

JONES COUNTY JUNIOR COLLEGE

ReVision 2020

**PATHWAYS FOR
THE UNDER
EDUCATED**

**NON-TRADITIONAL
STUDENTS**

**TRADITIONAL
STUDENTS**

STRATEGIC PLAN

STRATEGIC PLAN

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EXECUTIVE SUMMARY

ReVision 2020 is the realignment at the 5th year of JCJC's long-term strategic planning process originally titled Vision 2020. The community college environment is rapidly evolving. JCJC's enrollment data illustrates the need to create long-term growth strategies. Diversifications of instructional delivery methods, facilities expansion, and funding mechanisms have been identified as vital components for growth. More than the traditional students are in need of a two education. In order to compete for jobs that provide a living wage additional education is required. The populous that does not have a degree or diploma and the non-traditional student (returning to school to upgrade or to re-career) must be served. JCJC is experiencing a renewal throughout its core educational efforts and support services.

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, ReVision 2020 realigned the course for the future. A cross-section of campus administrators, faculty, and various committees joined forces to identify and outline the core focus areas of the college to complete the decade.

The planning process included in this report defines the following core areas: student services, community, quality assurance, campus, faculty and curricular, and college support. These core focus areas emerged from the first version of this strategic plan and JCJC's strategic planning sessions with administrators in February and March 2015.

Each focus was complete with its own goals, objectives, and performance metrics needed 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.

Jones desires to be the first and best in all things: the first choice and the best choice for education, the first and best teachers, the first and best communications, and the first and best contact for industry and economic development. This desire culminates in the ReVision 2020 and identified strategic initiatives.

JONES COUNTY JUNIOR COLLEGE

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.

Values

The values of JCJC are:

- Community Service
- Engaged Learning
- Integrity
- Stewardship
- Leadership
- Health and Wellness
- Work Ethics

Goals

- Increase Enrollment by 3%
- Improved Graduation Rates by 3%
- Improved Retention Rates by 3%
- Improved Transfer Rates by 3%
- Develop an Excellence-in-Teaching Program

Strategic/Operational Imperatives

The College will provide:

- 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

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.

JCJC 2013 Report Card

Aspect of Mission	Community College		All MS Community and Junior Colleges									
STUDENT ENROLLMENT	N	FTE	SYSTEM TOTAL N	SYSTEM TOTAL FTE								
University Parallel (AA Degrees)	4,528	3,304	76,799	47,263								
Technical (AAS Degrees)	833	697	17,405	12,588								
Certificates	231	173	5,370	4,094								
Non-degree Seeking/Dual Enrollment	375	73	4,990	1,540								
TOTAL STUDENTS SERVED	5,967	4,247	104,564	65,485								
<i>Based on 2012-13 enrollment.</i>												
DEGREES	N		SYSTEM TOTAL N									
University Parallel (AA Degrees)	548		7,156									
Technical (AAS Degrees)	151		4,298									
Certificates	221		2,751									
TOTAL DEGREES AWARDED	920		14,205									
<i>Based on 2012-13 enrollment.</i>												
STUDENT SUCCESS	N			PCT			SYSTEM TOTAL N	SYSTEM TOTAL PCT				
	100%	-	150%	-	200%	100%	-	150%	-	200%	150%	150%
TOTAL COHORT	1,570							19,612				
University Parallel Graduates	151	229	243	9.6%	14.6%	15.5%	2,616	13.3%				
Technical Graduates	21	49	52	1.3%	3.1%	3.3%	907	4.6%				
Certificate Graduates	103	117	122	6.6%	7.5%	7.8%	1,012	5.2%				
TOTAL GRADUATE	275	395	417	17.5%	25.2%	26.6%	4,535	23.1%				
Transfer Four-year (no complete)	94	199	244	6.0%	12.7%	15.5%	2,335	11.9%				
Transfer Two-year (no complete)	127	168	187	8.1%	10.7%	11.9%	1,889	9.6%				
TOTAL TRANSFER-OUT	221	367	431	14.1%	23.4%	27.5%	4,224	21.5%				
TOTAL REMAINING ENROLLED	178	75	45	11.3%	4.8%	2.9%	1,474	7.5%				
TOTAL STUDENT SUCCESS	674	837	893	42.9%	53.3%	56.9%	10,233	52.2%				
<i>Based on first-time, full-time fall 2010 cohort.</i>												

STUDENT RETENTION	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Retention in AA Programs	539	56.8%	8,173	58.5%
Retention in AAS Programs	74	61.2%	1,147	60.5%
TOTAL RETENTION	613	57.3%	9,320	58.8%
<i>Based on 2012-13 first-time, full-time enrollment.</i>				

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	37		2,772	
Earned 24 Credit Hours by End of Year Two	6	16.2%	370	13.3%
Full time, First time enrollment cohort*	1,079		16,879	
Earned 42 Credit Hours by End of Year Two	440	40.8%	6,635	39.3%
Credit hours successfully completed in the first term**	12,707	71.2%	199,249	74.1%
Credit hours successfully completed at the end of year two**	37,262	73.1%	588,177	76.5%

**Based on 2012-13 enrollment cohorts. **Based on 2012-13 total enrollment.*

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	329	74.9%	5,099	84.8%
Licensure Exam Pass Rates	184	80.3%	2,386	88.7%
Workforce Training Contact Hours	156,301		5,301,533	
Workforce Training Enrollment-Duplicated Headcount	18,398		248,187	
Workforce Training Enrollment- Unduplicated Headcount	5,646		97,858	
Workforce Enrollment that Received State/Industry Credential	3,024		30,520	

Based on 2012-13 enrollment

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	710		20,048	
Special Interest Courses	1,419		10,766	

Based on 2012-13 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	4,472	\$31,224	4,678	\$32,439
<i>Based on 2012-13 Non-credit Workforce Development headcount.</i>				
WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	252	\$8,468	313	\$18,394
AAS Degree Graduates	63	\$10,936	90	\$25,550
Certificate Graduates	101	\$13,260	146	\$22,268
<i>Based on 2012-13 enrollment</i>				
GENERAL EDUCATION DEVELOPMENT	N		SYSTEM TOTAL N	
GED Recipients in Credit Courses as First time entering students	90		2,090	
GEDs awarded at the Institution	404		5,483	
ADULT BASIC EDUCATION	N		SYSTEM TOTAL N	
Adult Basic Education Enrollment	744		12,247	
<i>Based on 2012-13 (July 1-June 30) headcount.</i>				
TOTAL ENROLLMENT	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	1,079	16,879	5,967	104,564
COLLEGE READINESS ENROLLMENT	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	730	9,895	1,892	28,232
Enrollment in a Developmental Math courses during the first academic year	719	8,727	1,844	24,314
Enrollment in a Developmental English courses during the first academic year	371	5,360	659	11,704
Enrollment in a Developmental Reading courses during the first academic year	0	2,137	0	4,537
<i>Based on 2012-13 enrollment.</i>				

COLLEGE READINESS SUCCESS	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	397		6,032		753		14,150	
Students (from row above) enrolled in English Composition I	219	55.2%	3,039	50.4%	359	47.7%	6,076	42.9%
Students (from row above) who successfully completed English Composition I	143	65.3%	2,295	75.5%	234	65.2%	4,528	74.5%
Headcount of students in developmental Math courses during the first academic year	785		9,768		2,064		29,009	
Students (from row above) enrolled in Intermediate Algebra	587	74.8%	6,500	66.5%	1,568	76.0%	18,579	64.0%
Students (from row above) who successfully completed Intermediate Algebra	363	61.8%	4,588	70.6%	977	62.3%	12,386	66.7%
Headcount of students in developmental Math courses during the first academic year	785		9,768		2,064		29,009	
Students (from row above) enrolled in College Algebra	290	36.9%	3,481	35.6%	785	38.0%	9,221	31.8%
Students (from row above) who successfully completed College Algebra	199	68.6%	2,636	75.7%	545	69.4%	6,940	75.3%

Based on fall 2011 cohort and 2011-12 enrollment.

ReVISION 2020 Process

In pursuit of its ReVision 2020 College Goals, the following events occurred to assess the goals first identified in 2010 and realigned the strategic plan to current operating conditions.

Step 1: President Jesse Smith commissioned the assessment and redirection of Vision 2020
From JCJC's data and educational climate

Step 2: Vision 2020 was reviewed by the IE committee on February 9, 2015 at 2pm. Suggestions were made concerning redirection and accomplishments.

Step 3: Strategic meetings occurred between each Vice President and the President to identify strategic postures and initiatives to accomplish the Mission, Vision, Value, and Goals of the College.

Step 4: Each Vice President reviewed his/her department's goals, SWOT analysis, and initiative to realign Vision 2020 it to the current year (2015) and projected into 2020.
Student Support and Student Life was combined into one effort called Student Services.
Faculty and Curricular areas were combined into one section called Instructional Affairs.
Community Development and College Support was combined into Development.
Marketing and Recruiting was added as a strategic force. Committee assignments were made to fill vacated positions

Step 5: Each Vice President listed his/her initiatives and selected appropriate performance indicators. The JCJC's business model was the foundation for initiative selection. Performance indicators are reported monthly. Annual performance indicators will be statistically reviewed through regression and correlation with graduation rate and retention rate.

Step 6: ReVision 2020 was formulated from the previous five steps and presented to the executive council and Deans on March 2 and 3, 2015. During this meeting corporate alignment between departmental initiatives occurred.

Step 7: ReVision 2020 presented to President Jesse Smith for approval and presentation to Board of Trustees.

Step 8: Presented to the JCJC Board of Trustees March 18, 2015

2020 ReVISION TASK FORCES

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

TASK FORCE	MEMBERS
Campus <u>Chair</u> Michael Bradshaw	Greg Butler Charlie Garretson LeAnne Nixon Van Tuggle Julie Atwood
Student Services <u>Chair</u> Ed Smith	Jac Barnett Lavon Jones Ashley Hill Jennifer Powell Katie Herrington Jennifer Suber Lee Graham Ginger Keeton Diane Williams Sonya Davis Kathryn Davis Rochelle Dahmer John Burks Bonnie Warren Rebecca Patrick Van Tuggle
Instructional Affairs <u>Chair</u> Candace Weaver	Clint James Donna Dykes Dusty Holifield Jennifer Powell Eric Shows Jennifer Griffith Rod Tolbert Jason Dedwylder Jessica Bunch
Development <u>Chairs</u> Foundation-Charlie Garretson Finance-Rick Youngblood Economic-Candace Weaver	Kelly Atwood Michael Bradshaw Emileigh Sones Greg Butler Joe Everett Julie Atwood Candi Smith Finee Ruffin Joanna Newcomb Gary Suddith Lee Graham
Quality Assurance <u>Chair</u> Candace Weaver	Phyllis Shearer Mike Cole Eric Shows Jason Dedwylder Mark Taylor Jessica Bunch Sam Jones
Marketing & Recruiting <u>Chair</u> Finee Ruffin	Clint James Susan Smith Candace Weaver Lucy Flowers Kathryn Davis Diane Williams Gwen Magee Leah Hinton Jason Dedwylder Phyllis Shearer Charlie Garretson Jennifer Suber

STRATEGIC AREA GOALS

All of the goals for the Task Forces are directly linked to improving graduation rate, retention rate, improving access, and providing services.

TASK FORCE	DEPARTMENTAL GOALS
Operational Affairs	The college will develop, maintain, and implement a written comprehensive campus improvement plan, which includes facilities, infrastructure, landscaping, and maintenance.
Student Affairs	<ul style="list-style-type: none"> •Provide all students with quality programming designed to enhance learning experiences outside of the classroom. •Provide quality resources that promote educational opportunities, social connectivity and a sense of college pride.
Instructional Affairs	<ul style="list-style-type: none"> •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. •Help students achieve individual educational goals through professional and appropriate personal interaction and advisement. •Model a professional work ethic and collaborate to develop a work ethic model for both faculty and students.
Volunteerism	<ul style="list-style-type: none"> •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.
Alumni Affairs	<ul style="list-style-type: none"> •Develop and foster community relations that enhance the culture and philanthropy of JCJC and its stakeholders.
Business Affairs	<ul style="list-style-type: none"> •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.
Quality Assurance	<ul style="list-style-type: none"> •Recognize, develop, and support excellence in both learning and teaching. •Encourage and promote accreditation and/or certification of individual programs and departments where accreditation and certification opportunities exist.
Marketing & Recruiting	Support Campus, Departments, and Initiatives through marketing, advertising, and recruitment of students.

SWOT ANALYSIS-Operations

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

OPERATIONAL AFFAIRS-Michael Bradshaw

GOAL: The College will develop, maintain, and implement a campus improvement plan of facilities, infrastructure, landscaping, and maintenance to allow students/faculty access to educational services.

INITIATIVES

FACILITIES

1. Improve men's housing
2. Develop cattle farm
3. Construct Walking Plaza by 2017
4. Renovate Fine Arts Building by 2018
5. Renovate/expand Student Center by 2017
6. Renovate McClellan Hall by 2015
7. Renovating the remaining 50% building roofs
8. Renovate existing Men's Housing
9. Build an apartment style housing unit for Men, similar to Anderson Hall.

INFRASTRUCTURE/LANDSCAPING/CAMPUS

10. Ongoing curb and overlay streets and parking lots: annual program of planned paving, milling, seal coating
11. Finish landscaping the remaining areas on campus.
12. Continue with energy management program.
13. Move the remaining 75% of utilities underground

Measurement:

- Frequencies of items completed.
- Campus survey of satisfaction (grounds, maintenance, and housekeeping).
- Review and update the master facility plan.

SWOT ANALYSIS-STUDENT AFFAIRS

Dozens of student organizations are available for students to 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"> •Small campus size •Employees willing to engage outside the classroom •Traditional events – Homecoming, Treats in the Streets, Spring Fever, Sophomore Breakfast, Night Breakfast, etc. •Athletics •One Card Student Union Food Services 	<ul style="list-style-type: none"> •Activity opportunities (early) •<u>Dorm internet access</u> •Men’s dorm design(Smith Hall Added) •Class offering times(improved, still opportunities) •Academic/career tech polarized (SGA senate) •<u>Wi-Fi coverage</u>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> •Men’s’ housing renovation, joined by front, courtyards, etc. •Student success center(accomplished) •Lobby coffee shop(accomplished) •Afternoon class offerings(not successful) •Technology – Facebook, texting, twitter, •Publicizing of opportunities – marketing, SGA Spirit Committee, flat screens •Strengthening of SGA role(accomplished) •Student employment precludes student’s engagement (MDES-convert Jobs program and connect to MSGradjobs. WIN job center information come to JCJC to be solicited by Recruiting) 	<ul style="list-style-type: none"> •Funding •PeopleSoft •Economy of school attendance •Rising tuition •Financial aid process •Outside activities (employment) •Family responsibilities •Competition from other colleges student culture of minimalist effort yet expect successful consequences (immediate gratification)

STUDENT AFFAIRS-Ed Smith

Goals

- Provide all students with quality programming designed to enhance learning experiences outside of the classroom.
- Provide quality resources that promote educational opportunities, social connectivity and a sense of college pride.

INITIATIVES

1. Improve student-learning experience by enhancing tutoring program.
2. Improve student life experience by enhancing counseling program.
3. Improve student career services by providing access to industry, transfer colleges, career assessment, and advisement by using the MS Grad jobs program, (www.msgradjobs.com).
4. Improve student social experience through clubs and intramural sports.
5. Improve student citizenry development through SGA and voting opportunities.
6. Improve students' access to college by enhancing enrollment procedures.
7. Improve access to internet function by improving Wi-Fi connection speed and access (increase bandwidth and coverage)
8. Increasing the number of IT support personnel (2 per year until a total of 20)
9. Identify and support students to ensure successful academic progress. (Make a difference in those on the pathway to failure. Elaborate with stats)
10. Institute a financial appeals process before the beginning of each semester.
11. SGA floor in library.
12. Adequate computer labs and applicable hardware and software for individual students use.
13. Increase the number of furniture that has electrical outlets that allows students to use power devices.
14. Develop a Men's housing plan.

Measurement

- Frequencies of Tutoring Accesses.
- Frequencies of Counseling Sessions.
- Frequencies of furniture, hardware, and software expansions.
- Transfer Rate

SWOT ANALYSIS-Instructional Affairs

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

INSTRUCTIONAL AFFAIRS-Candace Weaver

GOAL: The College will improve graduation rates by 3% yearly until Jones County Junior College has the highest graduation rate in Mississippi among Junior/Community Colleges.

INITIATIVES

1. Increase instructor travel for professional development.
2. Provide professional development opportunities for faculty on campus.
3. Provide instructional technology enhancement and support.
4. Provide a systematic review cycle for all courses and programs.
5. Provide academic curriculum update every five years.
6. Provide career and technical curriculum update every three years.
7. Provide current articulation agreements make sure each major has a clear pathway to IHL maximizing number of transfer hours from JCJC.
8. Provide educational programming through County Centers (To include a 4 week on-line model, a model for non-traditional students, pathway to careers model, and pathway to parents of elementary school children model).
9. Improve the annual faculty evaluation process.
10. Assess learner outcomes at the course, program, and institutional level.
11. Reward excellence in teaching.
12. Reward excellence in learning.
13. Incentivize faculty-developed learning materials: decrease student costs, increase faculty earnings, and provide long-term ownership of material for student.
14. Renovate the faculty continuing education policies (use seminars, as well as graduate classes to meet professional development requirements)

Measurement

- Faculty recognition
- Travel frequencies
- Annual travel allocation for faculty
- Frequencies of Professional Development opportunities on campus
- Course evaluation
- Faculty evaluation
- Annual Program Report (professional development and accomplishments of faculty, professional development and accomplishments of students)
- Annual Division Report
- Number of academic, athletic, and skill awards

SWOT ANALYSIS-FOUNDATION

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

STRENGTHS	WEAKNESSES
<p><u>FOUNDATION</u> foundation investment and spending policies- which is in tune with current requirements</p> <ul style="list-style-type: none"> •Strong Foundation Board •Alumni Friends, Reputation •Campus wide support •Healthy working environment/teamwork •Financial stability (History of JCJC) •Financial support from alumni and friends •Good Stewardship, organized support •Service to students, special events 	<p><u>FOUNDATION</u></p> <ul style="list-style-type: none"> •Time •Managing Systems/Database •Lack of an organized annual fund campaign •Lack of knowledge (grants, plan giving, etc.) •Web based giving/presence •No structure for alumni volunteers •Communication
OPPORTUNITIES	THREATS
<p><u>FOUNDATION</u></p> <ul style="list-style-type: none"> •Finding and involving alumni and friends •Volunteers •Presence in local industries •Engage faculty in activities •Stronger marketing •Grants 	<p><u>FOUNDATION</u></p> <ul style="list-style-type: none"> •Economy •Time •Loyalty/competition to 4 year institutions •Lack of public knowledge

DEVELOPMENT PLAN-FOUNDATION-Charlie Garretson

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

INITIATIVES

1. Develop an annual fundraising campaign that targets the development of Science, Technology, Engineering, Entrepreneurship, and Mathematics (STEEM) development.
2. Involve/require the Board of Foundation to be more active at JCJC.
3. Develop a “keep-in-touch” initiative for recent graduates
4. Develop an annual fundraising campaign that targets the development of Arts.
5. Develop an annual fundraising campaign that targets the development of Athletics.
6. Develop an annual fundraising campaign that targets the development of campus esthetics.
7. Increase amount of unrestricted funds.

Measurement:

- Trend analysis of targeted net income on investments
- Trend analysis of mean value of annual scholarship awards
- Frequencies of new programs supported by Foundation

SWOT ANALYSIS-VOLUNTEERISM

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.

<p>STRENGTHS</p>	<p>WEAKNESSES</p>
<p><u>VOLUNTEERISM</u></p> <ul style="list-style-type: none"> •Willing faculty, staff, administration •Diverse student population •Some students already volunteer •Volunteerism Initiative, Specialized Skills (ESL) •Non-Traditional students 	<p><u>VOLUNTEERISM</u></p> <ul style="list-style-type: none"> •Time constraints •Convincing people to buy in •Lack of motivation •Inconsistent communication •Little communication with private industry
<p>OPPORTUNITIES</p>	<p>THREATS</p>
<p><u>VOLUNTEERISM</u></p> <ul style="list-style-type: none"> •22,000 Alumni and student population •Better relations with private industry •EDA involvement, sharing resources •Lower high school dropout rate •Positively impact academic achievement •Intervention/involvement in children’s lives •Involve organizations, churches and community •Return to traditional values and commitment, civic mindedness •Recruit volunteer retirees, bridge generation gap •Expanding existing programs/activities •Sense of purpose, responsibility, improved health, networking •Involvement of political figures •Using media to inform/educate public •Teaching to give back 	<p><u>VOLUNTEERISM</u></p> <ul style="list-style-type: none"> •New concept/new way of thinking •Involving wrong people-bad attitudes, negativity •Background checks-needs and cost •Volunteers with wrong motivation/interest •Concern of crossing boundaries-social networking, texting

DEVELOPMENT PLAN-VOLUNTEERISM-Gwen Magee

GOAL: The College will enrich our communities and provide civic engagement through promoting volunteerism to support college students, faculty, staff, area businesses, organizations, and community members.

INITIATIVES

1. Faculty, staff, and students help schools and community by volunteering
2. Create a speaker's bureau of JCJC faculty focusing on specialties only available through faculty, staff, and administration.

Measurements:

- Frequencies of Volunteer activities
- Professional Development of Staff/Faculty/Administration

SWOT ANALYSIS- BUSINESS AFFAIRS

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.

STRENGTHS	WEAKNESSES
<p><u>FINANCIALS</u></p> <ul style="list-style-type: none"> •Skilled financial staff-Accounting, Student Financials, Financial Aid, One Card •Solid internal control system/environment •Most employees are cost-conscious •Food Services •Reputation 	<p><u>FINANCIALS</u></p> <ul style="list-style-type: none"> •PeopleSoft Capabilities •IT support-short staffed •Insufficient funding for PS classes •Financial reporting/analysis •Little control over payroll expenses vs payroll funds •Process/understanding of institutional scholarships – no clear guidelines for faculty who make awards •Juggling phones in Financial Aid during busy times •Dorm conditions •High Tuition
OPPORTUNITIES	THREATS
<p><u>FINANCIALS</u></p> <ul style="list-style-type: none"> •Cost savings in utility usage •Non-traditional student population •Approx. 9,500 in Jones County over age 65 (14.2% of population) •Online/Virtual classes •County funded centers •Use reputation to land big contributions •ability to cut operating costs 	<p><u>FINANCIALS</u></p> <ul style="list-style-type: none"> •State appropriation cuts; unknown state funding •Economy – state sales tax revenue fluctuations •Federal Financial Aid obstacles – FAFSA, bureaucracy •Funding Formula changes •Enrollment Audit changes

DEVELOPMENT PLAN-FINANCIALS-Rick Youngblood

GOAL: The College will allocate fiscal resources to enhance graduation rates, retention rate, improved services, and access to educational opportunities.

INITIATIVES

1. The college will improve the revenue cycle through tuition collections.
2. The college will place more emphasis on price-sensitivity in order to be competitive in our market.
3. The college will improve student awareness of their financial obligations.
4. Establish fiscal management policies that ensure:
 - Budget allocations enable at least an annual cost of living raise (2-3%)
 - Annual budget surpluses
 - budget modifications are budget neutral
5. Annual budgets are statistically backed by performance indicators to justify state funding requests.
6. Establish performance based incentives for faculty and staff.

Measurement:

- Income Statement
- Balance Sheet

SWOT ANALYSIS- Economic

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.

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

EVELOPMENT PLAN-ECONOMIC DEVELOPMENT-Candace Weaver

GOAL: The College will enrich our communities and provide civic engagement through promoting economic prosperity by recruiting, training, and supporting college students, faculty, staff, area businesses, organizations, and community members.

INITIATIVES

- 1. County Learning Centers – 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.**
- 2. Workforce Development – JCJC will pursue funding from outside sources to enhance workforce throughout the district.**
- 3. Community Partnerships –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.**
- 4. Entrepreneurism – 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. JCJC will enhance the Entrepreneurship WFD program with the intentions of developing it into a CTE program.**

Measurements:

- Development and alignment of annual programs/timeline of CTE and WFT
- Monthly Training report from ATC
- Amount of Grants funding to support WFT

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

QUALITY ASSURANCE PLAN-Candace Weaver

GOAL: Implement a viable evaluation system for each major function at Jones County Junior College to promote improvement and data driven decisions.

INITIATIVES

1. Streamline instructional affairs evaluation process.
2. Develop monthly and annual performance indicators consistent with the strategic plan of JCJC.
3. Maintain compliance with and accreditation of SACSCOC.
4. Redevelop the Policy and Procedure manual to provide the “first and best” direction for faculty, staff, and administration.

Measurements:

- Frequencies of Committee Meetings
- Monthly performance indicators report
- Annual performance indicators report
- SACS accreditation

Marketing -Fineé Ruffin

Goal: The Marketing division is responsible for communicating the college mission, vision and institutional priorities to internal and external populations while fostering positive relationships among the college and its community, employees and students.

INITIATIVES

1. Connects our commitment to being first and best.
2. Website Redevelopment for www.jcjc.edu and all sub-linked micro sites managed under the jcjc.edu URL.
 - a. Provide digital and print materials that reflect current programs/policies/procedures.
 - b. Develop and support a general App for the College.
3. Commission an external market research analysis of the Institution.
5. Provide advertising for the College through social media outlets, search engine optimization, paid searches and additional online/digital resources.
5. Complete an internal and external facility branding campaign.
 - a. Main Campus
 - b. Advanced Technology Center Campus
 - c. Clarke County Center
 - d. Greene County Center
 - e. Jasper County Center
 - f. Wayne County Center
6. Develop marketing strategies to support/reach targeted new market share in non-traditional/pathways prospects.
7. Provide current uniform and programmatic literature that reflects current programs/policies/procedures.

Measurements:

- Percentage of completion of comprehensive marketing
- Implementation plan
- Number of buildings where facility branding campaign accomplished

Recruitment-Finee Ruffin

Goal: The Recruiting division is responsible for assisting prospective students of all ages in making informed decisions about enrolling at Jones. The recruiting staff visits area high schools, college fairs, job fairs, business expos, employment offices, and business and industry sites to promote all locations and programs of the College.

INITIATIVES

1. Improve communication, marketing and outreach with Prospective Students:

a. Text Messaging: Leverage text messaging and include opt in/out features and expand beyond emergency notifications to include important enrollment announcements and campus events.

b. Social media: Expand current practices to include additional recruitment focused outreach and foster interaction between prospective/new students and current students and or faculty. Use Facebook, Twitter, Instagram and YouTube.

2. Get higher enrollment yields among student list purchases, inquiries, and admitted students:

a. Set enrollment goals for each semester based off of a five year trend analysis.

i. Returning students

ii. New students

b. Develop data driven campaigns with Velocify© to support enrollment growth.

i. Increase individual recruiting contact rate to support set enrollment goals.

ii. Develop lead ranking based off of subcategory lists within Velocify©.

3. Expand the College's current market position and move into new markets:

a. TRADITIONAL (CORE) RECRUITING PLAN

i. Focus on eighth grade awareness campaign within the eight county district – “think, college, think career, THINK Jones”

ii. Revamp Services and Scholarship as an important component of recruiting

- Award the true estimated value of awarded scholarship

- Post scholarships at a faster rate

iii. Develop a Parents Campaign

- iv. Refocus our connection to high school counselors and gatekeepers
- v. Improve inquiry leads in the quality and timeliness of the response.

b. NON TRADITIONAL RECRUITING PLAN

- i. Reclaim/recapture previous Jones students with high balances that did not complete the degree
 - ii. Develop CEU/Certification packages for school district teachers/employees offered at a discounted tuition rate
 - iii. Establish a path for the under educated populations within our district.

Measurement:

- Frequencies of nontraditional enrollment
- Frequencies of original contacts
- Frequencies of gatekeeper interventions

STRATEGIC IMPERATIVES-OBJECTIVES-PERFORMANCE INDICATORS

Strategic imperatives for the years 2015-2020 are indicators of what the College plans to accomplish and relates to maintaining and providing quality education, while responding to the needs of the college community.

STRATEGIC IMPERATIVE	OBJECTIVE	PERFORMANCE INDICATOR
<p>1. Enhance decision making through Quality Assurance (Institutional Effectiveness) process.</p>		<ul style="list-style-type: none"> •
<p>2. Enhance the teaching and learning environment</p>	<ul style="list-style-type: none"> •Expand course offerings and develop alternative class schedules to meet the needs of students •Institute <i>Excellence in teaching</i> through evaluation, reward, and recognition. •Encourage instructor-developed course materials •Increase instructor travel for professional development. •Provide professional development opportunities for faculty on campus. •Provide instructional technology enhancement and support. •Provide academic curriculum update every five years. •Provide career and technical curriculum update every three years. •Provide current articulation agreements that has a clear pathway to IHL which maximizing the number of transfer hours from JCJC. •Provide educational programming through County Centers (Jones-on-Demand, non-traditionals, and pathway careers) •Reward excellence in teaching. •Reward excellence in learning. •Renovate the Continuing education policy (use seminars, as well as grad classes-more free classes) 	<ul style="list-style-type: none"> •Frequencies of Faculty recognitions •Travel frequencies •Frequencies of Professional Development opportunities on campus •Course evaluation: 25% risk, student appraisal, success report, CAAP, external credentialing/certifications 1st attempt •Faculty evaluation •Professional development and accomplishments of faculty •Annual Division Report •Number of academic, athletic, and skill awards/recognition •Division/departmental goals •Mean Instructor Salary

	<ul style="list-style-type: none"> •Pursue funding from outside sources to enhance workforce throughout the district. •Form partnerships with community organizations, such as Twin Districts Workforce Investment Area, Economic Development Agencies, Pearl River Valley Opportunity, and The Montgomery Institute. •Introduce an Entrepreneurship Program as a credit or non-credit class for the students of JCJC, as well as members of the community. JCJC will enhance the Entrepreneurship WFD program with the intentions of developing it into a CTE program. 	<ul style="list-style-type: none"> •Number of WFT courses •Number of WFT students duplicated and unduplicated participants. •Amount of Grants funding to support WFT
<p>3. Enhance educational support services to meet the needs of students and educational programs</p>		<ul style="list-style-type: none"> •
<p>4. Enhance the use of revenue to financially support college programs and services</p>	<ul style="list-style-type: none"> •Improve the planning and budgeting process for the College •Improve the revenue cycle through tuition collections. •Improve student awareness of their financial obligations. •Establish fiscal management policies to ensure: •Budget allocations to enable at least a 2-3% cost of living raise annually. •Annual budget surpluses (Increase revenue, decrease expense). •Budget modifications are budget neutral. •Establish performance based incentives for faculty and staff. 	<ul style="list-style-type: none"> •Profit Sheet •Expenses Sheet •Tuition Collection

	<ul style="list-style-type: none"> •Develop an annual fundraising campaign that targets the development of Science, Technology, Engineering, Entrepreneurship, and Mathematics (STEEM) development. •Involve/require the Board of Foundation to be more active at JCJC. •Develop a “keep-in-touch” initiative for recent graduates <ul style="list-style-type: none"> •Develop an annual fundraising campaign that targets the development of Arts. •Develop an annual fundraising campaign that targets the development of Athletics. •Develop an annual fundraising campaign that targets the development of campus esthetics. •Increase amount of unrestricted funds. 	<ul style="list-style-type: none"> • Net income on investments • Mean value of annual scholarship awards •Frequencies of scholarships •Frequencies of new programs supported by Foundation
<p>5. Enhance JCJC’s appeal to the communities of interest.</p>	<ul style="list-style-type: none"> •Website Redevelopment for www.jcjc.edu •Provide a current website that reflects current programs/policies/procedures •JCJC app development •Commission an external market research analysis of the Institution. •Complete a facility branding campaign (County Centers included). •New market of non-tradationals/pathways •Engage Cirlot agency •Provide current uniform and programmatic literature that reflects current programs/policies/procedures •Focus on eighth grade awareness campaign – think, college, think career, THINK Jones •Services and Scholarship as an important component of recruiting •Develop a Parents Campaign •Change in how we award and post scholarships •Refocus our connection to high school counselors and gatekeepers •Inquiry leads need quality and timely responses •Reclaim/recapture students with high balances. 	<ul style="list-style-type: none"> •Frequencies of nontraditional enrollment •Frequencies of original contacts •Frequencies of gatekeeper interventions

	<ul style="list-style-type: none"> •Develop CEU/Certification packages for district teachers/employees 	
	<ul style="list-style-type: none"> •Improve men’s housing •Develop cattle farm •Construct Walking Plaza by 2017 •Renovate Fine Arts Building by 2018 •Renovate/expand Student Center by 2017 •Renovate McClellan Hall by 2015 •Renovating the remaining 50% building roofs •Ongoing curb and overlay streets and parking lots: annual program of planned paving, milling, seal coating •Finish landscaping the remaining 25% of campus •Change lighting to LED lights •Move the remaining 75% of utilities underground 	<ul style="list-style-type: none"> •Percentage=number of repairs/number of Request •Frequencies of items completed. •Campus survey of satisfaction (grounds, maintenance, and housekeeping). •Percentage of master facility plan completed.

All measurement of strategic initiatives will be trended and regressed/correlated against the following strategic imperatives:

1. Retention Rate
2. Graduation Rate
3. Transfer Rate