



**ST. JOHNS  
RIVER**  
STATE COLLEGE

**2016-2021**

# **Strategic Plan**

Research & Institutional Effectiveness

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# Introduction

The 2016-2021 Strategic Plan builds upon the work of the 2012-2015 Strategic Plan. The 2012-2015 plan refined existing college goals, articulated objectives, and developed performance measures (with targets) for each of the college-wide goals. Yearly reports on the performance measures were provided to the college community and the District Board of Trustees. College units used the document as part of the annual budget request process in attempting to close identified gaps between a performance measure and its target. Furthermore, each year college employees were asked to respond to how well they thought SJR State was achieving its objectives.

The 2016-2021 Strategic Plan has a similar structure to that of the previous plan that consisted of the College's mission statement, vision, and college-wide goals with associated objectives and performance measures. For 2016-2021, the College has expanded the plan timeline from 3 years to 5 years and added a core values statement. The development process used by the College is summarized as follows:

- Review mission and vision statements
- Review college-wide data sources including 2012-2015 SJR State Strategic Plan reports and focus group summaries
- Review current Florida Department of Education and Florida College System Strategic Plans
- Revise/rewrite college mission, vision statement and college-wide goals, and add a core values statement
- Formulate objectives for each college-wide goal
- Solicit stakeholder feedback on mission, vision, values and goals through focus groups & surveys
- Formulate performance indicators and targets for each college-wide goal

As one of 28 Florida College System (FCS) institutions the College ensures that its Strategic Plan aligns with Florida State Board of Education goals, Florida State Board of Education priorities for postsecondary students, and Florida College System goals.

#### Florida State Board of Education Goals

1. Highest Student Achievement
2. Seamless Articulation and Maximum Access
3. Skilled Workforce and Economic Development
4. Quality Efficient Services

#### Priorities for Postsecondary Students

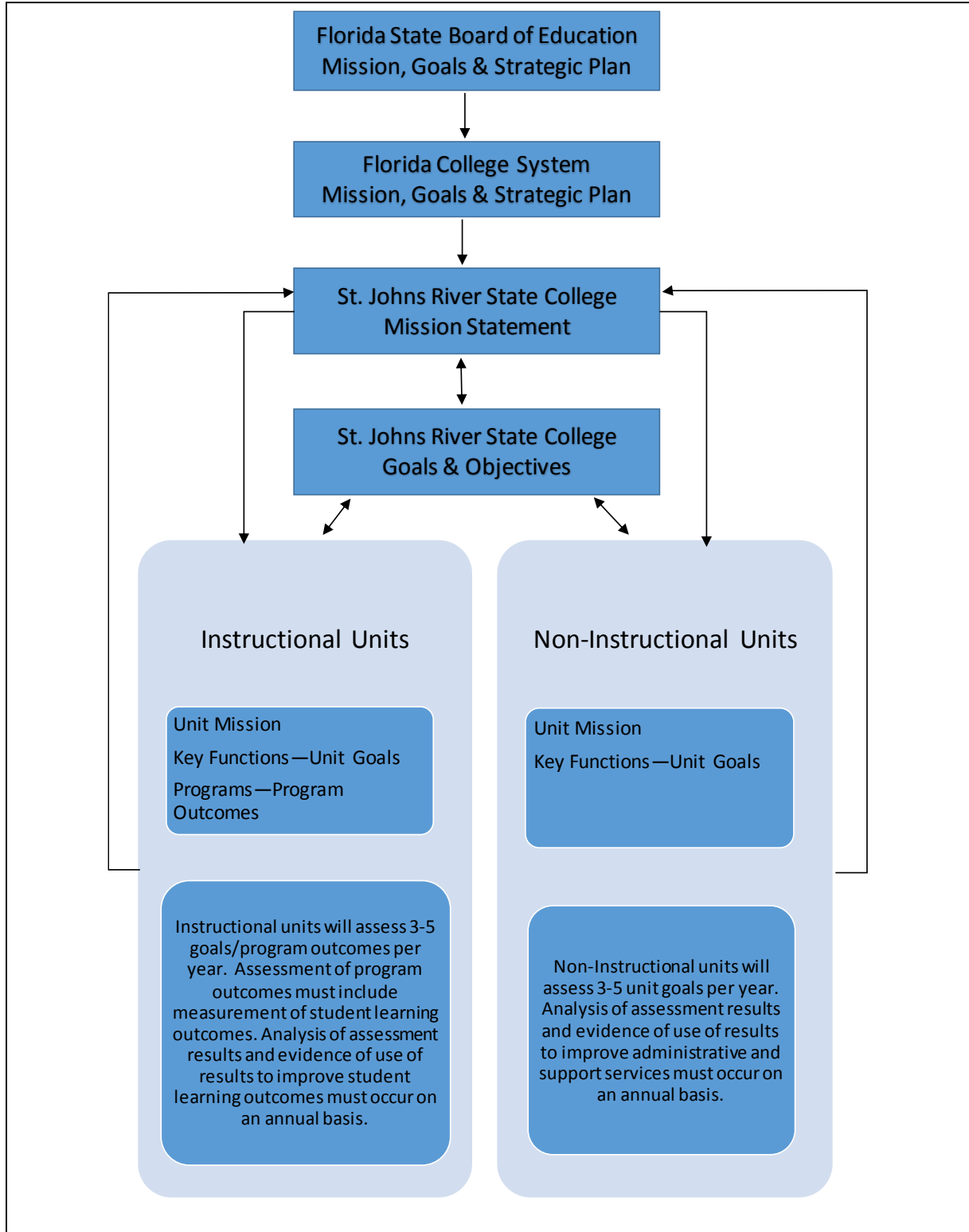
1. Improve College Readiness and Success
2. Expand and Maintain Access
3. Prepare Students for Careers

#### Florida College System Goals

1. Expand and Maintain Access
2. Enhance Distance Learning
3. Increase College Readiness and Success
4. Prepare for Careers

# Institutional Effectiveness and Strategic Planning Framework

(Simplified)



## Planning and Evaluation Process

All institutional effectiveness activities at St. Johns River State College are carried out with the overarching goal of evaluating performance against mission. Specifically the College aims to (1) evaluate its programs, policies, procedures, and services, and (2) use the results of those evaluations to improve the aforementioned. All instructional program evaluations must include the evaluation of student learning outcomes.

### Strategic Planning

In 2016, St. Johns River State College will move to a five-year cycle for strategic planning; previously the College used a three-year cycle. The College utilizes a one-year cycle for operational planning. The following framework is used for strategic planning and management:

- The College's current mission is re-examined and revisions are formulated with consideration of changing internal and external factors such as policies, regulations, statutes, population changes, economic considerations, technology, as well as student and community needs;
- A College Mission, Vision, Core Values, and College-wide Goals are developed and agreed upon by the Executive Management Team (EMT). The EMT is made up of the President, Senior Vice President and vice presidents. These statements and goals are then agreed upon by the Institutional Planning Committee (IPC). The IPC is made up of the President, Senior Vice President, vice presidents, Chief Information Officer, and faculty and staff representatives. The mission, vision, core values and goals are approved by the District Board of Trustees.
- Objectives and performance indicators are associated with each college-wide goal. The development process encompasses a thorough review of college-wide data sources including existing Strategic Plan Update Reports and Institutional Effectiveness Reports as well as a review of current Florida Department of Education and Florida College System Strategic Plans;
- Throughout the process the mission, vision, core values and college-wide goals are circulated to the college community for input and feedback.
- The resultant strategic plan is taken to the District Board of Trustees for approval.
- A Strategic Plan Performance Measures Update Report is produced annually to determine the College's progress and next steps. It is reported to the EMT, IPC and the District Board of Trustees and aids the operational units in annual planning and evaluation.

### Operational Unit Planning and Evaluation

Operational planning and evaluation occurs at the unit level on an annual basis. The following framework is used for unit planning and evaluation:

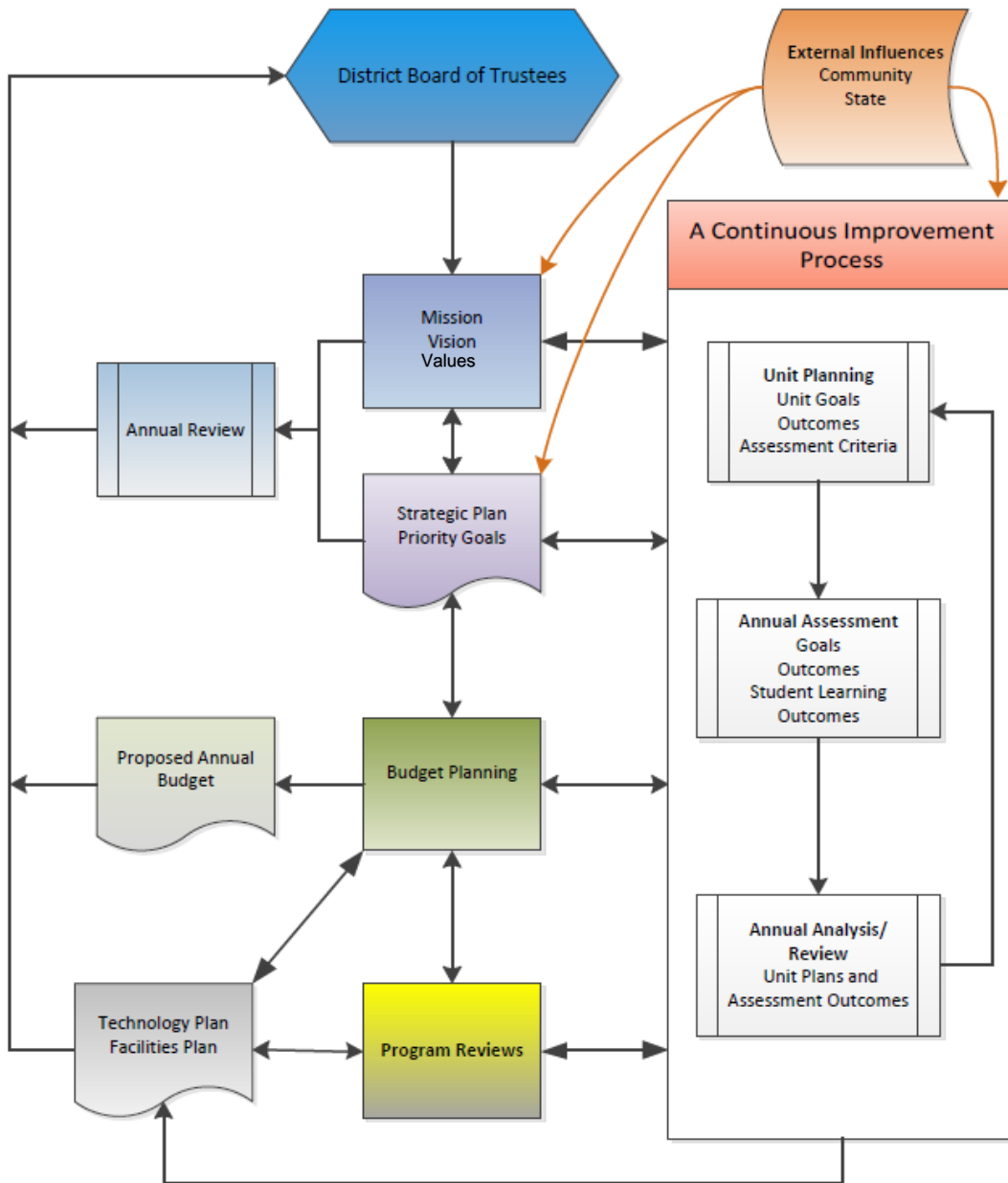
- Both instructional and non-instructional units use the strategic plan and annual update reports to develop annual unit plans. Unit plans are reviewed by the vice presidents.
- Each planning unit develops a mission and a set of unit goals that are based on the College mission statement and College-wide goals and objectives.

- Annual expected outcomes (annual plans) and an accompanying assessment plan, including assessment methods and criteria for success, are developed along with any budgetary needs. Each expected outcome must relate to a unit goal and/or program outcome. All instructional units must include the evaluation of student learning outcomes. As part of the annual budget preparation activities, the college sets budgetary goals that are aligned with the strategic plan. Units consult the latest Strategic Plan Performance Measures Update Report and identify strategies that could potentially close identified gaps. Those requiring additional budget are included in the College’s budget request system.
- All units assess 3-5 goals/program outcomes per year. The analysis of assessment results and evidence of the use of these results to improve programs/services and/or student learning must occur on an annual basis.

An annual timeline for planning and evaluation activities as well as an institutional effectiveness flowchart are found below.

## Planning and Evaluation Annual Timeline

Date	Activity
August	Office of Research and Institutional Effectiveness finalizes, publishes, and distributes the annual SJR State Fact Book and College Goals and Objectives to the planning units.
By September 30	Operational units submit annual plans (annual expected outcomes) via the electronic planning and assessment system. Operational units implement their annual plans through July.
January	Office of Research and Institutional Effectiveness publishes the Strategic Plan Performance Measures Update Report.
February – March	Program Reviews. Units conduct SWOT analysis (strengths, weaknesses, opportunities, threats) to identify issues and special needs as they prepare their budget requests for next year. As part of this analysis, units consult the latest Strategic Plan Performance Measures Update Report and identify strategies that could potentially close identified gaps. Those requiring additional budget are included in the College’s budget request system.
March	Units submit budget requests to the appropriate vice president. Vice presidents prioritize budget requests for their units and submit them via the budget planning system.
April-May	The Executive Management Team (EMT) reviews budget requests and makes recommendations to the President.
June	District Board of Trustees reviews and approves the annual operating budget.
By July 31	All program reviews are complete.
By August 31	Operational units submit completed annual plans (annual expected outcomes) via the electronic planning and assessment system.



## St. Johns River State College Mission Statement

St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate and baccalaureate degrees, and provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College creates a supportive learning environment that includes services and resources to enable students to meet their educational goals.

*Approved by District Board of Trustees  
May 2016*

## St. Johns River State College Vision

To be a leader in student-centered education that inspires and transforms lives and communities.

## St. Johns River State College Values

St. Johns River State College is committed to following shared values in fulfilling our mission and vision:

- **Academic Excellence**—The College promotes academic rigor and exceptional performance through an engaged learning environment; high expectations for students, faculty and staff; and a focus on continuous improvement and achievement.
- **Student-focused**—Students are at the core of the College’s mission as an educational institution. The College aligns its decisions, resources and environment to promote student learning, growth, and independence and empowers students to reach their educational goals.
- **Integrity**—The College promotes a culture of honesty, fairness, mutual respect and ethical conduct.
- **Accountability**—The College promotes a culture of personal and shared responsibility that allows for ownership, growth and leadership in the classroom, in the workplace and in the community.
- **Diversity**—The College fosters an inclusive learning community, which recognizes and respects the experience, values, and learning styles of all members of the College community.



# St. Johns River State College's Goals and Objectives for 2016-2021

St. Johns River State College (SJR State) meets its mission through the following goals:

## **Goal 1: Strengthen the Student Experience in Intake and Onboarding**

Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students.

*Objectives:*

- 1-1** Increase the quality of intake and onboarding processes, services and systems.
- 1-2** Increase enrollment of all students with attention to underserved populations (e.g. minority; first-time-in-college, underprepared).
- 1-3** Increase the percentage of high school graduates from our service district who apply and enroll.

## **Goal 2: Increase Student Achievement and Success**

Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs.

*Objectives:*

- 2-1** Increase course success rates and program retention and completion rates with attention to underserved populations (e.g. minority; first-time-in-college, underprepared).
- 2-2** Increase fall-to-fall persistence rates for SJR State students.
- 2-3** Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System.
- 2-4** Continuously improve academic programs and student services.

## **Goal 3: Contribute to Community Enrichment and Economic Development**

Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.

*Objectives:*

- 3-1** Provide cultural and continuing education activities that contribute to the vitality of our service district.
- 3-2** Provide non-credit training opportunities to meet the needs of local businesses.

## **Goal 4: Invest in effective college-wide operations**

Strengthen operational systems and processes to enhance the student experience and institutional effectiveness.

*Objectives:*

- 4-1** Recruit, retain and develop excellent faculty and staff.
- 4-2** Invest in facilities and technology that support effective instructional and administrative operations.
- 4-3** Increase effective communication among employees and with students.

*Approved by District Board of Trustees  
April 2016*

## Florida College System Mission (FS. 1004.65)

The primary mission primary mission and responsibility of Florida College System institutions is responding to community needs for postsecondary academic education and career degree education. This mission and responsibility includes being responsible for:

1. Providing lower level undergraduate instruction and awarding associate degrees.
2. Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Career education in a Florida College System institution shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A Florida College System institution may offer career education programs in fields having lesser academic or technical requirements.
3. Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.
4. Promoting economic development for the state within each Florida College System institution district through the provision of special programs, including, but not limited to, the:
  - a. Enterprise Florida-related programs.
  - b. Technology transfer centers.
  - c. Economic development centers.
  - d. Workforce literacy programs.
5. Providing dual enrollment instruction.
6. Providing upper level instruction and awarding baccalaureate degrees as specifically authorized by law.

A separate and secondary role for Florida College System institutions includes the offering of programs in:

1. Community services that are not directly related to academic or occupational advancement.
2. Adult education services, including adult basic education, adult general education, adult secondary education, and high school equivalency examination instruction.
3. Recreational and leisure services.

## Alignment of SJR State Goals to Florida SBE Goals & Postsecondary Priorities, and FCS Goals

<b>SJR State Goals (2016-2021)</b>	<b>Florida State Board of Education Goals (2012-2017)</b>				<b>Florida State Board of Education Postsecondary Priorities (2012-2017)</b>			<b>Florida College System Goals (2012-2017)</b>			
	1	2	3	4	1	2	3	1	2	3	4
<b>Goal 1: Strengthen the Student Experience in Intake and Onboarding</b> Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students.		✓		✓		✓		✓			
<b>Goal 2: Increase Student Achievement and Success</b> Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Goal 3: Contribute to Community Enrichment and Economic Development</b> Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.		✓	✓	✓		✓	✓	✓			✓
<b>Goal 4: Invest in effective college-wide operations</b> Strengthen operational systems and processes to enhance the student experience and institutional effectiveness.	✓	✓	✓	✓		✓	✓	✓	✓		✓

## Strategic Plan Crosswalk

New College Goals/Objectives (2016-2021)	Former College Goals/Objectives (2012-2015)
<p><b>Goal 1: Strengthen the Student Experience in Intake and Onboarding</b> Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students.</p> <p><b>1-1</b> Increase the quality of intake and onboarding processes, services and systems. <b>1-2</b> Increase enrollment of all students with attention to underserved populations (e.g. minority; first-time-in-college, underprepared). <b>1-3</b> Increase the percentage of high school graduates from our service district who apply and enroll.</p>	<p><i>Enhance Access and Articulation</i> <b>4-1</b> Recruit and retain students from underrepresented populations <b>4-2</b> Increase articulation efforts with area middle and high schools</p>
<p><b>Goal 2: Increase Student Achievement and Success</b> Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs.</p> <p><b>2-1</b> Increase course success rates and program retention and completion rates with attention to underserved populations (e.g. minority; first-time-in-college, underprepared). <b>2-2</b> Increase fall-to-fall persistence rates for SJR State students. <b>2-3</b> Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System. <b>2-4</b> Continuously improve academic programs and student services.</p>	<p><i>High Quality Academic Programs</i> <b>1-1</b> Revise academic programs as a result of systematic assessment and review activities <b>1-2</b> Increase learning opportunities through alternative delivery systems <b>1-3</b> Meet the needs of business and industry by offering relevant programs</p> <p><i>Promote Student Success</i> <b>2-1</b> Increase student retention and completion rates of courses and programs <b>2-2</b> Increase quality and accessibility of academic/student support services</p> <p><i>Access and Articulation</i> <b>4-3</b> Provide access to baccalaureate degrees within the service district <b>4-4</b> Increase articulation efforts with four-year academic institutions</p>
<p><b>Goal 3: Contribute to Community Enrichment and Economic Development</b> Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.</p> <p><b>3-1</b> Provide cultural and continuing education activities that contribute to the vitality of our service district. <b>3-2</b> Provide non-credit training opportunities to meet the needs of local businesses.</p>	<p><i>Economic Development and Community Enrichment</i> <b>3-1</b> Be an active partner in economic development by meeting the needs of local business and industry <b>3-2</b> Provide community enrichment activities that contribute to the vitality and diversity of the service district</p>
<p><b>Goal 4: Invest in effective college-wide operations</b> Strengthen operational systems and processes to enhance the student experience and institutional effectiveness.</p> <p><b>4-1</b> Recruit, retain and develop excellent faculty and staff. <b>4-2</b> Invest in facilities and technology that support effective instructional and administrative operations. <b>4-3</b> Increase effective communication among employees and with students.</p>	<p><i>High Quality Academic Programs</i> <b>1-4</b> Recruit and Retain High Quality Faculty</p> <p><i>Promote Student Success</i> <b>2-3</b> Promote professional development for faculty and staff <b>2-4</b> Provide sufficient resources and facilities to support high quality operations</p>

# Benchmarks

The following table provides the data for each of the College Goals and Performance Indicators for 2016-2021.

## 1. Strengthen the Student Experience in Intake and Onboarding

Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students *Objectives:*

- **1-1** Increase the quality of intake and onboarding processes, services and systems
- **1-2** Increase enrollment of all students with attention to underserved populations (e.g. minority, first-time-in-college, underprepared)
- **1-3** Increase the percentage of high school graduates from our service district who apply and enroll

1. Strengthen the Student Experience in Intake and Onboarding	Performance Measures						Target
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>1-1 Performance indicators for intake and onboarding:</b>							
1.1.1 Student satisfaction with intake and onboarding as measured by the SJR State New Student Survey/and or other surveys will be at least 4.0 on a 5.0 scale  Baseline Data from Fall 2015 New Student Survey	Academic Orientation: 3.94 Admissions Processes: 3.90 Financial Aid Services: 3.83  Fall 2015 data						Mean scores will be at least 4.0 on a 5.0 scale
<b>1-2 Performance indicators for enrollment:</b>							
1.2.1 Annual FTE by categories of instruction for credit/vocational level students will reflect constituent needs  A&P = Advanced and Professional (subcategorized by lower division and upper division courses) Dev Ed. = Developmental Education PSV = Post Secondary Vocational (credit workforce) PSAV = Post Secondary Adult Vocational (clock hour workforce) EPI = Educator Preparation Institute (institutional credit)  Baseline data from Florida College Student System 2016 3E FTECOLF Report	Total FTE: 4446.9  A&P Upper: 182.2 A&P Lower: 3070.9 Dev Ed.: 147.6 PSV: 939.6 PSAV: 79.4 EPI: 27.2  2015-16 reporting year						Increase total annual FTE by 10%

1. Strengthen the Student Experience in Intake and Onboarding	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>1.2.2 Twelve-month unduplicated headcount for credit/vocational level students will reflect constituent needs</p> <p>Baseline Data from 2015-16 IPEDS 12 month Enrollment Report</p>	<p>Total: 9405</p> <p>%Male: 37.44 % Female: 62.56</p> <p>% Asian: 2.13 % Hispanic: 7.87 % Black: 10.22 % White: 72.26 % Other/Unknown: 7.53</p> <p>2014-15 Reporting Year</p>						Increase total annual headcount by 5%
<p>1.2.3 Fall unduplicated headcount as measured by primary credential will reflect constituent needs</p> <p>AA = Associate in Arts AS/AAS = Associate in Science/Associate in Applied Science CCC = College Credit Certificate VC = Vocational Certificate (clock hours) EPI = Educator Preparation Institute</p> <p>Baseline data from Fall 2016 College Fact Book</p>	<p>Total: 7088</p> <p>Baccalaureate: 352 AA: 5284 AS/AAS: 1274 CCC: 54 VC: 74 EPI: 50</p> <p>Fall 2015 data</p>						Increase total fall headcount by 5%
<p>1.2.4 Minority enrollments will match service district minority populations as measured by percentage and minority participation rates. Breakdowns are given for the major race/ethnicity populations in the service district. A minority participation rate of <math>\geq 1.0</math> is when the college minority enrollment percentages are greater than or equal to the service district minority population.</p> <p>Baseline enrollment data from 2015-16 IPEDS Fall Enrollment Report; district population data from Demographic Overview Reports from EMSI based upon 2015 population estimates</p>	<p>Minority Enrollment: 23.6% [District= 22.3%] Participation Rate: 1.06</p> <p>Black Enrollment: 9.4% [District= 9.0%] Participation Rate: 1.04</p> <p>Hispanic Enrollment: 7.5% [District= 8.3%] Participation Rate: 0.90</p> <p>Fall 2015 enrollment data</p>						Match district population  $\geq 1.0$ minority participation rate

1. Strengthen the Student Experience in Intake and Onboarding	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>1.2.5 Enrollment of First-time-in-College (FTIC) students as a percentage of fall credit degree-seeking enrollment as defined by IPEDS (excludes current dual enrollment students) will increase</p> <p>Baseline data from 2015-16 IPEDS Fall Enrollment Report and SJR State Internal Database</p>	<p>FTIC as % of Fall Enrollment: 22.9%</p> <p>FTIC from our service district as a % of FTIC: 89.1%</p> <p>Fall 2015</p>						Increase fall FTIC enrollment by 2%
<b>1-3 Performance indicators for high school graduates from our district that apply and enroll:</b>							
<p>1.3.1 The percentage enrollment of high school graduates from service district who enroll in the College during the first year after high school graduation as measured by State Accountability Report will increase</p> <p>Baseline Data from 2015 State Accountability Report Measure M1P1</p>	<p>16.6% [FCS 32.39%]</p> <p>2013 HS Grads (2015 Report)</p>						Increase % by 3%
<p>1.3.2 The number and percentage of prior year high school graduates who enroll at SJR State during the first fall term after graduation – overall and by county will increase</p> <p>Baseline Data from 2015 Florida Public High School Graduates (Single-Year Completers Report) and Internal High School Graduate Reports</p>	<p>Service District: 721 (14.1% of HS grads)</p> <p>Clay: 371 (15.2%)</p> <p>Putnam: 89 (23.9%)</p> <p>St. Johns: 261 (11.5%)</p> <p>2015 HS Grads</p>						Increase service district % by 3%
<p>1.3.3 The number of former dual enrollment students by county who attend SJR State the fall term after High School Graduation will increase</p> <p>Baseline data from fall 2015 SJR State Internal Database</p>	<p>Service District Total: 247</p> <p>Clay: 133</p> <p>Putnam: 43</p> <p>St. Johns: 71</p> <p>2015 HS Grads</p>						Increase service district total to 300

## 2. Increase Student Achievement and Success

Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs

### Objectives:

- **2-1** Increase course success rates and program retention and completion rates with attention to underserved populations (e.g. minority, first-time-in-college, underprepared)
- **2-2** Increase fall-to-fall persistence rates for SJR State students
- **2-3** Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System
- **2-4** Continuously improve academic programs and student services

2. Increase Student Achievement	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<b>2-1 Performance indicators for course success, program retention and completion rates:</b>							
<p>2.1.1 Enrollee success rates* by major course category will be above 70%. Course withdrawal rates will be below 10%</p> <p>* defined as number of A, B, C grades divided by the total students enrolled which includes those who receive F and W grades</p> <p>°Does not include data from high school sites</p>	<p><u>Course Success</u></p> <p>Upper Division: 87.21%</p> <p>Arts &amp; Sciences: 71.05%</p> <p>FloArts: 87.50%</p> <p>Dev Ed: 57.40%</p> <p>PSV: 78.82%</p> <p>[College-Wide° = 76.03%]</p> <p><u>Course withdrawal</u></p> <p>Upper Division: 7.49%</p> <p>Arts &amp; Sciences: 13.33%</p> <p>FloArts: 4.35%</p> <p>Dev Ed: 14.02%</p> <p>PSV: 9.29%</p> <p>[College-Wide° = 11.25%]</p>						<p>Above 70% success</p> <p>Below 10% withdrawal</p>
Baseline data from Internal Reports (Course Success Studies Report)	2014-2015 AY						



2. Increase Student Achievement	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>2.1.2 Enrollee success rates* by major course delivery mode will be above 70%. Course withdrawal rates will be below 10%</p> <p>* defined as number of A, B, C grades divided by the total students enrolled which includes those who receive F and W grades</p> <p>°Does not include data from high school sites</p> <p>Baseline data from Internal Reports (Course Success Studies Report)</p>	<p><u>Course Success</u></p> <p>Face-to-Face: 74.44%</p> <p>Online: 70.37%</p> <p>Hybrid: 84.12%</p> <p>[College-Wide° = 72.38%]</p> <p><u>Course withdrawal</u></p> <p>Face-to-Face: 11.69%</p> <p>Online: 14.51%</p> <p>Hybrid: 8.43%</p> <p>[College-Wide° = 13.07%]</p> <p>2014-2015 AY</p>						<p>Above 70% success</p> <p>Below 10% withdrawal</p>
<p>2.1.3 Enrollee success rates* for credit and developmental education courses will be above 70% and the College will be above the median as measured by the National Community College Benchmark Project (NCCBP). Withdrawal rates will decrease as measured by NCCBP</p> <p>* defined as number of A, B, C grades divided by the total students enrolled which includes those who receive F and W grades</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>Course Success: 74.8% [NCCBP = 75.5%]</p> <p>Course withdrawal: 11.3% [NCCBP = 8.5%]</p> <p>Fall 2014 data</p>						<p>Above 70%</p> <p>Below 10%</p> <p>Above NCCBP median for course success</p>
<p>2.1.4 Enrollee success rates for credit distance learning courses will be above 70% and the College will be above the median as measured by NCCBP. Withdrawal rates will decrease as measured by NCCBP</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>Course Success: 69.3% [NCCBP = 67.2%]</p> <p>Course Withdrawal: 15.0% [NCCBP = 12.3%]</p> <p>Fall 2014 data</p>						<p>Above 70% success</p> <p>Below NCCBP median for course withdrawal</p>

2. Increase Student Achievement	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>2.1.5 Enrollee success rates for developmental education courses will be above 70% and the College will be above the median as measured by National Community College Benchmark Project (NCCBP)</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>Math: 49.7% [NCCBP = 58.7%]</p> <p>Writing: 74.6% [NCCBP = 66.7%]</p> <p>Reading: 78.7% [NCCBP = 68.8%]</p> <p>Fall 2014 data</p>						<p>Above 70% success</p> <p>Above median for NCCBP cohort</p>
<p>2.1.6 Enrollee success rates of former developmental education students in first college-level courses will be above 70% and the College will be above the median as measured by NCCBP</p> <p>Baseline data from 2016 NCCBP Report. A fall developmental education cohort is followed for one academic year</p>	<p>Math: 67.8% [NCCBP = 67.4%]</p> <p>Writing: 80.7% [NCCBP = 71.9%]</p> <p>Fall 2013 Dev. Ed. cohort</p>						<p>Above 70% success</p> <p>Above median for NCCBP cohort</p>
<p>2.1.7 The percentile rank for success in core academic skills will increase as measured by NCCBP</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>English Comp I: 84.0% [NCCBP = 73.1%]</p> <p>English Comp II: 82.5% [NCCBP = 70.3%]</p> <p>College Algebra: 76.4% [NCCBP = 64.5%]</p> <p>Fall 2014 data</p>						<p>Above median for NCCBP cohort</p>

2. Increase Student Achievement	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>2.1.8 The retention* and graduation<sup>o</sup> rate of Fall term First-Time-In-College (FTIC) students in associate degree programs will increase as measured by State Accountability Reports</p> <p>*Retention = [number of students who have graduated + number of students who are still enrolled (both in good and in not good academic standing)] divided by the number of students in the cohort.</p> <p><sup>o</sup>Graduation = [number of students who have graduated] divided by the number of students in the cohort.</p> <p>Baseline data from 2015 State Accountability Report. Associate degree students are tracked for 4 years.</p>	<p>AA Students: Retention: 60.00% Graduation: 42.04% [FCS = 65.58; 41.51]</p> <p>AS/AAS Students: Retention: 40.18% Graduation: 26.79% [FCS = 54.40; 16.99]</p> <p>Fall 11 cohort tracked through Spring 2015</p>						Above the mean for the Florida College System (FCS)
<p>2.1.9 The retention and graduation of fall cohort baccalaureate-seeking students will increase as measured by State Accountability Reports</p> <p>Definitions of retention and graduation are as above</p> <p>Baseline data from the 2015 State Accountability Report. Baccalaureate degree students are tracked for 4 years</p>	<p>Baccalaureate Students: Retention: 53.42% Graduation: 41.10% [FCS =61.59; 43.07]</p> <p>Fall 11 cohort tracked through Spring 2015</p>						Above the mean for the Florida College System (FCS)
<p>2.1.10 The number of graduates/completers in all programs of study at the College will increase</p> <p>Baseline data from Florida College System Student 2016-3E AA1A Report</p>	<p>Baccalaureate: 74 Associate in Arts: 672 Associate in Science: 245 College Credit Cert: 183 Vocational Certificate: 95 EPI: 39 Total: 1308</p> <p>2015-16</p>						Increase by 5%
<p>2.1.11 Completion rates of full-time first-time-in-college(FTIC) students in credit programs will increase and the College will be above the median as measured by the National Community College Benchmark Project (NCCBP)</p> <p>Baseline data from 2016 NCCBP Report (GRS 2 file)</p>	<p>Completed in 3 years: 44.5% [NCCBP = 21.5%]</p> <p>Fall 2012 cohort</p>						Above median for NCCBP Cohort

2. Increase Student Achievement	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<p>2.1.12 Minority completions* for A.A. and A.S., and certificates† will match minority enrollments</p> <p>*expressed as a % of total completions</p> <p>†college credit and vocational</p>	<p>Black Completions: 7.6%</p> <p>AA degrees: 51 (7.6%)</p> <p>AS degrees: 14 (5.7%)</p> <p>Certificates: 20 (9.4%)</p> <p>[SJR State Population: 9.8%]</p> <p>Hispanic Completions: 6.6%</p> <p>AA degrees: 56 (8.3%)</p> <p>AS degrees: 17 (6.9%)</p> <p>Certificates: 6 (2.1%)</p> <p>[SJR State Population: 7.4%]</p>						Minority completion % will match minority enrollment %
Baseline data from Florida College Student System 2016 3E AA1A Report	2015-16 Report Year						
<b>2-2 Performance indicators for persistence rates:</b>							
<p>2.2.1 The fall-to-fall persistence rates* of credit students will increase and the College will be above the median as measured by National Community College Benchmark Project (NCCBP)</p> <p>*fall to fall persistence = [number of students still enrolled next fall] divided by [number of students in the cohort – number who graduated before next fall]</p>	<p>Fall 2014 to Fall 2015</p> <p>Full-time 57.6%</p> <p>Part-time 48.5%</p> <p>Overall 51.9%</p> <p>[NCCBP % = 55.5; 43.0; 48.2]</p>						Above median for NCCBP Cohort
Baseline data from the 2016 NCCBP Report	Fall 2014 Cohort						
<p>2.2.2 The fall-to-fall persistence rates* of credit students will increase by 10% for first-time-in-college (FTIC) fall cohorts.</p> <p>*fall to fall persistence = [number of students still enrolled in next fall] divided by [number of students in the cohort – number who graduated before next fall]</p>	<p>Fall 2014 to Fall 2015</p> <p>Full-time 60.0%</p> <p>Part-time 45.1%</p> <p>Overall 53.3%</p>						Increase by 10%
Baseline data from Internal Reports (Persistence Studies for EMT)	Fall 2014 FTIC Cohort						

2-3 Performance indicators for transfer performance and job placement rates:							
<p>2.3.1 The transfer performance of SJR State students in the State University System (SUS) as measured by mean GPA will increase for:</p> <ul style="list-style-type: none"> <li>• Students who transfer before completing 60 hours</li> <li>• Students who transfer after completing 60 hours</li> </ul> <p>Baseline data from 2012-14 Florida College System Articulation Report</p>	<p>&lt;60 hrs: 3.14 [FCS = 3.06]</p> <p>&gt;60 hrs: 3.02 [FCS = 2.92]</p> <p>SUS Fall 2014 data</p>						Above the mean for the Florida College System
<p>2.3.2 The transfer performance in the SUS system of SJR State graduates who complete their whole Associate in Arts degree at SJR State will increase as measured by mean GPA and the % who have a GPA ≥ 2.5</p> <p>Baseline data from 2015 State Accountability Report</p>	<p>SUS mean GPA: 2.95 [FCS = 2.91]</p> <p>GPA ≥2.5: 78.4% [FCS = 74.9%]</p> <p>College 12/13 SUS 13/14</p>						Above the mean for the Florida College System
<p>2.3.3 The vocational* program placement rate for completers and leavers will increase as measured by State Accountability Reports</p> <p>*Includes A.S., certificate, PSAV, and apprenticeship students</p> <p>Baseline data from 2015 State Accountability Report.</p>	<p>Completers: 92.17% [FCS = 89.08%]</p> <p>Leavers: 89.32% [FCS = 69.51%]</p> <p>Completers or leavers in 2012-13</p>						Above mean for Florida College system

2-4 Performance indicators for academic programs and student services:							
<p>2.4.1 General education achievement of SJR State associate and baccalaureate students as measured by mean score(s) on the ETS® Proficiency Profile Test is (are) equal to ETS test baccalaureate cohort.</p> <p>Baseline data from <i>ETS® Proficiency Profile Results for 2015-16</i></p>	<p>Critical Thinking: 111.4 [Cohort = 110.7]</p> <p>Reading: 117.7 [Cohort = 116.7]</p> <p>Writing: 114.7 [Cohort = 113.5]</p> <p>Mathematics: 113.2 [Cohort = 112.5]</p> <p>Humanities: 113.8 [Cohort = 113.8]</p> <p>Social Science: 113.4 [Cohort = 112.4]</p> <p>Natural Sciences: 115.6 [Cohort = 114.3]</p> <p>Total Score: 444.1 [Cohort = 440.4]</p> <p>2015-16 Academic Year</p>						≥ ETS cohort
<p>2.4.2 The “academic challenge” benchmark on the Community College Study of Student Engagement (CCSSE) will be at or above the median when compared to other colleges</p> <p>Baseline data from 2015 CCSSE Report</p>	<p>48.5 [CCSSE 2015 Cohort = 50.0]</p> <p>2015 CCSSE Report</p>						50.0

2-4 Performance indicators for academic programs and student services:							
<p>2.4.3 The mean values for student perceptions of student learning as measured by CCSSE will increase especially for those relating to the higher levels of Blooms taxonomy</p> <p>Baseline data from 2015 CCSSE Report</p>	<p>Memorize: 3.01 [Cohort = 2.88]</p> <p>Analyze: 2.95 [Cohort = 2.93]</p> <p>Synthesize: 2.80 [Cohort = 2.80]</p> <p>Evaluate: 2.67 [Cohort = 2.64]</p> <p>Apply: 2.68 [Cohort = 2.74]</p> <p>Perform new skills: 2.81 [Cohort = 2.87]</p> <p>2015 CCSSE</p>						Above CCSSE cohort
<p>2.4.4 Student satisfaction with available student services/academic support services as measured by the SJR State Spring Student Survey/and or other surveys will be at least 4.0 on a 5.0 scale</p> <p>Baseline data from 2016 Spring Student Survey</p>	<p>Academic advising: Quality 3.90 Hours 3.96</p> <p>Career planning services: 3.84</p> <p>Financial aid services: Quality 3.89 Hours: 3.95</p> <p>On Campus Tutoring: Quality 4.26 Availability 4.27</p> <p>Online Tutoring: Quality 4.22 Availability 4.40</p> <p>Library/learning resources: Quality 4.25 Availability 4.29</p> <p>2016 Spring Student Survey</p>						Mean scores will be at least 4.0 on a 5.0 scale

2-4 Performance indicators for academic programs and student services:							
<p>2.4.5 Student use and satisfaction of particular student support services as measured by CCSSE will be equal to or above the mean for the CCSSE cohort. Use is measured on a 3-point scale with 1 = rarely/never, 2 = Sometimes, 3 = Often. Satisfaction is measured on a 3-point scale with 1 = not at all, 2 = somewhat, 3 = very</p>	<p>Academic advising/planning:  Use 1.71  Satisfaction 2.29  [CCSSE Cohort = 1.83, 2.28]</p> <p>Career Counseling:  Use 1.37  Satisfaction 2.12  [CCSSE cohort = 1.45, 2.09]</p> <p>Peer or other tutoring:  Use 1.57  Satisfaction 2.34  [CCSSE cohort = 1.53, 2.23]</p> <p>Skills Labs:  Use 1.69  Satisfaction 2.29  [CCSSE cohort = 1.75, 2.30]</p> <p>Financial aid advising:  Use 1.87  Satisfaction 2.25  [CCSSE cohort = 1.87, 2.26]</p> <p>Computer lab:  Use 2.01  Satisfaction 2.56  [CCSSE cohort = 2.06, 2.50]</p> <p>Transfer credit assistance:  Use 1.43  Satisfaction 2.07  [CCSSE cohort = 1.54, 2.10]</p>						<p>≥ CCSSE Cohort</p>
<p>Baseline data from 2015 CCSSE Report</p>	<p>2015 CCSSE</p>						



### 3. Contribute to Community Enrichment and Economic Development

Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.

Objectives:

- **3-1** Provide cultural and continuing education activities that contribute to the vitality of our service district
- **3-2** Provide non-credit training opportunities to meet the needs of local businesses.

3. Contribute to Community Enrichment and Economic Development	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<b>3-1 Performance indicators for cultural and continuing education:</b>							
3.1.1 Provide access to Adult Basic Education and GED preparation opportunities in Putnam County as measured by students served and FTE where 1 FTE equals 900 contact/clock hours  Baseline data from Florida College Student System 2016 3E FTECOLF Report	Students Served: 470  Total FTE: 64.0 Adult Basic: 37.5 GED Prep: 26.5  2015-16 Reporting Year						The College will offer adult basic education in Putnam County
3.1.2 Provide access to continuing/community education opportunities to meet community demand  Baseline data from SJR State Internal Database	Course Offerings: 23 Sections: 54  Enrollment: 369  2015-16 Academic Year						The College will offer a variety of enrichment activities
3.1.3 Provide a season of events for the community at Thrasher-Horne Center for the Arts  Baseline data from Internal Reports	Total number of ticketed events: 50  Events/Concerts: 33 Broadway shows: 10 School Time Performances: 7 Gallery Exhibitions: 3  Attendance: 26,504  2015-16 Season						Maintain total number of events  Increase attendance by 5%

3. Contribute to Community Enrichment and Economic Development	Performance Measures						
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target
<b>3-2 Performance indicators for non-credit training opportunities:</b>							
3.2.1 Provide non-credit corporate training opportunities to public service agencies and local business	Criminal Justice Training Course offerings: 25 Sections: 37 Enrollment: 465  Other Corporate Training Course offerings: 12 Sections: 29 Enrollment: 124						The College will offer training to meet business needs
Baseline data from SJR State Internal Database	2015-2016 Academic Year						

#### 4. Invest in Effective College-wide Operations

Strengthen operational systems and processes to enhance the student experience and institutional effectiveness

Objectives:

- **4-1** Recruit, retain and develop excellent faculty and staff
- **4-2** Invest in facilities and technology that support effective instructional and administrative operations
- **4-3** Increase effective communication among employees and with students

4. Invest in Effective College-wide Operations	Performance Measures						Target
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>4-1 Performance indicators for faculty and staff:</b>							
<p>4.1.1 The percent of courses taught by full-time faculty will be above 60% and the College will be above the median as measures by the National Community College Benchmark Project (NCCBP)</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>Credit hours: 71.7% [NCCBP Cohort = 55.0%]</p> <p>Sections: 72.4% [NCCBP Cohort = 52.6%]</p> <p>Fall 2014 Data</p>						<p>Above 60%</p> <p>Above median for NCCBP Cohort</p>
<p>4.1.2 The College will maintain a low staff turnover and the College will be below the median departure rate for full-time employees as measured by NCCBP</p> <p>Baseline data from the 2016 NCCBP Report</p>	<p>Retirement Rate: 4.9% [NCCBP = 2.8%]</p> <p>Departure Rate: 4.9% [NCCBP = 6.2%]</p> <p>2014-15 Academic Year</p>						<p>Departures below median for NCCBP Cohort</p>
<p>4.1.3 Student satisfaction with academic programs as measured by the SJR State Spring Student Survey/and or other surveys will be at least 4.0 on a 5.0 scale</p> <p>Baseline data from 2015-16 Graduate Survey and 2016 Spring Survey</p>	<p>Instruction in the academic major:</p> <p style="padding-left: 40px;">Graduates 4.39</p> <p style="padding-left: 40px;">Spring students 4.20</p> <p>Overall instruction at SJRState:</p> <p style="padding-left: 40px;">Graduates 4.30</p> <p style="padding-left: 40px;">Spring Students 4.25</p> <p>2015-16 Graduate Survey 2016 Spring Student Survey</p>						<p>Mean scores will be at least 4.0 on a 5.0 scale</p>

4-2 Performance indicators for instructional and administrative operations:							
4.2.1 Percentage of students who would recommend SJR State to a friend of family member as measured by CCSSE and Spring Student Survey	Recommend SJR State: Spring Survey 93.0% CCSSE survey 94.5% [CCSSE Cohort = 93.4%]						≥ 93 %
Baseline data from 2015 CCSSE Survey and 2016 Spring Student Survey	2016 Spring Student Survey 2015 CCSSE Survey						
4.2.2 Percentage of core expenses attributable to instruction, academic support and student services as measured by IPEDS will total 60% or more	Instruction: 41% Academic Support: 8% Student Services: 12%  Total of above: 61%						≥ 60% of core expenses
Baseline data from IPEDS 2015-16 IPEDS Survey	2014-15 Fiscal Year						
4.2.3 Satisfaction with key indicators of effective college-wide operations as measured by the SJR State Spring Student Survey/and or other surveys will be at least 4.0 on a 5.0 scale	Condition & Appearance of Building & Grounds: 4.28 Safety & Security of Campus: 4.27 Classroom Technology: 4.12 Computer Laboratories: 4.19 Science Laboratories (including equipment): 4.21 College Admissions Process: 4.03 Financial aid services: 3.89 Academic Advising: 3.90 Library/Learning Resources: 4.25						Mean scores will be at least 4.0 on a 5.0 scale
Baseline data from 2016 Spring Student Survey	2016 Spring Student Survey						

4-3 Performance indicators for communication among employees and with students:							
<p>4.3.1 Employees agree that they are well-informed about decisions made within their departments and across campus as measured by the SJR State Employee Survey. Agreement is measured on a 4-point scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree</p> <p>Baseline data from 2015 SJR State Employee Survey</p>	<p>Departmental Decisions: 3.29</p> <p>Campus-wide Decisions: 2.73</p> <p>2015 Employee Survey</p>						<p>Mean scores will be at least 3.0 on a 4.0 scale</p>
<p>4.3.2 Students develop quality relationships with instructors and administrative personnel &amp; offices as measured by the Community College Study of Student Engagement (CCSSE). Measured on a 7-point scale with 1 = Unfriendly, unsupportive, sense of alienation ....7 = Friendly, supportive, sense of belonging</p> <p>Baseline data from the 2015 CCSSE Report</p>	<p>Instructors: 5.63 [CCSSE Cohort = 5.70]</p> <p>Administrative personnel &amp; offices: 5.02 [CCSSE Cohort = 5.06]</p> <p>2015 CCSSE Report</p>	<p>*Don't Forget to Update to Include Internal Data.*  <i>Example: Q#33 &amp; 34 from New Student Survey</i></p>					<p>≥ CCSSE Cohort</p>