counselor will conduct meetings on college readiness and pursuing educational opportunities at PRCC; assist students with registration for ACT test and completion of admission and FAFSA paperwork and continue with College Day to help students choose programs of study following graduation. All students enrolled in adult education will be required to complete the Mississippi Smart Start credential.

A.3.2. Strategy: PRCC will increase/improve collaboration of career-technical high school programs to improve employment readiness.

A.3.3 Strategy: PRCC will develop a proposal to employ additional full-time college instructors to teach dually enrolled classes.

A.3.4. Strategy: PRCC will develop a dual credit component during the five year curriculum revision cycle for career-technical education programs where secondary CTE programs exist within our college district and have an articulated Pearl River Community College CTE program. (Ex. Secondary Drafting Program to Postsecondary Drafting and Design Program)

A.3.5 Strategy – PRCC will implement and develop Degree Works

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Pearl River Community College implements the following strategies:

- o Access (hours of operation) is based on student need; orientations are offered online and face-to-face. Students are informed of available resources, including numerous online databases
- o Analysis of statistical information regarding library and learning support lab usage to identify any areas that need adaptation

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Pearl River Community College, through the Default Prevention and Retention Committee, will develop and implement an action plan focusing on financial aid and advising for students to inform them about guidelines so students are less likely to default.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: Promote consistent evaluation of personnel, facilities, and equipment in order to identify needs and allocate resources.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Pearl River Community College will adhere to annual inspections as required by the state of Mississippi and adjustments for increased inspections will be made if needed. Record of inspections will be maintained in Director of Physical Plant's office.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Pearl River Community College will monitor, update and adhere to its Public Safety Manual which contains an extensive array of information for the students concerning such issues as emergency plans, campus lockdown procedures, hazardous materials incidents, medical or natural emergencies, bomb threats, traffic regulations, violence prevention, crisis intervention, sexual harassment, evacuation, and much more.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)

Southwest Mississippi Community College



Strategic Plan 2020-2024

Southwest Mississippi Community College

1. Comprehensive Mission Statement

Southwest Mississippi Community College provides academic, career, and continuing education, meeting the diverse needs of the population at a reasonable cost. SMCC provides community services and promotes economic development through consultative and workforce training.

2. Philosophy

Southwest Mississippi Community College is a comprehensive community college located in Summit, Mississippi which offers academic transfer, career/technical, evening, online, and workforce training. Additionally, we offer a variety of student service/support programs including campus housing, counseling, financial aid, and campus food service as well as student programs and organizations that focus on the interest and talents of our students including discipline-specific clubs, fine arts, varsity athletics, and intramural sports. SMCC prides itself in serving the southwest portion of Mississippi and especially our four tax-supporting counties of Amite, Pike, Walthall, and Wilkinson counties since 1929. The college's philosophy is to provide the highest quality education, support, and services to our students and our community at an affordable cost.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university-based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or "Technical") Degree program (SP2)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)

- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)
- Percentage of students trained through workforce education and training programs customized to meet the needs of local industries who successfully complete the program

Cost to Students

- Dollars spent on remedial coursework (CS1)
- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing community college employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing community college employees and operations (M2)
- Cost of needed repairs to community college buildings (M3)

4. Overview of the Agency 5-year Strategic Plan

Southwest Mississippi Community College is moving forward with a focus on maintaining and improving all program areas to achieve both short-term and long-range goals. With regard to instruction and instructional support, SMCC continues to develop new methods of delivering courses to meet the needs of the population and the community we serve so that more people will have not only the opportunity, both through affordable tuition and through various course delivery options, to attend college and graduate with a degree from college but the skills necessary to be productive employees and citizens. Enhanced faculty development (particularly in Associate Degree Nursing and other health-related fields), retention of qualified faculty, smaller class sizes, and the

continual growth and impact of our Student Success Center on student success in all courses (including remedial) will continue to receive great attention in order to maintain and achieve relevant benchmarks

Our Workforce Training Center will continue to increase the depth and breadth of training opportunities for private and government entities. With regard to student services, personnel have been and continue to be trained to work with financial aid, ADA, student activities, residence life, and security. Increased safety measures including providing better exterior lighting, installing more surveillance cameras, enhancing communication between officers, and adding more trained officers are continuous areas of focus. Student services personnel regularly attend professional development workshops to stay abreast of changes in these areas. Future facility upgrades include enhancing technology, increasing office space, adding public restrooms in the athletic facilities, erecting new street signs, overlaying streets and parking lots, and reconstructing the levy. All of these projects involving maintenance, grounds, and equipment costs provide an environment conducive to supporting and enhancing the overall mission of the college. As we move forward, the focus of providing accessible, affordable, quality educational opportunities to students while maintaining and improving our infrastructure and our organizational structure will continue to guide our strategic plan.

5. Agency's External/Internal Assessment

With regard to achieving our strategic goals, accessibility, affordability, and results-oriented decision making will continue to move SMCC toward our targets. Wrap-around services including transportation and childcare continue to impact our goals of retention and graduation. Also, the cost of remediating students, implementing the latest technology, paying adjunct or overload fees for increased flexibility in course delivery, and weathering tuition increases for the past four years to offset cuts from state reimbursement has and will continue to impact our ability to meet and sustain our goals. In comparison to four-year Mississippi colleges, Southwest's tuition is less than half the cost of a four-year college while still providing its students an exceptional college experience. As reported by BestColleges.com, a leading provider of higher education information and resources, Southwest Mississippi Community College was selected as the Number One Online Community College in the nation for 2018. Southwest provides an outstanding academic outcome for its students while keeping its tuition affordable.

6. Agency Goals, Objectives, Strategies and Measures by Program for FY 2020 through FY 2024

Program 1: Instruction

Goal A: To provide degree and certificate programs delivered through traditional and distance education courses that prepare students for continued studies and/or employment.

Objective A.1: The objective of Academic Instruction, including the Associate Degree Nursing program, is to provide affordable access to courses at the freshman and sophomore levels, courses for personal improvement and personal interest, and to award the associate degree to those who successfully complete the required courses of study. This objective is based on Section 37-29-1, MCA.

Outcome: Percentage of first-time entering, full-time degree-seeking students (Fall) who earned 42 credit hours by the end of year two will meet or exceed target. (MBR-P1.6; SB-SP3; FY19 Performance Measure)

Outcome: Percentage of first-time entering, part-time degree-seeking students (Fall) who earned 24 credit hours by the end of year two will meet or exceed target. (MBR-P1.5; SB-SP4; FY19 Performance Measure)

Outcome: Total number of degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.1; SB-SG1; FY19 Performance Measure)

Outcome: Total number of Associate Degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.2; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of total student success, which includes graduates, transfers, and retention (those still enrolled) will meet or exceed target. (MBR-P1.8; FY19 Performance Measure)

Outcome: Percentage of total number of graduates will meet or exceed target. (MBR-P1.9; FY19 Performance Measure)

Outcome: Percentage of total number of transfers will meet or exceed target. (MBR-P1.10; FY19 Performance Measure)

Outcome: Percentage of total retention will meet or exceed target. (MBR-P1.11; FY19 Performance Measure)

Outcome: Percentage of Associate Degree Nursing and Practical Nursing licensure exam pass rates will meet or exceed the target. (MBR-P1.7; SB-WD1; FY19 Performance Measure)

Outcome: Percentage of developmental English students (unduplicated headcount) enrolled in English Composition I who successfully completed English Composition I during the academic year will meet or exceed the target. (MBR-P1.14; FY19 Performance Measure)

Outcome: Percentage of developmental Math students (unduplicated headcount) enrolling in College Algebra who successfully completed College Algebra during the academic year will meet or exceed the target. (MBR-P1.15; FY19 Performance Measure)

Outcome: Percentage of community college students who transfer to a Mississippi public four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG4)

Outcome: Percentage of community college students who transfer to an accredited four-year higher educational institution will meet or exceed the target. (MBR-P1.10; SB-SG5, FY19 Performance Measure)

Outcome: Cumulative grade point average at graduation from a Mississippi Public University of community college transfer students will equal or exceed the grade point average earned by native students in the same university system (GPA based on a 4.0 scale). (MBR-P1.19)

A.1.1 Strategy: Due to a low first-time success rate in pre-engineering classes and the under-preparation of students coming from high school, we are offering advanced classes that are rarely offered in the summer in calculus, chemistry, and engineering physics in order to keep students on track for completion and transfer.

Output: Average ACT score of first-year students enrolled in Associate of Arts (AA or "University Parallel") Degree Program (MBR-P1.13; SB-CR1)

Output: Number of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, who successfully complete the course (MBR-P1.9; SB-CR3)

Output: Total number of FTE students (MBR-P1.1)

Output: Number of FTE students in academic instruction (MBR-P1.2)

Output: Number of FTE students in ADN (MBR-P1.3)

Output: Number of FTE students in developmental courses (MBR-P1.8)

Output: Number of AA and ADN degrees awarded per 100 FTE students (MBR-P1.10; SB-SG1)

Efficiency: Cost per FTE student – Academic and ADN (MBR-P1.1)

Efficiency: Instructional costs for academic and associate nursing programs as a percentage of total expenditures (MBR-P1.4)

Objective A.2: The objective of Career and Technical Instruction is to educate, train, and provide guidance for individuals who seek to develop knowledge, skill, and behavioral characteristics necessary for successful employment in occupations not requiring a baccalaureate degree.

Outcome: Number of Associate of Applied Sciences degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.3; SB-SG1; FY19 Performance Measure)

Outcome: Number of certificate degrees awarded per 100 FTE students will meet or exceed target. (MBR-P1.4; SB-SG1; FY19 Performance Measure)

Outcome: Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years will meet or exceed the established targets. (SB-SG7, MBR P1.20)

Outcome: Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years will meet or exceed the established targets. (SB-SG9, MBR P1.20)

Outcome: Percentage of In-state job placements of career/technical and Health science graduates will meet or exceed target. (MBR-P1.13; FY19 Performance Measure)

Outcome: Percentage of students enrolled in career/technical and health science programs will meet or exceed established targets. (MBR-P1.12; FY19 Performance Measure)

A.2.1 Strategy: A student is able to complete all degree requirements for an Associate of Arts degree online, as well as all degree requirements for a few Associate of Applied Science degrees. Due to requests, the college is offering online all courses needed for graduation in Child Development Technology and Information Systems Technology.

Output: First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program

Output: Percentage of career-technical students who complete or exit a program and are considered positively placed in employment/military. (MBR 1.23, SB- WD2)

Output: Number of FTE students in Career-Technical Programs (MBR-P1.4)
Output: Number of approved career-tech programs (MBR-P1.7)
Output: Number of awards of AAS degrees or Certificates per 100 FTE students (MBR-P1.11)

Efficiency: Cost per FTE student – Career-Tech (MBR-P1.2)
Efficiency: Instructional costs for career-technical programs as a percentage of total expenditures (MBR-P1.5)

Objective A.3: To provide specially designed programs to targeted populations to meet educational and training needs of citizens, in accordance with Section 37-29-1, to include but not limited to Adult Basic Education and High School Equivalency exam preparatory courses; workforce education; secondary school vocational courses; dual credit/dual enrollment courses; and personal improvement courses.

Outcome: Increase in the percentage of students enrolled in Adult Basic Education (ABE) who move from one educational functioning level to the next within one fiscal year (MBR-P1.21; SB-SG10)

Outcome: Increase in the percentage of students at the Adult Secondary Level of an Adult Education Class who pass the High School Equivalency Exam (MBR-P1.22; SB-SG11)

Outcome: Number of High School Equivalencies Awarded (FY19 Performance Measure, MBR P1.16)

A.3.1 Strategy: We will work in increase the number of dual enrollment/credit partners in our district, as well as offering additional opportunities for the schools already participating.

Output: Number served (duplicated headcount) through Workforce Center (MBR-P1.6)

Output: Number of credit hours earned by dual credit/dual enrollment students (MBR-P1.12)

Output: Number of FTE students in ABE & GED (MBR-P1.5)

Efficiency: Cost per FTE student – Other (MBR-P1.3)

Program 2: Instructional Support

Goal A: To provide access and assistance for students through learning support labs staffed with qualified support staff.

Objective A.1: To provide access and assistance for students to library materials and learning resources; may include learning resource laboratories and material for special application of studies

Outcome: Percentage of Instructional Support to Total E&G Expenditures will be 5% or greater. (MBR-P2.1)

A.1.1. Strategy: Provide more opportunities for students to receive better wireless service and technical support.

A.1.2 Strategy: The Student Success Center will employ more tutors to support student demand.

Output: Number of Instructional support staff (MBR-P2.2)

Efficiency: Instructional support cost per FTE student (MBR-P2.1)

Program 3: Student Services

Goal A: To support student learning and personal growth outside the context of formal instruction.

Objective A.1: To provide educational access through assistance with admissions, registration, guidance, financial aid, and other services; and to promote students' personal development.

Outcome: Maintain student loan default rates lower than the national average for community colleges based on the National Cohort Default Rates by Institution Type (Public, 2-3 yrs). (MBR-P3.2)

A.1.1 Strategy: Provide seamless systems that advance academic transitions and success-Student Affairs offers a range of enrollment, advising and retention services that foster access to SMCC students: Prior to the recruitment of students...Stress academic preparation as we maintain a presence in district schools and the community. As the college recruits students...Programs and processes that attract, admit and enroll freshman, transfer students, and adult learners who demonstrate high academic achievement and exceptional talent, who may or may not need remedial coursework, and who encompass the broad diversity of backgrounds characteristic of the State of Mississippi. As we enroll students...Student orientation and mentoring programs, electronic and other informational materials that introduce students to the campus, and to its mission, standards, resources, and activities. To allow students to help themselves...Interactive technology systems to facilitate enrollment management, advising, and the housing needs of students by means of such tools as customized web pages, online scheduling, and online communication. To help students discover resources...Financial support through scholarships and grants and to facilitate undergraduate access. To help guide and retain students...Peer-based and professional advising services, within student-centered environments for all students via the Student Success Center. The Financial Aid (FA) department sends Satisfactory Academic Progress (SAP) Policy to all student SMCC email accounts. FA department served as a guest speaker in Freshman Orientation classes explaining SAP and how it affects Title IV funding. FA department makes Financial Aid Workshops available in individual high schools and has budgeted to purchase new software to greatly reduce paperwork requirements for students.

Output: Number of students receiving financial aid (MBR-P3.2)

Output: Number of FTE students receiving student support services (MBR-P3.1)

Efficiency: Student services cost per FTE student (MBR-P3.1)

Program 4: Institutional Support Program

Goal A: To support institutional programs and infrastructure by providing resources required to manage all aspects of the institution.

Objective A.1: Provide adequate management resources including personnel, facilities, and equipment for the effective operation of the public community and junior colleges.

Outcome: Percentage of institutional support to total budget will be 15% or less. (MBR-P4.1)

A.1.1 Strategy: During budget preparation, ensure that operating budgets are compared to historical data for actual expenditures by program and investigate any significant variances. Financial staff members maintain a five-year history of actual to budget data for use in preparing the annual operating budgets.

Output: Total state expenditures per student (SB-CT2, MBR P1.24)

Efficiency: Institutional support cost per FTE student (MBR-P4.1)

Program 5: Physical Plant Operation

Goal A: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (SACSCOC CS 3.11.3)

Objective A.1: To maintain and operate safe and efficient facilities.

Outcome: Energy costs will not exceed 3% of operational expenditures. (MBR-P5.1)

A.1.1 Strategy: Continue the 15-year energy management contract with Johnson Controls in conjunction with development of 5-year energy management plan for the Mississippi Development Authority.

Output: Building square footage maintained (MBR-P5.1)

Output: Acres maintained (MBR-P5.2)

Efficiency: Cost of maintenance per square foot (MBR-P5.1)

Efficiency: Cost of maintenance per acre (MBR-P5.2)

Efficiency: Cost of maintenance per FTE student (MBR-P5.3)

Objective A.2: To provide a safe learning and working environment.

Outcome: Number of injuries sustained by students, faculty, and staff will be less than 2 per 100 FTE students. (MBR-P5.4)

A.2.1 Strategy: Utilize OS Tickets Preventive Maintenance Program to ensure facilities and grounds are maintained in excellent condition.

Output: Number of injuries sustained by students, faculty and staff. (MBR-P5.3)

Efficiency: Number of injuries sustained by students, faculty and staff per 100 FTE students. (MBR-P5.4)