

# VISION

2 0 2 0



campus  
community  
quality assurance  
student support  
faculty  
curricular  
student life  
college support

**JONES** COUNTY  
JUNIOR **COLLEGE**  
STRATEGIC **PLAN**

# TABLE OF CONTENTS

<b>Executive Summary</b> .....	3
<b>Mission, Vision, Values, Goals</b> .....	4
<b>JCJC Performance Model</b> .....	5
<b>JCJC Profile 2010</b> .....	6
<b>Vision 2020- Goal with Benchmarks</b> .....	7
<b>Vision 2020- Process/Task Forces</b> .....	8
<b>Vision 2020- Task Force Members</b> .....	9
<b>Vision 2020- Goals Summary</b> .....	10
<b>Task Force Findings - SWOT Analysis/Goals/Initiatives</b> .....	11-29
<b>Data Dictionary</b> .....	30
<b>APPENDIX A-1 General Education Competencies Rubric</b> .....	31
<b>APPENDIX A-2 Strategic Imperatives</b> .....	32



Jones County Junior College North Entrance

# EXECUTIVE SUMMARY

**Vision 2020** is the framework for JCJC's long-term strategic planning process.

The community college environment is rapidly evolving with more students enrolling at JCJC than in any other time of the college's history. JCJC's enrollment data illustrates sustained increases in student population, creating a need for long-term growth strategies.

Diversifications of instructional delivery methods, facilities expansion, and funding mechanisms have been identified as vital components for growth.

In addition, national benchmarking models call for increasing the graduation rate among existing community college students. Graduating more students requires JCJC to set high expectations and provide excellent support services such as academic advisement, career counseling, and educational experiences outside the classroom. Providing students with highly visible support services improves retention and persistence, ultimately yielding a higher graduation rate. Thus, effective solutions must be created and sustained to meet national benchmarks.

To reach the college's long-term goals, Vision 2020 was established to chart the course for the future. A cross-section of campus administrators, faculty, students, and community members joined forces to identify and outline the core focus areas of the college for the next decade.

JCJC is experiencing a renewal throughout its core educational efforts and support services. As it evolves, its goal is to emerge as a nationally-recognized and actively-engaged 21st century community college.

The planning process included in this report defines the following core areas: student support, community, quality assurance, campus, faculty, curricular, student life, and college support. These core focus areas emerged as a culmination of faculty and student engagement, student survey results, national benchmarking efforts, and JCJC's strategic planning sessions with administrators.

Each focus was complete with its own task force, goals, objectives, and funding needs to achieve top-quality results. As the plan illustrates, all focus areas intersect and will work to complement each other creating synergies for maximum potential.

Strategic imperatives, rubric for general educational competencies, and the college's performance model are appended in this report to support high quality expectations for long-range strategic planning.

**Vision 2020 College Goal:** By the year 2020, JCJC will rank as one of the Top 10\* community colleges in the United States based on student engagement, retention and graduation rates.

\* As one of its national benchmarking measurements, the College will participate biennially in the Community College Survey of Student Engagement (CCSSE), [www.ccsse.org](http://www.ccsse.org).

# JONES COUNTY JUNIOR COLLEGE



**Mission** Jones County Junior College will inspire greatness through providing opportunities for its students, employees, and surrounding communities.

**Vision** JCJC will be the college of choice for students, businesses, and the community for developing relationships, maximizing potential and improving the quality of life of all associated with the college.

**Values** JCJC is committed to, demonstrates, and is accountable for:

- Community Service
- Engaged Learning
- Commitment
- Innovation
- Integrity
- Entrepreneurship
- Stewardship

**Goals** The college shall make available:

- Human, financial, and physical resources necessary for quality programming.
- Educational programs to meet the interests and needs of students.
- Resources to work with agencies and industries to enhance economic development.
- Educational support services to meet the needs of students and educational programs.
- Educational improvement through continuous planning and assessment.

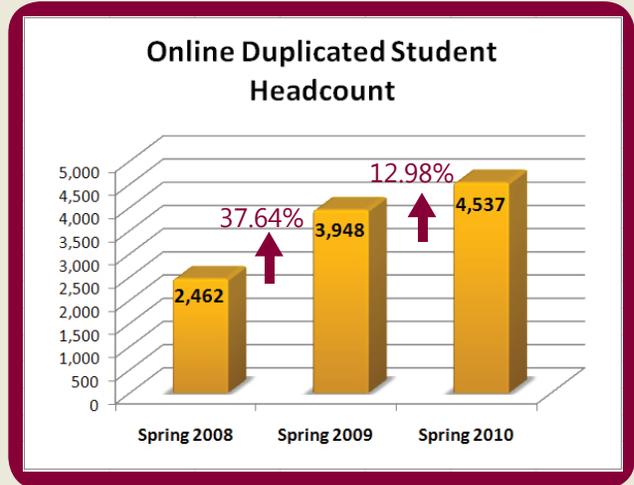
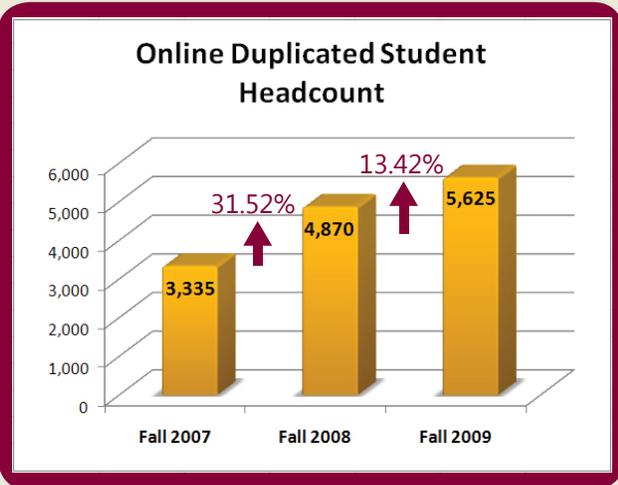
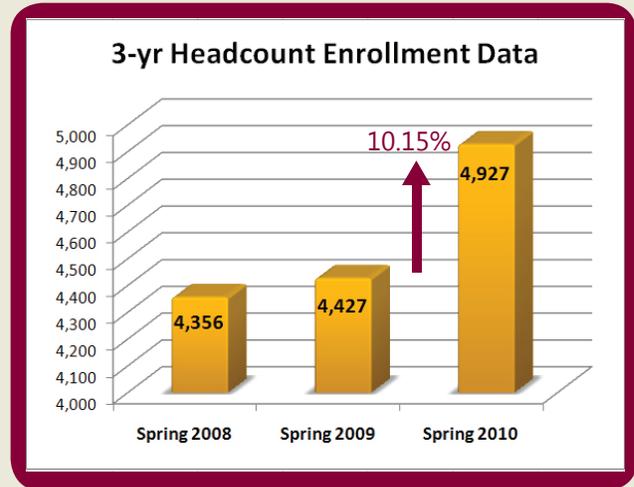
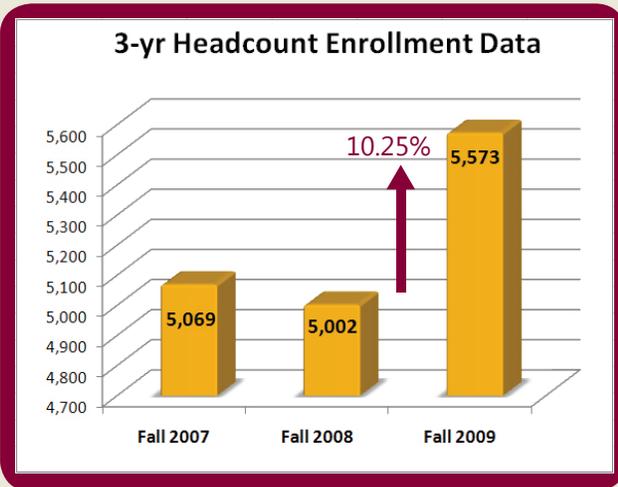
# JCJC PERFORMANCE MODEL



# JCJC PROFILE 2010

Economic market factors, college priority goals and outreach efforts created a doubled-digit enrollment surge in Fall 2009. At that same time, JCJC cabinet members set new comparative data standards for retention and persistence for trend analysis. The profile charts below illustrate the growth, persistence, retention, and graduate rates of JCJC.

## Census Date for Comparative Data: End of Late Registra-



**Jones Fall 2009**  
Retention Rate - 85.8%

**Jones Fall 2009 - Spring 2010**  
Persistence Rate - 78.5%

Data provided by JCJC Office of Institutional Effectiveness, 2010 unless otherwise noted.

**Overall Graduation Rate and Transfer Rates**  
for 2005 Cohort Class -  
**21%**  
Statistics provided by IES National Center for Education Statistics  
(IPEDS Graduation Rate)

# VISION 2020

**College Goal:** By the year 2020, JC will rank as one of the Top 10 community colleges in the United States based on student engagement, retention and graduation rates.

The Community College Survey of Student Engagement (CCSSE) is designed to capture student engagement as a means of institutional quality and provide community colleges with useful information on students' levels of engagement in five benchmarks of effective educational practices in community colleges. The College will use the CCSSE benchmarks as measurement standards.



The five benchmarks are:

1. **Active and Collaborative Learning** – Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings.

2. **Student Effort** – Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



3. **Academic Challenge** – Challenging intellectual and creative work is central to student learning and collegiate quality.

4. **Student-Faculty Interaction** – The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals.

5. **Support for Learners** – Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



# VISION 2020 TASK FORCES

In pursuit of its Vision 2020 College Goal, Task Forces were formed to create goals for eight major areas of the college, along with the initiatives to accomplish the goals. The Task Force areas are as follows:



**The Process: Co-Chairs of the eight Task Forces served as the Vision 2020 Steering Committee.**

*(See co-chair and member listings on following page)*

## FIRST STEPS - AUGUST 2009

An organizational meeting of the steering committee was held to:

- Educate the co-chairs about CCSSE
- Discuss the 8 focus areas
- Select task force members
- Provide completion dates to co-chairs for their respective task force.

## TASK FORCE DUTIES

- Prepare SWOT analysis reports
- Write task force goals
- Create initiatives to meet goals
- Prepare timeframe to meet the initiatives.
- Prepare financial projections to achieve goals
- Submit compiled work to committee for approval.
- Presenting comprehensive report to the Board of Trustees for approval at January meeting

# 2020 VISION TASK FORCES

Task Forces were comprised of faculty, staff, students, alumni, and members of the community.

TASK FORCE	MEMBERS		
<b>CAMPUS</b> <b>Co-Chairs</b> Jim Walley, VP External Affairs John Carter, Assistant to the President	Missy Meeks Greg Butler Petey Barnett Dan Ready, Board Charlie Garretson, Community Ronnie Clark, Resource	Brian Mitchell Cecil Chambliss Margaret Strickland	LeAnne Nixon Van Tuggle Julie Atwood Alex Taylor, Student Mike Foil, Resource
<b>STUDENT SUPPORT</b> <b>Co-Chairs</b> Ed Smith, VP Student Affairs Gwen Magee, Director Student Success Center	Jac Barnett Jane Martin Casey Mercier Kerri Phippen	Jennifer Suber Diane Williams Rochelle Dahmer Lavon Jones	Jennifer Powell Lee Graham Reagan Dunnam Elise Dunkerton
<b>STUDENT LIFE</b> <b>Co-Chairs</b> Ed Smith, VP Student Affairs Sam Jones, Dean of Students	Sonya Davis Carl Monk John Burks Terry Moffett	Ashley Hill Katie Herrington Ginger Keeton Kathryn Davis	Van Tuggle Rebecca Patrick Pebbles Purvis Bonnie Warren
<b>FACULTY</b> <b>Co-Chairs</b> Jim Kelly, VP Instructional Affairs Charlotte Willaims and Sandy Cochran, Division Chairs	Lisa Purdum Pat Mccormick Clint James Mike Boyd Jennifer Powell Finee Ruffin	Joanna Newcomb Jeremiah Estes Cheryl Windham John Burks Benji Sessums Brianna Tally, Student	Stephanie Sanford Warren Ferry Jeff Keeton Mark Brown Jared Myers Brandi White, Student
<b>CURRICULAR</b> <b>Co-Chairs</b> Shannon Campbell, Academic Dean Candace Weaver, Career and Technical Dean	Regina Poole Tim Ishee Tim Rayner Casey Mercier Ashley Sumner, Student	Erica Welborn Paul Hollomon Jason Dedwylder Jennifer Griffith	Mike Cole Rochelle Dahmer Kelly Robinson Brianna Tally, Student
<b>COMMUNITY DEVELOPMENT</b> <b>Co-Chairs</b> Kelly Atwood, Volunteerism Greg Butler, Economic Prosperity	Julie Atwood Ginger Keeton Kim Duckworth Jennifer Griffith Vern Geddie, Community	Finee Ruffin Sarah Jones Tammy Townsend Gary Suddith	Mary Boleware Michael Bradshaw Joanna Newcomb Sandy Holifield, EDA Kayla Bradley, Alumni
<b>COLLEGE SUPPORT</b> <b>Co-Chairs</b> Caroline Kelly, Foundation Rick Youngblood, Financials	Lee Graham Sam Jones Amanda Hall	Amie Herrington Tommy Thames Roger Plymale	Robert Landrum Jason Dedwylder Bridget Maskew
<b>QUALITY ASSURANCE</b> <b>Co-Chairs</b> Laverne Ulmer, Instiutional Effectiveness Patti Smith, Faculty	John Carter Phyllis Shearer	Mike Cole Charlotte Williams	Donna Scoggin

# TASK FORCE GOALS

Task Forces worked diligently to create goals with initiatives to accomplish the goals, along with a time frame and financial projections for the cost of the projects.

All of the goals for the Task Forces are directly linked to the one or more of the CCSSE benchmarks: (1) Active and collaborative learning; (2) Student Effort; (3) Academic Challenge; (4) Student-Faculty Interaction; (5) Support for Learners.



<b>CAMPUS</b>	The college will develop, maintain, and implement a written comprehensive campus improvement plan, which includes facilities, infrastructure, landscaping and maintenance.
<b>STUDENT SUPPORT</b>	The college will provide adequate services, programs, and facilities to assure quality academic support for all students and promote student achievement of academic and career goals.
<b>STUDENT LIFE</b>	The college will... <ul style="list-style-type: none"> <li>o Provide all students with quality programming designed to enhance learning experiences outside of the classroom.</li> <li>o The college will provide quality resources that promote educational opportunities, social connectivity and a sense of college pride.</li> </ul>
<b>FACULTY</b>	The college will... <ul style="list-style-type: none"> <li>o Increase overall graduation rates and number of completers.</li> <li>o 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.</li> <li>o Utilize current technology in instruction and student engagement.</li> <li>o Help students achieve individual educational goals through professional and appropriate personal interaction and advisement.</li> <li>o Model a professional work ethic and collaborate to develop a work ethic model for both faculty and students.</li> </ul>
<b>CURRICULAR</b> (merged Faculty/ Student Support)	The college will better prepare students for graduation, academic transfer, or employment while utilizing the most appropriate resources or technology for instruction.
<b>COMMUNITY DEVELOPMENT</b>	The college will... <ul style="list-style-type: none"> <li>o 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.</li> <li>o The college will enrich our communities and provide civic engagement through promoting volunteerism and economic prosperity by organizing, training and supporting college students, faculty, staff, area businesses, organizations, and community members.</li> </ul>
<b>COLLEGE SUPPORT</b>	The college will... <ul style="list-style-type: none"> <li>o 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.</li> <li>o The college will develop and foster community relations that enhance the culture and philanthropy of JCJC and its stakeholders.</li> </ul>
<b>QUALITY ASSURANCE</b>	The college will... <ul style="list-style-type: none"> <li>o Recognize, develop, and support excellence in both learning and teaching.</li> <li>o Encourage and promote accreditation and/or certification of individual programs and departments where accreditation and certification opportunities exist.</li> </ul>

# SWOT ANALYSIS

Each Task force prepared a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis with a report to the full committee. The SWOT Analyses for each task force are included in this section.

## Campus

The college campus encompasses more than 360 acres. Facilities span across campus for academic, career, and athletic purposes. New constructions are among the buildings dating back several decades. In 2009, there were several renovations and new construction projects in the works at JCJC.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• One campus – convenient, services, college life</li> <li>• Advanced Technology Center</li> <li>• Good campus environment</li> <li>• Fitness Center, Cafeteria, Walking Trail, Student Success Center, Non-Traditional Student Center</li> <li>• Expansion to other areas of district</li> <li>• Relationship with supervisors</li> <li>• “Zone” layout of campus – grouping of instructional, residential, athletics</li> <li>• Have grants office</li> <li>• Online classes</li> <li>• New street signage</li> <li>• Zone maintenance dedicated personnel to specific buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Better and more housing for students</li> <li>• Parking (or at least student perception)</li> <li>• Accessibility (With only one campus, students drive long distances.)</li> <li>• Upgrade needed for gym (sound system and facilities)</li> <li>• Campus layout for moving around – particularly sporting events</li> <li>• Facilities for online testing</li> <li>• Technology not available in all classrooms</li> <li>• Campus entrances not prominent enough</li> <li>• No places for students to gather</li> <li>• Overhead power lines – unaesthetic</li> <li>• Dumpsters</li> <li>• ATC landscaping and sign</li> <li>• Some facilities have “run down” look – example Fine Arts auditorium</li> <li>• Lack of enough open computer labs</li> <li>• Glass building signs inadequate</li> <li>• Building signage in general</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Upgrade facilities and classes offered</li> <li>• More wireless access</li> <li>• Grants we could peruse to upgrade facilities</li> <li>• Centers in various counties</li> <li>• Partnerships with business</li> <li>• Partnerships with other institutions</li> <li>• Distance learning facilities (testing)</li> <li>• ARRA (stimulus funds)</li> </ul>	<ul style="list-style-type: none"> <li>• Better housing facilities at other colleges (USM, Gulf Coast, WmCarey)</li> <li>• Unstable funding</li> <li>• Changing building codes and regulations</li> <li>• Program specific facilities requirements</li> <li>• Online classes from other institutions</li> </ul>



# SWOT ANALYSIS

## Student Life

JCJC is the largest single campus two-year college in Mississippi. Dozens of student organizations are available for students to actively engage. Traditional activities including homecoming and various athletic events bring students to campus for reasons outside the classroom experience. The college attracts students from a large rural region, with distance playing a major role in commute times. Proximity to campus is an issue for many students looking to gain more from their college experience.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Small campus size</li> <li>• Employees willing to engage outside the classroom</li> <li>• Traditional events – Homecoming, Treats in the Streets, Spring Fever, Sophomore Breakfast, Night Breakfast, etc.</li> <li>• Athletics</li> <li>• One Card</li> </ul>	<ul style="list-style-type: none"> <li>• Activity opportunities (early)</li> <li>• Dorm internet access</li> <li>• Men’s dorm design</li> <li>• No place to hang out</li> <li>• Food services ambience</li> <li>• Student participation in athletic events</li> <li>• Class offering times</li> <li>• Club meeting time</li> <li>• Communication to students</li> <li>• Academic/career tech polarized</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• New dorm</li> <li>• Student success center</li> <li>• Lobby coffee shop</li> <li>• Afternoon class offerings</li> <li>• Technology – face book, texting, twitter, blackboard</li> <li>• Publicizing of opportunities – marketing, SGA Spirit Committee, flat screens</li> <li>• Strengthening of SGA role</li> <li>• Wi-Fi coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Changes in society</li> <li>• PeopleSoft</li> <li>• Student employment</li> <li>• Economy</li> <li>• Rising tuition</li> <li>• Financial aid process</li> <li>• Outside activities</li> <li>• Family responsibilities</li> <li>• Competition from other college</li> </ul>

# STUDENT LIFE PLAN

**GOAL** The college will provide all students with quality programming designed to enhance learning experiences both in and out of the classroom.

INITIATIVES	TIMEFRAME	FINANCIALS
Increase programming through the Student Success Center aimed at enhancing learning experiences for all students.	Begin Spring 2010	\$1,00 increase
Continue to provide and improve out-of-class academic events such as debates, lectures, field trips etc.	Spring 2010	\$0
Enhance required programming for housing students and increase the amount of volunteer housing activities offered through Campus Housing.	Fall 2010	\$2,000 increase
Strengthen the role of the SGA as the student body voice to College administrator and policymakers.	Fall 2010	\$0
Increase the number of SGA sponsored daytime events.	Fall 2010	\$0
Enhance the intramural program by increasing the amount of team and individual activities and by connecting it to SGA.	Fall 2010	\$500 increase
Create a Student Bobcat Club to provide opportunities for student support of athletics.	Fall 2010	\$0
Expand the Back to School Bash in fall as part of Orientation class for freshmen, designed to promote student engagement between peers and college personnel.	Fall 2010	\$1,000 increase
Develop annual assessment of all Student Life programming to evaluate quality and effectiveness.	April 2010	\$0 – use Blackboard
<p>Offer student personal enrichment opportunities</p> <p>Core measures:</p> <ul style="list-style-type: none"> <li>• Number of students participating in competitions</li> <li>• Number of students participating in clubs and organizations</li> <li>• Number of state, regional, and national awards granted to students, club sponsors, and chapters</li> <li>• Student attitudinal survey of their perceived level of encouragement and support</li> <li>• Student evaluation of instructors in the classroom relating to active and collaborative learning.</li> </ul>	Ongoing	<p><b>Competitions:</b> Faculty travel expenses covered for chaperoning student competitions.</p> <p><b>Cover student travel expenses for 1st, 2nd, or 3rd place in JCJC endorsed competitions. Cover registration fees for students competing and allow fund raisers for other travel expenses.</b></p>
Evaluate the equality of results generated from school-sponsored student enrichment opportunities to determine the overall impact of these opportunities including special performances, student competitions, student shows, student tours, student travel, etc	Ongoing	
Continue to create community enrichment and college awareness through existing community outreach projects at JCJC through participating in Kids College, plays, sports camps, etc.	Ongoing	Student survey expenses

# STUDENT LIFE PLAN

**GOAL** The college will provide quality facilities and resources that promote educational opportunities, social connectivity and a sense of college pride.

INITIATIVES	TIMEFRAME	FINANCIALS
1. Construct a Student Success Center for student life and support.	January 2010	\$325,000
2. Promote social connectivity with a centralized student plaza, campus-wide outdoor seating for an engaging environment.	Fall 2011	\$2 million
3. With the new dorm construction, build a Town Hall to house SGA offices and meeting rooms, a Club Room for meetings, and a 150-seat theater-type auditorium for Student Life programming.	Fall 2011	\$1.5 million
4. Renovate part of the 2nd floor of the Student Center to include a card-access student lounge for students with a 2.0 GPA or higher.	Spring 2012	\$10,000
5. Extend Wi-Fi coverage to blanket the entire campus.	Fall 2011	\$38,000 annually
6. Provide more computers on campus for personal student use.	Fall 2010	\$25,000
7. Increase publicity of campus events.	Spring 2010	\$0
8. Students encouraged to use technology and resources in the learning environment.	Fall 2010	Estimated annual budget of \$750,000 to sustain and maintain equipment currently available.
9. Actively engaged Technology Committee establishing needs, setting priorities, and staying abreast of technology trends	Fall 2010	Estimated \$250,000 to expand new technology directly associated with instruction and learning

# SWOT ANALYSIS

## Student Support

A strong network of student support services tops the list of priorities at JCJC. For decades, the college offered counseling services, academic assistance, and financial aid resources. In 2009, a renewed effort was placed on advisement, retention and graduation rates. As a result, the college created a Student Success Center offering a larger range of support services for students. Additional measures are underway to create an enhanced online environment for student support as well.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Engaging personnel/faculty</li> <li>• Women’s housing</li> <li>• Counseling</li> <li>• eLearning</li> <li>• Support center</li> <li>• Tutoring - Special Pops</li> <li>• Affordability</li> <li>• One Card</li> <li>• Class room size</li> <li>• JCJC Foundation</li> <li>• Centrally located</li> <li>• Small town</li> <li>• Off campus locations</li> <li>• Embracing, relaxed environment</li> <li>• Safe campus</li> </ul>	<ul style="list-style-type: none"> <li>• Non engaged employees</li> <li>• Disability resources</li> <li>• Academic advisement system</li> <li>• Technology (in the classroom)</li> <li>• Men’s housing-number of rooms, condition</li> <li>• Staff shortage in most areas</li> <li>• Books too costly</li> <li>• Number computer labs</li> <li>• Availability of service - office hours - helplines</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Additional computer labs</li> <li>• New computers</li> <li>• Wi-Fi - complete coverage</li> <li>• More training for prospective students</li> <li>• Availability of services - hours of operation</li> <li>• One card</li> <li>• Advisement-improve through Peoplesoft</li> <li>• Blackboard - Advisement package</li> <li>• eBooks</li> <li>• Evaluate and improve processes - admissions, enrollment, financial aid</li> <li>• Grants - federal funding &amp; private</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Economy - gas, food, cost of living</li> <li>• PeopleSoft</li> <li>• Federal funding</li> <li>• Broadband access across district/state</li> </ul>

# STUDENT SUPPORT PLAN

**GOAL** The college will provide adequate services, programs, and facilities to assure quality academic support for all students and promote student achievement of academic and career goals.

INITIATIVES	TIMEFRAME	FINANCIALS
Provide searchable, easily accessible information on the JCJC website about all support services, programs, and facilities available to students.	January 2010	\$0
Develop and implement a quality academic advisement program for all students.	Fall 2010	\$400,000 - Personnel
Student Success personnel develop a comprehensive tutoring program to serve the needs of a diverse student population.	Math - Fall 09 English - Spring '10 Biology - Fall '10 History - Spring '11; Soc. Sciences - Fall '11	\$100,000 per yr. Student labor for 20 tutors
Increase the number of I.T. support personnel to adequately support the faculty and student population. (1/100 person to computer ratio) <a href="http://tsi.iste.org">http://tsi.iste.org</a> Intl. Society for Technology in Education	Add 2 computer technicians by January 2010, then add 2 each year until ratio is met	\$35,000 in January 2010 \$140,000 in July 2010; adding \$140,000 annually
Increase the number of new computers and applicable hardware/software on campus to adequately serve the student population. (10/1 ratio of students/computers)	Fall 2010- 20/1 ratio Fall 2011- 15/1 ratio Fall 2012 – 10/1 ratio	\$200,000 in new; \$50,000 per year in upgrades
Actively engage Technology Committee establishing needs, setting priorities, and staying abreast of technology trends	Annually	Estimated \$750,000 annually to sustain equipment/ \$250,000 to expand technology directly associated with instruction
Form a task force to study and evaluate the processes of admissions and financial aid, and develop data driven recommendations for improvement where necessary.	Form Jan 2010, complete study March 2010, implement Fall 2010	\$500 in travel
Expand the hours of operation for services directly related to student support (Student Affairs, Admissions, Counseling, Financial Aid, Student Accounts, Helpdesk)	Jan 2010	\$0 – stagger schedules
Implement systematic assessment of the services, programs, and facilities related to student support to evaluate quality and effectiveness.	April 2010	\$0 through Blackboard
Work to develop/improve the instrument used by students to evaluate the effectiveness of the advisement process. Identify the strengths and weaknesses of the advisement process.	Annually	\$0

# SWOT ANALYSIS

## Faculty

The college's faculty possess a diverse and strong academic core creating a solid foundation for post-secondary instruction. Through professional development opportunities and organizations, JCJC's faculty are encouraged to reach for continued excellence. As the channels of instruction grow, JCJC must remain current with the latest methodologies to maintain a solid reputation in instruction.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Committed to advancing technology in the classroom</li> <li>• Demonstrate compassion and cooperation toward students and peers</li> <li>• Receive great satisfaction and enjoyment from their profession</li> <li>• Demonstrate interactive and innovative learning techniques in the classroom</li> <li>• Set high, yet achievable, goals for students and help equip them to achieve those goals</li> <li>• Take seriously their role as ambassadors of JCJC, both on and off campus</li> <li>• Involved in campus activities and support student events</li> <li>• Practice academic integrity and stay current in their field</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is hampered by a lack of resources (technology)</li> <li>• Instruction is hampered by a lack of IT support staff</li> <li>• Attempt to adapt teaching strategies and requirements to an ever-changing student population</li> <li>• Lack training on including "work ethic" in the classroom</li> <li>• Stretched too thinly in time and resources</li> <li>• Do not always exhibit professionalism in dress</li> <li>• Do not take into consideration students' work/family schedules outside of class (especially NT students)</li> <li>• Lack of knowledge of financial aid information (telling students what they must do)</li> <li>• Lack of diversity in faculty and administration</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Decrease students' feelings of intimidation by instructors</li> <li>• Better career/college advisement</li> <li>• Monthly student newsletter – student created</li> <li>• Partnership with businesses</li> <li>• Know our students</li> <li>• Use of technology when used correctly</li> <li>• Campus-wide engagement of students</li> <li>• Merit-based comp time to boost morale</li> <li>• Four-day work week</li> <li>• Faculty-wide rotation of committees</li> <li>• Follow through on new ideas/requirements</li> <li>• Continuing education flexibility (use seminars, as well as grad classes – more free classes)</li> <li>• More diverse faculty</li> <li>• Volunteerism in local schools</li> <li>• Faculty dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Funding, Student/faculty ratio</li> <li>• Continuous technology upgrades</li> <li>• Student conduct in the classroom</li> <li>• Facilities</li> <li>• Faculty cannot afford to "keep up" education enhancement</li> <li>• Loss of faculty because of low pay</li> <li>• Quality control for adjunct faculty (especially off-campus classes)</li> <li>• Pushing online technology too much and losing the personal touch</li> <li>• Not enough faculty support from IT staff</li> <li>• Redundancy in reports</li> <li>• Lack of communication</li> <li>• Stretched too thinly in time and resources/lack of resource facility to teach and cultivate traditional research methods</li> <li>• Negative faculty (not open to change)</li> <li>• Too many off-campus classes can affect teaching loads/ overload classes of full-time faculty</li> </ul>

# FACULTY PLAN

Page 1 of 2

**GOAL** The college will better prepare students for graduation, academic transfer, or employment while utilizing the most appropriate resources or technology for instruction, ultimately yielding a higher graduation rate.

INITIATIVES	TIMEFRAME	FINANCIALS
Assess increase in graduation rates and number of completers by utilizing data collected by IE office.	Annually each summer	\$0 - I.E. will conduct internal/ external surveys on graduate, completor, and transfer rates
Review core courses/number of hours for graduation	Every 5 yrs: 1 yr prior to SACS 5-yr report 1 yr prior to SACS 10-yr reaffirmation  Annually review NSPARC report	NSPARC annual fee SACS annual fees

**GOAL** The college will provide instructional programs that are current to job market.

INITIATIVES	TIMEFRAME	FINANCIALS
Provide a systematic review cycle for all courses and programs	Every 3 yrs rotate schedule for academic courses for alignment with universities and community colleges	Craft committee meeting expenses
Identify and offer appropriate programs and content based upon current and projected market analysis (Academic, Career, Technical, Workforce)	The nSPARC report annually reviews CTE and workforce training.	Expenses associated with special projects
Provide curriculum and articulation	Need to establish benchmark goals.	Third party industry surveys to assess labor market demand

**GOAL** 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.

INITIATIVES	TIMEFRAME	FINANCIALS
Assess learner outcomes by using grading rubrics, projects, portfolios and presentations to measure scores which will give a clearer picture of student outcomes.	Annually each Fall semester	\$0 - Internal data analysis conducted by .I.E.. electronically

# FACULTY PLAN

Page 2 of 2

**GOAL** Recognize, develop, and support excellence in both learning and teaching.

INITIATIVES	TIMEFRAME	FINANCIALS
<p>Identify and emphasize appropriate and rigorous outcomes in the curriculum</p> <p>Assess learner outcomes at the course, program and institutional level</p> <p>Expand and promote the use of data and evidence in decision making</p>	Ongoing	<p>\$2500 annually For attendance at regional, state, and national conferences</p> <p>CCSSE -\$6,700 – Students/Faculty annually</p>

**GOAL** Help students achieve individual educational goals through professional and appropriate personal interaction.

INITIATIVES	TIMEFRAME	FINANCIALS
<p>Utilize the current instrument* provided by IE which assesses the students' perception of faculty effectiveness in the classroom.</p> <p><small>*(IE instrument is reviewed and revised annually by Program and Faculty Evaluation Committee.)</small></p>	<p>Develop an improved process Spring 2010, Implement Fall 2010</p> <p>Assess annually in the Spring semester</p>	<p>Include the measurement of this goal on the internal survey of student evaluation of faculty conducted by .I.E.</p> <p>Electronically at no additional cost.</p>

**GOAL** Model a professional work ethic and collaborate to develop a work ethic model for both faculty and students.

INITIATIVES	TIMEFRAME	FINANCIALS
<p>Collaborate to develop a work ethic model which will encourage a professional work ethic for both faculty and students.</p> <p>Evaluate the strengths and weaknesses of the work ethic demonstrated by JC faculty.</p>	<p>Develop an improved process Spring 2010, Implement Fall 2010</p> <p>Assess annually in the Summer semester</p>	<p>Internal and external surveys on faculty, student, graduate, completor, transfer, and employer perception of Jones development of work ethic.</p>

# SWOT ANALYSIS

## Curricular

JCJC's curricular offers a broad range of academic programs that parallel university courses. More than 100 degree options are available to students through traditional classroom instruction, laboratory settings, and online courses. In addition, there are 26 career and technical programs that offer a range of certificate and degree options span the fields of technology, manufacturing, agriculture, and health services.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Assessment of incoming freshman to course placement</li> <li>• Flexible class format (hybrid, online, in-person)</li> <li>• Absentee policy to encourage student participation in the classroom</li> <li>• Process exists for evaluating technical/vocational programs</li> <li>• Mapping to national academic standards</li> <li>• Desire to be in the top 10 in the nation and support from administration to achieve the goal</li> <li>• Career and technical programs are reviewed every three years to stay current with market demand</li> <li>• Faculty use a variety of teaching techniques and methods to engage students</li> <li>• Professional development procedure encourages faculty to continually update and upgrade their subject matter expertise, instructional delivery methods, and community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Process for academic programs needs improving to systematically evaluate our core curriculum for current market needs</li> <li>• Not enough basic technology</li> <li>• Not utilizing the technology we already have</li> <li>• Need access to more and the right types of technology; outdated equipment</li> <li>• Faculty who are fearful or unwilling to use technology</li> <li>• A number of traditional classes are still not offered in a flexible timeframe</li> <li>• Location of campus prohibits some students from attending JCJC</li> <li>• Need to establish effective and efficient communication procedures for off-campus locations</li> <li>• Some facilities do not allow the maximum educational opportunity</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Maintain our reputation for quality education through SACS accreditation standards</li> <li>• Educational grants allow the college to improve our educational services</li> <li>• Validate our educational programs by seeking external, third party credentialing services</li> <li>• Technology changes are improving how we can deliver instruction and how students learn such as Wi-Fi and eBooks</li> <li>• Support from the community and local elected officials</li> <li>• Community outreach to encourage civic-minded focus, alumni participation, and volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>• New Concept/New Way Of Thinking</li> <li>• Involving Wrong People – Bad Attitudes, Negativity</li> <li>• Background Checks – Needs &amp; Cost</li> <li>• Volunteers With Wrong Motivation/Interest</li> <li>• Concern Of Crossing Boundaries – Social Networking, Texting</li> </ul>

**NOTE:** After SWOT analyses and compilations, the curricular task force merged with student life and faculty task forces to eliminate duplication of effort and for maximum effect.

# SWOT ANALYSIS

## Community Development

The very foundation of the community college system was built upon its ability to accommodate the needs of the area it serves. Strong alliances with industry create opportunities for economic development. College employees assist in the development of communities by lending their expertise to other organizations through volunteering.

### ECONOMIC DEVELOPMENT

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Started process of having a presence in each county of JCJC district</li> <li>• The JCJC Small Business Development Center</li> <li>• Workforce Training Department</li> <li>• Relationships with stakeholders throughout district</li> <li>• Grant writing experience to access federal and state funding</li> </ul>	<ul style="list-style-type: none"> <li>• Funding constraints</li> <li>• Staffing restrictions for SBDC/ workforce training</li> <li>• JCJC's district consists predominantly of rural counties, which limits economic opportunities</li> <li>• Uncertain future of workforce funding</li> <li>• Lack of physical presence in all JCJC district counties</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• American Recovery and Reinvestment Act funds</li> <li>• Possibility of further consolidating the SBDC network to increase the MSBDC @ JCJC territory</li> <li>• With area forestry and agricultural industries, there is strong growth opportunities in the green industry</li> <li>• Increase the number and strength of our partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• The state funding issues</li> <li>• Continuation of workforce funding</li> <li>• Continuation of SBDC funding</li> <li>• Proposed consolidation of state agencies and responsibilities</li> <li>• Local, state, and national economy</li> </ul>

### VOLUNTEERISM

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Willing Faculty, Staff, Administration</li> <li>• Diverse Student Population</li> <li>• Some Students Already Volunteer</li> <li>• Volunteerism Initiative, Specialized Skills (ESL)</li> <li>• Non-Traditional Students</li> </ul>	<ul style="list-style-type: none"> <li>• Time Constraints</li> <li>• Convincing People to Buy In</li> <li>• Lack Of Motivation</li> <li>• Inconsistent Communication</li> <li>• Little Communication With Private Industry</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• 22,000 Alumni &amp; Student Population</li> <li>• Better relations with Private Industry</li> <li>• EDA Involvement, Sharing Resources</li> <li>• Improve High School Drop Out Rate</li> <li>• Positively impact academic achievement</li> <li>• Intervention/Involvement In Children's Lives</li> <li>• Involve Organizations, Churches, &amp; Community</li> <li>• Return to Traditional Values and Commitment, civic mindedness</li> <li>• Recruit Volunteer Retirees, Bridge Generation Gap</li> <li>• Expanding Existing Programs/Activities</li> <li>• Sense of purpose, responsibility, improved health, networking</li> <li>• Involvement of political figures</li> <li>• Using Media To Inform/Educate Public</li> <li>• Teaching To Give Back</li> </ul>	<ul style="list-style-type: none"> <li>• New Concept/New Way Of Thinking</li> <li>• Involving Wrong People – Bad Attitudes, Negativity</li> <li>• Background Checks – Needs &amp; Cost</li> <li>• Volunteers With Wrong Motivation/Interest</li> <li>• Concern Of Crossing Boundaries – Social Networking, Texting</li> </ul>

# COMMUNITY DEVELOPMENT PLAN

## Economic Prosperity

**GOAL** 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

INITIATIVES	TIMEFRAME	FINANCIALS
<p><b>County Learning Centers--</b>JCJC will have a Learning Center in all counties in the district that will house credit classes, non-credit training, and adult basic education to improve the access to classes and workforce training throughout the JCJC District.</p>	<p><b>2010-2018</b></p>	<p><b>Start-up \$3,900,000</b> <b>Operating \$428,810</b></p>
<p><b>Workforce Development--</b>JCJC will pursue funding from outside sources to enhance workforce throughout the district.</p>	<p><b>2010-2011</b></p>	<p><b>N/A</b></p>
<p><b>Small Business Development--</b>JCJC will increase the counseling staff of the Mississippi Small Business Development Center to include at least one other full-time counselor. This will allow the Center to better cover the area in which it serves.</p>	<p><b>2015</b></p>	<p><b>Total Cost \$48,650</b> <b>JCJC Match \$19,947</b></p>
<p><b>Community Partnerships--</b>JCJC will form partnerships with community organizations, such as Twin Districts Workforce Investment Area, Economic Development Agencies, Pearl River Valley Opportunity, and The Montgomery Institute.</p>	<p><b>2010-2020</b></p>	<p><b>N/A</b></p>
<p><b>Entrepreneurism--</b>JCJC will introduce an Entrepreneurship Program as a credit or non-credit class for the students of JCJC, as well as members of the community.</p>	<p><b>2010</b></p>	<p><b>N/A</b></p>



# SWOT ANALYSIS

## College Support

A solid financial status empowers colleges to maximize opportunities while maintaining stability. JCJC's growth strategies focus on successful capital investments and internal management of operations costs. The JCJC foundation office serves as a support arm of the college's efforts.



## FINANCIALS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Skilled financial staff – Accounting, Student Financials, Financial Aid, One Card</li> <li>• Solid internal control system/environment</li> <li>• Trust among leadership – an openness about funding and spending</li> <li>• Most employees are cost conscious</li> <li>• Food Services</li> <li>• Reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Peoplesoft Capabilities</li> <li>• IT support – short staffed</li> <li>• Insufficient funding for PS classes</li> <li>• Financial reporting/analysis</li> <li>• Little control over payroll expenses vs. payroll funds</li> <li>• Process/understanding of institutional scholarships – no clear guidelines for faculty who make awards</li> <li>• Juggling phones in Financial Aid during busy times</li> <li>• Dorm conditions</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Cost Savings in utility usage</li> <li>• Non-trad student population</li> <li>• Green campus – revenues from being green</li> <li>• Enhance Lifelong Learning/Continuing Ed</li> <li>• Approx. 9,500 in Jones County over age 65 (14.2% of pop)</li> <li>• Bb One Card revenue</li> <li>• Online/Virtual classes</li> <li>• County funded centers</li> <li>• Use Reputation to land big contributions</li> </ul>	<ul style="list-style-type: none"> <li>• State Appropriation cuts; unknown state funding</li> <li>• Economy – state sales tax revenue fluctuations</li> <li>• Federal Financial Aid obstacles – FAFSA, bureaucracy</li> <li>• Funding Formula changes</li> <li>• Enrollment Audit changes</li> </ul>

## FOUNDATION

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Strong Foundation Board</li> <li>• Alumni Friends, Reputation</li> <li>• Campus wide support</li> <li>• Healthy working environment/teamwork</li> <li>• Financial stability (History of JCJC)</li> <li>• Financial support from alumni and friends</li> <li>• Good Stewardship, Organized support</li> <li>• Service to students, Special events</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Managing Systems/Database</li> <li>• Lack of an organized annual fund campaign</li> <li>• Lack of knowledge (Grants, Plan Giving, etc.)</li> <li>• Web based giving/presence</li> <li>• No structure for alumni volunteers</li> <li>• Communication</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Finding and involving alumni and friends</li> <li>• Volunteers</li> <li>• Presence in local industries</li> <li>• Engage faculty in activities</li> <li>• Stronger marketing</li> <li>• Grants</li> </ul>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Time</li> <li>• Loyalty/Competition to 4 year institutions</li> <li>• Lack of public knowledge</li> </ul>

# COLLEGE SUPPORT

## Financial

**GOAL** 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.

INITIATIVES	TIMEFRAME	FINANCIALS
<p><b>Increase external funding that increases student-engagement through:</b></p> <ul style="list-style-type: none"> <li>• Allowing faculty to attend grant writing workshops</li> <li>• Securing external funding to fund classroom technology</li> </ul> <p><b>Establish fiscal management policies that ensure:</b></p> <ul style="list-style-type: none"> <li>• Annual budgets have a student-engagement focus (function %)</li> <li>• Budget allocation includes adequate funding for employee job satisfaction</li> <li>• Annual budget surpluses</li> <li>• Budget modifications are budget neutral</li> </ul> <p><b>Create a Green Initiative on campus through:</b></p> <ul style="list-style-type: none"> <li>• Behavior modification</li> <li>• Recycling efforts</li> <li>• Incorporating green concepts in new construction and retro-fits</li> </ul>	<p><b>\$1,000 per workshop per person. Budget \$20K for grant workshops in FY 2011</b></p> <p><b>Immediate balanced budget; Improve CFI scores in FY 2010; annually improve until fiscal soundness has scores of 3 or better in each ratio.</b></p> <p><b>Consider increasing class size/building usage in the afternoon, and increasing full-time load to six classes.</b></p> <hr/> <p><b>Paperless:</b> Paperless check stubs, student bills by Spring 2010. Immediately encourage innovative ways to use ImageNow for paperless.</p> <p><b>Green Awareness:</b> Incorporate into curriculum. Establish "Recycle Mania" in student housing Fall 2010. Commit to green activities for year or semester. <b>Zimride</b> – Social networking site interfacing with facebook, focuses on carpooling for commuter students.</p> <p><b>Office Supply Exchange</b> Spring 2010. Offices/ students bring unwanted supplies to a central location for campus exchange: • leftover supplies in dorm rooms at the end of the semester • toner, print cartridges that don't work with new copiers</p> <p>Within year, visit USM's recycling efforts. Become recycling center for Jones/adjacent counties.</p> <p>Hire an energy manager through Energy Education program by 2010. Make strong push for campus-wide behavior changes that will save energy usage</p>	<p><b>\$20,000</b></p> <p><b>\$0.00</b></p> <p><b>\$0.00</b></p> <p>IT support/Business Affairs testing - Office Scanners \$2,000-\$3,000 Licensing/ software paid. In-house/ webinar free. Free -Recycle Mania Minimal costs – supplies/ recycle receptacles.</p> <p>No cost.</p> <p>Square footage for supply warehouse.</p> <p>Research \$0. \$100K shredder/baler to be green center. Need Staff person. Submit green grant to offset startup costs. Mid-level salary, supplies and a laptop. 3-4 workshops, \$100,000 year. Net cost – zero after energy savings.</p>

# COLLEGE SUPPORT

## Foundation

**GOAL** The college will develop and foster community relations that enhance the culture and philanthropy of JCJC and its stakeholders.

INITIATIVES	TIMEFRAME	FINANCIALS
Enhance public relations on and off campus.	Immediate and ongoing	\$5,000 annually
Develop an annual fund-raising campaign.	2011 – Annual campaign would begin at the conclusion of the current major gifts campaign.  Annual fundraising event 2010-2011	\$25,000-\$30,000 annually  \$10,000 annually
JCJC Tuition Free College Access Program	2010	\$700,000 annually
Develop other avenues of external funding	Immediate and ongoing	\$5,000 annually

# SWOT ANALYSIS

## Quality Assurance

Accreditation is the lifeline of the college system. Strong academic and career programs require educated, qualified faculty members. Internal reporting controls allow JCJC to provide SACs and other auditing agencies with accurate, timely information.



STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Strong administrative support for excellence</li> <li>• Strong instructional programs</li> <li>• Well qualified faculty</li> <li>• Sense of community on campus</li> <li>• History of successful reaffirmations of accreditation</li> <li>• Knowledgeable personnel in IE&amp;P office</li> <li>• Peoplesoft and Blackboard provide capabilities of building knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>• Number of personnel to work on accreditation</li> <li>• Communication between leadership and staff</li> <li>• Policies and procedures-work responsibility decentralized</li> <li>• Technology needs of programs</li> <li>• Facilities need to be upgraded</li> <li>• Need release time for persons working on departmental self-studies</li> <li>• Need for grant writers or training for others to write smaller grants</li> <li>• Not providing professional development (conferences, etc.) needed to prepare faculty and IE personnel for accreditation</li> <li>• Lack of buy-in on part of some to accreditation</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Improvement of assessment process</li> <li>• Partnerships w/business and Industry to strengthen accreditation</li> <li>• IT person added to IE office</li> <li>• Ability to upgrade own web page</li> <li>• Creation of a college-wide data dictionary</li> <li>• Funding resources may be available</li> <li>• Upgrade training as related to industry</li> <li>• Collaborative learning</li> <li>• Meet needs of special needs population</li> <li>• Use of external accreditation requirements to cause and justify improvements that might not otherwise happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of understanding and acceptance of employees of the continual need to strive for accreditation through documentation</li> <li>• Limited availability of external clinical facilities/hospitals to assist with student training</li> <li>• Increasing requirements from federal and other accrediting agencies</li> <li>• Online education</li> <li>• No faculty support center</li> <li>• Duplication of efforts for multiple accreditation and reports</li> <li>• Openness of documentation about student learning</li> </ul>

# QUALITY ASSURANCE PLAN

**GOAL** Implement and utilize viable evaluation systems which improve employee performance and demonstrate accountability.

INITIATIVES	TIMEFRAME	FINANCIALS
<ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of our evaluation instruments</li> <li>• Identify opportunities for improvement of our evaluation instruments</li> <li>• Identify essential resources needed to enable the college to achieve its purpose</li> <li>• Evaluate the process of record keeping, data collection and analysis</li> </ul>	<p>In Progress Ongoing, culminating on a 3-year cycle</p>	<p>\$5,000 annually Personnel responsible for the creation, deployment, and assessment of accountability instruments/ collection of data should be allowed to attend professional development conferences to stay abreast of current methods. This includes professional memberships.</p>

**GOAL** Encourage and promote accreditation and/or certification of individual programs and departments where accreditation and certification opportunities exist.

INITIATIVES	TIMEFRAME	FINANCIALS
<p>Work with the Academic and CTE Deans to determine which programs have certification or accreditation available that are not currently certified or accredited.</p> <p>Assess the current state of the college and its programs.</p>	<p>Begin Spring 2010 Fully Implement by 2015</p>	<p>Includes site visits, clinical sites and annual dues.</p> <p>Accreditation - Detail of fees available \$250 - \$6,000 range</p>

**GOAL** Implement and utilize viable evaluation systems which improve programs and services.

INITIATIVES	TIMEFRAME	FINANCIALS
<ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of our evaluation instruments</li> <li>• Identify opportunities for improvement of our evaluation instruments</li> <li>• Identify essential resources needed to enable the college to achieve its purpose</li> <li>• Evaluate the process of record keeping, data collection and analysis</li> </ul>	<p>In Progress Ongoing, culminating on a 3-year cycle</p>	<p>\$500 Annually Upgrade of software and professional dues that provide resources to keep IE office up-to-date on data collection and analysis methods.</p>

# DATA DICTIONARY

**BB (BlackBoard)** – a course management software system used to deliver online courses and provide transaction processing for the college.

**Benchmark** – To compare the performance of like institutions for the purpose of identifying opportunities for improvement and potential models of “best practice.”

**CCSSE (The Community College Survey of Student Engagement)** – provides data and analysis about student engagement in community colleges. CCSSE’s survey instrument is used to gauge the level of student engagement in college. The survey is administered to community college students during the spring academic term. The survey questions assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

**ESL (English as a Second Language)** – used in relation to teaching and learning the English language.

**FAFSA (The Free Application for Federal Student Aid)** – is a form that can be filled out annually by current and anticipating college students (both undergraduate and graduate) in the United States to determine their eligibility for federal student financial aid (including Pell grants, Stafford loans, PLUS loans, and work-study programs).

**IE & P Office (Institutional Effectiveness and Planning Office)** – the office responsible for assuring accreditation standards are maintained throughout the college.

**IT (Information Technology)** – the technical and support personnel who provide, manage, and maintain computer software, hardware, and related devices for the college.

**MSBDC** – (Mississippi Small Business Development Center)

**One Card** – The official college identification card that students may use to grant access to campus housing for dorm students and serves as a library card, a meal card, admission to games, etc. Students may also use the card as a debit card both on and off campus by adding money to their account.

**Persistence Rate** – The percentage of students who enroll in a semester and complete the semester.

**PS (PeopleSoft)** – a relational database used across the college.

**Retention Rate** – The percentage of students who enroll in one semester and return to enroll in the next semester.

**SGA (Student Government Association)** – the executive body of the Student Association which serves as a coordinating agent for all student organizations and clubs.

**Student Engagement** – Action occurring when “students make a psychological investment in learning. They try hard to learn what the school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives.” It is increasingly seen as an indicator of successful classroom instruction. (*Wikipedia*)

# APPENDIX A-1

## Nine General Education Competencies Rubric

<b>Aesthetic Appreciation</b>	Students will successfully interpret and analyze the meaning and structure of a creative work within its social and historical context.
<b>Civic/Social Awareness</b>	Students will demonstrate civic/social awareness through an understanding of the influence of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.
<b>Critical Thinking</b>	Students will demonstrate competency in applying critical thinking skills to solve problems, make informed decisions and interpret events.
<b>Mathematical Reasoning</b>	Students will demonstrate competency in mathematical reasoning through mastery of understanding and reasoning necessary for solving math problems.
<b>Oral Communication</b>	Students will demonstrate competency in oral communication through the mastery organization and delivery of speeches and presentations.
<b>Reading Comprehension</b>	Students will demonstrate competency in applying critical reading strategies to evaluate, interpret, and analyze academic, technical, and other professional readings.
<b>Scientific Understanding</b>	Students will demonstrate mastery of the fundamental concepts of science, including but not limited to, the scientific method.
<b>Technological Literacy</b>	Students will demonstrate proficiency in the use of technology for acquiring, interpreting, evaluating, processing and communicating information to be utilized in making decisions and problem solving.
<b>Written Communication</b>	Students will demonstrate competency in written communication through mastery of the mechanics of writing and organizational skills.

# APPENDIX A-2

## Strategic Imperatives

Strategic imperatives for the years 2009-2010 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.

STRATEGIC IMPERATIVE	OBJECTIVE
1: Fulfill all requirements to maintain SACS accreditation	<ul style="list-style-type: none"> <li>• Attend annual SACS meetings to stay abreast of accreditation standards</li> <li>• Submit any required reports or documentation to SACS</li> <li>• Continue to implement and evaluate the Quality Enhancement Plan</li> </ul>
2: Improve the implementation of the complete cycle of the comprehensive evaluation process of all programs, services and general education core	<ul style="list-style-type: none"> <li>• Review systematically all programs and courses to constantly improve student learning outcomes</li> <li>• Review systematically, and improve when necessary, all support areas to ensure the needs of students and educational programs are being met</li> </ul>
3: Enhance the teaching and learning environment	<ul style="list-style-type: none"> <li>• Expand course offerings and develop alternative class schedules to meet the needs of students</li> <li>• Strengthen the distance learning and dual enrollment programs</li> <li>• Promote faculty currency of expertise through support of professional development</li> <li>• Provide instructional resources that allow students to attain intended outcomes</li> <li>• Develop a Vision 2020 Strategic Plan for the College</li> </ul>
4: Provide educational support services to meet the needs of students and educational programs	<ul style="list-style-type: none"> <li>• Track students to assess retention and success</li> <li>• Provide more extensive web-based registration options for students</li> <li>• Improve the financial aid process for students</li> <li>• Maintain safe and clean facilities for students, staff, and community</li> </ul>
5: Maximize the use of revenue from all available sources to financially support college programs and services	<ul style="list-style-type: none"> <li>• Create incentive grant funding opportunities</li> <li>• Improve the planning and budgeting process for the College</li> </ul>