



Strategic Plan 2011-2015 Development Summary

The Strategic Plan for 2011-2015 was developed from a review and revision of the 2005-2010 plan. In addition to a new set of strategic objectives that reflect the planning needs for the coming years, other revisions were made to simplify, streamline, and improve the planning process. These include:

1. Creating a "Vision" statement from one of the 2005-2010 "Goals."
2. Changing to a more meaningful and consistent planning terminology and structure. Specifically, the hierarchical structure below was adopted.

Vision → Mission → Goals → Foundation Objectives → Strategic Objectives

Also, see the "SWTJC Planning Pyramid 2011-2015."

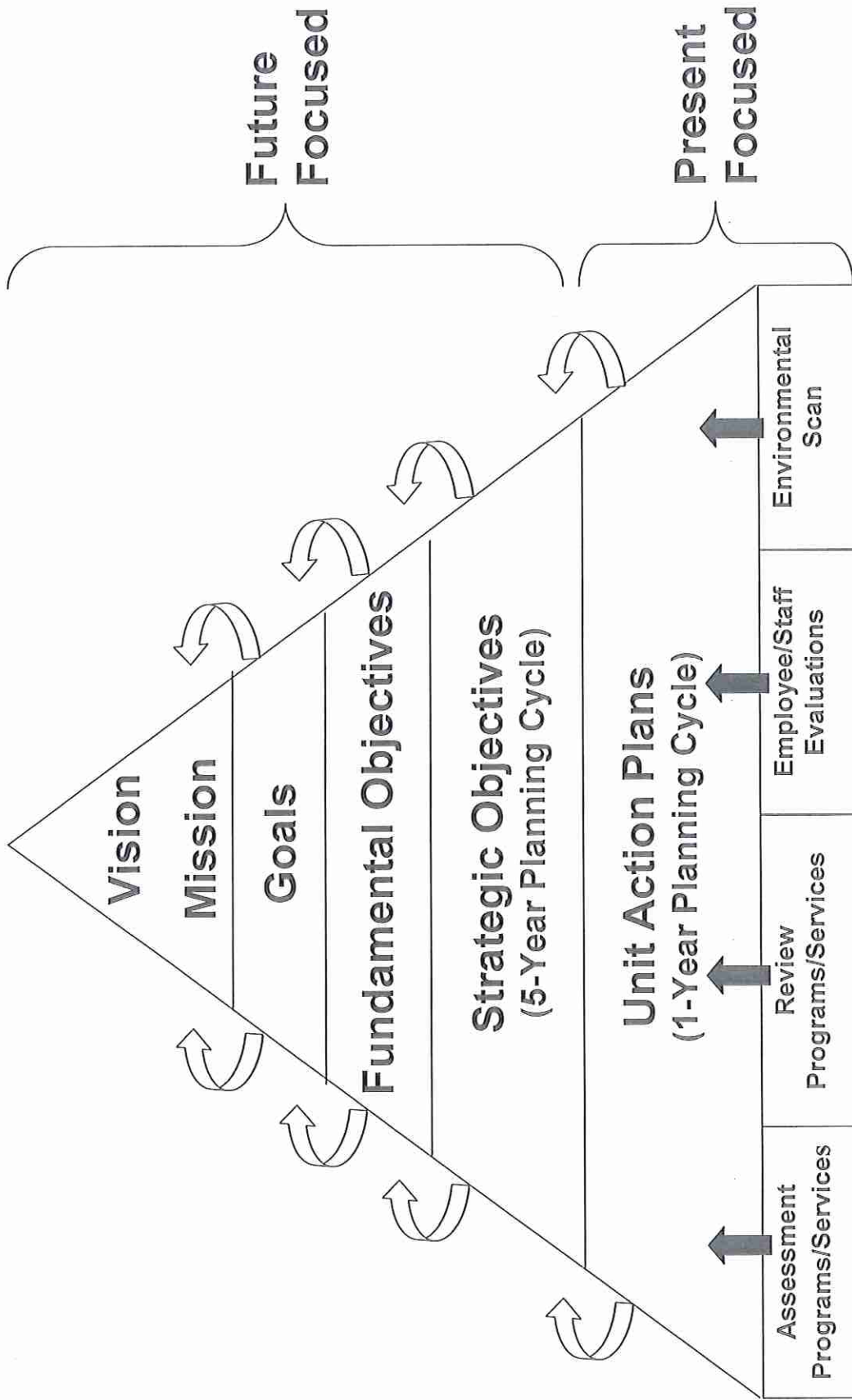
3. Consolidating the seven "Goals" in the 2005-2010 plan into three broader goals representing learning, quality, and efficiency.
4. Identifying the Foundation Goal(s) addressed by each Strategic Objective. Example:

S1-1 Establish a formal ESL program. (F1-3)

Strategic goal S1-1 addresses improvement in Foundation Goal "F1-3 Provide quality developmental programs that ..."

5. Creating quality measures for all objectives to better track improvements over the course of time. An immediate consequence will be implementation of an institutional dashboard.

SWTJC PLANNING PYRAMID 2011-2015



SWTJC Planning Structure 2011-2015

VISION

Create and nurture a learning-centered environment in which students, faculty, staff, and the community at-large can achieve their greatest potential.

MISSION

Southwest Texas Junior College is a comprehensive, public, two-year college serving eleven counties in southwest Texas. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to: 1) enter the job market, 2) transfer to senior colleges and universities, 3) pursue their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

GOALS

The college's goals provide the overall framework for advancing the college's mission. Each goal statement is further refined by the specification of measurable objectives that take two forms:

Foundation Objectives advance the college's goals. *Foundation objectives* are unending by nature and subject to continuous improvement.

Strategic Objectives also advance the college's goals by advancing one or more of the *Fundamental Objectives*. Unlike *Fundamental Objectives* that are unending, *Strategic Objectives* are designed to be achievable within the five-year strategic planning cycle.

GOAL 1: IDENTIFY AND SERVE THE LEARNING NEEDS OF THE COMMUNITY (LEARNING)

Foundation Objectives:

- F1-1. Provide quality academic programs and courses for students who plan to complete their formal education at SWTJC or other colleges or universities.
- F1-2. Provide quality technical programs and courses for students who plan to complete their formal education at SWTJC and seek employment.
- F1-3. Provide quality developmental education programs that prepare students for college level coursework.
- F1-4. Provide quality workforce training and development to enhance technical skills.
- F1-5. Provide quality adult basic education for individuals who wish to acquire a general education diploma.
- F1-6. Provide quality courses and programs to encourage personal development and life-long learning..
- F1-7. Utilize educational alliances and partnerships to promote student success at all levels.

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Strategic Objectives:

- S1-1. Establish a formal ESL program. (F1-3)¹
- S1-2. Increase the number of developmental education students who become college-ready, complete the gateway course, and do it in less time². (F1-3)
- S1-3. Increase the number of students achieving 15/30 credits, core completers, certificates and degrees, and transfers with 30+ credits. (F1-1 & F1-2)
- S1-4. Increase the number of students majoring and transferring in STEM areas. (F1-1)

GOAL 2: CULTIVATE EXCELLENCE IN TEACHING, INSTRUCTIONAL DELIVERY, STUDENT SERVICES, AND ADMINISTRATIVE SUPPORT (QUALITY)

Foundation Objectives:

- F2-1. Provide access, equity, diversity, and quality in instructional programs and services to ensure that students can participate, progress, succeed, transfer and/or enjoy gainful employment.
- F2-2. Foster excellence in teaching, administration and services through professional development of faculty and staff.
- F2-3. Identify, encourage, recognize, and reward success.
- F2-4. Provide quality services that recognize, support, and enhance student success.
- F2-5. Ensure quality services and instruction in all distance learning modalities.
- F2-6. Enhance the effectiveness of technology as it affects student learning and college administration.
- F2-7. Promote an environment in which *community members* are informed, included, and their input is valued and respected.
- F2-8. Provide sufficient facilities and equipment to support the college's programs and services

Strategic Objectives:

- S2-1. Improve student services in advising and counseling; at-risk management; enrollment management³; and registration. (F2-4)
- S2-2. Increase programs and courses offered using distance learning modalities. (F2-1)
- S2-3. Provide increased access to tutoring, supplemental instruction, advising, and counseling to distance learning students. (F2-5)
- S2-4. Make more effective use of the ERP (Datatel) system. (F2-6)

¹ This strategic object is associated with *Foundation Objective* F2-4 and advances Goal 2.

² As an example, the objective would include the identification and support of the "almost there student."

³ Includes recruitment and matriculation (STEM/GED/WF/dual-credit/non-traditional students), late start, flex entry, scheduling and transfer.

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- S2-5. Upgrade IT infrastructure to support the increased utilization of the ERP (Datatel) system, distance learning modalities, and inter/intra-campus communication. (F2-8)
- S2-6. Address facility needs on Del Rio, Eagle Pass, Uvalde campuses (classroom, office space, and Cosmetology space). (F2-8)
- S2-7. Address deferred maintenance issues in all facilities (HVAC, lighting, painting, energy consumption, ADA compliance, and dormitories). (F2-8)
- S2-8. Review and enhance the system of professional and staff evaluation to ensure that it supports *Foundation and Strategic Objectives*. (F2-4)

GOAL 3: PROVIDE RELIABLE AND SUSTAINABLE RESOURCES AND FUNDING FOR THE COLLEGE (EFFICIENCY)

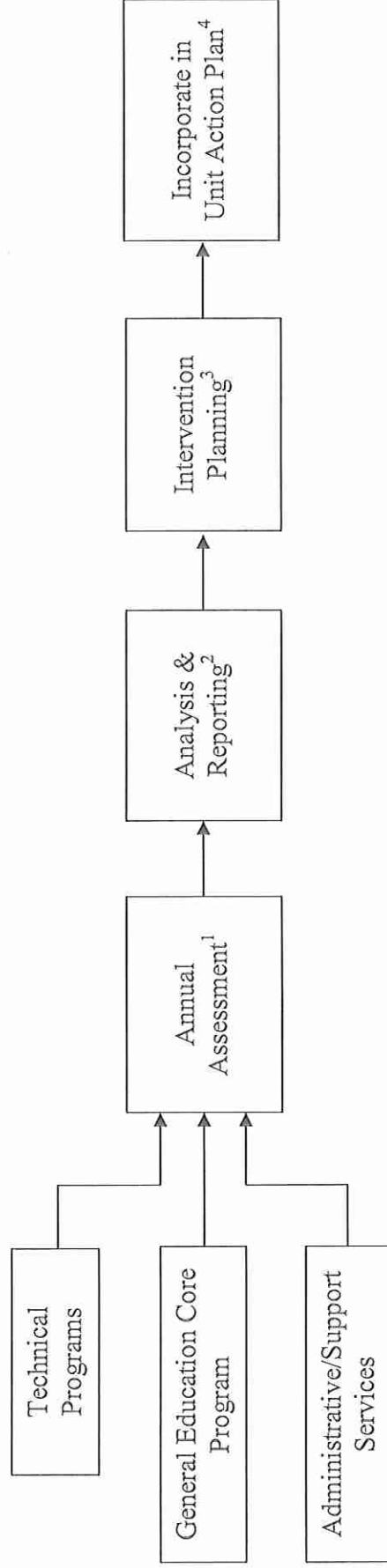
Foundation Objectives:

- F3-1. Develop and deepen partnerships with businesses, public officials, alumni, community-based organizations, and other constituents in order to increase the efficient and effective use of human and capital resources.
- F3-2. Identify, develop, and acquire grants to advance the strategic objectives of the college.
- F3-3. Identify and utilize areas of operational efficiency.
- F3-4. Evaluate resources and funding to assure that they effectively and efficiently support the overall mission of the college.

Strategic Objectives:

- S3-1. Develop and submit a Title V Cooperative Grant with Rio Grande College (SRSU). (F3-1)
- S3-2. Develop and submit a minimum of four grants per year to federal, state, and private foundations. (F3-2)
- S3-3. Develop and implement a plan that reduces energy consumption by 5 per cent. (F3-3)
- S3-4. Develop and implement a plan that expands current library services to meet the standards and guidelines for libraries in higher education as set forth by the American Library Association. (F3-4)

Assessment of Programs/Services Process Diagram



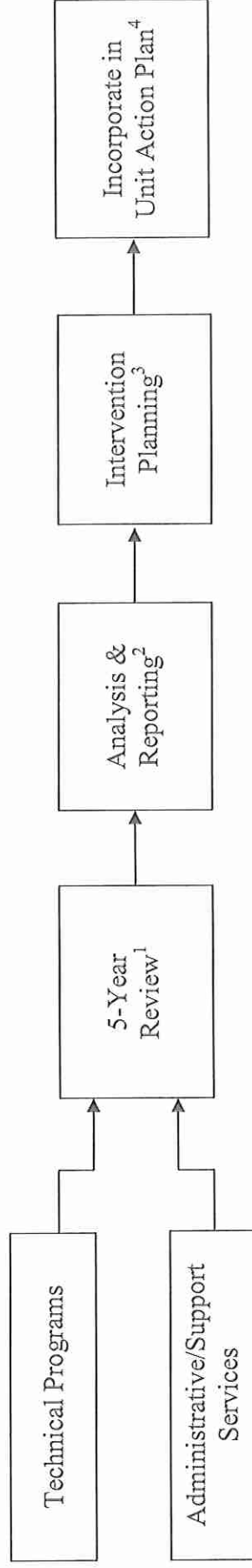
¹ The annual assessment of college programs and services is directed by the standing Assessment Committee, carried out by individual departments, and overseen by the Coordinator of College Assessment.

² The assessment results are analyzed and reports generated by the Office of Institutional Planning and Research.

³ Departments use assessment results to plan interventions to effect improvements in identified areas.

³ Departments incorporate interventions in their Unit Action Plans and look for future assessments to show improvement.

Review of Programs/Services Process Diagram



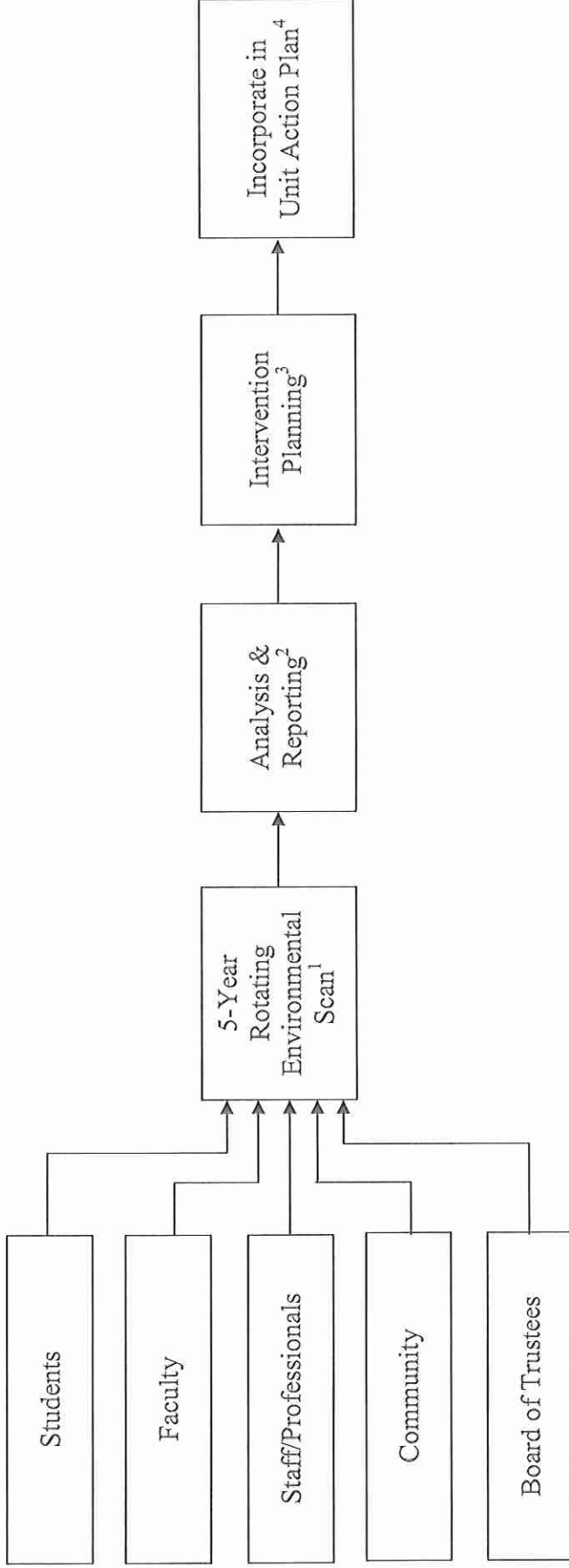
¹ The annual review of college programs and services is directed by the standing Review Committee, carried out by individual departments, and overseen by the Coordinator of Institutional Research.

² The review results are analyzed and reports generated by the Office of Institutional Planning and Research.

³ Departments use review results to plan interventions to effect improvements in identified areas.

³ Departments incorporate interventions in their Unit Action Plans and look for future assessments and reviews to show improvement.

Environmental Scan Process Diagram



¹ Each year, the college conducts a facilitated meeting with a cross section of a college constituent in which factors outside the college are explored and those that might affect the future of the college are identified.

² Environmental scan results are analyzed and reports generated by the Office of Institutional Planning and Research.

³ Departments use environmental scan results to plan interventions to address identified areas.

³ Departments incorporate interventions in their Unit Action Plans and look for future assessments to show that outside affects are mitigated.

Strategic Planning 2011-2015 Supporting Data

S1-2 Increase the number of developmental education students who become college-ready, complete the gateway course, and do it in less time.

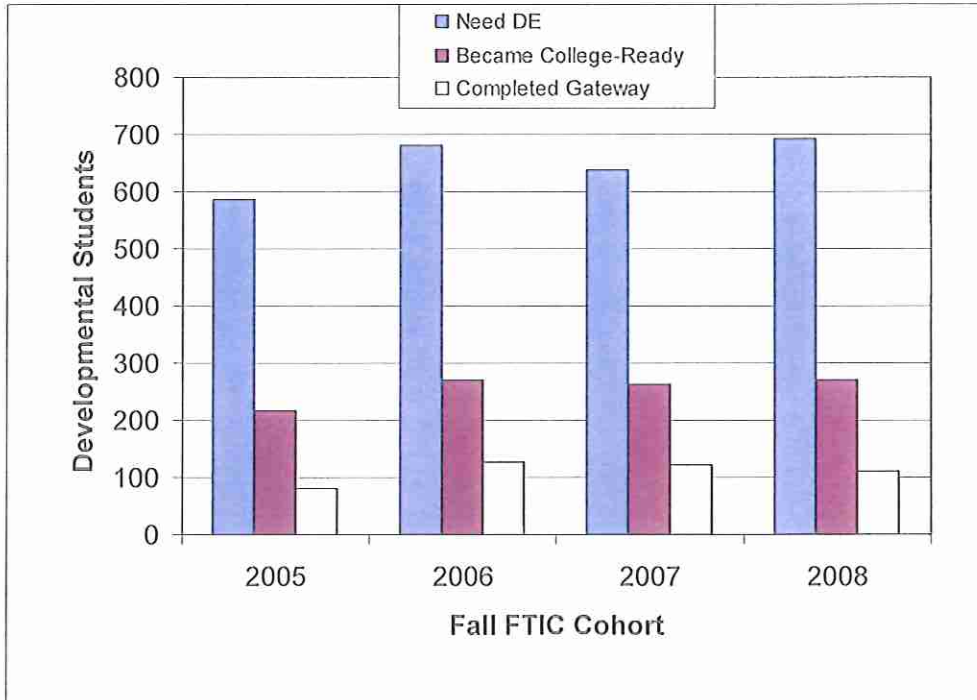


Figure 1. Developmental Education students becoming college ready and completing all gateway courses within two years of initial enrollment

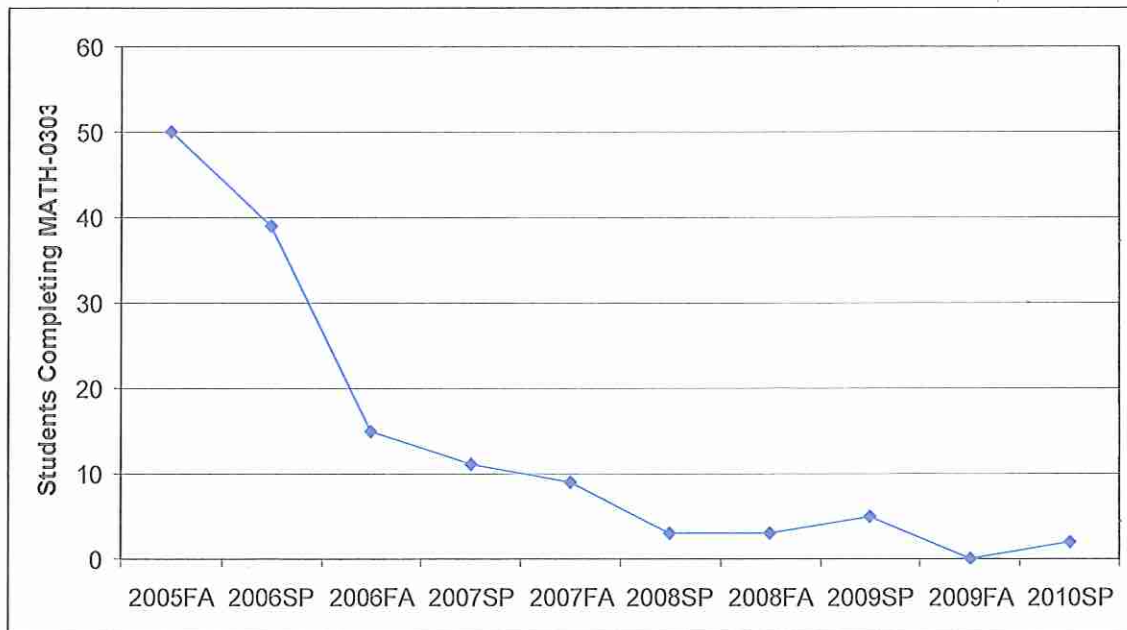


Figure 2. Developmental math students (Fall 2005 FTIC cohort, $N = 497$) becoming college ready in math (completing MATH 0303), by term

Strategic Planning 2011-2015 Supporting Data

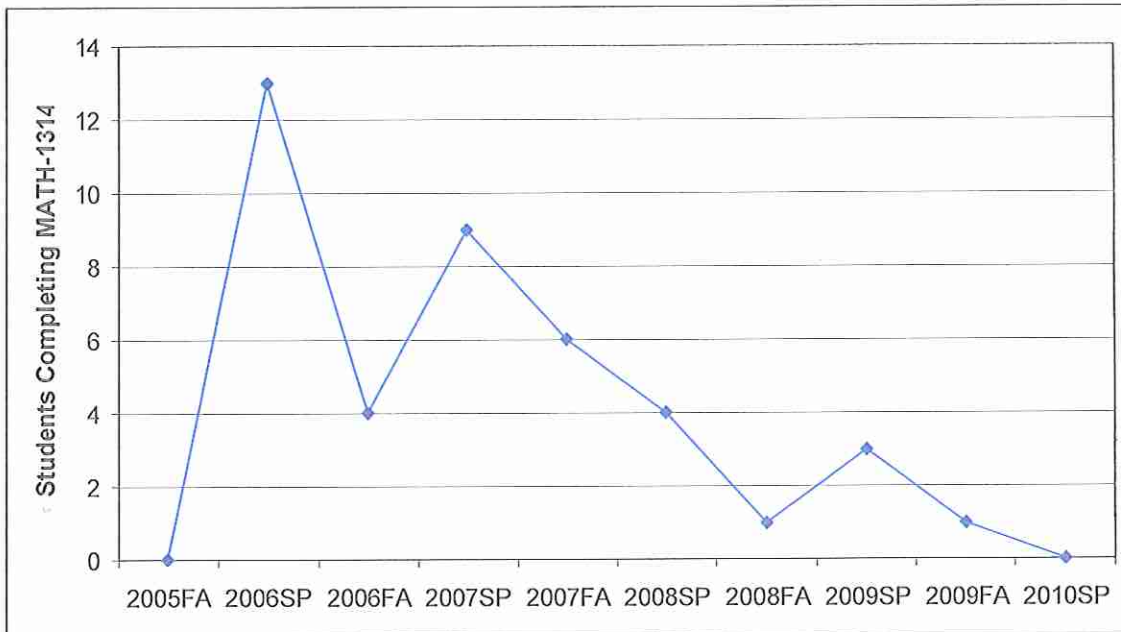


Figure 3. Developmental math students (Fall 2005 FTIC cohort, $N = 497$) completing gateway course (MATH-1314, college algebra), by term

Strategic Planning 2011-2015

Supporting Data

S1-3 Increase the number of students achieving 15/30 credits, core completers, certificates and degrees, and transfers with 30+ credits.

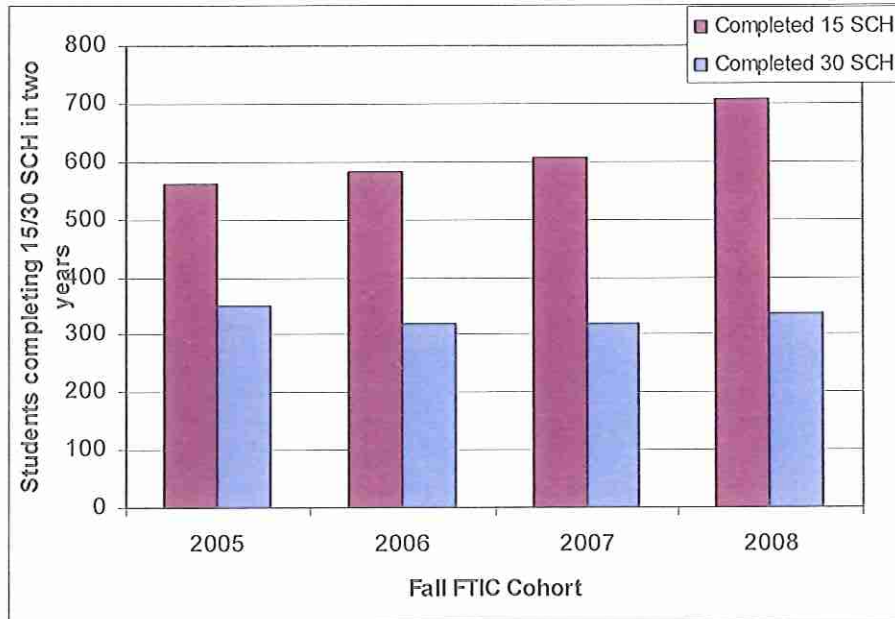


Figure 4. Number of students completing 15 and 30 semester credit hours within two years of initial enrollment

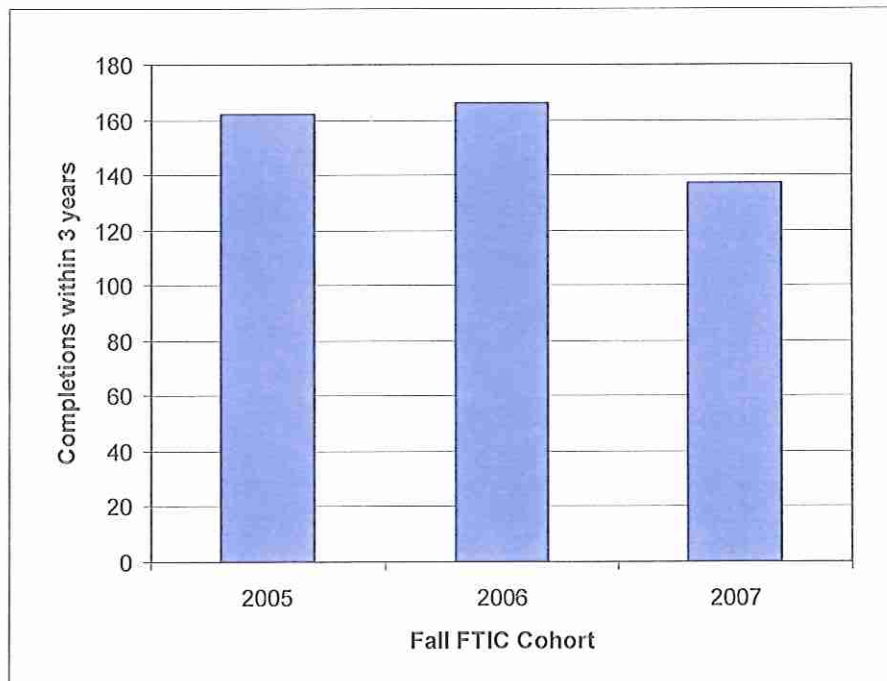


Figure 5. Number of students completing a degree or certificate within three years of initial enrollment

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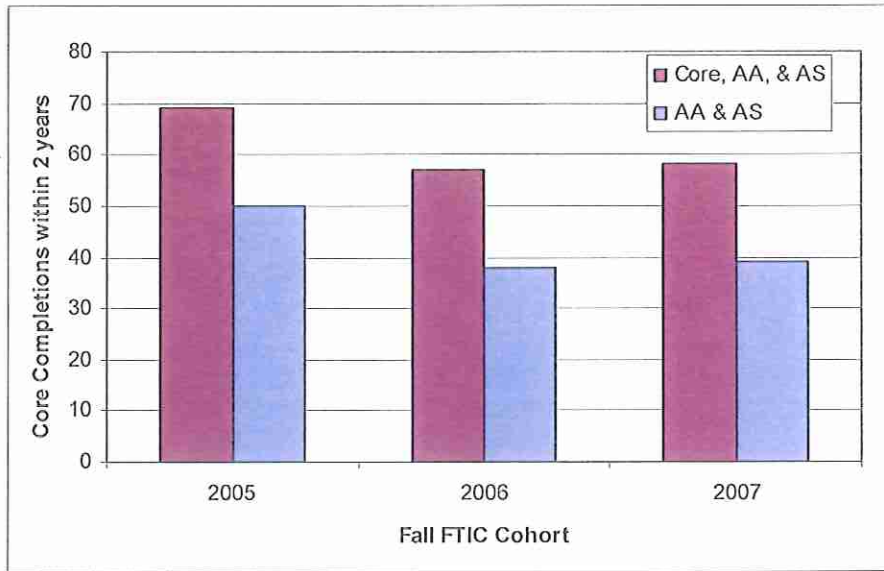


Figure 6. Students completing core curriculum within two years

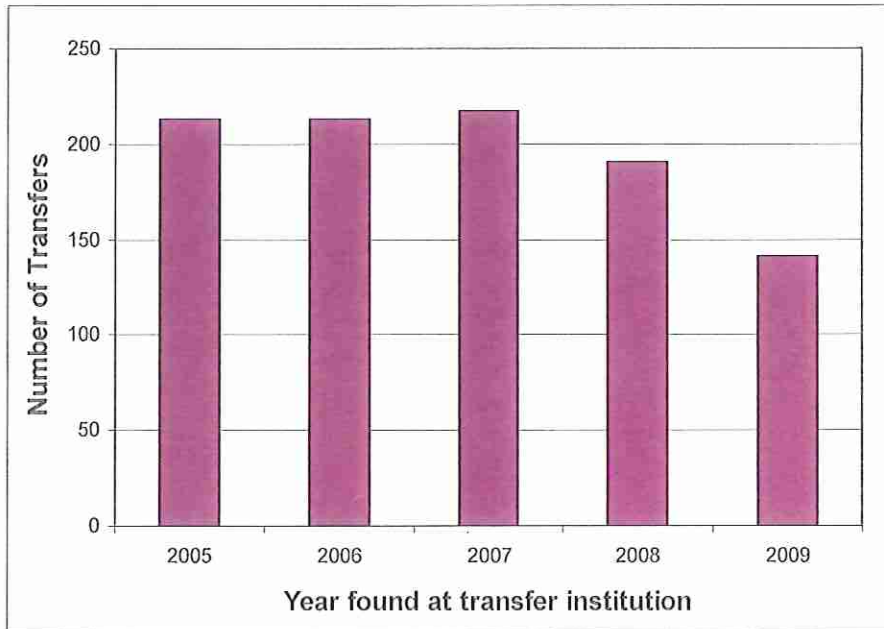


Figure 7. Students completing 30+ semester credit hours at SWTJC, located at another Texas public institution

Strategic Planning 2011-2015 Supporting Data

S1-4 Increase the number of students majoring and transferring in STEM areas.

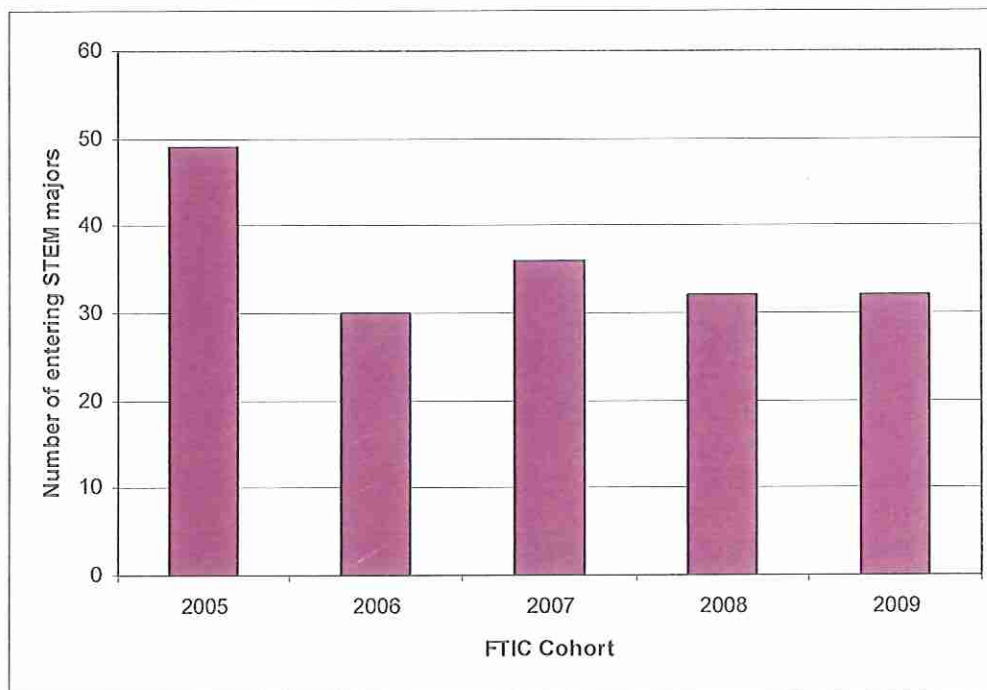


Figure 8. Students indicating a STEM major (computer science/information systems, engineering, or math)

Note. A request is being submitted to the National Student Clearinghouse to obtain transfer figures for the 2005-2007 cohorts.

Strategic Planning 2011-2015 Supporting Data

S2- 2 Increase programs and courses offered using distance learning modalities.

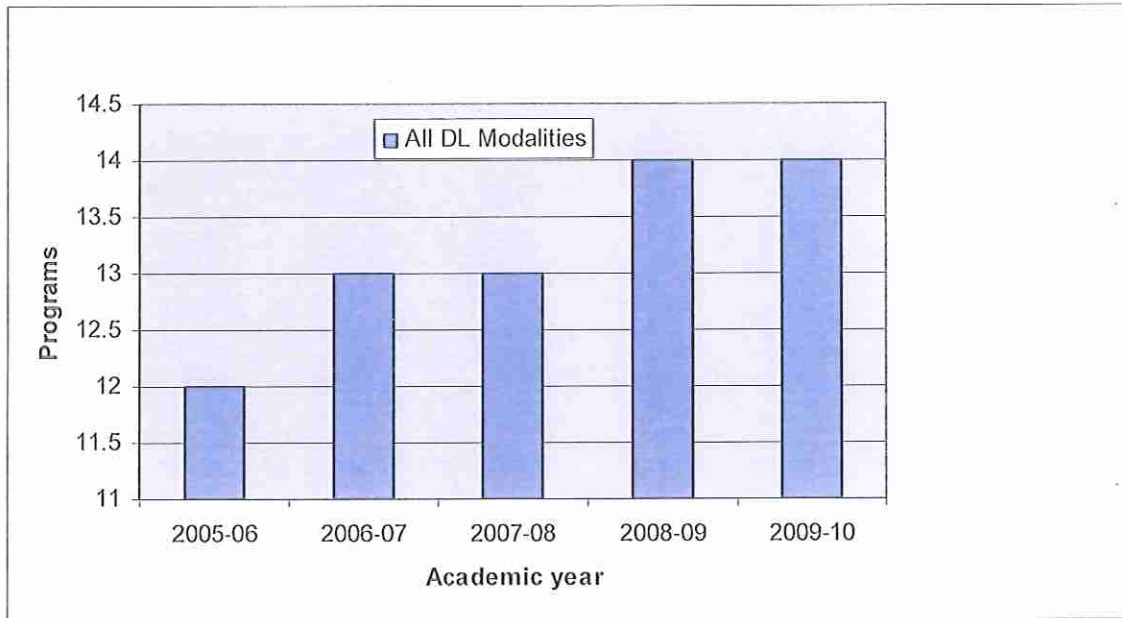


Figure 9. Programs using distance learning modalities in one or more courses

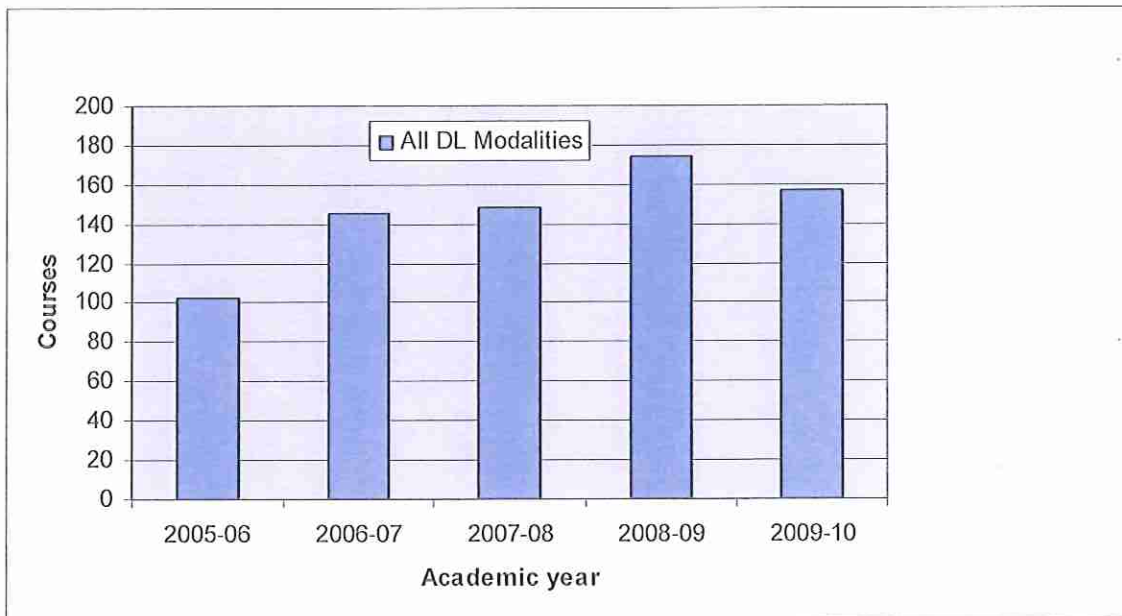


Figure 10. Courses offered using distance learning modalities