TYLER JUNIOR COLLEGE

2014-2015

ANNUAL

STRATEGIC PLAN REPORT

November 19, 2015

GOAL 1: **STUDENT SUCCESS**
OBJECTIVE 1.1: **ACCESS**
INITIATIVE 1.1.1: **INCREASE ENROLLMENT OF ALL POPULATION GROUPS (KPI 1, 2, 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Identify new avenues of marketing programs	**J. Waller** Dept. Chairs	1. Develop marketing tools geared toward electronic access to program information 2. Utilize advisory committees in determining marketing locations	Review and update each Fall during curriculum review period	1. Completed. The Technical Pathways Coordinator helped design program specific posters for 9 technical programs that were distributed to all area high schools in 2014-2015. These posters were for use in classrooms, career centers, hallways, etc. Included in each poster design is a QR code so students can access program websites directly with their smartphones 2. In progress. Upon recommendation of Advisory Committees, several programs including Automotive, Medical Office Management, Paralegal and Health Information Technology have established social media sites for their programs. Program websites have been updated
Increase enrollment in PTA program by	**Melius** Monagan	Number of additional PTA students enrolled at TJC in Fall 2015 – Fall	Measure after Fall 2015 census date	Completed. 20 students enrolled in the fall semester of the PTA program

		2014 = 20		
20 students				
Increase enrollment in OTA program by 20 students	**Olivier** Monagan	Number of additional OTA students enrolled at TJC in Fall 2015 – Fall 2014 = 20	Measure after Fall 2015 census date	Completed. 20 additional students enrolled in the second cohort of the OTA Program
Increase enrollment in Dental Assisting program by 24 students	**Hobbs** Wallis Monagan	Number of additional Dental Assisting students enrolled at TJC in Fall 2015 – Fall 2014 = 24	Measure after Fall 2015 census date	Enrollment in the first cohort of the new Dental Assisting Program is 16 students
Increase enrollment in Polysomnography program by 6 students	**Brunner** Marsh Monagan	Number of additional Polysomnography students enrolled at TJC in Spring 2015 – Spring 2014 = 6	Measure after Spring 2015 census date	Enrollment in the first cohort of the new Polysomnography Program was 4. Target of 6 students not met due to late approval of program by SACS
Increase enrollment in Community Health Worker program by 40 students	**Rand** Monagan	Number of additional CHW students enrolled at TJC in Fall 2015 – Fall 2014 = 40	Measure at close of Academic Year 2015 in September 2015	CHW Level 1 certificate program approved and enrolled in Spring 2015. Total enrollment of Spring and Fall 2015 cohorts, 2015 = 22
Increase enrollment of ADN students at TJC-Lindale from 20 to 30	**Cooper** Haley Baggett Monagan	Number of ADN students enrolled in TJC-Lindale in Fall 2015 – Fall 2014 = +10	Measure after Fall 2015 census date	Fall 2015 = 33; Fall 2014 = 20. Net gain enrollment = 13
Increase enrollment of ADN students at TJC-Jacksonville from 20 to 30	**Cooper** Haley Baggett Monagan	Number of ADN students enrolled in TJC-Jacksonville in Fall 2015 – Fall 2014 = +10	Measure after Fall 2015 census date	Fall 2015 = 33; Fall 2014 = 20. Net gain enrollment = 13
Increase enrollment of ADN students in the Paramedic-to-RN Transition program from 20 to 25	**Cooper** Haley Shirley Monagan	Number of Paramedic-to-RN students enrolled in Fall 2015 – Fall 2014 = +5	Measure after Fall 2015 census date	Spring 2015 = 28; Spring 2014 = 15. Net gain enrollment = 13
Create a new ADN evening program in Tyler with a capacity of 20 students	**Cooper** Haley Monagan	Number of ADN students enrolled in a new evening ADN venue will equal 20 in the Fall of 2015	Measure after Fall 2016 census date	Due to challenge of availability of MSN faculty, and implementation of new curriculum, date is moving to Fall 2016
Increase enrollment of Dental Hygiene	**Hobbs** Monagan	Number of Dental Hygiene students enrolled in Fall 2015 –	Measure after Fall 2015 census date	Completed. 30 students accepted for fall 2015 (+6)

		Fall 2014 = +6		
students from 24 to 30 each year (+6 students)				
Visit local high school journalism programs	**Krantz**	Target local high school with journalism/yearbook programs to speak to them about what we have to offer	Fall Semester	In progress. We visited two high schools in the fall and invited students from Troup HS to our campus in February. We think that inviting students to campus will be a better method of recruiting. We attended the Tyler ISD middle school college night, took equipment, let students "play weatherman" and talked to them about careers in media
Participate in UIL regional journalism competitions	**Krantz**	TJC exposure to target high school students	Spring Semester	Completed on Saturday, April 25
Participate in on-campus recruitment opportunities	**Krantz**	Exposure to TJC students about Communication and Student Media programs	Apache Preview Day in Fall and Spring. Welcome Week and Freshman Orientation activities.	Completed. We participated in the Apache Preview Day, Welcome Week, and Top Ten events in both Fall and Spring. We also participated in Freshman Orientations sessions over the summer with plans to do so again
Increase personal contact with district schools, religious organizations, and home school network	**Oxler** Ensemble directors	1. Create an accurate contact list for mail outs 2. Increase memberships in area music organizations 3. Increase attendance at HS concerts 4. Increase visits to HS music programs	1. Ongoing 2-4. May 10, 2015 measure success	1. Completed. An accurate contact list has been compiled 2. Completed. All music faculty, full and part-time are members of local, regional, state and national organizations. ETMTA, ACDA, ABM, TMEA, NATS 3. Completed. More attention to attendance at HS concerts is needed 4. Completed. Number of visits to high schools has increased

				overall 42 band visits and 9 by choir; however more attention should be placed on Choral programs
Increase student involvement in recruiting efforts	**Oxler** Ensemble directors	Ensemble or individual performances at area HS	May 10, 2015	Completed. Choir and Bands have slightly increased performances in area HS. Choir performed at 4 schools. A variety of bands performed with area high schools – jazz band over 200 students attended Jazz Fest, percussion ensembles traveled to 5 schools
Participate in regional auditions	**L. Smith**	Create TJC exposure to target Theatre high school students	End of each academic year	Two theatre professors represented TJC at the North Texas Auditions held at Collin County Community College in November 2014
Participate in UIL regional speech competitions	**L. Smith**	Create more TJC exposure to target Speech high school students	End of each academic year	Speech department hosted speaking events of the UIL Regional Tournament in April 2015
Participate in on-campus recruitment opportunities	**L. Smith**	Create more exposure of Dance program to incoming students	End of each academic year	Dance department participated in Top Ten, Preview Days, and Summer freshman orientation in order to provide information to incoming students
Increase the number of adult learners	**Hassan** Freeman	Percentage of 22+ year old students enrolled	Compare adult learner enrollments from fall to fall	Non-Traditional (25 & older) there was a 1% decrease from Fall 2014 to Fall 2015
Increase the number of Hispanic students	**Hassan**	Percentage of Hispanic students enrolled	Compare Hispanic enrollment from fall to fall	Hispanic or Latino, there was a 1% increase from Fall 2014 to Fall 2015

GOAL 1:   **STUDENT SUCCESS**
OBJECTIVE 1.1:   **ACCESS**
INITIATIVE 1.1.2:   **TARGET GROUPS TRADITIONALLY UNDERSERVED BY THE COLLEGE INCLUDING ADULT NONTRADITIONAL, HISPANIC, AFRICAN AMERICAN AND FIRST GENERATION STUDENTS (KPI 2, 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Develop marketing material geared toward underserved target groups	**J. Waller** Dept. Chairs	1. Distribute marketing materials on-campus 2. Newspaper ads run twice per year 3. Provide information in Adult Student Preview Day sessions	1. Ongoing 2. Each Fall/Spring 3. Each Fall/Spring	1. In progress. The School of Professional & Technical Programs prints a program brochure each year which is distributed throughout areas on both the Main Campus and the West Campus 2. Ads are placed each fall & spring semester in the city of Tyler newspapers & surrounding area newspapers highlighting the nontraditional degree plans at the College 3. Student Preview Day occurs each fall & spring on the campus. Flyers are sent out to the community as well as newspapers ads encouraging adult students to participate. Information is provided to attendees regarding the processes needed to enroll & attend the college. These recruitment efforts will continue with upcoming Preview Days

Expand TRiO program by sharing the cost of the director's salary between TJC and the grant	R. Hawkins L. Harper	Provide services to 10 additional students	Fall 2015	TJC Division Director, Student Support Services position was created and current TRiO Director was appointed, Fall 2015
Offer a Level 1 Certificate, 16 SCH Community Health Worker program in partnership with UTHNE, as a DISRP funded project	Rand Monagan	CHW is an open enrollment, health-related program leading to state certification that does not require the student to be TSI complete. Students from the above categories are encouraged to enroll. Measurable targets are to have 90% of each cohort be Adult Non-Traditional; at least 20% Hispanic; at least 30% African American; 60% be First Generation students	September 15, 2015	As of Fall 2015, 40 students have been enrolled in the CHW Program Non-Traditional: 100% Hispanic: 21% African American: 54% First Generation: 61%
Advertise by radio ("La Invasora," Jacksonville)	Rathbun	Approach radio "La Invasora" to run ads	Spring 2015	Hispanic Advertising has been done on television, Pandora radio and billboards. Also a Hispanic splash page with unique URL was developed and implemented in conjunction to the "You're Ready" campaign. Additionally, Spanish was used on a rack card for Game & Simulation and a panel of the Retention brochure
Place advertising banner in strategic locations on campus	J. Hayes	Put banners on multiple areas on campus	Spring 2015	Completed. Banners were placed on the façade of Vaughn Library and on the balcony of Genecov
Broaden high school liaison	Nannen J. Hayes	Visit with counselors to direct Latinos to TJC	Spring 2016	Contacts were made with John Tyler High School, Robert E. Lee High School, Grand Saline High School, and Chapel Hill High School. Fall 2014 and Spring 2015 census data indicate, respectively, that 16% and

				17% of the student population of TJC was Hispanic, which is comparable to the statistic of 17.1% provided by the Office of the State Demographer for TJC's service area. However, it is somewhat below the most recent census data for Smith County, which indicate that 18.7% of Smith County residents are Hispanic/Latino. In an effort to increase access to higher education for all ethnic groups, this measure will be continued into the ensuing academic year
Develop and host a summer clinic or music camp for TMEA All-State or UIL solo and ensemble	**Oxler** Strickland Henderson	1. Faculty develop the Clinic/Camp 2. Marketing for the clinic 3. 25% lower income students attend the clinic	August 2016	In progress. Faculty are developing a summer camp for All-State Choir music to be implemented Summer 2016
Continue to develop the partnership between TJC Honors and the Faulconer Scholarship Program to encourage diversity within the Honors Program and to provide support structures for underserved students	**D. Funk** Maldonado	1. Attract 50% of new Faulconer Scholar cohort to apply for Honors Program admission 2. Maintain and strengthen channels of communication with the Faulconer administration through monthly meetings to boost recruitment and retention	1. After Honors program application closes in May 2015 2. Assess after each long semester	1. 11 Faulconer Scholars, or about 30%, of the new Faulconer cohort, applied and were accepted to the Honors Program for fall 2015. The Faulconer Scholarship will no longer be available for TJC students. Current recipients will be served, but no additional scholarships will be awarded 2. In progress. McLemore/Bullock have, at minimum, 2 standing lunch meetings each semester with the Faulconer office (Gleason/Ramirez) to

		efforts		strengthen ties and ensure productive collaboration and communication. Target has been completed for AY 14-15. The Faulconer Scholarship will no longer be available to incoming TJC students. Current recipients will be served, but no additional scholarships will be awarded. The Honors Program will seek other avenues to encourage diversity within the program

GOAL 1:   **STUDENT SUCCESS**
OBJECTIVE 1.1:   **ACCESS**
INITIATIVE 1.1.3:   **TARGET WORKFORCE CONTINUING EDUCATION PROGRAMS AS A GATEWAY TO CREDIT INSTRUCTION (KPI 1, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Identify continuing education programs similar to college credit certificates	**J. Waller** Dept. Chairs	1. Create crosswalk to determine how continuing education courses may apply to college credit programs 2. Continuing Education course approval documentation should be attached to the respective credit course information in the C&I packet	Review each Fall during curriculum review period	1. In progress. Credit for completing the Police Academy and Fire Academy (upon passage of State Licensing Exam) is given for students to expedite completion of their degree. Similar credit for completion of State Paramedic licensing exam is to be completed by end of the 2015-16 academic year 2. With changes in the College's organization regarding to the C&I process, this measure and strategy should be reassigned to the proper division
Develop an Academy of Music	**Oxler**	1. Select lessons/classes to be offered 2. Develop implementation strategy 3. Begin offering classes	1. May 10, 2015 2. Fall 2015 3. January 2016	1. Classes to be offered have been selected 2. Courses have been chosen, cost has been determined 3. Classes are to begin in the Spring Semester

GOAL 1:   STUDENT SUCCESS
OBJECTIVE 1.1:   ACCESS
INITIATIVE 1.1.4:   STREAMLINE FINANCIAL AID PROCESSES (KPI 1, 5, 7, 9)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Implement Electronic forms	**Wiggins**	Eliminate paper based forms for students to fill out by replacing with electronic forms via the Soft Docs software	March 2015 for 15-16 processing year	Doc e Fill forms went live with our 15-16 processing year on March 24, 2015. 14,761 forms have been submitted as of 09/30/2015. As a result, financial aid packaging and verification have been completed quicker so that as of 09/30/2015 total packaged students were up 14% and total verifications were up 4% compared to 09/30/2014
Implement Auto Verification	**Wiggins**	Develop process to electronically compare FAFSA data to data loaded from the electronic verification forms submitted by the student	March 2016 for 16-17 processing year	Consultant cost included in proposed 16-17 budget
Increase Workflow Usage	**Wiggins**	Create more workflow processes to automate additional financial aid processes. Priority flow: Verification Ready notice	March 2016 for 16-17 processing year	Consultant cost included in proposed 16-17 budget

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.1: ACCESS
INITIATIVE 1.1.5: STREAMLINE ACADEMIC SUPPORT SERVICES TO ENSURE SERVICE INTEGRITY AND STUDENT EASE OF ACCESS (KPI 1, 5, 7, 9)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Utilize student feedback form Tutoring Center Student Survey of Services	**Baggett** L. Harper	Administer survey and review results 2 times per year	Fall 2015	Student responses not adequate with original survey administration; format changed to electronic completion of survey by each student per tutoring session
Implement a "one stop shop" department for walk-up services to include Admissions, Registrar, Financial Aid, and Business Services	**Wiggins**	Create centralized area at the financial aid windows for students to handle Enrollment support functions. Eliminate walk-in traffic in Admissions, Registrar, Financial Aid and Business Services	April 2015	The Apache Enrollment Center opened on March 16th. 18,113 customers have been helped at the AEC windows. % Services provided for Departments: 4% Admissions 2% Business Services 71% Financial Aid 4% Registrar 15% Common Questions – All Departments 5% Referrals The One Stop Shop process which includes all Departments in the WASC has helped 32,626 customers since March 16th. % Customers by Department: 11% Admissions 8% Business Services 0% Financial Aid 7% Registrar 18% Cashier 56% Apache Enrollment Center

				Walk-in traffic cannot be eliminated to Admissions, Business Services, Cashier and Registrar due to the nature of the service which requires a department staff member to perform
Implement a process to facilitate the remaining enrollment functions in the "one stop shop" walk-up area to include Academic Advising and Testing	**Wiggins**	Create process to ensure that students complete advising and testing in a timely manner and provide seamless process after visiting the one stop shop services area	April 2016	In progress. The Directors of Advising and Testing have been invited to monthly planning meetings to create an implementation plan
Implement Soft Docs	**Besch**	Electronic forms that (if required) can pull and push data into Banner	January 2015	SoftDocs implemented April 2015 for F/A; Advising form implemented November 2015; other departments will follow as needs identified
Implement Banner XE and Degree works 5.X	**Besch**	Increased ease of use for registration	December 2017	XE implementation began October 2015 and is currently scheduled to have all modules completed by December 2017
Implement Ellucian Portal	**Besch**	Increased ease of use for service touch points for campus services	September 2018	Product has been funded; currently waiting on TCC contract approval to schedule project

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.1: ACCESS
INITIATIVE 1.1.6: DEVELOP AND MARKET CLEAR CAREER PATHWAYS TO SUCCESS (KPI 1, 5, 6, 7, 8, 9, 10, 11, 12, 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Initiate a pilot program for "Stackable Credentials"	**Parrish** Sharpe Bower Deans Enrollment Management Dean	1. Research all possible entry and exit points as part of the non-credit Phlebotomy Program	1. Spring 2015	1. Completed
		2. Create a defined pathway for the CE Phlebotomy course as entry level into a degree Medical Laboratory Technology program	2. Fall 2016	2. Not started. Continuing Education Dean to work with School Deans and Enrollment Management Dean on proposal for Provost
		3. Create a coding process within Elevate for tracking purposes	3. Fall 2016	3. Not started
Increase credential attainment via digital badging	**Sharpe Parrish Bower**	1. Research how comparable institutions are evaluating and awarding non-credit digital badges	1. Spring 2015	1. Completed
		2. Enter into a beta partnership with existing vendor of 15 years, Condensed Curriculum International (CCI) to evaluate existing and future programs for	2. Spring 2016	2. Not started. Projected Beta partnership moved to Spring 2016

		credential awarding		
		3. Create user defined fields within Elevate to provide a systematic way to determine content mastery. Internally assign specific codes to courses for cohort tracking purposes	3. Fall 2016	3. Not started
		4. Award digital badges in real time based on agreed definition of content mastery	4. Fall 2016	4. Not started
Incorporate career exploration into planning college programs by offering more STEM content related	**Stoner**	1. Research best practices at the LERN International conference in November 2014	1. November 2014	1. Completed
		2. Cultivate future career interest by offering STEM related programming where the student can actively engage with the content	2. Summer 2015-2017	2. Ongoing. STEM content offerings increased 60% and a simulation camp in the Health Sciences program will take place in June 2015. Summer 2016 will add Digital Art programs to incorporate the "A" into the STEM content (STEAM)
Develop marketing material which identifies career pathways and respective programs	**J. Waller** Dept. Chairs	1. Create and maintain brochures for PT	1. Update each Fall following curriculum revisions	1. Completed and published for the 2015-16 academic year
		2. Distribute to recruiting offices, ISDs in the TJC service area, TWC, and area businesses	2. Distribute in Spring	2. Completed and distributed to the appropriate locations

In progress – Multimedia (Journalism) has a brochure that we developed a few years ago. Now |

				with our course and course title changes, as well as the new AAS, we need to update the brochure in the fall. Rachel has begun work on this.
Develop advising guide for high school counselors which includes four-year plans and associated pathways	**J. Waller** Dept. Chairs	1. Create and maintain advising guide for PT 2. Distribute to high school counselors to use as tool in advising students	1. Update each Fall following curriculum revisions 2. Distribute in Spring	1. Completed 2. Completed and distributed to the ISDs in the College's service area
Implement Career Coaching	**J. Adams** Ruelle	Increase the number of people who access the Career Coach online program to research careers and majors	End of academic year	8,407 site visitors since Sept. 1, 2014
Implement pathways that clearly define the courses of study to complete a credential	**Nannen** Chancey	1. Decrease the number of students who declare a General Studies major 2. Increase completion rates by program	August 2019	1. In the Fall of 2014, 3063 of 12,659 (24.2%) students declared a major of General Studies. This number decreased to 2522 of 12,237 (20.6%) in the Spring of 2015 2. The data indicate that 83% of students who complete a program of study complete a focused program other than General Studies

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.1: ACCESS
INITIATIVE 1.1.7: DEVELOP NEW PROGRAMS AND AREAS OF STUDY (KPI 1, 5, 6, 7, 8, 9, 10, 11, 12, 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Identify and develop viable new programs for the School of PT	**J. Waller** Dept. Chairs	1. Conduct needs assessments to determine validity 2. Utilize advisory committees to develop curriculum	1. Conduct during Spring 2. Each Fall based on identification of program(s)	Completed. Communications had new AAS and certificates approved by TJC and the Co-Board this spring Articulation with TSTC – Waco in progress to add a certificate in Biomedical Equipment Repair Technology. A certificate in Real Estate and an Associate's degree in Health Care Administration have been approved for the 2015-16 academic year. A new degree in Veterinarian Technology is to be implemented beginning the fall of 2016
Develop and launch the PTA program. Seek to achieve candidate status and enroll first cohort in Fall, 2015	**Melius** Monagan	1. Gain approval to enroll students from CAPTE 2. Enroll first cohort in Fall 2015	September 15, 2015	Completed. Approval to enroll granted. First cohort of 20 students enrolled, 8/24/2015
Develop and launch the first cohort of Dental Assisting students in Fall, 2015	**Hobbs** Wallis Monagan	1. Gain approval to enroll students from CODA 2. Enroll first cohort in Fall 2015	September 15, 2015	Completed. Approval to enroll granted. First cohort of 16 students enrolled, 8/24/15
Develop and launch the first cohort of Polysomnography students in Spring	**Brunner** Marsh Monagan	1. Gain approval to enroll students from CoARC 2. Enroll first cohort in Spring 2015	February 15, 2015	Completed. First cohort of 4 students enrolled 1/2015

2015				
Develop a new evening traditional ADN program venue at Tyler	**Cooper** Haley Monagan	1. Employ qualified faculty 2. Gain approval from the Texas Board of Nursing to allow TJC to offer a new ADN evening venue 3. Enroll first cohort in Spring 2016	February 1, 2016	Not completed due to complete change in curriculum and lack of qualified faculty due to multiple resignations (7 of 19 positions) in Summer and Fall, 2015
Adjunct faculty office J304	**D. White**	Convert old printmaking closet space into adjunct faculty office J304 with office door, file cabinet, computer, phone and printer	Fall 2015	Completed. Office is set up and allows more space for adjunct faculty as well as full-time duration faculty
Printmaking J303	**D. White**	Convert studio for printmaking with new Printing press, shelves and tables	Fall 2015	Completed. Studio J303 is equipped for printmaking class and allows students a much better working environment
Sculpture J188	**D. White**	Convert to studio for 3-D design and sculpture classes	Fall 2015	In progress. Moved tools and equipment into J188. Adding necessary tools and equipment as budget allows. Equipping room for best possible student use
Art Studio J187	**D. White**	Equip classroom into an art studio space for design drawing and art appreciation	Fall 2015	In progress
Add computer lab for Digital Art class in J187	**D. White**	Set up digital art computer lab in Jenkins Hall to increase art enrollment and enhance art curriculum	Fall 2015	In progress
Add art studio in Pirtle Building	**D. White**	Add traditional Art studio in Pirtle to cater to gaming students in completing their art classes	Fall 2015	In progress
Create an AAS in Media Sales and	**Krantz**	Design a program that offers certificates of proficiency and	End of year	Completed. We had our new AAS and certificates approved by TJC

Technology		an AAS in Media Sales & Technology that appeals to media decision makers in the region		and the Co-Board this spring
Develop a new AA music degree	**Oxler** Trent Kimlicko	Explore possible degrees	December 10, 2014	Completed. Meetings regarding the start of a degree in sound production occurred. The decision was made to not offer the degree, since there is not enough need in the local market and nearby universities offer similar degrees
Promote enrollment in social sciences majors classes	**McClendon** Willbanks McCauley	1. Increase declared majors 2. Recruitment from current courses by all faculty	Spring/Summer 2015 for Fall 2015 classes	Produced handouts and presented information at preview days. The department leaders contacted advising office with additional information. Various efforts did not show any significant increase in number of majors. The three principals will meet to decide on new tactics for new year
Update course offerings in History to align with new ACGM	**Owens**	1. Update courses 2. Design new courses 3. Submit to C&I	Fall 2015	1. In the process of reinstating HIST 2311 and 2312 into the TJC core curriculum 2. An online section of Texas History (2301) is under construction and will be taught in Spring 2016 3. Plans are to add GEOG 1301 and 1302 back into the TJC catalog and also add one or more back in the TJC core

GOAL 1:   **STUDENT SUCCESS**
OBJECTIVE 1.1:   **ACCESS**
INITIATIVE 1.1.8: **IMPROVE COLLEGE AND CAREER READINESS INITIATIVES/PROGRAMS (KPI 1, 3, 4)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Offer an NCBO (non-course-based option) program for all TSI Readiness areas	**S. Taylor** L. Harper Anderson	Increase number of students participating in the NCBO program by 10%	Fall 2015	The Fall 2015 NCBO Pilot Course for English 1301 did not have sufficient enrollment and was cancelled
Facilitate student success through enrollment in EDUC 1300	**Nannen** L. Harper	Beginning with AY 2014-2015, the rate of successful completion (with a C or better) of coursework will be higher for students who have completed EDUC 1300 than for students who have not completed EDUC 1300	August 2019	In progress. Assessment process is ongoing. The FT/FTIC cohort was utilized to gather data. 1300 students from the cohort enrolled in EDUC 1300 in 2014-15, and 1169 cohort students did not enroll in EDUC 1300 during the academic year. Successful completion of contact hours was defined as completion with a "C" or better. The students who enrolled for EDUC 1300 successfully completed 62% of hours attempted during the 2014-15 academic year while students who did not enroll in EDUC 1300 successfully completed 66% of hours attempted. The data collection process may be refined before additional data is collected. Additional data is required before any conclusion regarding the value of EDUC 1300 is drawn
Improve reading comprehension of students enrolled in	**Nannen** Ward	Through the QEP initiative, students completing Quest courses will demonstrate higher	August 2016	Fall 2014 was the first semester that Quest faculty members implemented truly discipline-specific

courses that are integrating Quest reading comprehension strategies		reading comprehension scores on discipline-specific reading comprehension post-tests than were assessed on a comparable pre-test		pre- and post-tests. Post-test scores of 82% for Fall 2014 indicated an increase of 6 percentage points over the pre-test scores of 76% for that semester. Spring 2015 yielded an even larger increase of 12 percentage points with pre-test scores of 70% and post-test scores of 82%. The overall increase for the 2014-15 academic year was 9 percentage points with a pre-test average of 73% and a post-test average of 82%
Provide students support services to improve discipline-specific reading comprehension	**Nannen** Ward	1. 75% of students attending QEP workshops regarding reading comprehension strategies will indicate that they believe that these workshops helped them with reading comprehension	August 2016	1. The Quest Center offered three different workshops that addressed reading comprehension topics. Students were surveyed upon completion of a Quest Center workshop, 284 responses were received. 97.1% of respondents were at least somewhat confident that the workshop they attended would help them comprehend their course reading assignments. Of the remaining respondents, only 1.4% (4 students) indicated that they were not confident at all that their comprehension skills would improve as a result of the workshop they attended. The remaining 4 students indicated that the question

		2. 75% of students utilizing QEP Quest Student Success Center tutoring services will indicate that they believe that these tutoring services helped them with reading comprehension		was not applicable 2. A total of 429 surveys were completed by students using the Quest Student Success Center tutoring services during the 2014-15 academic year. Students were asked to indicate their level of confidence that the tutoring they received would improve their reading comprehension. 93.7% of respondents were at least somewhat confident that the tutoring they received would improve their reading comprehension. Of the remaining 6.3%, only 1.4% (6 students) indicated that the tutoring would not help them at all. These results are quite similar to results received in the previous academic year. However, it is notable that the number of surveys completed increased by 52.7% over the previous year. This increase in survey responses is indicative of the increase in student utilization of Quest Center tutorial services in the 2014-15 academic year
Quest faculty will develop course-specific strategies that support student	**Nannen** Ward	1. Each QEP Quest faculty member will be mentored by a Reading Specialist regarding reading	August 2016	1. 100% of Quest Faculty worked in a mentoring relationship with a reading specialist, to identify and

reading comprehension		comprehension strategies and will submit plans for the implementation of those strategies to the mentoring faculty member. Quest faculty plans will be evaluated by the Reading Specialist and approved following any revisions 2. Each QEP Quest faculty member will be observed implementing at least one reading comprehension strategy		implement reading strategies that would best fit the specific Quest course taught by the faculty member. Plans were reviewed by the Literacy coach prior to implementation 2. The reading specialists observed 100% of Quest faculty presenting a reading comprehension strategy to their students. This has been a very successful assessment technique as faculty have implemented strategies that were outside their comfort zone. The inclusion of an online course in the Quest program provided the reading specialists with an opportunity to observe the integration of reading comprehension strategies into an online environment by an experienced professor. Although the observation process was challenging, the professor demonstrated that reading comprehension strategies may be integrated into an online course

GOAL 1:   **STUDENT SUCCESS**
OBJECTIVE 1.2:   **ENGAGEMENT**
INITIATIVE 1.2.1   INCREASE PERSISTENCE AND RETENTION (KPI 3, 4, 5, 6, 7, 8, 9)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase persistence and retention rates of all enrolled students	**School Deans** Chairs Nannen Mejia	1. Measure retention rates of traditional (IPEDS FT/FTIC and PT/FTIC) students	1. October 31, 2015	1. FT/FTIC retention increased 2% from Fall 2013 to Fall 2014. PT/FTIC retention remained flat from Fall 2013 to Fall 2014
		2. Measure persistence/retention rates of all enrolled students for Fall to Spring and Fall to Fall	2. October 31, 2015	2. Fall 2014 to Spring 2015 had a 75.3% retention rate. Fall 2014 to Fall 2015 had a 57.8% retention rate
Implement outreach program for technical programs	**J. Waller** Dept. Chairs CTE Retention Specialist	1. Implement EARLY ALERT system targeting students in technical programs to address Closing the Gaps initiative for Perkins grant	1. Measure after Fall/Spring terms	1. Early Alert was field tested in the Fall, 2014 & was implemented & functional beginning January, 2015. 831 PTP students & 846 Nursing & Health Sciences students received an alert for a total of 1,677
		2. Utilize pertinent data to improve persistence and retention	2. Review each Fall/Spring term	2a. During the 15-16 year, personal letters were sent to all students who did not return to continue their programs. As a result, 88 students who responded held individual meetings or phone conversations with the Retention Specialist & indicated their intent to return for the next full session

				2b. Based on responses from the letter recipients, a large percentage of students indicated that the major complaint for not returning was their perception of a lack of respect & courtesy shown by TJC staff. As a result, a college wide workshop, hosted by the Perkins Grant, was held in April 2015 on the topic of Retention & Customer Service. 50 staff/faculty attended
Work with academic advising office to establish an avenue of communication for dual credit students to transition from high school counselors to college advising	**J. Waller** Dept. Chairs	Identify dual credit students and maintain communication through advising to ensure retention following high school graduation	Identify students each semester	Not started. Ownership of initiative should be updated and moved to the AVP of Academic Affairs and the new Director of High School Partnerships
Utilize Banner Relationship Management (BRM) to generate and send EARLY ALERT letters recommended by TJC Faculty	**Bol** L. Harper Anderson Nannen	Establish a base line for course completion in AY 2014-15 and measure the change in completion rates of monitored students each subsequent year with a goal of a 10% increase by AY 2018-19	August 2019	BRM Campaign was launched Fall 2015; Program is under review due to issues with data collection
Employ latest technology in the classroom to support student success, persistence and retention	**Monagan** NHS Dept. Chairs and Faculty	Make full use of technology provided in the new Rogers NHSC classrooms and labs to engage each student. A description of tools used to be reported at completion, end of year 1 in the new building	August 2015	New equipment and technology in use as of October, 2015. Includes: high fidelity patient simulation equipment, dental operatories with fully functional digital imaging, computerized patient records, and lecture capture technology in all

				rooms
Increase percent of students contacted by the EARLY ALERT system who successfully complete courses	**Murphy**	Will measure the % of students who were notified by the EARLY ALERT system and who completed the course in the Schools of HCFA and EMS. The target goal is 30% for each school	1. Measure after each term 2. Measure at the end of the school year.	EMS – 28% successful; HCFA – 21% successful
Increase formative assessment and assignments across the department	**Kelley** BS Dept.	Hold brown bag luncheons to discuss various assignments and assessments and how they play into incremental learning	Survey the department faculty to determine compliance	Mid semester meetings have continued and various types of pedagogy were discussed including advanced organizers to begin the class as well as a wrap-up activity to solidify learning at the end of class
Create a Science Resource Center	**Boucher** Full time Biology faculty	Biology faculty will each contribute two hours per week in the Science Resource Center where they will be available for walk-in tutoring	End of each semester a log will be kept of all biology students visiting the SRC	Completed. 292 students visited the SRC in the Fall 2014 and 300 students in the Sping 2015 semester. The average success rate (% A,B,C) for those students was 78%. This is significant since the average success rate of all students in A&P for last year was approximately 60%
Create a Science Resource Center	**Whetzel** Full time Chemistry faculty	Chemistry faculty will each contribute an hour per week in the Science Resource Center where they will be available for walk-in tutoring	End of each semester a log will be kept of all chemistry students vising the SRC	Completed. 39 students visited the center. The average success rate (% A,B,C) was 79%
Identify and counsel COMM majors during their first semester	**Krantz**	Identify and meet with incoming COMM majors each semester to help them identify a cohort group and bring them into the department	Each semester	Completed. Got an email list of majors from Jacque Messinger that we used to recruit students for student media. We also hosted a meet-and-greet during Welcome Week for our majors who are new to TJC so they could meet other majors and tour student media. We will do

				this each semester going forward
Implement consistent EARLY ALERT reporting to promote persistence and course completion	**Richey** Full time English faculty	Percent of faculty reporting EARLY ALERTs on a consistent basis	Measure at the end of the Spring 2015 semester	Completed. 94% of English faculty is reporting EARLY ALERTs on a consistent basis. Only 1 full-time duration professor and 1 adjunct professor (out of 30) were listed as "Non-Compliant" on the spreadsheet Jaquitta Bol sent in reporting EARLY ALERTs
Develop certified hybrid and online courses in English composition to strengthen enrollment in the department	**Richey** Full time English faculty	At least two composition courses will achieve certification	Measure at the end of the Spring 2015 semester	Completed Two ENGL 1301 courses were certified: one by Dr. Knous and one by Dr. Moore One ENGL 1302 course was certified by Dr. Moore
Increase the student hours completed to student hours attempted ratio for gateway math courses	**Chappa** Full time Math faculty	Faculty intervention for students considering withdrawing from courses to discuss all options	End of each year	In academic year 2014-15, 81.5% of students who enrolled in a gateway math class completed with a grade (3396 out of 4165)
Develop a system for Music Major tutoring	**Oxler**	1. Work with Tutoring Services to get approval for tutors in the Music classrooms 2. Set up standard times and a place for tutoring 3. Gain approval for tutors 4. Advertise tutoring services process	1. September 15, 2014 2. December 15, 2014	1. Completed. Tutoring Services approved music tutors to use the Music Lab for tutoring 2. Completed. Tutoring is offered M-R from 3-5 and Fri from 9-5 in the WCA 205 music lab 3. Completed. 3 music tutors were approved 4. Completed. Tutoring services was advertised in the music major courses, through tutoring services, and on

		5. Assess the success of the service		music dept. bulletin boards 5. Completed. Tutoring was helpful to those students who used the service, but few chose to sign up. Next year, faculty and students will offer time in the music lab for tutoring in hopes of increasing the number of students who receive help 6. Approximately 12% of music majors utilized the tutoring; however, 40% of music majors utilized the open lab hours. The number of music graduates increased by 3%
Inspire students to excellence	**Oxler** Kimlicko All music faculty	1. Artist series which brings in 1-2 master performers or teachers for recital/master class 2. Great Performers Movie Series – show videos of great performers with commentary from music faculty 3. Take students to live performances	Each Spring	1. Completed. This year we offered master classes with 3 master performers 2. Completed. 7 Great Performance Videos were presented with commentary by Frank Kimlicko. These were very well attended, and students were very excited for the opportunity 3. Completed. Band students attended several jazz festival performances. Guitar Students attended a guitar festival in Dallas. Piano students were provided with tickets to the ETSO Piano Festival and Master class
Encourage student excellence and	**Oxler** All music	1. Award ceremony for Music majors	1-3. Spring semester	1-3 Completed. Spring Graduates will perform on a

completion	faculty	2. Reception honoring graduating students and their families 3. Graduate showcase recital for graduating students	ceremony, reception, and showcase	special graduation recital/ceremony on May 2
Visit EDUC 1300 classes to share information that can impact student success and completion	**J. Adams**	1. Number of EDUC 1300 classroom visits by Academic Advisors 2. Number of student contacts during EDUC 1300 class visits	End of academic year	1. 62 classes visited 2. 937 student contacts
Visit EDUC 1300 classes to share career planning information and services to help facilitate persistence and retention of students	**J. Adams** Ruelle	1. Number of EDUC 1300 classroom visits by Career Services coordinator 2. Number of student contacts during EDUC 1300 class visits	End of academic year	1. 53 classes visited 2. 700 student contacts
Facilitate visits by University transfer recruiters/advisors to help students decide early where they wish to transfer, thereby encouraging persistence	**J. Adams**	Number of University recruiter/advisor visits to TJC to meet with our students	End of academic year	47 individual University recruiter visits to TJC. In addition, TJC students were encouraged to attend the Fall College Night program showcasing 60 transfer Universities
Increase retention for online students through use of remote online proctoring with Examity	**Craver**	Students using Examity will be interviewed and asked to answer the following question: If you could not use the Examity remote online proctoring option, would you have to drop your course or courses? 20% or more of the students interviewed will answer yes to the above question	August 31, 2015	75% of students who used the Examity remote online proctoring system stated that they would have had to drop their course or courses had Examity not been available. This resulted in preventing 229 students from dropping resulting in a savings to the College of over $200,000 in tuition and state funding that would have otherwise been lost

Monitor success rate of distance classes to traditional classes	**Craver**	Success rates for combined online/hybrid classes will be within 5% of the success rates for traditional classes Success rates for only online classes will be within 7% of the success rates for traditional classes Success rates for hybrid classes will be equal or greater than success rates for traditional classes	August 31, 2015	Success rate for combined online/hybrid classes: 1.55% higher than traditional classes Success rate for only online classes: 6.7% below traditional classes Success rates for only hybrid classes: 3.4% higher than traditional classes
Offer ongoing pedagogical and technological training at regular intervals each semester and during the summer to distance education faculty	**Craver**	A minimum of 5 training opportunities will be offered in each of the Fall and Spring semesters. A minimum of 2 training opportunities will be offered during the summer	August 31, 2015	13 training opportunities were offered during the Fall 2014 semester 12 training opportunities were offered during the Spring 2015 semester 13 training opportunities were offered during the May Training Conference 2 additional training opportunities were offered during the remainder of the summer

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT
INITIATIVE 1.2.2: CULTIVATE AN INSTITUTION-WIDE CULTURE OF ENGAGEMENT (KPI 1, 5, 6, 7, 8, 9, 11, 12, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Initiate faculty advising for majors	**Boucher** Full time Biology faculty	A biology faculty member will meet with all self-identified biology majors for course and career planning at least once a year	End of Spring semester. All majors will complete an information sheet so their progress can be tracked going forward	Out of the approximately 265 biology majors enrolled in a biology course in 2014-15, roughly 50% were met with by a biology faculty member. The information sheet is still being created and is expected to be implemented this year
Initiate faculty advising for majors	**Whetzel** Full time Chemistry faculty	A chemistry faculty member will meet with all self-identified chemistry majors for course and career planning at least once a year	End of Spring semester. All majors will complete an information sheet so their progress can be tracked going forward	There were 7 students who identified themselves to the faculty as chemistry majors. Either a faculty member or I talked with each one in the fall semester. Some also visited with us in the spring semester
Increase STEM engagement opportunities	**Hooten** Parsons Sizemore	Within the department, offer opportunities for students to engage faculty. These would include: Community College Aerospace Scholars Program, STEM Club activities, ASHRAE Club, SPS Club, CESSE Extra Credit Opportunities. The number of engagement opportunities, student and faculty present at each opportunity will be tracked	May 2015	Completed. There were 6 events that we have records for. Sign-in sheets were used to document the events. The events are numbered below and the number of students and faculty are included: Event 1: Talk: 58 students, 4 faculty Event 2: Darwin Day: 39 students, 3 faculty Event 3: Star Party: 28 students, 4 faculty Event 4: Talk: 26 students, 4 faculty Event 5: Talk: 43 students, 4 faculty Event 6: Star Party: 27 students, 3

				faculty Event 7: NASA CC Aerospace Scholars: 1 student, 1 faculty We consider these events to be successful events for student/faculty engagement. Additionally, several other events, such as STEM Club, were held, but we do not have documentation for these. Procedures are now in place to document these events with sign-in sheets
Initiate faculty advising for H&K majors	**Schick** Full time H&K faculty	H&K faculty members will meet with all self-identified H&K majors for course and career planning in October and March	Each long semester, right before early registration for the following long semester begins	We underestimated the number of potential majors, @ 320 students, in the combined four degree options. So we announced in the three hour theory courses that advising was available with any of the HK faculty. We also provided the students with a document which details a four semester list of courses which when completed would allow the student to graduate in four semesters for each of the four degree options
Initiate peer-to-peer observations	**Chappa** All Math faculty	Faculty members will observe other faculty members' classes and conduct follow-up meetings to discuss the observation	End of each semester	In progress. Fall 2014: 13 peer-to-peer observations (excluding observations for evaluations) Spring 2015: 11 peer-to-peer observations (excluding observations for evaluations)
Create a semester schedule of Friday recitals, movies, master classes	**Oxler** Music faculty	1. Department meeting to determine schedule of events 2. Promote the events	1. August 29, 2014 2. December 15, 2014	1. Completed. Faculty met and compiled recitals, master classes and special events 2. Completed. Events were promoted by mail, PSRs, ads in magazines and newspaper,

		3. Assess effectiveness of each activity		and online 3. In progress. Faculty feel that fewer, but higher quality performances should be offered
Develop an Artist Series	**Oxler** Music faculty	1. Invite at least 1 artist/performer to TJC per year to provide a recital, lecture, or master class	1. Ongoing	1. Completed for 2014-15: 3 guest artists came to TJC and gave recitals and master classes with students. In progress for 2015-16: Piano/clarinet duo to perform in February; pianist to perform in April; Jazz artist to perform with the Jazz festival
		2. Select one faculty per year to be classified as the Artist in Residence and perform a recital and master class	2. Cancelled	2. Completed for 2014-15: Dr. Gjergji Gaqi was classified as the Artist in Residence. He gave a recital in February. Faculty did not seem interested in continuing this program

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT
INITIATIVE 1.2.3: INCREASE PARTICIPATION IN COLLEGE EVENTS AND ACTIVITIES (KPI 14)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Encourage student media to report on College events and activities	**Krantz**	Encourage College media (print, broadcast & online) to report on College activities to give students the information to decide whether to attend or participate	Throughout the year	Completed. We forward every email we receive to the student editors for them to decide how and where to use the information. They made great use of the MyTJCnews Facebook page for updates and alerts
Provide a series of live performances for music majors to attend	**Oxler H. Mensch** Kimlicko	1. May travel to New York with Theatre to attend performances and master classes 2. Provide tickets at reduced rates for students to event in their performance medium	June 15, 2014 May 15, 2014	1. Completed. Heather Mensch and 10 students joined Theatre students for trip to NYC 2. Completed. Students were offered tickets for live events within their particular performance medium. Band, guitar and piano students were exposed to wonderful performances which many could not have afforded otherwise
Provide performance opportunities in addition to primary productions	**L. Smith**	Increase engagement of students pursuing performing arts	End of each academic year	Three smaller productions ("second stage"), three Theatrical readings, and Venue were coordinated by Theatre Department to allow more opportunities for students to perform
Provide performance opportunities to showcase speech and debate participants	**L. Smith**	Increase engagement of students who are involved in the speech and debate team	End of each academic year	Forensics (Speech and Debate) Showcase was held in April 2015 to allow students to demonstrate their events to TJC and community

Provide performance opportunities for Dance majors	**L. Smith**	Increase engagement of students who are involved in dance	End of each academic year	Students were given the opportunity to perform in The Nutcracker, Student/Faculty Dance Recital and DanceFest

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT
INITIATIVE 1.2.4: EXPAND TECHNOLOGY WHICH ATTRACTS AND RETAINS STUDENTS (KPI 1, 5, 6, 7, 8, 9, 11, 12, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Expand library resources available via technology	**M. Jackson**	Increase the number of e-books by 5% annually	August 2019	In 2014-2015, the library added 42.29% more e-book titles to the collection (+2,025 titles) There was a 70.38% increase in the number of user sessions for ebrary Additional, 11 Subject Guides were added (+23.40%)
Employ advanced patient simulator technology in the education activities of ADN students	**Cooper** Haley Carlisle	Clinical scenarios employing advanced patient simulators developed and used by ADN students and faculty	February 1, 2016	Clinical scenarios using patient simulators have been developed and are in full use as of October 2015
Employ lecture capture technology in NHS classrooms	**NHS Dept. Chairs** NHS Faculty	Lecture capture technology to be employed in NHS classrooms and labs to enhance student learning	February 1, 2016	Completed and technology is being utilized
Target the non-trained faculty to encourage them to train on Canvas	**Kelley** BS Department	1. Call or email teachers to be aware of when training occurs 2. Hold a "graduation" celebration for those	Measure at the end of the Fall and Spring semesters	1. Training and getting online courses certified have been stressed both in yearly evaluations as well as numerous emails. Only 1 full-time and 4 adjunct professors still lack the training. One full-time professor took the training for a 2nd time

		that receive training		
Build a broadcasting set to embrace new media technology	**Krantz**	Design and build a new broadcast set that will allow students to create newscasts on topics of interest to students. Ideally this would be in a highly visible location	End of academic year	Completed. Our temporary broadcasting home has been completed and was in use all spring semester. Ideally, we would still like a larger space
Certify English composition department faculty who are not certified to teach online courses to teach online or hybrid courses in CANVAS	**Richey** Bausinger Minkel Tracy K. Jackson	At least two professors will achieve certification	Measure at the end of the Spring 2015 semester	Completed. Two faculty members, Brittni Tracy and Regan Minkel, became certified to teach online or hybrid courses in CANVAS
Develop a music technology program or class	**Oxler** Kimlicko Trent	Explore music technology certificate and degree programs	December 15, 2015	Completed. A meeting was held with Music and journalism faculty, TJC administration, and owners of Rosewood studios to explore a music technology degree or program. It was decided that there is not enough market needed to start a program at this time
Redesign and update the music lab in WCA 205	**Oxler** Gjergji Praytor	1. Work with IT to determine needs of the lab 2. Move workstations into a different alignment, so professors can better observe students 3. Update computers, sound system		1. In progress 2015-16 budget was approved for new computers in the music lab. New internet lines were installed Summer 2015 2. Completed. Stations have been moved, new piano benches purchased, and the room is functioning better for classes 3. In progress
Initiate Banner Mobile	**Besch**	Abandon existing mobile solution for one that integrates	April 2015	Application is in production since May 2015; roll-out will coincide with

		into Banner seamlessly		the production implementation of XE Registration currently scheduled for March 2016
Implement Enterprise CRM	**Besch**	BRM is being replaced by Ellucian with a product called CRM with three distinctive modules; Recruiter replacing current Prospect piece of BRM; Pilot replacing current Student piece of BRM; and Advance replacing current Advancement Performance piece of BRM	September 2017	Recruiter will be implemented by May 2016; Pilot is scheduled to be implemented by December 2016; and Advance by September 2017

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT
INITIATIVE 1.2.5: INCREASE THE NUMBER OF STUDENTS SUCCESSFULLY COMPLETING THE TJC CORE
(KPI 1, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Identify positive and negative factors that impact learning through EDUC 1300 class	**E. Powell** L. Harper Anderson	60% of EDUC 1300 students who complete the Comprehensive Final Exam will answer embedded questions correctly	Fall 2015	Questions 21, 23 and 25 on the final exam were used to assess this outcome. Of the 1843 students taking the exam, 1590 (86.3%) correctly answered #21, 1656 (89.9%) correctly answered #23, and 1606 (87.1%) correctly answered #25
Increase number of students who complete the TJC core in the Schools of HCFA and EMS	**Murphy**	Measure the number of students in the schools of HCFA and EMS who complete the core, with a proposed goal of a 2% increase in each school for each subsequent academic year	Compute the total number of Core Completers in HCFA and EMS at the end of the school year	EMS – 2014 – 256; 2015 – 242; a decrease of 3.9% HCFA – 2014 – 426; 2015 – 398; a decrease of 6.5%
Initiate a Mathematics Assistance Center	**Chappa** Full time math faculty	The math faculty will make themselves available to more students by holding office hours in an open computer lab in Jenkins 1104	End of each semester	Fall 2014 – faculty held 22 office hours per week in J1104 Spring 2015 – faculty held 24 office hours per week in J1104

GOAL 1:   STUDENT SUCCESS
OBJECTIVE 1.3:   COMPLETION
INITIATIVE 1.3.1   INCREASE NUMBER OF STUDENTS COMPLETING THE THECB SUCCESS POINTS (KPI 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Accelerate Developmental Education via Integrated Reading and Writing (INRW) course offerings	**Murray** L. Harper Anderson	At least 70% of students who take Comprehensive Final Exam will be able to identify and analyze the audience, purpose, and message across a variety of texts	Fall 2015	Data not available until summer 2016; final exams for Fall 2015 have not been given at this time
Increase successful completion of first college-level reading and writing gateway courses	**Nannen**	At the end of each academic year compare the number of students completing the academic core with a goal of 4% increase over the base year of AY 2014-15	August 2019	In progress. TJC reported on the CBM009 state report that 1098 students completed the academic core in 2014-15. This number will provide a baseline for future measurements
Increase student success rates in gateway math courses, including MATH 1314/414, MATH 1324, MATH 1332, and MATH 1342/1442	**Nannen** Chappa	At the end of each academic year compare the number of students completing math gateway courses with a goal of 10% total increase in the student success rate over the base year of 2014-15 by 2018-19	August 2019	In progress. 58.6% (2313 of 3948) of TJC students who attempted one of the identified gateway math courses in 2014-15 completed their course with a grade of "C" or better. These numbers will provide a baseline for future data
Inform students of success options	**Hooten**	Contact and inform students who are currently in advanced courses and make them aware that the department can help them to remove obstacles to transfer, core completion, and graduation	May 2015	Completed. Fall 2014, 65 students. Spring 2015, 19 students. We gathered student information sheets during the advising sessions. We consider these advising sessions to be successful and will continue doing this

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.3: COMPLETION
INITIATIVE 1.3.2: INCREASE GRADUATION RATE (KPI 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Evaluate courses scheduled	**J. Waller** PT Dept. Chairs	1. Address frequency of courses offered 2. Address number of sections offered per semester	Review each Fall-Spring term	In progress. Review is ongoing to determine if courses are being offered out of sequence
Utilize EARLY ALERT system	**J. Waller** PT Dept. Chairs	Utilize reports to identify at-risk students	Review each Fall/Spring term	Early Alert was field tested in the Fall, 2014 & was implemented & functional beginning January, 2015. 831 PTP students & 846 Nursing & Health Sciences students received an alert for a total of 1,677. During the 15-16 year, personal letters were sent to all students who did not return to continue their programs. As a result, 88 students who responded held individual meetings or phone conversations with the Retention Specialist & indicated their intent to return for the next full session
Attract and admit the best academically prepared students into the NHS programs	**Monagan** NHS Dept. Chairs	Use recruitment activities to present the new learning resources provided by the Rogers NHSC to motivated, prepared students by hosting tours, career exploration events in the new building to ISD's and adults in the TJC service district	June 15, 2016	Multiple tours from high schools and adult groups have taken place as of October 2015. Departments have worked diligently to demonstrate their areas to all that wish to see the new facility. NHS team worked closely with Media Services to help create two excellent recruitment videos featuring the Rogers Nursing and Health Sciences Center

Increase the number of graduates in the Schools of HCFA and EMS	**Murphy**	Compute the number of graduates in the Schools of HCFA and EMS, with a proposed goal of a 2% increase in each school for each subsequent academic year. Will compute total at the end of each school year	Number of graduates at the end of the school year for HCFA and EMS	The number of graduates in EMS 2014 – 313; 2015 – 353; increase of 11.3% Number of graduates in HCFA 2014 – 398; 2015 – 346; a decrease of 13%
Hold a Science Majors Seminar (or Seminar for Health Professions Majors	**Boucher**	An information session will be held emphasizing what these majors need to know to stay on track with coursework requirements, earn a degree, and transfer successfully	End of Fall semester Attendance records will be kept for the event	STEM Fair – approximately 10 attendees for this first year UTT PreMed Week – 5 attendees for two events
Hold a Science Majors Seminar (or Seminar for Health Professions Majors	**Whetzel**	An information session will be held emphasizing what these majors need to know to stay on track with coursework requirements, earn a degree, and transfer successfully	End of Fall semester Attendance records will be kept for the event	STEM Fair – approximately 10 attendees for this first year UTT PreMed Week – 5 attendees for two events
Monitor and track COMM majors	**Krantz**	Identify, monitor, and track the progress of COMM majors throughout the degree plan to identify barriers or issues	End of each semester	Completed. We removed the Stats class and others that seemed to discourage graduates. We have also reduced the number of required labs to one The volatile nature of our courses and degree plans over the last several years could be a barrier to graduation. So I also reviewed each student's academic record through Degree Works who I knew to be graduating this academic year to determine if we needed to complete course substitutions or if I needed to advise them of a course name change. I emailed each student

				instructions and encouraged them to meet with an advisor with the email I sent him or her
Keep track of departmental alumni	**Hooten**	Contact students who dropped out and did not graduate to determine what the problems were, help with resolving any problems, inform them about reverse transfer, and encourage the students to graduate	May 2015	Completed. In May 2015, 36 students who did not graduate or may be eligible for additional AS degrees were contacted via email. Only one student responded to the email. Since the ultimate goal is to increase the number of departmental graduates and display a concern for student success, we think this goal should continue as a long term initiative by the department. However, due to the small return, a new method of assessing the outcome should be found. For the future, we want to continue this effort to solicit increased feedback and encourage students to earn a degree
Hold H&K majors meetings	**Schick**	Hold an information session emphasizing what these majors need to know to stay on track with coursework requirements, earn a degree, and transfer successfully	End of Fall and Spring semesters Attendance records will be kept for the event	Instead of doing a separate information session(s), we had the three hour theory classes present in class the four semester list of courses to take for each of the four degree options
Guide music majors toward graduation in a systematic way	**Oxler** Full time music faculty	1. Department advising for music majors 2. Advertise graduation	Ongoing	1. Completed for 2014-15 departmental advising for music majors was approved through Jan Adams. A new Music Major advising form was developed by Jeanie Oxler. Group advising sessions were held in Fall and Spring 2. Completed for 2014-15

				Students received information in music major courses and ensembles, regarding graduation process
		processes within the music major meetings		
		3. Aid students in initiating the graduation processes (degree audits, graduation sign-up, etc.)	Assess at the end of each Spring semester	3. Completed for 2014-15 All sophomore students were required to be advised by Jeanie Oxler with the help of advising office, to receive a degree audit. Paperwork was completed and 18 students approved to graduate, pending completion of Spring courses. 4 more will graduate during the summer. Some of these students had already transferred, but not graduated
		4. Assess effectiveness		4. Completed for 2014-15 this process has been very successful, and appreciated by faculty, students and the advising office. The department saw an increase of 3% in graduates
Promote reverse transfer	**Oxler** Full time music faculty	1. Keep in contact with those students who have transferred without the degree	July of each year	1. 2014-15 complete
		2. Aid these students in the process of reverse transfer		2. 5 reverse transfer degrees were awarded Fall/Spring/Summer 2014-15
Increase the number of students who participate in Commit to Complete	**Nannen** Delk	With AY 2013-14 as a base year, increase the number of students who pledge to complete a degree or certificate by 5% per year	August 2019	In the 2013-14 academic year, 1343 enrolled students signed a Commit to Complete pledge card. Using an unduplicated headcount for 2014-15, a total of 1705 students were identified as having signed a

				commitment card. This number represents a 27% increase over the previous year. Some of the students from 2013-14 are also included in the count for 2014-15. The purpose of this strategy is to saturate the student population with students who have committed to completing a degree or certificate at TJC, so this duplication of students from one year to the next is appropriate. As saturation reaches completion or near completion, the percent increase is likely to moderate

GOAL 1: STUDENT SUCCESS
OBJECTIVE 1.3: COMPLETION
INITIATIVE 1.3.3: AUTOMATICALLY AWARD CREDENTIALS TO THOSE STUDENTS WHO QUALIFY (KPI 11, 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Investigate and establish an internal CEU articulation agreement for non-credit to credit	**Parrish Sharpe** Chancey Johnson	1. Research other comparable institutions regarding degree audits from non-credit to credit **(SACS principle 3.4.8)**	1. Spring 2015	1. Completed
		2. Determine what programs will align with CE and contact department chairs and deans	2. Fall 2016	2. Not started. Dean from Continuing Education and School Deans to work together on proposal for Provost
		3. Receive approval for an internal articulation agreement	3. Summer 2016	3. Not started
		4. Create a systematic archival process for inactive courses and detailed CE transcripts for retroactive credentialing	4. Spring 2016	4. Not started
		5. Award CEU credit to aid in degree completion via degree audit	5. Fall 2017	5. Not started

GOAL 2

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.1: AWARENESS
INITIATIVE 2.1.1: COMMUNICATE ECONOMIC IMPACT OF THE COLLEGE TO THE EAST TEXAS REGION
(KPI 13, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Identify partnerships with industry and business	**J. Waller** PT Dept. Chairs	1. Interact with students 2. Provide internships/cooperative opportunities 3. Equipment and additional funding	Review each Fall and Spring	In progress
Provide statistics on economic and social impact on the community	**J. Waller** PT Dept. Chairs	1. Job placement 2. Starting salaries 3. Position advancement 4. Salary increase 5. Leaders in the community	Review each Fall and Spring	Not started. Due to changes in Dean's Office, unable to provide data at this time but will continue to be addressed and data collected

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.1: AWARENESS
INITIATIVE 2.1.2: CREATE PROGRAMS OR EVENTS THAT BRING THE COMMUNITY TO THE CAMPUS (KPI 13, 14)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Promote the West Campus offerings	**Sharpe** Parrish Bower J. Waller Chancey Johnson	1. Partner with the School of Professional & Technical programs to increase awareness of unique programs and stackable credentials 2. Optimize enrollment by having more business and industry recruiting	1. Fall 2016 2. Spring 2015	1. Not started. Dean for Continuing Education and Dean for Enrollment Management to develop proposal 2. Ongoing training with courses in the energy Center via Grant
Establish membership in local AAUW	**Insalaco** M. Jackson L. Harper	Collaborate with local AAUW to host 1 STEM conference for young women on TJC campus	Spring 2016	No action was taken due to change in direction on the part of AAUW who decided to sponsor the Let's Read Math program to 2-3 graders. A change in TJC leadership direction in Fall 2014-Spring 2015 was also a factor
Host tours of the Rogers NHSC to the community	**Monagan** NHS Dept. Chairs, Faculty and Staff	A minimum of three events hosted by NHS personnel that draw community members to the campus will have been completed in the first year of occupancy of the new RNHSC building	February 1, 2016	Completed and ongoing. Hosted events: grand opening to TJC faculty/staff, followed by donors, and then the public. Tyler Chamber of Commerce Medical Committee. Schools toured as of April, 2015: Jefferson 60 Rusk 70 Van 22 Yantis 14
Provide on-campus clinics for area music organizations	**Oxler Henderson** Trent	1. Provide master teachers for area church, school, and community	June of each year	1. Completed. Henderson, Mensch and McGowan offered themselves as master teachers

	H. Mensch	performing groups		to area HS and MS programs. In progress for 2015-16: Henderson, Strickland served as master teachers
		2. Provide a minimum of one master class on campus		2. Completed. Band offered the Jazz festival for area Jazz bands with a master teacher. In progress 2015-16: Faculty are offering 3 master classes per semester for music majors. Band will offer Jazz festival; Music Advocacy workshop will be offered for professional development for area music professionals Spring 2016
Participate in TJC Festival of the Arts	**L. Smith**	Theatre Department will be an active participant in the TJC Festival of the Arts, which will promote the fine and performing arts by inviting the community to campus in order to see what TJC has to offer	End of each academic year	Participation by Theatre involved Venue, guest speaker Bernard Cummings, and open-rehearsal for production
Participate in TJC Festival of the Arts	**L. Smith**	Speech Department will be an active participant in the TJC Festival of the Arts, which will promote the fine and performing arts by inviting the community to campus in order to see what TJC has to offer	End of each academic year	Participation by Speech involved Forensics Showcase and guest speaker Bernard Cummings
Participate in TJC Festival of the Arts	**L. Smith**	Dance Department will be an active participant in the TJC Festival of the Arts, which will promote the fine and performing arts by inviting the community to campus in order to see what TJC has to offer	End of each academic year	Participation by Dance involved Student/Faculty Dance Recital

Participate in annual Festival of the Arts	**Oxler** Music faculty	1. Provide music concerts on specific evenings	End of the Spring semester	1. 2014-15 Completed. Evening performances included Choral Concert and Band/Percussion concert
		2. Provide incidental music for major events during the week		2. 2014-15 Completed. Daytime performances included Guitar Ensemble and Chamber Singers at the TMA, Harmony and Understanding at International Day
		3. Assist with publicity for the event		3. 2014-15 Completed. All music events were publicized with Arts Festival calendar, and by music department

GOAL 2: **PARTNERSHIPS**
OBJECTIVE 2.2: **INVOLVEMENT**
INITIATIVE 2.2.1: **INCREASE ALUMNI PARTICIPATION AND SUPPORT (KPI 14, 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Create an annual gathering of Pow Wow alumni	**Krantz**	Possibly during homecoming, create an annual event centered around gathering all Pow Wow alumni to meet the new staff and encourage them	End of academic year	In progress. We are still trying to identify the best way to locate and track graduates. We also need to know the dates of fall homecoming and determine the size and location of a potential gathering
Develop a system to maintain relationships and lines of communication with Honors program alumni more efficiently and effectively in order to encourage their participation and support	**D. Funk Maldonado** Cumbee	1. Develop instrument to obtain and organize personal contact information and academic plans of Honors graduates 2. Train Honors program student assistants to call program alumni to maintain relationships and provide program updates 3. Begin development efforts to accept alumni donations to support the Honors Program and the College	1. May 2015 2. May 2015 3. Begin August 2015	1. Completed. Instrument will be given at all-Honors meeting on May 4. Data available upon request 2. Not started. Will begin strategy in August 2015. IE should follow up with new program administration in fall 2015 on this strategy 3. In progress. Preliminary meetings held with Foundation to establish donation account for program. New program administration should follow up with Shelby Gould to create Honors donation account
Expand current participation and develop new programs for affinity	**Fraser** Andrews	Measure number of attendees/members at program specific events for affinity groups such as Apache	August 31, 2015	In progress. Creating files for statistics and convincing alumni partners to collect and forward information to us

groups		Belles, Band, H&U, etc. – increase by 5% per year		
Develop new initiatives to encourage involvement from younger constituency	**Fraser** Andrews	Develop at least one new program for alumni younger than 40	Postponed	Awaiting metrics that will become available when appended alumni data is uploaded into the system
Increase alumni participation in giving	**Fraser** Andrews	Measure the percent of alumni participation in total giving each year	August 31, 2015	This year, alumni giving totaled 13.6% of total giving, down slightly from last year's 17%
Increase opportunities to capture personal information for increased solicitation	**Fraser** Andrews	Obtain mail/email addresses of all alumni	July 1, 2015	Appended files received from Lacy and Associates, but there has been difficulty in getting the files to upload correctly
Increase use of social media for communications with alumni	**Fraser** Andrews	Facebook activity reports	August 31, 2015	Facebook likes increased 41% from 1672 to 2355, and single event reach (graduation photos) increased from 13,000 to 21,025 over last year

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT
INITIATIVE 2.2.2: INCREASE COLLABORATIONS WITH ALL SCHOOL DISTRICTS IN THE SERVICE AREA (KPI 1, 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase number of students enrolled in dual credit courses	**Nannen** Elmore	1. Increase the unduplicated headcount of dually enrolled high school students by at least 5% per year, with 2013-14 as the base year 2. Increase course offerings	August 2019	1. In progress. The unduplicated headcount of dual credit students in the 2013-14 academic year was 1557 and will provide a baseline for future data. In the 2014-15 academic year, the unduplicated headcount of dual credit students increased to 2291. This represents a 47.1% increase over the previous year. The expansion of technical dual credit in 2014-15 provided access to college courses for students who had not previously participated in dual credit 2. In 2013-14, TJC offered 267 courses in 22 high schools. During 2014-15, high school offerings increased to 359 in 22 high schools. 13 high schools in the service area increased the number of courses offered from 2013-14 to 2014-15
Increase the number of total contact hours	**Nannen** Elmore	Increase the total number of contact hours of dually enrolled	August 2019	In progress. The baseline for this measure was established in 2013-14

for dually enrolled students		high school students by at least 5% per year, with 2013-14 as the base year		with a total of 301,488 contact hours generated by dual credit high school students. That number rose to 353,328 contact hours in 2014-15, an increase of 17.2% over the previous year
Increase the number of Early College high schools	**Nannen** Elmore	Increase the number of Early College High Schools partnered with TJC from one in 2014-15 to five in 2018-19	August 2019	Currently, Tyler Junior College is serving as the IHE (Institution of Higher Education) for two school districts. These include Chapel Hill ISD and Tyler ISD. Preliminary discussions have already begun with four additional school districts regarding the application process required for ECHS designation
Actively support TISD CT program by sharing programs and space	**Sharpe** Bower Curtis Parrish	1. The programs will be supported by space allocation to simulate a real world environment for problem solving 2. Execute pathway to higher education via program share	2015-2019 Fall 2015	1. On hold until Fall 2016 for dual credit negotiations with TISD per the Executive Cabinet 2. On hold
Actively serve on TISD CT education committees	**Sharpe**	Advise on trending career pathways	2015-2016	In progress. Dr. Sharpe is serving
Expand technical dual credit course offerings	**J. Waller** PT Dept. Chairs Technical Pathways Coordinator	Update MOUs to include technical dual credit with school districts that have approved ATE courses	Review and update in Spring or Summer	After meeting with department chairs, reviewing the state crosswalk list for 2015-2016 and reviewing area high school curriculum offerings, five new courses were added to the articulated/technical dual credit list for 2015-2016. This strategy should be moved to the AVP of Academic Affairs and the new Director of High School Partnerships

Invite at least six schools in the service district to routinely set a date to bring students to tour the RNHSC on a yearly basis	**Monagan**	Invitations and responses to be on file that document the action/strategy described to collaborate to serve students interested in a nursing or allied health career	May 2015	Completed. Tour coordinator (Professor and Dept. Chair, Ms. Catherine Baker) has created a file in collaboration with the TJC Admissions Office. Tours included: Jefferson, Rusk, Van, Mineola, Whitehouse high schools; James Hogg Middle School; the Medical Scholars Academy from UTHNE; and ETMC Junior Volunteers Program (500 students)
Seek out collaboration with area high schools, churches, colleges	**Oxler Trent** Henderson H. Mensch	1. H&U show choir festival 2. Jazz Band Festival 3. UIL Solo & Ensemble camp or TMEA all state camp 4. Combined concerts	August 2016	1. Completed. Show choir festival did not receive enough interest and is no longer a part of the music plan 2. Completed. Jazz Festival was a success, had a wonderful guest artist, and brought in several area schools. Ice storm caused some cancellations 3. Completed. 2014-15 All-Region band auditions held at TJC. In progress: 2015-16 Offer All-Region band auditions; plan to offer TMEA All-State camp during Summer 2016 4. Completed for 2014-15. TJC and UT Tyler choirs performed a major work with chamber orchestra. Bands could not find a suitable date for a combined concert with UT Tyler 5. Completed for 2014-15 TJC

				and UT-Tyler choirs performed a major work with chamber orchestra. Bands could not find a suitable date for a combined concert with UT-Tyler
Collaborate with area schools, religious organizations and home school network	**Oxler** **Henderson** Ensemble directors	1. Invite area schools for combined concerts 2. Invite students from All-Region choir/band to perform on special concert 3. Offer clinic for area church and home school youth choirs	Ongoing	1. 2014-15. Did not happen this year. The goal is to initiate this program for future years 2. 2014-15. Did not happen, however, bands were on campus for Area solo and ensemble 3. James Henderson offered clinics for Marvin UMC and Christ Episcopal Church. More will be done on this in the future
Promote reading in partnering elementary schools	**Nannen** Ward	Through the QEP initiative, YJC faculty and students will develop and implement Book Clubs in area elementary schools	August 2016	TJC faculty and students established multiple book clubs at Bell Elementary for the Fall 2014 and Spring 2015 semesters. Although these clubs have been very successful, valuable insights gained from these initial clubs brought to light several obstacles that must be addressed before clubs are established at additional elementary schools. Book clubs meet every week for six weeks. The largest obstacle we encountered was TJC student commitment needed for sustainability. Concern for transportation to other campuses farther than Bell Elementary coupled with the infrequent student

				commitment are current obstacles we are looking to overcome. A possible solution to achieve our goal is to have an on-campus literacy fair for elementary and/or middle school students
Increase dual credit enrollment In art classes	**D. White**	Increase enrollment and add high school campuses offering art dual credit	May 2015	For 2014-15, the Art Department added three dual credit high schools: Grand Saline, Alba-Golden, and Rusk Anticipated Progress to continue in 2015-2016

GOAL 2:   **PARTNERSHIPS**
OBJECTIVE 2.2:   **INVOLVEMENT**
INITIATIVE 2.2.3:   **ESTABLISH SERVICE-LEARNING OPPORTUNITIES* (KPI 13)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

- As part of the previous strategic plan, Mrs. Bullock (Honors) developed a framework for service learning that can be implemented campus-wide and also has worked to establish a number of curricular service-learning opportunities with Honors program faculty. Clearly this process should be revisited when this initiative becomes active so that we don't re-invent the wheel.

GOAL 2:   **PARTNERSHIPS**
OBJECTIVE 2.2:   **INVOLVEMENT**
INITIATIVE 2.2.4:   **INCREASE THE PARTNERSHIPS WITH BUSINESS AND INDUSTRY (KPI 13)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Create sustainable advantage by building on the existing partnerships with the TEDC and the Tyler Chamber of Commerce to identify demand industries	**Sharpe Bower** Parrish Curtis	1. Identify and target the top 10 industries that are in demand within our service area to assess their training needs 2. Create certificate programs around those industries	1. 2015 2. 2015-2019	1. Ongoing. Exploring the U.S. Department of Labor report on New and Emerging Occupations of the 21st Century 2. Ongoing
Establish partnership with the City of Lindale for Veterinary Technician program	**J. Waller Mejia**	Develop and secure signatures on site agreements	Fall 2016	In progress. Progress in working with the City of Lindale and the Lindale Economic Development Corporation is ongoing to establish not only a site for the Vet Tech program, but also a new site for TJC-Lindale
Collaborate with Partners in Progress [This organization helps college graduates with disabilities secure employment after graduation] to increase TJC partnerships with business and industry [Disability Services]	**Rapp** L. Harper	One new partner per year	Fall 2015	Completed. 4:13 Strenthgear, Royleane Allen owner
Obtain a minimum	**Monagan**	Cooperating agreements with	August 31, 2015	Completed. 25 new cooperating

of six new affiliation agreements with business and industry that document a partnership in learning that benefits the students at TJC	Melius Olivier Wallis	at least six new businesses will be on file in the Dean's Office of NHS		agreements with business/industry related to PTA, OTA, Dental Assisting, and other established NHS programs have been established in 2014-2015, and are on file. We have 138 agreements from in-district, and 68 agreements out of district for a total of 206 cooperating agreements as of April, 2015
Create partnerships with local broadcast media to train their producers and technical staff	**D. Gray**	Identify and create partnerships with interested TV and radio stations to train or retrain their technical staff. Also provide interns from this program	End of academic year	Local stations notified. Developing marketing materials to distribute and plan site visits with station managers
Offer on-campus fairs to bring community business and industries to TJC	**Ruelle**	1. Increase number of job fairs held on TJC campus and the number of employers represented 2. Create and offer a STEM career fair to introduce students to career opportunities in the East Texas area	1. Measure after AY end 2. Measure by end of Fall term	1. 44 employers attended 3 job fairs 2. 11 off-campus partners participated in the STEM Career Fair (incl. booth set-up and panelists)
Contact various non-profit organizations to coordinate work-days for students	**Kelley BS Department**	1. Coordinate with Habitat for Humanity, PATH, ETHNN, and the East Texas Food Bank	Survey how many students participated in the various activities at the end of the semester	1. 270 students participated in some level of service learning this 2014-15 school year. Starting this 2015-16 year students have participated in canned food drives, working at Habitat homes, participating in East Texas Human Needs Network activities. Honors and Ryan Button have created a school vegetable

		2. Publish upcoming events on the Community Service Bulletin Board		garden and the produce from that will be given to the East Texas Food Bank and PATH 2. The Community Service Bulletin Board continues to be updated as service opportunities come available

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT
INITIATIVE 2.2.5: INCREASE UNIVERSITY PARTNERSHIPS TO REDUCE TIME TO DEGREE AND IMPLEMENT REVERSE TRANSFER AWARDS (KPI 11, 12, 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Develop articulation agreements with universities	**Oxler** H. Mensch Kimlicko Praytor	1. Assess quality of music classes 2. Retrieve placement or proficiency exams from area universities 3. Improve quality of music degree to meet standards of area universities	August 2016	1. Students in theory and ear training are under-performing. Piano class will need improvement to meet area university standards. New standards are being created by Theory team and piano team to meet the requirements of our transfer universities 2. Completed. Placement and proficiency exams have been received from SFA, UT-Tyler, A&M-Commerce and UT-Arlington 3. Music faculty developed a proposal to test all incoming freshman for theory placement. This proposal was rejected by administration. Music Theory Faculty met during Summer 2015 to develop a theory placement exam. The exam was given and students needing assistance in basic music reading were advised to take Music Fundamentals. The music theory and ear

		4. Work to gain articulation agreements		training courses will be offered every semester, to allow students to begin the program at any time. Faculty have implemented a series of terminology exams, and competency based exams 4. Completed. An agreement with UT-Tyler has been made by the College. Meetings with the department chair of music at UT-Tyler helped to facilitate this agreement
Develop Honors-to-Honors articulation agreements with major transfer institutions to complement general university partnerships and to allow TJC Honors program graduates to transition directly into university honors programs	**D. Funk**	1. Compile a list of the 10 most common transfer destinations for past and current Honors students 2. Establish lines of communication with Honors deans and directors at these institutions 3. Work toward signing 5 articulation and/or reverse transfer agreements	1. December 2014 2. Assess after each long term; to be completed by December 2015 3. Complete by May 2016	1. Completed. Need data compiled and analyzed 2. In progress. Lines of communication have been opened with nearly all of these institutions and contact is ongoing 3. In progress. Six such agreements have been drafted and are pending review and signing ceremonies

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT
INITIATIVE 2.2.6: EXPAND AND IMPROVE BACCALAUREATE PATHWAYS FOR WORKFORCE GRADUATES
(KPI 6, 11, 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Articulate agreements with universities	**J. Waller** PT Dept. Chairs	MOUs in place with SFA, Texas A&M – Commerce, UTT and continually updated	Review in Summer. Update as needed for implementation in Fall	In progress, completed and continuing. Articulations for a BAAS have been completed with SFA, Texas A&M-Commerce, Texas A&M-Texarkana, Carroll University and UT Tyler. Articulations are in progress with Western Governor's University (for Business Management & related certificates)
Pursue BAAS offered by TJC	**J. Waller** PT Dept. Chairs	Identify programs with unique needs that are not offered through other institutions		In progress. Due to legislation related to a BS Dental Hygiene degree, this initiative will need to be delayed as the new BS degree is approved, developed, implemented and reviewed
Develop an articulation agreement for TJC's allied health students to complete their BS Degree at UT Tyler	**Monagan**	Action will be taken to attempt to secure an approved articulation agreement between TJC and UT Tyler to improve a baccalaureate pathway for allied health students at the College	May 2015	The "Patriot Pathways" agreement was signed between Dr. Mabry and Dr. Metke on 2/27/15. Provides for ten AAS degree programs in NHS to articulate to UTT. See: https://www.uttyler.edu/university-college/patriot-pathways/tjc-pathway-aas.php

GOAL 2:   **PARTNERSHIPS**
OBJECTIVE 2.2:   **INVOLVEMENT**
INITIATIVE 2.2.7:   **EXPAND AND IMPROVE PARTNERSHIPS WITH GOVERNMENTAL ENTITIES (KPI 15)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT
INITIATIVE 2.2.8: EXPAND AND IMPROVE PARTNERSHIPS WITH PHILANTHROPIC INDIVIDUALS AND ENTITIES (KPI 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.3: INVESTMENT
INITIATIVE 2.3.1: MAINTAIN CURRENT AND DEVELOP NEW COMMUNITY EVENTS AND VOLUNTEER OPPORTUNITIES TO EXPAND DONOR BASE (KPI 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.3: INVESTMENT
INITIATIVE 2.3.2: OPTIMIZE ALTERNATIVE FUNDING SOURCES (KPI 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 2: PARTNERSHIPS
OBJECTIVE 2.3: INVESTMENT
INITIATIVE 2.3.3: INCREASE CORPORATE AND WORKFORCE DEVELOPMENT INCOME (KPI 15)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Execute real time registration with new Elevate cloud based software solution	**Parrish** Sharpe Bower Besch Mendez	1. Complete the Beta partnership agreement 2. Go live with online enrollment solution to increase enrollment by being available 24/7. This will generate real dollars for the College	1. December 1, 2014 2. January 2015-2019	1. Completed 2. In progress. Expected go live on 12/1/15
Target high contact hour/dollar business and industry in course offerings and contract sales	**Bower** Parrish Sharpe	In conjunction with initiative 2.2.4, CE will focus on areas of industry that are the most in demand, thus have higher state funding allocations	2015-2019	Ongoing. Exploring and offering new and emerging Occupations as well as local need

GOAL 2: **PARTNERSHIPS**
OBJECTIVE 2.3: **INVESTMENT**
INITIATIVE 2.3.4: **EXPAND TOTAL GIVING TO THE TJC FOUNDATION FOR CAPITAL PROJECTS, ENDOWMENT FUNDING, ANNUAL GIVING, AND ESTATE/PLANNED GIVING (KPI 15)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Continue TJC Foundation Golf Tournament	**Andrews**	Continue TJC Foundation Golf Tournament to raise annual scholarship funds	9/10/15	9/10/2015 tournament set a new record and raised $101,120 in sponsorships. Sponsorships have increased by 25% over the last two years
Continue TJC Foundation Scholarship Luncheon	**Gould**	Continue TJC Foundation Scholarship Luncheon to honor donors of scholarships and to recognize student recipients		The 2014 TJC Foundation Scholarship luncheon was held on November 6, 2014. There were 318 RSVP to attend and 301 in actual attendance resulting in a 94.6% attendance rate. A survey of donors was conducted following the event with 37 responses received. The overall average satisfaction rate was a 4.72 on 5 point scale
Raise $12.5 million in gifts/pledges toward School of Nursing and Health Sciences	**Andrews**	Complete pledges by December 31, 2014 for capital gifts toward the new center	8/31/15	11/9/15 – More than $11.7 million committed toward the Rogers Nursing and Health Sciences Center. Advancement staff continue to work on fundraising in support of facility
Raise $8 million in gifts/pledges toward Center for Music and Dance	**Andrews**	Meet or exceed $8 million by 8/31/14		11/9/15 – Two prospective major donors are being cultivated for lead gifts to the new facility
Raise $3 million in gifts/pledges toward a new stadium project	**Andrews**	Meet or exceed $3 million by 8/31/15		11/9/15 – No update

Increase the number and total giving of annual scholarships	**Gould**	Increase number of annual scholarships by 5% each year. Increase total amount raised for annual scholarships by 5% each year		Annual scholarships increased by 6.5% from FY14 (31 scholarships) to FY15 (33 scholarships). Overall giving decreased by 20.1% with gifts totaling $385,056 and $307,485 respectively. This decline can be attributed to a substantial decrease of more than $110,000 in funding for the Luminant Academy scholarship
Develop and implement a planned giving programs	**Andrews**	Create a new position – Director of major and Planned Giving		There have been discussions concerning this position. However, no action has been taken to date
Maintain and increase stewardship of current donors to encourage continued giving	**Gould** Peters	Develop and implement at least one new online or electronic contact system for all constituents coded "major donor"		A monthly e-newsletter is still being sent to all President's Circle Member. Membership continues to grow with 20 new paid memberships to-date for FY15
Develop and implement a successful campus-wide program to compete for external grant finding	**Peters**	Complete at least one new grant proposal submission monthly		A total of 13 grant applications were submitted during FY15

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.1: PERFORMANCE
INITIATIVE 3.1.1: DEVELOP AND IMPLEMENT A RETIREMENT SUCCESSION PLAN (KPI 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Analyze current risk	**K. Fowler** Exec. Cabinet	1. Survey current employees 2. Create employee potential retirement list	Annually by October 15	Not started
Identify critical positions/areas of need	**K. Fowler** Exec. Cabinet	1. Prioritize identified needs and 2. Review/update job descriptions 3. Communicate opportunities	Annually by October 15	Not started
Assess current employee talent and interest	**K. Fowler** Deans Dept. Chairs Directors	1. Provide training to high potential employees 2. Recruit internally and externally as needed	Annually by March 1	Not started
Empower employees considering retirement	**K. Fowler** Cagle	1. Hold retirement planning and informational workshops 2. Consider incentive offers 3. Recognize employee contributions	Every semester/year	Not started
Commit to annual evaluation of needs and analyze plan's past results	**K. Fowler** Exec. Cabinet	1. Create an annual assessment of needs 2. Evaluate previous year's results	Every Summer	Not started

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.1: PERFORMANCE
INITIATIVE 3.1.2: PROVIDE LEADERSHIP TRAINING FOR MID-LEVEL MANAGEMENT POSITIONS (KPI 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Implement needs assessment	**C. Russell**	1. Identify who to train 2. Identify leadership skills and competencies needed 3. Identify perceived deficiencies in current leadership skills or training	Spring 2016	Not started
Identify personnel to be trained	**C. Russell** Exec. Cabinet Deans Directors	1. Identify current mid-level management requiring training 2. Identify high potential employees not currently in MLM positions		Not started
Develop and implement a Leadership Academy Program	**C. Russell**	1. Research successful programs 2. Provide training responsive to identified needs and deficiencies	Spring 2017	1. In progress (Research and planning stage) 2. Not started
Evaluate program effectiveness	**C. Russell** Exec. Cabinet Deans Directors	1. Satisfaction surveys will indicate appropriateness of topics and quality of training 2. Formative and summative evaluations will indicate level of content understanding 3. Employee surveys and evaluations will demonstrate knowledge transfer as a result of training	Summer/Fall 2017	1-2. In progress (Researching and planning evaluation tools) 3-4. Not started

		4. Number of internal promotions will indicate level of effectiveness		

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.1:   **PERFORMANCE**
INITIATIVE 3.1.3:   **DEVELOP ORIENTATION PLAN FOR NEW EMPLOYEES (KPI 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Implement needs assessment	**C. Russell**	Identify skills and competencies needed by each employee group	Spring 2015	Completed (Preliminary skills and competency list will be revised as needed once training is implemented)
Develop and implement employee orientation and onboarding program	**C. Russell**	1. Research successful programs 2. Provide training responsive to identified needs	Fall 2015	In progress Pre-training survey completed (see attached documents)
Evaluate program effectiveness	**C. Russell**	1. Satisfaction surveys will indicate appropriateness of topics and quality of training 2. Formative and summative evaluations will demonstrate knowledge of content 3. Declining employee attrition rates	Summer 2016	Not started 1.Pre- and post-training surveys will be ready for FALL 2015 New Employee Cohort

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.1:   **PERFORMANCE**
INITIATIVE 3.1.4:   **MATCH PROFESSIONAL DEVELOPMENT WITH COLLEGE PERSONNEL TRAINING PRIORITIES (KPI 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Provide discipline specific professional development for music faculty	**Oxler**	1. Purchase videos of courses for music development	Ongoing	1. Completed. Videos have been purchased to aid in development for teaching strategies and for teaching music, through "Great Courses"
		2. Provide a special master teacher for faculty development – one per year	June 2015	2. Master teacher did not occur, this year, but is still a plan for the future. A workshop on Music Advising was offered with the help of Jan Adams and Jeanie Oxler. A team from McGraw-Hill was brought in to discuss music texts in more depth
		3. Assess the quality of development		3. Music faculty did not utilize the video development as much as needed
Implement needs assessment	**C. Russell**	Identify perceived needs and priorities	Fall 2015	Created new questions for CWAS (Fall 2015) and will use to identify perceived needs
Develop and implement training program responsive to needs expressed	**C. Russell**	1. Research successful training programs 2. Provide training responsive to needs 3. Increase number of participants	Spring 2016	Not started Will create training programs based on responses to needs assessment FALL 2015
Offer diverse training options	**C. Russell** Nannen	1. Increase number of offerings	Spring 2016	1. In progress and ongoing. The Office of Professional

		2. Increase variety of offerings		Development continues to offer a variety of training options. From AY 2013-14 to AY 2014-15, the number of sessions (228) decreased by 9.2% to 207 sessions while the level of participation in those sessions increased from 3775 participants to 4289 participants, an increase of 13.6% 2. The current documentation system (MyPD), offers inadequate reporting options. The new system (Cornerstone) will allow for tracking of topics and categories. This system will be fully functional in January 2016. Therefore, AY 2015-16 will serve as a baseline for tracking variety of training opportunities ***See data chart attached.***
Provide ease of access to training programs	**C. Russell**	1. Increase number of participants 2. Develop full menu of online programs 3. Offer face-to-face programs at convenient times	Spring 2016	In progress (New talent management system to be implemented in FALL 2015, new TMS will allow for increased offerings and ease of accessibility, accountability, and reporting)
Evaluate program effectiveness	**C. Russell**	1. Satisfaction surveys will indicate appropriateness of topics and quality of training 2. Formative and summative evaluations will indicate	Summer 2016	Not started (Will be ready to begin implementation FALL 2015 with pre-training surveys)

		level of content understanding 3. Employee surveys and evaluations will demonstrate knowledge transfer as a result of training		
Develop and implement professional development for completion pathways support	**Nannen** C. Russell	1. Hold information sessions 2. Hold planning sessions 3. Implement pathways	August 2016	This strategy has been postponed to 2015-16. New opportunities for the creation of career-focused pathways have delayed the completion of the pathways themselves. Professional Development to support the use of these pathways is deferred until the pathways are in place
Increase faculty participation in Achieving the Dream sponsored professional development activities	**Nannen** C. Russell	Using AY 2013-14 as a baseline, increase faculty participation in professional development opportunities specifically sponsored by AtD by 5% per year	August 2019	In progress (Data collection through MyPD is ongoing) ***See data chart attached.*** While general training sessions decreased from AY 2013-14 to AY 2014-15, participation increased suggesting a greater interest in training being offered. Data is not currently accessible (in MyPD) to compare number of ATD sponsored sessions, but will be available for reporting in the new documentation system (Cornerstone) beginning in January 2016. Therefore, AY 2015-16 will serve as a baseline for tracking ATD sponsored training events

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.1: PERFORMANCE
INITIATIVE 3.1.5: STRENGTHEN INTERNAL AND EXTERNAL SYSTEMS OF COMMUNICATION (KPI 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Hold department forums with campus administrators	**Willbanks**	Invite principal administrators to an informational forum so that faculty and administrators may increase communication about policies and procedures in an informal setting	Ongoing; invitations for all VPs and Asst. VPs; June 2016 Invitations for deans and directors; June 2019	In progress. Four completed, one scheduled. This is an ongoing multi-year project
Hold bi-monthly department meetings	**Oxler** All music faculty	1. Discuss needs of department 2. Discuss progress of students in the degree 3. Keep faculty informed about department concerts	June of each year	1. Completed for 2014-15: Music Department meetings were held bi-monthly, or information was sent via email 2. Completed for 2014-15: Progress of students was discussed, which led to 18 graduates for May and 4-5 more for August 3. Completed. Music faculty and students were kept informed of Music events through weekly email
Plan and execute successful college-wide marketing plan	**Rathbun**	Complete RFP Process for marketing/branding firm	Fall 2014	RFP process was completed. Paskill, Stapleton and Lord was selected and retained for this project in March 2014
Maintain, update and enhance College web presence	**Wansley**	Assess internal and external customer satisfaction of the College website and achieve at least 80% positive results	Ongoing	11/01/15. Over 98% positive results. ***Attached survey results.***
Provide high quality print, web,	**Rathbun** Wansley	Assess the number of regional and national awards through	FY 2014	2014-15 Marketing Awards

| and other publications through Creative Services Department | Mullinix | CASE and NCMPR | | Fort Worth ADDY Awards 2015 GOLD: TELEVISION (TV) - Local (one DMA) Campaign, :60 & :30 GOLD: ELEMENTS OF ADVERTISING - Copywriting BRONZE: ELEMENTS OF ADVERTISING - Visual Cinematography

NCMPR District 4 Medallions 2014 (announced October 2014) GOLD • Report to the Community GOLD • Leonardo da Vinci: Machines in Motion website SILVER • TJC Summer Orientation/Cruise to Success Poster SILVER • Leonardo da Vinci: Machines in Motion Invitation SILVER • Winter Term Online Campaign

NCMPR Paragon 2014 (announced March 2015) GOLD • Ready radio commercial :30 GOLD • Ready TV commercial :60 BRONZE • "You're Ready for This." Recruitment/Marketing Program

CASE District IV Accolades 2014 (announced April 2015) BRONZE • Television Spot – "You're Ready for This." 60-Second Spot |

				GOLD • Radio Spot – Tyler Junior College 30-Second Radio Spot CASE Circle of Excellence Awards (announced June 2015) GRAND GOLD • Television Spot – "You're Ready for This" 60-Second Spot SILVER • Advertising Campaign – "You're Ready for This"
Continue to centralize the design, development and purchasing of trademarked TJC logo items through Creative Services and partner, Strategic management Affiliates	**Rathbun**	Increase the yearly revenue generated through SMA for TJC licensed items		Gross annual revenues from licensed product sales increased 6% over 2013-14 (2013: $13,052; 2014: $13,902.71). This created an additional 6% in revenue to the College for a total income of $8,341.62
Complete communication plan and implement all communication requirements for Achieving the Dream	**Peters**	Complete AtD communication plan; implement regular meeting schedule; create web-based information for external and internal constituents for AtD		Completed. An AtD communication plan guides communication of work with TJC's Student Success Team, the overarching leadership team that oversees the College's Achieving the Dream initiative work. The Student Success Communications Team meets one to two times per long semester to plan communication strategies

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.1:   **PERFORMANCE**
INITIATIVE 3.1.6:   **ESTABLISH INTEGRATED COLLABORATIVE PATHWAYS BETWEEN DEPARTMENTS AND DIVISIONS (KPI 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.2: SUPPORT
INITIATIVE 3.2.1: EFFECTIVELY TRANSITION TO A PERFORMANCE-BASED FUNDING MODEL (KPI 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.2: SUPPORT
INITIATIVE 3.2.2: EFFECTIVELY TRANSITION TO A DATA DRIVEN INSTITUTION (KPI 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.2: SUPPORT
INITIATIVE 3.2.3: ASSESS INSTITUTIONAL PROCESSES AND DEVELOP IMPROVEMENT PLANS FOCUSED ON EFFICIENCIES AND EFFECTIVENESS (KPI 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Conduct Business Process Analysis – Human Resources	**K. Fowler**	Review process for on-boarding new hires	Summer, 2015	Not started
Conduct Business Process Analysis – Center for Student Success	**L. Harper**	Review process for the learning resource center print management	Fall 2014	BPA completed. New system approved; implemented Fall 2015
Conduct Business Process Analysis – Summer Orientation	**Tyler**	BPA will take place to discuss the entire Orientation process and the program as a whole	Spring 2016	In progress. BPA is scheduled to take place on January 26-28, 2016
Conduct Business Process Analysis – Business Services	**Hutson**	Need to meet and discuss	Spring 2016	Scheduled for Spring 2016
Conduct Business Process Analysis – Financial Aid	**Wiggins**	Need to meet and discuss	Spring 2016	Not started
Revisit Business Process Analysis – Enrollment Management	**Chancey**	Need to meet and discuss	Fall 2017	Not started
Optimize asset utilization by renting rooms not in use for CE courses	**Besch** Parrish	1. Discontinue spreadsheet mechanics for room booking on the West Campus 2. Repair issues with the "event" piece of Ad Astra (Room Scout)	Summer 2016	1. Completed. All Banner courses are in Room Scout 2. In progess. Rick is trying to repair the "event" piece of the software for our usage

		3. Test compatibility with Elevate software 4. Increase revenue from room rental by more accurately scheduling rooms		3. Not started 4. In progress

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.2:   **SUPPORT**
INITIATIVE 3.2.4:   **EXECUTE OPERATIONAL EFFECTIVENESS AND RISK REDUCTION WITHOUT COMPROMISING EDUCATIONAL QUALITY (KPI 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.2:   **SUPPORT**
INITIATIVE 3.2.5:   **ESTABLISH BUILDING/RENOVATION PLAN (KPI 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Establish a new comprehensive master plan to include building life cycles, current conditions, replacement costs, and needed repair work	**Executive Cabinet**	Secure an outside entity to work with College personnel to develop a master plan	Begin Spring,2016	Attempting to begin this project in stages starting Fall 2015
Plan, oversee and conduct a facilities master plan. Review and assess scope, timeline and present to the President and Executive Cabinet	**King**	Plan would determine space needs, priorities and future acquisitions for both campuses	Begin Fall 2016	Not started
Identify critical repair and or replacement needs for a 5 to 10 year window and develop a supporting financing plan	**King Van Cleef**	Work with reservation funds and alternative funding sources	Begin Fall 2017	Facilities part is complete and is updated once a year

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.2:   **SUPPORT**
INITIATIVE 3.2.6:   **MAINTAIN AND EXPAND RESERVE FUNDS (KPI 15, 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3:   **CONTINUOUS IMPROVEMENT**
OBJECTIVE 3.2:   **SUPPORT**
INITIATIVE 3.2.7:   **ENHANCE CIVILITY AND SAFETY PROCEDURES (KPI 16)**

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status

GOAL 3: CONTINUOUS IMPROVEMENT
OBJECTIVE 3.2: SUPPORT
INITIATIVE 3.2.8: EXPAND/ENHANCE TECHNOLOGY THAT ENABLES EFFECTIVE AND EFFICIENT COLLEGE OPERATIONS (KPI 15, 16)

Action/Strategy	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Enter Beta partnership with Elevate (cloud based solution)	**Parrish** Sharpe Bower Soward Mendez Besch Hutson	1. Examine current process via process mapping 2. Create future state of processes via process mapping	1. September 3, 2014 2. March 2016	1. Completed 2. New Date set based on projected go-live for Elevate and need to determine processes based on the available functionality of Elevate
		3. Create general finance ledger codes in Elevate	3. Originally completed September 2014; revised and added additional items October 2015	3. Completed
		4. Assign security roles and permissions	4. December 1, 2015 based on go-live date for Elevate	4. In progress
		5. Enter all CE spring courses into Elevate	5. December 1, 2015 based on go-live date for Elevate	5. In progress
		6. Develop dashboard/metrics analytics	6. March 1, 2016	6. Will be developed after implementation and CE can determine requirements
		7. Research an electronic receptacle to contain CE course descriptions for future	7. Spring 2015	7. Completed

		credential evaluation from non-credit to credit, as well as print catalog production via data extraction		
		8. Have online registration functionality to increase enrollment	8. December 1, 2015	8. In progress
		9. Test course survey functionality	9. December 1, 2015 – functionality exist within Elevate	9. Will be available for use at the project go-live date of December 1, 2015