

**Tyler Junior College  
2011-2014 Strategic Plan Timeline  
2013-14 School Year  
Goal 1**

**GOAL 1:** Build Pathways to Student Success  
**OBJECTIVE 1.1:** Effective and Innovative Instructional Strategies  
**INITIATIVE 1.1.1:** Redesign Developmental Math Curriculum (ATD Priority 1a)

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Alternative instructional design methods (Modularization, Mastery Learning, etc.	Lisa Billie	DMTH 0311 and DMTH 0312 curriculum will be offered in a series of 5 self-paced computer modules supplemented with individualized instruction. Mastery levels must be met in order to progress through the modules	Improve Developmental Math II success rates by 2% per year	Fall 2011	Fall 2013 14.3% decrease
			Improve Developmental Math I success rates by 2% per year	Fall 2012	Fall 2013 4.4% increase
			Increase % of students transitioning to college level math by 2% per year	Fall 2011	Fall 2012 1.5% increase Fall 2013 1.8% increase
Math diagnostic testing for placement into modules	Lisa Billie	Students will take a diagnostic pre-test at the beginning of each module. The pre-test will determine which objectives the learner must complete within that module prior to post-testing	Improve Developmental Math II success rates by 2% per year	Fall 2011	Fall 2013 14.3% decrease
			Improve Developmental Math I success rates by 2% per year	Fall 2012	Fall 2013 4.4%

			Increase % of students transitioning to college level math by 2% per year	Fall 2011	increase Fall 2012 1.5% increase Fall 2013 1.8% increase
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**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.2: Improve Developmental Math Success (ATD Priority 1b)**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Early Alert	Lisa Jaquitta	During first 6 weeks of semester, DMTH professors are to identify and refer students who are not being successful (attendance, grades, etc.) to LSS via on-line submission form. LSS will contact students and provide interventions	Improve persistence and success rate by 2% each year in DMTH 0301/0311 and DMTH 0302/0312	Fall 2011	0301-0311 Fall 2012 1.5% decrease Fall 2013 7.2% decrease  0302-0312 Fall 2012 2.3% increase Fall 2013 18.1% decrease
Midterm Grade Reports	Lisa Jaquitta	Professors will submit midterm grades via email to LSS. Students with mid-term grade of D or F will be contacted and asked to either create a success plan or take part in PLATO Web Accuplacer test prep modules in order to retest	Improve persistence and success rate by 2% each year in DMTH 0301/0311 and DMTH 0302/0312	Fall 2011	Scaled up to campus-wide reporting policy  PLATO Web contract not renewed; students now referred to Tutoring

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.3: Improve Developmental Student Success (ATD Priority 1c)**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Mandatory STSS 0300 (Study Skills course)	Lisa Billie	Students who test into DMTH 0301/0311 will be co-enrolled in the STSS 0300 course	<p>Improve Developmental Math I (DMTH 0301/0311) success rates by 2%</p> <p>Improve transition rate to DMTH 0302/0312 by 2%</p>	<p>Fall 2011</p> <p>Fall 2011</p>	<p>Fall 2012 0.4% increase Fall 2013 7.1% decrease</p> <p>Fall 2012 1.9% decrease Fall 2013 1.3% decrease</p>
Mandatory STSS 0300 (Study Skills course)	Lisa Billie	Students who test into READ 0311 (formerly READ 0301) will be co-enrolled in STSS 0300	Improve READ 0311 success rates by 2%	Fall 2011	Fall 2012 7.0% increase Fall 2013 4.3% increase

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.4: Improve Reading Comprehension (QEP)**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Quest faculty will develop course-specific strategies that support student reading comprehension	Melanie Tam	Quest faculty will be mentored by a Reading Specialist regarding reading comprehension strategies and will submit plans for the implementation of those strategies to the mentoring faculty member for evaluation.	Quest faculty plans will be evaluated by the Reading Specialists and approved following any needed revisions.	9/1/13	Ongoing; 10 Quest faculty were identified to implement reading comprehension strategies in their courses. Each of these faculty were paired with a Reading Specialist in a mentoring relationship. The Quest faculty developed implementation plans with the assistance of their mentor and implemented those plans in Spring of 2014
Students will complete guided journal activities and quizzes paired with reading assignments	Melanie Tam	In order to improve both compliance with reading assignments and comprehension, students will participate in guided journaling activities and comprehension quizzes paired with at least 10 reading assignments.	Students will demonstrate a strong positive correlation between completion of guided journal assignments and scores on comprehension quizzes.	9/1/13	Ongoing; Students in AY 2013-14 demonstrated a low to moderate correlation ( $r = .47$ ) between the completion of guided journal

					activities and scores on comprehension quizzes. For AY 2014-15 activities will be adjusted to be far more course-specific and will blend seamlessly into the curriculum of the course
Students will be provided with support services to improve discipline-specific reading comprehension.	Melanie Tam	Students will have access to both workshops and tutoring in reading comprehension strategies. Surveys will be administered at the end of each session.	<p>(1) 75% of students attending workshops will indicate that they believe that these workshops helped them with reading comprehension.</p> <p>(2) 75% of students utilizing Quest Student Success Center tutoring services will indicate that they believe that these tutoring services helped them with reading comprehension</p>	9/1/13	<p>Ongoing;</p> <p>(1) 97.6% (203 of 208) of students surveyed during AY 2013-14 indicated that they were at least somewhat confident that the workshop attended would improve their ability to understand textbook reading assignment.</p> <p>(2) 93.95% (264 of 281) students who completed surveys regarding Quest Student Success Center tutoring indicated that they were at least somewhat confident that their tutoring session would improve</p>

					their ability to understand textbook reading assignments in their courses
Students completing Quest Gateway courses will demonstrate improved reading comprehension on discipline-specific reading comprehension pre- and post-tests.	Melanie Tam	A discipline-specific reading comprehension pre-test will be administered during the first week of class and compared to a comparable discipline-specific reading comprehension post-test administered during the last week of class.	The post-test mean score of students completing Quest courses will be greater than the mean score on the pre-test.	1/14	Ongoing; Discipline-specific reading comprehension assessments were compiled during Fall 2013 and were administered as pre-tests to students in Quest courses in January 2014. Students scored an average of 67.17 on the pre-test and 67.76 on the post-test. Although the increase was very slight, it was an improvement over the results of the GMRT in previous semesters. In the last administration of the GMRT in Fall 2013, student scores dropped from 69.35 on the pre-test to 68.35 on the post-test. Pre- and post-tests for AY 2014-15 will be developed by the

					Quest faculty and the reading specialists and will be course-specific
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**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.5: Develop and Implement a Comprehensive New Student Experience (ATD Priority 2a)**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Implement Freshman Interest Groups (FIGs)	Lisa Ashleigh	FIGs are designed to connect FTIC students by common major. FIGs will enroll in linked courses, study together, and participate in campus activities while living in a designated residence hall	Increase the fall-to-fall persistence rate 5% in year 1 for each cohort	Fall 2011	Completed. Program eliminated Spring 2014
Plan faculty and staff development for those interested in forming a FIG	Lisa Ashleigh	Faculty who have been in the FIG program will provide training and act as mentors for those interested in creating new FIG programs	Increase professional development participation by 2%	Summer 2012	Completed. Program eliminated Spring 2014

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.6: Develop an Exemplary Honors Program**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop Articulation agreements with regional 4-year colleges	T.J. Butch	Articulation agreements will allow TJC Honors Students to transfer directly into the Honors Programs at 4-year institutions. Lines of communication should be opened with the honors programs around the state with the hope of forging these agreements.	<p>By May 2014, the provost and honors director will have signed articulation agreements with at least 4 university Honors Programs around the state.</p> <p>Update: Conversations are ongoing with the Honors Colleges at Stephen F. Austin State University, Texas A&amp;M Commerce, the University of North Texas, and Sam Houston State University. An informal transfer agreement system has been reached with the relatively small Honors Program at UT Tyler, where no formal agreement is possible. Finally, TJC will sign the "Baylor Bound" agreement in June 2014.</p>	9/13	Ongoing; As of October 2014, verbal agreements or understandings have been reached with the Honors Programs or Colleges at SFA, UNT, A&M Commerce, and Baylor, and draft agreements have been presented. All that remains is to find time to negotiate and then sign the agreements. Visits to UNT and SFA have been planned in late fall 2014 for this purpose; Baylor and Texas A&M will follow in spring 2015
Develop an	T.J.	The Honors Program has	By May 2014: the LLC Honors	9/13	Ongoing/

<p>effective Honors Living and Learning Community (LLC) in Ornelas B</p>	<p>Aukse Jessica</p>	<p>launched its LLC on the 3<sup>rd</sup> floor of Ornelas B. The expectations, traditions, and overall timbre of this community will be set over the coming year. Honors staff will work closely with the housing office and Honors RAs to ensure the LLC's success, including community-building activities, honors tutoring, a study lounge, and faculty involvement.</p>	<p>Lounge will be completely functional and outfitted; an honors-to-honors tutoring system will be in place; faculty will hold office hours and/or weekly activities in the LLC; and 95% of LLC participants will agree on a survey that the community has enriched their social and academic experience at TJC.</p>	<p>Partially Aborted; In July 2014 the LLC Lounge in Ornelas B was dismantled, seriously crippling the mission of the LLC. This fall the Honors LLC RAs have instituted effective community-building structures and events. Faculty have become involved through Friday coffee hours in Rogers, with high involvement from the LLC. A survey will be given to all LLC residents this winter to assess the community's efficacy. Overall, however, it is the conclusion of the honors office that without further support (staffing) and appropriate facilities (i.e.,</p>
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					community/ lounges space) the Honors LLC project probably is unsustainable considering the Honors Program's already strained resources
Adapt Honors Program course offerings to meet the needs of new honors cohorts	T.J.	Under the new PHS/Honors Program, incoming Honors freshmen have generally completed 20 hours or more of core dual-credit courses. In order to offer honors courses that meet students' degree requirements, a survey will be conducted to measure demand for core and elective courses. The program will respond accordingly, developing new offerings as needed.	Achieve 90% student participation in course offerings survey. The schedule of honors course offerings for Spring 2014 and Fall 2014 will reflect the results of the survey.  Update: The survey was successfully given as part of the program's Freshman Colloquium course (PHIL 2289). An 88% participation rate was achieved. Class schedules have been developed accordingly.	9/13	11/14 Completed
Design an Honors Capstone course and provide opportunity for honors students to graduate with Distinction	T.J. Ryan  Honors Advisory Committee	The Honors Program will develop a capstone course, SOCI 2189, with an emphasis on undergraduate research and/or service learning. Students will complete capstone projects under the mentorship of honors faculty to graduate with distinction.	Course, forms, and procedures will be ready by Fall 2014 for implementation in Spring 2015. This will include criteria for graduating with Distinction from the Honors Program.	10/13	10/14 Completed; A course syllabus and outcomes have been developed collaboratively by the honors director and select faculty. Professor Ryan Button will launch the course for the

					first PHS cohort in Fall 2015. The course will focus on undergraduate research methods and interdisciplinarity
Identify required professional development materials and opportunities for honors faculty and Honors Advisory Committee	T.J.	Obtain and distribute literature to equip honors faculty to teach effective honors courses; take faculty to national and regional honors conferences to foster development of an effective program; and provide resources for the development of advisory committee members to inform their decision-making.	By December 2014, all honors faculty will state on a satisfaction survey that they are satisfied with their preparation to teach honors courses and serve honors students both inside the classroom and out.	11/13	Ongoing; Honors faculty and advisory committee survey will be distributed in late Nov. 2014, and results will be taken into account in planning honors faculty/committee development in 2015
Develop enhanced STEM offerings for Honors Students	T.J. Ken	A high demand for STEM courses exists in the program. A greater number and diversity of STEM courses need to be developed in consultation with the EMS department chairs and faculty members.	By Fall 2014, STEM courses will comprise 30% of all Honors Program course offerings.  Update: Of 21 unique course offerings for Fall 2014, 5 are STEM courses (24%). At this time, most of the College's STEM departments do not have the will, resources, and/or manpower to entertain the idea of honors sections. In the long term, some form of financial incentive for honors teaching will likely be	1/14	5/14 Completed

			necessary, especially in STEM courses, which require more extensive faculty preparation and out-of-class involvement (labs, one-on-one mentoring).		
Develop system for tracking Honors Program graduates	T.J. Jessica	The Honors Program will develop a system to track its graduates: where they transfer, what careers they end up in, where they live, and how the program served them in achieving their life and career goals.	By May 2014, a system for tracking graduates of the program will be in place.  Update: The program's application to graduate with honors has been altered to include both traditional and social media contact information for graduates; a database has been established to allow program administrator and/or student workers to establish regular contact with graduates.	1/14	5/14 Completed
Reassess criteria for entrance to the program for both high school and current TJC students	T.J. Honors Advisory Committee	As program grows larger and more homogenous through the Presidential Honors Scholarship, it may become necessary for the Honors Advisory Committee to recommend tightening entrance criteria to the program, possibly employing considerations of diversity in the application review process.	Honors Advisory Committee will assess application rates to the Honors Program for Fall 2014, both under the Presidential Honors Scholarship and for nontraditional, transfer, or other applicants. If necessary, the committee will recommend more stringent/ progressive criteria for admission to the Honors Program and/or the PHS in order to maintain a program ideally representing 2-3% of the TJC student body.	5/14	10/14 Completed; For AY15-16, recruitment of competitive PHS applicants will become a focus; test scores will be purchased in order to recruit highly qualified, diverse regional applicants. No recommendation to change top 10% automatic acceptance for in-district

					students has been proposed at this time
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**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.7: Develop and Submit New Core Curriculum**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Submit recommended core to THECB	Butch Cheryl		Approval by THECB	August 2013	8/13 Completed
Approval from THECB	THECB			Fall 2013	January 17, 2014 Completed
Pilot submitted assessments on new core	Betsy Lisa Selected professors in Core subjects		Evaluation of pilot by General Education Committee (GEC)	Fall 2013	Ongoing
Develop process to change existing assignments/assessments	Betsy Lisa GEC		Change forms on website	Fall 2013	April 2014 Completed
Change degree plans to reflect new core	Department Chairs		Approval by C&I and Provost	Fall 2013	Fall 2014
Recommend changes for 2014-15 catalog	Cheryl GEC		Approval by Provost	Spring 2014	March 2014 Completed
Develop General Education Student Guide	Betsy Lisa GEC Advisors		Approval by Provost	Spring 2014	Completed Fall 2014
Use Online Syllabus Update form to revise/update course	Core Curriculum Faculty		C&I	Spring 2014	Ongoing



SLOs to include any new course SLOs referenced on the Student Learning Outcome Alignment Form. Submit to C&I.					
Update General Education information areas on online syllabi to reflect new core objectives	IEPR			Spring 2014	Ongoing
Enter core assignment/assessments in online syllabi for Fall 2014	Core Curriculum Faculty			Summer 2014	Ongoing
Begin new core	College		Reflected in all publications, syllabi, and degree plans	Fall 2014	Ongoing

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.8: Prepare to Introduce Mathways and Allied Courses for Fall 2014**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Begin collaboration between Dev. Ed. Math and Math to implement Mathways Project.	Chris Billie	Identified TJC Mathways Contacts and submitted to state administrators.	None	Fall 2013	8/14/13 Completed
Attend conference to gather information on Mathways implementation	Chris Billie	CASP Pre-Conference All-Day Workshops [October 2013]	Attendance at conference.	Fall 2013	10/14/13 Completed
Train Advising in Mathways	Chris Billie	Host campus training meetings with Advising	Attendance of meetings.	Fall 2014	First meeting 10/17/14 Ongoing
Train math faculty in Mathways	Chris Billie	Host campus training meetings with Dev. Ed. and Math faculty	Attendance of meetings.	Fall 2014	First meeting 8/25/14 Ongoing weekly
Pilot Mathways at TJC	Chris Billie	Conduct summer session of the new Mathways model.	Mathways courses documented in summer schedule.	Summer 2015	Ongoing
Implement Mathways at TJC	Chris Billie	Offer Mathways sessions	Mathways courses documented in fall schedule.	Fall 2015	Ongoing

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.1: Effective and Innovative Instructional Strategies**  
**INITIATIVE 1.1.9: Develop Service Learning as a Pedagogy/Philosophy of Instruction**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop Service Learning requirement for Honors Program	T.J. Jessica  Honors Advisory Committee	The Honors Program will develop a service learning component as part of the program's graduation requirements. The program will: research best practices in Service Learning programs; develop criteria to certify extra-curricular Service Learning projects; collect resources and project ideas for students; design a mechanism for use of Service Learning as optional component of honors capstone projects; and develop an infrastructure of support and supervision for students working toward their Service Learning requirement.	Service Learning components—criteria, forms, procedures, and student resources—will be developed and ready for advisory committee comment and approval by January 2014.  Update: Mrs. Bullock undertook best practices research and developed a comprehensive service learning framework for the Honors Program. The advisory committee reviewed and approved these materials in February 2014, and they will be implemented beginning Fall 2014.	10/13	2/14 Completed
Develop resources and professional development opportunities to equip honors faculty to incorporate Service Learning into	T.J. Jessica	To complement the Honors Program's Service Learning requirement, honors faculty will be encouraged to develop Service Learning as a pedagogical tool and to incorporate it into their curricula. Program staff will collect and	25% of Honors courses will include a Service Learning component for Fall 2014.	10/13	Ongoing; A faculty prof. development workshop is needed to encourage this goal but has not yet been planned or

Honors course curricula		distribute professional development materials and host a Service Learning workshop for honors faculty.			undertaken. The growth of service learning as a pedagogical tool in the classroom will need to be implemented more gradually than this initiative sub point suggests
Provide Service Learning resources and support for other TJC faculty	T.J. Jessica	Compile resources, materials, and multimedia on the Honors Program website for use by TJC faculty who wish to use Service Learning as a pedagogical model or extracurricular component in their courses.	Service Learning resources and support for faculty will be available online by August 2014.	1/14	8/14 Completed and ongoing; Basic resources are available through the Honors Program's website. The presence of these resources should be taken into consideration in the Service Learning component of the College's new Strategic Plan

**GOAL 1: Build Pathways To Student Success**

**OBJECTIVE 1.2: Student Academic Success**

**INITIATIVE 1.2.1: Identify College and Career Pathways and Appropriate Degree and Certificate Programs for Publication for Advisement**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop documentation and publication materials that identify pathways and appropriate curricula options	Clayton	Maintain school brochure which identifies programs along with associated career pathways; assist in updating the College course catalog to list programs under career pathways related to the State Career Clusters	School brochures are updated annually in July for distribution in the Fall and Spring; Career Clusters will be added to the course catalog in the future to identify career pathways. This action will be on-going as the course catalog is updated yearly  Posters to market trades programs were developed, distributed and displayed	9/1/12	Ongoing; Brochures were printed 8/13/14 and 8/14/14 and distributed upon receipt  Fall 2014
Coordinate degree programs with HB5 pathways	Clayton	Develop materials and provide training	Schedule meetings with ISDs to discuss pathway matches with new endorsements  Technical Programs Transition Coordinator scheduled meetings throughout the Spring 2014 school year with department chairs, coordinators and ISDs. Refine 6-year plans and adapt to HB5 requirements	9/1/12	10/19/12 10/1/13 2/14/14 4/29/14 5/1/14 5/19/14 5/27/14 6/10/14 This will be an ongoing initiative

**GOAL 1: Build Pathways To Student Success**  
**OBJECTIVE 1.2: Student Academic Success**  
**INITIATIVE 1.2.2: Improve Student Retention and Graduation**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
<p>Each academic unit will review and analyze retention data for its offerings and report to Academic Affairs Council where improvements have been made and where improvements must be made in subsequent semesters</p> <p>Implement a Retention and Completion Advisory Council to assist and support PTP retention</p>	<p>Clayton</p>	<p>Utilize Early Alert Monitoring System to reach out to provide assistance to students in jeopardy of failing; supportive assistance in advising from faculty' referral to student services where appropriate. Hire Retention Specialist to address Closing the Gaps through Perkins. This initiative will target technical majors.</p> <p>Identify faculty/staff for the Retention and Completion Advisory Council representing all PTP academic units and locations.</p>	<p>During the fall 2012 semester 21 students were referred (4 students earned a B or above; 11 failed; 6 withdrew). During the Spring 2013 semester 16 (3 students for more than one course) referrals were made (4 students withdrew; 12 failed). Data for existing strategy is not available at this time. The position, Retention Specialist, has been filled. Action/Strategy will be updated to reflect action taken related to Closing the Gaps.</p> <p>During the Fall 2013 semester, 7 students were referred (1 student earned a B; 3 withdrew; 3 failed). During the Spring 2013 semester, 1 student was referred (student withdrew)</p> <p>Council was identified and group worked together in establishing a new Early Alert Monitoring system. Details were presented to faculty in Fall 2014 at the opening school meeting</p>	<p>9/1/12</p> <p>9/1/14</p>	<p>Ongoing</p> <p>Spring 2013 Fall 2013 Spring 2014 Fall 2014</p> <p>Faculty are required to provide feedback each semester as</p>

efforts.					deadlines are communicated
Identify Dual Credit students in area high schools who are accessing credit options through TJC/PTP programs and are considered at-risk by their counselors	Sarah Ken	Provide support to students and their parents which allows for a clear pathway through completion of their program at TJC  Compare retention data and success rates for MATH 1314 against the new 4 hour MATH 1414 starting in Fall 2013  Compare retention data and success rates for newly revised ENGL 1301 starting in Fall 2013 with data from AY 2012-13 for "old" ENGL 1301	Inform at-risk students of support services available on the TJC campus and assist them to identify appropriate offices and contact individuals  2-5% increase in retention data and success rates for new MATH 1414 and revised ENGL 1301	12/13	Continually review process and procedures  5/14 Math 1314 decreased 15.7%; Math 1414 increased 13.6%; English increased 1.03%
Identify students within 3-9 hours of graduation and encourage them to enroll and complete their degrees	Clayton	Provide students within 50% of hours for completion first opportunity to register; identify students who did not complete degree before transferring to universities and encourage reverse transfer for completion	Promotion of mini-registration dates by faculty advisors; utilize student retention and tracking documentation each semester to identify those close to graduation; utilize Retention Specialist position to target and monitor these students	9/1/12	Ongoing; Completed each semester during advising

	Sarah Ken	Identify students majoring in Mathematics and English and use the BRM tool from Banner to notify and encourage students to complete their degree requirements. Follow up with a different second form of communication.	5-10% of those students majoring in Mathematics and English contacted will complete their degree.	Fall 2013	5/14 29% of students notified completed their degree requirements
Identify group of students that are TSI complete and have completed 47 or more hours of college credit courses	Janna Tom Jan	Identify cohort and send correspondence asking them to come in for a degree audit and to meet with an advisor to facilitate December 2013 or May 2014 graduation	<p>Identified fall 2013 cohort of students with 47 college level hours who were TSI complete. Sent email to students notifying them of their hours completed and directing them to an Academic Advisor.</p> <p>20% of those contacted will graduate in either December 2013 or May 2014</p> <p>Update: This initiative was adjusted to use the DegreeWorks capability to focus on students that have met graduation requirements and have not applied. After May 2014 degrees have been posted we will pull a list to determine completers by the following:</p> <ol style="list-style-type: none"> <li>1. Students that are TSI complete</li> <li>2. Students that have completed 60 hours</li> <li>3. Students that have not received an Associate's</li> </ol>	Fall 2013	2492 students sent notification. 66% or 1647 completed either a certificate and/or degree



			<p style="text-align: center;">Degree</p> <p>Once the list has been compiled we can determine if students have met graduation requirements and begin to automatically award degrees.</p>		
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**GOAL 1: Build Pathways To Student Success**

**OBJECTIVE 1.2: Student Academic Success**

**INITIATIVE 1.2.3: Review and Revise all Degree programs for Appropriate Placement Within College and Career Pathways**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Create Department of Adult Education and appoint a Coordinator.	Lisa Billie	Per new state mandates, TJC must create career paths for Adult Education students. [These students are differentiated from Developmental Education students].	The development of a new TJC Adult Basic Education Plan.	Spring 2014	On Hold. Waiting on State requirements for new BASE program
Utilize new state placement test cut scores to identify AE students [differentiated from DE students]	Lisa Billie	Per new state mandates, TJC will create a new placement chart for AE students.	The development of new TJC Placement Chart for AE students.	Spring 2014	On Hold. Waiting on State requirements for new BASE program
Use I-Best Model to develop clear career pathways beginning with Level 1 certificates for AE students.	Clayton Paul	Deans collaborate to generate pathways aligning basic skills needs required to complete to Level 1 certificates.	Develop 1 new certificate program to begin this initiative.	Spring 2014	Community Health Worker approved for implementation Fall 2014. Work with Dean of Student Success to prepare

					students to transition to a Level 1 certificate
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**GOAL 1: Build Pathways To Student Success**  
**OBJECTIVE 1.3: Student Development**  
**INITIATIVE 1.3.1: Implement a Co-Curricular Transcript**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Contact departments and organizations along with students to utilize the co-curricular transcript	Lauren	<p>Create a location on TJC's website to increase students' and organizations' awareness of the service. This would include the brochure and request form.</p> <p>Create a brochure for students and organizations to provide information about the program.</p> <p>Create a digital form for students to submit requests for transcript.</p>	<p>The website has been created on the TJC website to inform our students and to bring awareness to the services. The site is <a href="http://www.tjc.edu/info/2003665/student_clubs_and_organizations/734/co-curricular_transcript">http://www.tjc.edu/info/2003665/student_clubs_and_organizations/734/co-curricular_transcript</a></p> <p>This information has been added to the Center for Student Life and Involvement brochure. (See attachment)</p> <p>The website above has the digital form for submissions as well. Having this feature will create an easier way to track the number of requests per semester.</p>	May 2013	<p>5/14 Completed</p> <p>5/14 Completed</p> <p>5/14 Completed</p>

**GOAL 1: Build Pathways To Student Success**

**OBJECTIVE 1.3: Student Development**

**INITIATIVE 1.3.2: Develop a Communication Plan for Student Engagement Activities and a Centralized Location for Data Collection**

Action/ Strategy	Owners	Description (if needed)	Key Performance Indicators (if applicable)	Begin Date	Completion Date/Status
Develop guidelines for department and organizations to report their student engagement activities	Lauren	<p>Researching software companies that will streamline paperwork and communication among organizations such as Symplicity that has already been purchased by the College.</p> <p>Also looking into other programs such as OrgSync and Collegiate Link.</p>	<p>Guidelines have been in place regarding organizations reporting their events via paper form for the past few years. Events are also posted on the campus calendar. The issue is having one central location for this information to be housed.</p> <p>After researching the best software for this solution, a budget request was submitted for the 2014-2015 fiscal year for the purchase of OrgSync. This software would alleviate several areas such as tracing student attendance, eliminating paper forms; simplify the process with having to manually enter co-curricular data and more.</p>	9/1/12	5/14 Completed
Centralize reporting of student engagement activities	Lauren	Software will have reporting capabilities for activities. As of right now, this is being communicated only verbally at month	Once the software is purchased, this will be used as the centralizing reporting location for both student activities and community service.	9/1/12	5/14 Completed

		meetings amongst organizations.			
Centralize coordination of student engagement activities with the community	Lauren	Software should also have reporting capabilities for community service.	Once the software is purchased, this will be used as the centralizing reporting location for both student activities and community service.	9/1/12	5/14 Completed

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.4: Academic Space Utilization \***  
**INITIATIVE 1.4.2: Explore Options for providing Real Time Scheduling Information to Deans and Provost**

**NO NEW ACTIONS/STRATEGIES THIS YEAR.**

**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.4: Academic Space Utilization \***  
**INITIATIVE 1.4.3: Redefine and Reconfigure Existing Interior Spaces**

**NO NEW ACTIONS/STRATEGIES THIS YEAR.**



**GOAL 1: Build Pathways to Student Success**  
**OBJECTIVE 1.5: Student Enrollment**  
**INITIATIVE 1.5.1: Enrollment Management Plan**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Increase full time enrollment	Juan Janna Tom	5% increase in full time students 5% increase in fall to fall persistence for established cohort 2% increase in number of contact hours offered Increase growth in the Hispanic student population by 2% Increase growth in the black male student population by 2%	Increase by 2% overall	Fall 2013	Full time status increased by 1%. Fall FT/FTIC Cohort increased by .6%. Contact hours dropped by 3%. Hispanic enrollment increased by 36%. Black male population decreased by .2%
Increase graduation rates	Juan Janna Tom	Increase STEM majors by 5%	Increase by 2% overall	Spring 2013	STEM majors increased 14% from Fall 2013 to Fall 2014
Increase % of	Juan	Create a SDEV course for non-	Increase by 2% overall	Fall 2013	Fall 2013

population age 24 and older in vocational/technical certificate as highest level of educational attainment	Janna Tom	traditional students Add an Adult Student Preview Day			Adult Preview day has 20 in attendance. Spring 2014 had 4 in attendance
Increase number of students that enter college ready	Juan Janna Tom	2% by using Plato Increase the number of students that are college ready in all areas but math when first entering college	Increase by 2% overall	Fall 2013	The number of students that were college ready for Fall 2013 compared to Fall 2012: Math up 2%; Reading down 1%; Writing down 2%

## Goal 2

**GOAL 2:** Expand Community Relationships  
**OBJECTIVE 2.1:** Community Engagement and Investment  
**INITIATIVE 2.1.1:** Maintain Current and Develop New Community Events and Volunteer Opportunities to Expand Donor Base

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
TJC Foundation Golf Tournament	Mitch Kim	Continue TJC Foundation Golf Tournament to raise annual scholarship funds	Meet or exceed previous year's fundraising goal	9/1/13	9/5/14 Raised over \$75,000 in net proceeds Next event: 9/10/15
TJC Foundation Scholarship Luncheon	Kim	Continue TJC Foundation Scholarship Luncheon to honor donors of scholarships and to recognize student recipients	Donor attendance Student Attendance Encourage current donors to give again or to increase level of giving	9/1/13	11/6/14 98% of student scholarship recipients attended and 88% of donors attended
85 <sup>th</sup> Anniversary Donor/Leadership Events	Kim Mitch	Develop small, informal events introducing Dr. Metke to potential lead donors for 85 <sup>th</sup> Anniversary Campaign	Complete events, luncheons, dinners, etc.	9/1/13	Completed 8/31/13
Develop and Implement new evaluation tool	Shelby	Develop and implement an effective electronic evaluation tool to	Complete and implement tool	9/1/13	As of 10/1/14: Surveymon-key for 2014

		assess internal and external satisfaction with all facets of college-wide events			Golf Tournament players and sponsors completed; Donor Luncheon Survey planned for Fall 2014 (November 2014)
Foster and develop boards and/or advisory groups	Kim	Strengthen and develop the TJC Foundation Board, Alumni Association, Botanical Gardens Advisory Council and create two new advisory boards for the Center for Earth and Space Science Education and the 85 <sup>th</sup> Anniversary Campaign	Evaluate the effectiveness of current boards with external survey and total donations received each year	9/1/13	Plan to complete external survey by 8/31/15 FY2014: TJC Foundation received \$4,629,855 up over \$100,000 from 2013

**GOAL 2: Expand Community Relationships**  
**OBJECTIVE 2.1: Community Engagement and Investment**  
**INITIATIVE 2.1.2: Expand Total Giving to the TJC Foundation for Capital Projects, Endowment Funding, Annual Giving and Estate/Planned Giving**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Raise \$12.5 million in gifts/pledges toward School of Nursing and Health Sciences	Kim Mitch	Complete pledges by December 31, 2014 for capital gifts toward the new center	Raise pledges/gifts toward new nursing and health sciences center to meet or exceed \$12.5 million	9/1/13	As of 9/1/14 have received gifts/pledges of \$11,068,730
Raise \$8 million in gifts/pledges toward Center for Music and Dance	Kim		Meet or exceed \$8 million by 8/31/14	9/1/13	Ongoing
Raise \$3 million in gifts/pledges toward new stadium project	Kim		Meet or exceed \$3 million by 8/31/15	9/1/13	10/1/14 \$650,000 raised to date Ongoing
Endow at least 85 new scholarships, programs, chairs, or departments	Kim		Meet or exceed 85 new scholarships, programs, chairs, or departments by 8/31/14	9/1/13	As of 4/30/14: Created new Rusk TJC Promise Scholar Program (annual); and over \$1.5 million in new endowed scholarships
Increase the number and	Kim		Increase number of annual	9/1/13	As of 10/1/14:

total giving of annual scholarships	Shelby		scholarship by 5% each year Increase total amount raised for annual scholarships by 5% each year		Number of annual scholarships declined slightly but overall annual scholarships increased 10%
Increase the number of donors and total giving to discretionary funds	Kim Shelby		Increase the number of donors giving to the Annual Fund by 5% each year Increase the total amount raised by the Annual Fund by 5% each year	9/1/13	As of 5/12/14: Annual Fund \$11,697, down slightly from 5/13; President's Circle, \$66,257, up \$11,200 as of 5/12/13. Employee Campaign raised \$47,669 for TJC/United Way, up 26% from 2012 with 35.9% of faculty/staff participation
Develop and implement a planned giving program	Kim	Create a new position – Director of Major and Planned Giving	Create a new position – Director of Major and Planned Giving Implement a comprehensive	9/1/13	10/1/14 On Hold: position not funded

			planned giving program for TJC		FY 2013-14
Maintain and increase stewardship of current donors to encourage continued giving	Shelby Fred		Develop and implement at least one new online or electronic contact system for all constituents coded "major donor"	9/1/13	As of 10/1/14: Added President's Circle e-newsletter. President's Circle at record high membership – over 80
Develop and implement a successful campus-wide program to compete for external grant funding	Fred		Complete at least one new grant proposal submission monthly	8/1/13	As of 10/1/14: Completed 14 proposals to private foundations and/or government entities

**GOAL 2: Expand Community Relationships**  
**OBJECTIVE 2.1: Community Engagement and Investment**  
**INITIATIVE 2.1.3: Refine and Evaluate the Comprehensive Marketing Plan for the College**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Plan and execute successful college-wide marketing plan	Kim		Establish campus-wide standing committee for marketing and branding: implement quarterly meeting schedule beginning 10/1/12	9/1/13	As of 10/1/14: Research Study completed by Paskill, Lord & Stapleton August 2014. New identity standards for institution and athletics to be completed by 12/31/14
Maintain, update, and enhance College web presence	Leah		Assess internal and external customer satisfaction of the College website and achieve at least 80% positive results  A few comments from 2013-14 customers:	9/1/13	As of 10/1/14: Achieved greater than 98% positive results



			<p>“You guys are the best!”</p> <p>“Great service! I didn’t expect this to be completed the day it was received let alone in an hour!”</p> <p>“You guys are awesome...I just need to up my game!”</p> <p>“I am completely happy!”</p> <p>“Can ‘perfection’ be improved?”</p> <p>“Keep these great folks happy!”</p> <p>“You get it done. Thanks.”</p>		
Provide high quality print, web, and other publications through Creative Services Department	Pamela Leah Elise		<p>Assess the number of regional and national awards through CASE and NCMPR</p> <p>The Medallion Awards listed below from NCMPR District IV, which encompasses Arkansas, Colorado, New Mexico, Oklahoma, Texas and Wyoming</p> <p>NCMPR Medallion Awards 2014</p> <p>GOLD College Annual Report/Report to the Community: TJC Annual Report</p> <p>GOLD Website: da Vinci Summer Website</p>	9/1/13	<p>2014 CASE National Educational Fundraising Award for Overall Performance</p> <p>See NCMPR awards in other column 2014</p>

			<p>SILVER Poster: Cruise to Success/New Student Orientation Poster</p> <p>SILVER Notes/Cards/Invitations: Invitation for da Vinci Summer VIP Event</p> <p>SILVER Online Marketing/Advertising: Winter Term Marketing Campaign</p>		
Implement RSVP/ticket sales tool through University Tickets campus-wide including music, dance, theatre, and athletics	Pamela Leah Elise			9/1/13	On Hold: Researching another vendor that will work better with CashNet
Develop and implement an effective electronic evaluation tool to assess internal and external satisfaction with all facets of marketing and public affairs	Kim Elissa		Complete new evaluation instrument	9/1/13	Engaged Paskill, Stapleton & Lord to determine current market position with internal and external constituents. Results by 8/31/14

Develop and implement a college-wide plan to effectively manage public affairs	Fred		Complete an evaluation tool to measure effective use of press releases, crisis management systems, and response to requests for public information	9/1/13	Not completed
Centralize the design, development and purchasing of trademarked TJC logo items through Creative Services and new partner, Strategic Management Affiliates	Pamela		Complete the implementation of new process and campus-wide procedures for purchasing TJC logo items	9/1/13	Completed 8/31/12 with Strategic Marketing Affiliates (SMA) partnership. FY2014 revenue is over \$13,000. Almost double from FY2013
Complete communication plan and implement all communication requirements for Achieving the Dream	Fred		Complete ATD communication plan; implement regular meeting schedule; create web-based information for external and internal constituents for ATD	9/1/13	Completed all by 10/1/13 with ongoing meetings, newsletters and updated web content  See <a href="http://www.tjc.edu/AchievingTheDream">http://www.tjc.edu/AchievingTheDream</a>

**GOAL 2: Expand Community Relationships**  
**OBJECTIVE 2.2: Alumni Involvement**  
**INITIATIVE 2.2.1: Maintain Current and Develop New Alumni Events to Expand Donor Base**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Increase the number of attendees and events for current and/or new alumni chapters	Don Mitch		Measure number of alumni chapter events  Measure number of attendees at each alumni event – increase by 5% per year	9/1/13	Completed. 14 chapter events  Total number of attendees 519 (not counted last year)
Expand current participation and develop new programs for affinity groups	Don Mitch		Measure number of attendees at program specific events for affinity groups such as Apache Belles, Band, Harmony & Understanding, etc. – increase by 5% per year	9/1/13	Completed. Launched Apache Belle Gold ETx Chapter September 26 – 83 members; Dental Hygiene Gold February 20 – 31 attendees; Letterman Gold April 10 – 77

					attendees Total 191
Develop new initiatives to encourage involvement from younger constituency	Don Mitch		Develop at least one new program for alumni younger than 40	9/1/13	Completed. Created Young Alumni Council September 26, 2013 to plan and implement activities for alumni under age 40
Increase alumni participation in giving	Don Mitch		Measure the % of alumni participation in total giving each year	9/1/13	Completed. 9/1/13 through 8/31/14 number of donors up 24% over entire previous year. Current year giving 114.5% of previous year total

**GOAL 2: Expand Community Relationships**  
**OBJECTIVE 2.2: Alumni Involvement**  
**INITIATIVE 2.2.2: Increase the Number of Annual and Lifetime Alumni Members**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop and expand solicitation strategies	Don Mitch	Create new avenues for revenue through web and/or email solicitations	Complete at least two alumni appeals through non-traditional media	9/1/13	Completed. Created crowd-funding platform for donations to AB Korea trip; introduced phone-a-thon for soliciting support for same
Increase opportunities to capture personal information for increased solicitation	Don Mitch	Obtain email addresses of all alumni	Complete at least two new solicitations (either print or electronic) to obtain email addresses of alumni	9/1/13	Ongoing. Completed roll of student information to database. Will hire outside company to append all data. Appended data on all

					former athletes; collecting corrected data at all events. Linked-In to be completed by 12/31/14
Develop focus groups to identify new strategies for membership growth	Don Mitch		Increase alumni membership by at least 5% per year	9/1/13	Behind. Membership 9/1/13 1925; current membership 1967 (96 new, 54 non-renewals; net +42) increase of 2%

**GOAL 2: Expand Community Relationships**

**OBJECTIVE 2.2: Alumni Involvement**

**INITIATIVE 2.2.3: Utilize New and Emerging Media to Increase Alumni Participation and New Membership**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Enhance the use of social media applications	Don Mitch	Continue to develop the TJC Alumni Association's use of Facebook, Linked In or other social media	Increase the number of Facebook "likes" by at least 5% each year	9/1/13	Completed. Growth of Alumni Association page 11.1% 9/1/13 through 4/29/14
Redesign alumni web presence	Don Mitch		Complete alumni web redesign	9/1/13	Ongoing. Research phase completed 4/14/14. Design phase started 4/15/14



**GOAL 2: Expand Community Relationships**

**OBJECTIVE 2.3: Workforce and Economic Development**

**INITIATIVE 2.3.1: Address the Needs of Non-traditional Returning Students for Job Skill Training/Retraining**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Seek new workforce training with new companies coming to Tyler/Smith County.	Aubrey	Actively partner with Tyler Economic Development Council (TEDC) to provide training for companies.	Participate in monthly TEDC meetings to identify and deliver new workforce training programs and participate in planning to offer Work Keys for Tyler area employees	9/1/13	Ongoing with TEDC 14-15. No longer participating in Work Keys with Express as of 5/31/14
Identify and develop viable new certificate and associate degree programs for the School of Professional and Technical Programs which meet community needs.	Clayton	Conduct needs assessment through Texas Workforce Commission, TEDC, City of Tyler, and business and industry through advisory committee meetings.	Two new programs approved by TJC Board for implementation effective Fall 2014. Pending TJC Board, SACS and THECB approval, an additional program will be implemented Spring 2015	9/1/11	Ongoing; Electrical/Electronic Controls Technology and Wellness and Exercise Specialist implemented Fall 2014; Veterinary Technician to be implemented Fall 2015 pending SACS approval
Partner with local business and	Aubrey	Develop skills development fund proposals for qualified companies to	Successfully acquire skill development grant awards and	9/1/13	Completed. SDF grant

<p>industry to provide training and retraining for local workforce.</p>		<p>provide resources for training and retraining their local workforce.</p>	<p>deliver the training to completion for Luminant</p>		<p>awarded on 9/1/13; training for the SDF grant will end 2/15. A new grant with VME Processes will begin additional skills training</p>
<p>Develop partnerships to articulate career pathways from the secondary to postsecondary technical programs.</p>	<p>Clayton</p>	<p>Actively working with P16 Council, Tech Prep and local education institutions.</p>	<p>Articulation agreements in progress with Texas A&amp;M-Texarkana and Texas A&amp;M- San Antonio. Meeting scheduled with TISD to discuss program alignment</p>	<p>9/1/13</p>	<p>Ongoing; Articulation with Texas A&amp;M Commerce signed Fall 2013. This agreement replaced the need to pursue agreement with Texarkana except for special programs. Career Pathways are identified in Tyler ISD Selection Guide 2015-2016. Four business and industry programs have a seamless transition to culminate in a certificate or an</p>

					associate degree
Reengineer CE in terms of processes, automation and industry benchmarks for greater revenue generation	Aubrey	<b>CE:</b> Bring in consultant from Learning Resources Network (LERN) for holistic analysis of the CE operations, development, human resources staffing structure and marketing of the unit	<b>CE:</b> Detailed report on strategic direction for the School of Continuing Studies for the next 5 years 5 year goal: \$5 million in revenue for FY18 by dedicating resources to growing contract sales Add one new initiative with the potential of generating \$100,000+ within 3 years each year Develop 5 to 10 industry-specific certificate programs presently without a certificate Determine the software system to utilize (Banner Flex or system built for continuing studies) During FY14 have one CS staff person manage operations and one staff person manage CS Program Development/Sales Build a FY14 one-year Business plan thus setting CS direction and accountability During FY14 develop a FY16-19 strategic plan During FY14 develop detailed processes	8/28/13	Completed 9/16/13 LERN Strategic Direction report received and delivered to Dr. Sharpe and Dr. Metke  New initiative addition, business and strategic plans, as well as the development of 5 to 10 industry specific certificate programs are incomplete contingent on an IT solution. No software decisions have been made by IT after 9/16/13 final recommendations from LERN. IT BPA was placed on hold to find a CE specific software solution - Elevate. Entered a Beta partnership in 9/14. Expected

					to go live in 1/15  Staff reorganization for operations and development completed 9/1/13
Develop focused information, print and non-print, to inform on opportunities in credit and non-credit courses	Aubrey	<b>CE:</b> Improve CE noncredit catalog; develop new and improved Corporate Services sales packet; publicize CE opportunities through social media to have a visible presence at local events (East Texas State Fair, Seniors and Business Expos).	<b>CE:</b> Working on new efforts with the TJC marketing department so that Continuing Studies can expand production capabilities of the Continuing Education catalog. Part of this new plan will include a possible revision of the Corporate Services marketing piece as well as new resources for marketing CE through social media, community marketing and targeted marketing efforts for the catalog and printed pieces. Due to budget constraints marketing piece could not be completed this last year in Corporate but work was done with what was on hand. Plans are being made to take a serious look at how to revamp all CE marketing using the resources provided by the TJC Marketing department.  Continuing Studies continues to work with other local entities (East Texas State Fair, Tyler Area Chamber of Commerce, etc.) to maintain visibility at local event	9/1/11	Phase I carrier route analysis for targeted marketing and social media analytics completed. Strategies are still ongoing for phase 1, utilizing the targeted marketing with carrier routes and FB analytics  Phase II of marketing plan to do a CE catalog build and catalog extraction from Banner is incomplete; contingent on IT solution. 9/14. Beta partnership with Elevate will replace the registration software, but catalog extraction is still

	Clayton	<b>Credit:</b> Maintain school brochure which identifies programs along with associated career pathways; maintain production of program degree plans and make available to the Texas Workforce Commission, Career Fairs, etc.)	<b>Credit:</b> School brochure and degree plans are updated yearly and made available on-and-off-campus to provide information regarding credit programs	in the research phase. Rick Besch is looking into Course Leaf for catalog production  Ongoing; Brochure sent to printer 8/13/13 and 8/14/14 and distributed upon receipt. Posters developed, distributed and displayed in Fall 2013. Program web sites updated
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**GOAL 2: Expand Community Relationships**

**OBJECTIVE 2.3: Workforce and Economic Development**

**INITIATIVE 2.3.2: Develop and Implement a Comprehensive Marketing Plan to Recruit Non-traditional Students**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop a comprehensive marketing plan to recruit non-traditional students including print and web-based products and materials	Kim	Actively partner with Phillips Media Source to complete marketing plan	Include non-traditional student focus in quarterly Marketing and Branding standing committee meetings	9/1/13	10/1/14 Contracted with Paskill, Stapleton & Lord and completed marketing position study
Implement new comprehensive marketing plan for print media	Pamela Elise	Develop new print materials to enhance recruitment for non-traditional students	Degree plans and school brochure identify programs and associated career pathways	9/1/13	As of 10/1/14: Created several new program-brochures and updated career pathways “book” highlighting professional & technical studies. Additionally, the Quick Guide was developed to promote vertical alignment through all our course offerings from CE to the TWU BS. This was done utilizing the Career Clusters pathways being implemented

					by HB5 and utilized by high schools. The marketing plan for non-traditional is currently being built and implemented
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**GOAL 2: Expand Community Relationships**  
**OBJECTIVE 2.4: Civic Responsibility**

**NO INITIATIVES THIS YEAR**



### Goal 3

**GOAL 3:** Enhance College Operating Effectiveness

**OBJECTIVE 3.1:** Fiscal Responsibility

**INITIATIVE 3.1.1:** Enhance Utilization of Technology with Respect to the Budget Process

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Implement Banner Self Service for routine budget maintenance	Sarah Carol		IT to configure Banner self-service budget maintenance September 2014	Summer 2013	In progress; training materials developed in October 2014. Set up, testing and final implementation December 2014
Educate budget directors on new functionality of Banner Self Service for budget maintenance	Sarah Carol IT Training Staff		Training manual will be created and training sessions offered during September 2014	Late Summer/ Early Fall 2013	In progress; convocation week, Spring 2015

**GOAL 3:** Enhance College Operating Effectiveness  
**OBJECTIVE 3.1:** Fiscal Responsibility  
**INITIATIVE 3.1.2:** Increase Facilities Usage Revenues

**SEVERAL ACTIONS/STRATEGIES MOVED TO 3.2.3**  
**NO NEW ACTIONS/STRATEGIES THIS YEAR**

**GOAL 3:** Enhance College Operating Effectiveness  
**OBJECTIVE 3.1:** Fiscal Responsibility  
**INITIATIVE 3.1.3:** Foster Prospective Untapped Grant Opportunities

**NO NEW ACTIONS/STRATEGIES THIS YEAR**

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.1: Fiscal Responsibility**  
**INITIATIVE 3.1.4: Expand Functionality of Student ID Cards**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Create campus wide task force of 5 to 8 people	Rick Lauren	Focus the efforts of a few to gather expectations of functionality of larger groups	Taskforce met Fall 2013. See attached minutes for results of meeting. Another meeting will take place in summer based on the decision of the Executive Cabinet on whether or not to move forward based on these results. The next step would be to request demos from various companies for potential software.	Fall 2013	Completed
Conduct usability study of ID Cards with various focus groups	Rick Lauren	Conduct usability study via the task force to gather current usage of the ID Card and the desired usage of the ID Card	Student focus group met Fall 2013. Their comments are also included in attached document.	Fall 2013	Completed
Research other institutions to determine best practices for utilization of Student ID Cards	Rick Lauren	Compare and contrast outcomes of the usability study to best practices for the utilization of Student ID Cards. Based on results, provide recommendations for expanded functionality of Student ID Cards	Based on discussions with Angelo State, Texas Tech, A&M, Midwestern – all use the ID card as both an identification card, a meal plan card, and for use in vending/soda/washer/dryers/printers/copiers, etc. None currently use these cards as debit cards except that students can load money on it for use in campus equipment. All use the debit card provided by whatever refund solution they are using. However, all are	Fall 2013	Completed

			investigating whether they can switch to this one card debit solution but as yet have not made any determination due to higherone/cashnet concerns		
Determine next course of action based upon outcomes of focus groups and cost	Executive Cabinet	Evaluate pros and cons of expanded functionality of Student ID Cards with other institutional priorities		Spring 2014	Ongoing. Proposal to be presented to Executive Cabinet Summer 2015

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.2: Work Flow**  
**INITIATIVE 3.2.1: Implement Banner Relationship Management (BRM) Solution Campus-wide**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Move RAP solution into live production environment	TJC IT Staff	Phase II will move Recruiting Admissions Performance (RAP) into production	The package achieves go-live and functions properly in production	9/12	12/15/13 Completed
Move SRP solution into live production	TJC IT Staff	Phase III will move Student Retention Performance (SRP) into production	The package achieves go-live and functions properly in production	10/13	7/18/14 Completed
Move AP solution into live production environment	TJC IT Staff	Phase IV will move Advancement Performance (AP) into production	The package achieves go-live and functions properly in production	9/14	Estimated completion date 1/26/15
Monitor and evaluate outcomes of solution	TJC functional users	Evaluate outcomes of solution: 1) Improve communications with internal and external constituents 2) Improve student retention and engagement efforts through use of innovative technologies – outreach to “at risk” and “excelling” students 3) Provide performance metrics by means of clear/easy to read dashboards 4) Adherence to HB 9, the Higher Education Outcomes-Based Funding Act, established during the 82 <sup>nd</sup> Legislative Session		Fall 2014	Item 2 will be achieved via the early alerts function within SRP. Early Alerts completed 6/2/14

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.2: Work Flow**  
**INITIATIVE 3.2.2: Train and Utilize Online Degree Audit Solution**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Monitor and evaluate outcomes of solution	TJC functional users	Evaluate outcomes of solution: 1) Provide real-time scenarios for successful educational plans of students 2) Provide clear road map to student graduation or other desired student outcome 3) Usefulness of embedded links to multiple related campus services: academic catalog, class schedules, transcripts, help desk services, various FAQs 4) Reduction of excessive paperwork 5) Minimize the manual degree audit function	The package achieves go-live and functions properly in production	Spring 2013	Items#1 and 2 – Educational Plans available in DegreeWorks test April 2014 Completed 10/10/14  Item #4 – paperwork reduction will be accomplished via the SoftDocs solution scheduled to go-live 2/15  Item #5 – DegreeWorks has a built in degree audit function. Completed 4/1/14

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.2: Work Flow**  
**INITIATIVE 3.2.3: Implement Online Routing for Facility Request Forms**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Clarify “schedulers” of buildings and rooms	Sara Tom	Master list of contact individuals for room reservations in buildings		Spring 2013	Ongoing
Meet with appropriate personnel to determine routing sequence(s)	Sara Tom			Summer 2013	Ongoing
Develop an online form for scheduling rooms or buildings	Sara Tom			Fall 2013	Ongoing
Ensure process is in place for ancillary services that may be associated with facility usage	Mike C	Processes including timelines need to be included as they pertain to: contracts, moves and set ups, housekeeping and food service		Spring 2014	Delayed
Develop electronic routing system(s)	Sara Tom			Spring 2014	Delayed
Ensure mass marketing of facility rental information both in electronic and paper form	Sara	Coordinate all modes of media to obtain a successful marketing campaign for facility usage rentals		Delayed until Ad Astra is implemented	Delayed



**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.2: Work Flow**  
**INITIATIVE 3.2.4: Streamline Human Resources Processes through Technology**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Input all Full Time Faculty data into Banner	Kevin Larry	Input data including, but not limited to, demographics, credentials, and faculty load	Ability to use Banner: to calculate loads and overloads for SACS purposes; to generate state reports concerning faculty; to generate faculty contracts; and to calculate faculty salaries	Summer 2014	Ongoing February 2015
Input all Part Time Faculty data into Banner	Kevin Larry	Input data including, but not limited to, demographics, credentials, and part time faculty load	Ability to use Banner: to calculate loads for SACS purposes; to generate state reports concerning faculty; to generate faculty contracts; and to identify active/inactive adjunct faculty for security access	Summer 2014	Ongoing February 2015
Perform a gap analysis of potential features of People Administrative Software	Kevin Larry	Explore additional features that can be gleaned from the People Administrative Software		Summer 2014	Solution requires Board approval – November 2014

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.3: Internal Communication**

**NO INITIATIVES THIS YEAR**

**GOAL 3: Enhance College Operating Effectiveness**  
**OBJECTIVE 3.4: Facility Utilization**  
**INITIATIVE 3.4.1: Revisit Facilities Master Plan for Main and West Campus**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Conduct audit of age and condition of existing facilities on both campuses	Bill	In order to support a new facilities master plan, as assessment of current facilities both in age and condition should be conducted.	Emailed facilities assessment to Dr. Metke on 10/3/14; will be updated annually	Fall 2014	10/3/14
Increase preservation fund	Sarah	In order to adequately maintain the deferred maintenance of the facilities and equipment on a campus of our size, we need to increase the amount of funds set aside for preservation	Monies were added to the set aside for the preservation fund due to the slight increase in the tax rate in FY2013 and FY2014	Fall 2012	Completed for FY2014
Conduct a new facilities master plan	Bill	Due to the many property acquisitions and building projects, a new or updated facilities master plan is needed		Fall 2016	10/1/14 Updated select master plan pages; Residential Housing Plan completed Fall 2014

## Goal 4

**GOAL 4:** Create an Institutional Culture of Continuous Improvement  
**OBJECTIVE 4.1:** Professional Development  
**INITIATIVE 4.1.2:** Professional Development Catalog

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Maintain catalog with up-to-date course offerings	Connie Kristin Tam	Course offerings for faculty and staff which includes courses in supervision, performance, use of technology, classroom management, course delivery methods, andragogy, and academic success	Maintain website (Eupraxia & MyPD) and Apache Access (Training tab); keep PD resources current; regular communication with Staff & Faculty regarding PD; improved convocation PD offerings	9/1/12	Up-to-date; Ongoing
Assess course offerings to determine effectiveness and value	Connie	Post course evaluation Annual survey Continued participation in courses	Number of participants Session ratings from evaluation Percent of attendance Satisfaction of course based on popularity and value of knowledge	9/1/12	Up-to-date; Ongoing

**GOAL 4: Create an Institutional Culture of Continuous Improvement**  
**OBJECTIVE 4.2: Campus Civility**  
**INITIATIVE 4.2.2 Additional Civility Strategies**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Improve security of OHPE building	Tom Johnson		Additional ambassadors assigned to building during peak hours (afternoon and evening)  Installation of security camera in strategic locations  Install alarms on doors  In Band and Belle area, have an employee monitored exit	Fall 2013	Fall 2013 Completed.  Delayed due to funding  Delayed due to funding  Began Spring 2014. Ongoing

**GOAL 4: Create an Institutional Culture of Continuous Improvement**  
**OBJECTIVE 4.3: Diversity and Enrichment**  
**INITIATIVE 4.3.1: Professional Development on Diversity Topics**

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Identify speakers for future “Professional Development Days” to speak on diversity topics such as: generational, religious, cultural	Connie Professional Development Committee	Identify opportunities for professional development to educate the college as a whole on diversity and inclusion.	Diversity “series” to be added Fall 2014 – Spring 2015 (to feature topics: generational, religious, cultural diversity)  TJC International Day (Spring 2014) Events & Speaker (Michael Lujan, Mentoring Minds)	Spring 2014	Series postponed until Spring 2015  Completed April 2014

**GOAL 4:** Create an Institutional Culture of Continuous Improvement  
**OBJECTIVE 4.3:** Diversity and Enrichment  
**INITIATIVE 4.3.2:** Marketing Job Vacancies

<b>Action/ Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Develop ads to post in publications that target minority populations	Kevin	Develop a diversity profile for display on "Inside Higher Education"  Place ad in "Diversity Issues in Higher Education"	1% increase in number of minorities applying for TJC positions in response to advertisements and profile	9/1/12	As of 5/13/14: 2% increase in minority applications compared to 2010-2011 and 1% increase compared to 2011-2012

**GOAL 4: Create an Institutional Culture of Continuous Improvement**  
**OBJECTIVE 4.3: Diversity and Enrichment**  
**INITIATIVE 4.3.3: Diversity Recruitment**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Investigate ethnic specific schools and those schools known to have large international programs to recruit Master's prepared graduates in those areas needed by TJC academic departments	Kevin	Research the possibilities of recruiting minorities by targeting institutions of higher education for graduates meeting the necessary credentials to teach or meeting the requirements of professional/administrative positions. This would include developing recruitment relationships with institutions in the East Texas area and possibly in TX, AR, LA, OK.	Identify schools  Develop a plan to implement  Develop a budget	2014	Ongoing
Explore potential military bases where military personnel are re-entering civilian life who are qualified to teach or fill staff vacancies	Kevin	Research the possibilities of recruiting military veterans who meet the credentials to teach or the requirements of professional/administrative positions. This would include developing recruitment strategy with military installations in TX, AR, LA, OK.	Identify bases to consider  Develop a plan to implement  Develop a budget	2014	Ongoing



**GOAL 4: Create an Institutional Culture of Continuous Improvement**  
**OBJECTIVE 4.4: Work Environment**  
**INITIATIVE 4.4.1: Develop Actions that will Reduce the Carbon Footprint Campus-wide**

<b>Action/Strategy</b>	<b>Owners</b>	<b>Description (if needed)</b>	<b>Key Performance Indicators (if applicable)</b>	<b>Begin Date</b>	<b>Completion Date/Status</b>
Educate campus community on benefits of recycling	Robby Mike	Pilot program for paper and aluminum recycling bins in place to evaluate level of participation. Results of pilot program will direct the level of education that is provided to campus community	Pilot program deemed unsuccessful. Results indicated a lack of interest in participation and monetary roadblocks	9/1/11	3/1/14
Provide easy access to recycling bins	Robby Mike	Access points for recycling will be determined based upon campus community usage	Usage levels were extremely low. Recycling points were used as trash receptacles.	9/1/11	3/1/14