



**ST. JOHNS
RIVER**
STATE COLLEGE

2016-2021 Strategic Plan

Final Report

Research & Institutional Effectiveness

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2016-2021 STRATEGIC PLAN FINAL REPORT

EXECUTIVE SUMMARY

This is the final report associated with the 2016-2021 Strategic Plan. The Strategic Plan defines a single set of goals for St. Johns River State College for the five-year period. The Strategic Plan listed each college goal along with performance indicators. Update reports on prior year performance were published for each year from 2016-17 to 2020-21. This report will provide a final update on each of the performance measures and inform the development of the 2022-2027 Strategic Plan.

The 2016-2021 Strategic Plan has led to a more cohesive college-wide planning and evaluation process whereby a single set of college goals has influenced the direction of units as they planned their annual initiatives. Although the College made improvements; SJR State did not meet the goals of the 2016-2021 Strategic Plan. Overall, less than half of the indicators are positive (43%, 17 of 39). Improvements in College Operations and Student Achievement mark areas of success; while Enrollment continues to be a challenge.

The 2022-2027 Strategic Plan will need to retain the current goals and continue the work begun in 2016-2021. The College will need to adopt new strategies and innovative approaches beyond those utilized in 2016-2021 to effect change and move the needle on these goals in 2022-2027.

College Goals

The College has four College Goals for the 2016-2021 Strategic Plan. Objectives and performance indicators are associated with each goal. Baseline data are provided for each performance indicator along with a five-year target.

The four college goals and associated objectives are listed below.

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.

Summary of Performance Measures by College Goal

Below are summaries performance measures organized by college goal for the 2016-2021 Strategic Plan. The College has used these data to (1) develop strategies for improvement, and (2) decide if the performance outcome is still of strategic value to the College as part of the 2022-2027 Strategic Plan.

Strengthen the Student Experience in Intake and Onboarding

St. Johns River State College (SJR State) set ambitious five-year targets for itself in this area. The objectives and indicators focused primarily on increasing enrollment overall and for specific student groups. Of the nine (9) performance indicators for this goal, one (1) was met and eight (8) were not met. The overall College enrollment was improving until year 5 (2020-21) when the gains of the prior 4 years were lost in large part due to the negative impact of COVID-19 on overall enrollment. Enrollment for specific subpopulations, such as First-time-in-college (FTIC) and recent high school graduates continued to decline before and after the onset of COVID-19 pandemic. While the 5-year trend showed improvement in enrollment of former dual enrollment students and in student satisfaction with the intake and onboarding processes, the targets were not met. In fact, in this goal, the College met its target only for minority enrollments, which also displayed a positive 5-year trend.

Overall, this goal was not met. The data suggest that the College should continue to focus on intake and onboarding and that the College will need to consider new strategies to promote recruitment and enrollment. The strategies utilized in the prior 5 years have not significantly moved the needle on enrollment for specific groups or the College overall. Furthermore, the impact of COVID-19 on

enrollment is proving to be large and long-lasting. Recovering from the dip in enrollment will require understanding the changing student attitudes, needs, and expectations for College enrollment as well as the development of innovative strategies that rise to meet these changes.

The table below shows a brief summary of the indicators, results, and trends for Goal 1. The full performance indicators are included at the end of this report.

Goal 1 Indicators	Target Met?	5-year trend
Student satisfaction w/intake and onboarding will be at least 4.0/5.0 on student survey	No	Improving
Annual FTE for credit/vocational level will increase by 10%	No	Improving until year 5
12-month unduplicated headcount for credit/vocational level will increase by 5%	No	Improving until year 5
Fall unduplicated headcount by primary credential will increase by 5%	No	Improving until year 5
Minority enrollments will match service district minority populations	Yes	Improving
Fall first-time-in-college (FTIC) enrollments will increase by 2%	No	Declining
Recent high school graduate enrollment will increase by 3% (2 indicators)	No	Declining
Former dual enrollment students who enroll at SJR State will increase to 300	No	Improving

Increase Student Achievement and Success

The College made significant strides toward meeting its goal of implementing high-quality academic and career educational programs and student services that meet the needs of students and the local community. Academic success was measured by a host of indicators, such as course success, program completion and student persistence. Of the 18 indicators for this goal; 77% were either met (7) or partially met (7).

The College continued to make gains in course success rates and academic skills as well as several completion and transfer indicators. Furthermore, while SJR State did not meet the target for reducing course withdrawal rates to less than 10%; the trend has improved over the 5-year period. Challenges remain in persistence, retention and graduation rates for specific sub-groups, such as FTIC and minoritized groups, as well as specific programs.

The data suggest that student achievement and high-quality academic programs should continue to be a focus for 2022-27. Strategies related to improving course withdrawal rates should be strengthened to support the improvements of the prior 5-years and achieve the College’s target. Strategies for deficits related to persistence, retention and graduation, especially as they relate to particular sub-groups, will require significant thought and innovation. The College has included these among its strategic objectives for the past 10 years with limited success. True change in these areas would require bold, evidence-based strategies and the commitment of the time and resources necessary for implementation.

The table below shows a brief summary of the indicators, results and trends for Goal 2. The full performance indicators are included at the end of this report.

Goal 2 Indicators	Target Met?	5-year trend
College-wide enrollee course success rates are above 70%	Yes	Improving
College-wide enrollee course withdrawal rates are below 10%	No	Improving
College-wide enrollee course success rates by delivery mode (hybrid, face-to-face and online) are above 70%	Yes	Improving
College-wide enrollee course withdrawal rates by delivery mode (hybrid, face-to-face and online) are below 10%%	No (online)	Improving
Rank for success in core academic skills will be above the National Community College Benchmark Project (NCCBP) cohort median	Yes	Variable
Retention & Graduation rates for Fall FTIC students in Associate's degrees will be above the Florida College System (FCS) median	No (A.A) Yes (A.S)	Declining Improving
Retention & Graduation rates for Fall Bachelor's degree students will be above the FCS median	No	Variable
College-wide number of completers will increase by 5%	Yes	Improving
Completion rates for full-time FTIC will be above the NCCBP cohort median	Yes	Declining
Minority completions will match the minority enrollment	No	Unchanged
Fall to Fall persistence rates for credit students will be above the NCCBP cohort median	Yes	Unchanged
Fall to Fall persistence rates for FTIC credit students will increase by 10%	No	Declining
Transfer performance of SJR State AA graduates in the SUS will be above the FCS mean	Yes	Improving
Placement rate for completers in vocational programs will be above the FCS mean	Yes	Declining
General Education achievement of SJR State students on ETS Proficiency Profile test are equal to test cohort	Yes	Declining
Student satisfaction with academic and student services will be at least 4.0/5.0 on student surveys	Yes	Improving

Contribute to Community Enrichment and Economic Development

The College is working toward its goal to offer community enrichment and economic development activities to meet the need of its community. Of the 4 indicators for this goal, 50% (2) were met, and all of the indicators are declining. The College continues to provide adult education services in Putnam County, and to meet the need for non-credit corporate training for local business and industry. The number of non-credit corporate trainings offered and enrollment were impacted by the COVID-19 pandemic. The pandemic also impacted Thrasher-Horne's capacity and attendance as well as the College's community education operations, which were put on hold in 2020-21. In the absence of COVID-19, it is likely that the College would have met all the targets for this goal.

For 2022-2027, the goal should be continued. Operations impacted by the pandemic should be resumed to enable the establishment of a new baseline of services and offerings to meet community and local industry needs. Strategies for improvement will naturally evolve from the baseline during the new 5-year strategic plan.

The table below shows a brief summary of the indicators, results and trends for Goal 3. The full performance indicators are included at the end of this report.

Goal 3 Indicators	Target Met?	5-year trend
Provide Adult Education in Putnam County	Yes	Declining
Provide continuing/community education opportunities	No	Declining
Thrasher-Horne season will increase attendance by 5%	No	Declining
Provide non-credit corporate training to meet business needs	Yes	Declining

Invest in Effective College-Wide Operations

St. Johns River State College (SJR State) has committed to improving College operations over the past 10 years as part of its strategic goals. In 2016-21 the indicators were grouped under Goal 4, and the College met 7 of the 8 (87%) performance indicators related to this goal.

The College is meeting its targets in adequate full-time faculty, retention of full-time employees as well as student and employee satisfaction with college operations and communication. The College is not meeting its target for core expenses on instruction, academic and student services; however, this target may have become an unrealistic target in 2019-2020, due to accounting changes. This performance indicator and target will need to be re-examined in 2022-2027 to determine if it is an appropriate measure of College investment.

The data for this goal suggest that the College is excelling in the area of effective operations. However, operations evolve continuously and quickly—especially given the challenges and changes associated with response to the COVID-19 pandemic. Goal 4 should be updated and included in the 2022-27 Strategic Plan. This will ensure that the College continues to respond effectively and invest in infrastructure and processes that will support concomitant strategies for Goals 1-3.

The table below shows a brief summary of the indicators, results and trends for Goal 4. The full performance indicators are included at the end of this report.

Goal 4 Indicators	Target Met?	5-year trend
Percent of courses taught by full-time faculty will be above 60% and the NCCBP cohort median	Yes	Improving
Departure rate for full-time employees will be below that of the NCCBP cohort median	Yes	Variable
Student satisfaction with academic and operational services will be at least 4.0/5.0 on student surveys	Yes	Variable
Percent of students who would recommend SJR State to a friend will be at least 93%	Yes	Variable
Core Expenses related to instruction, academic, student services will be at least 60%	No	Declining
Employee satisfaction with departmental and college-wide communications will be at least a 3.0/4.0 on employee survey	Yes	Departmental Declining; College-wide Improving
Students satisfaction with instructor and service department relationships will be at least 5.5/7.0 on student surveys	Yes	Variable

Summary of Performance Measures Target Results

Below is a summary of the five-year targets and trends for each performance indicator by College goal.

Goal 1: Strengthen the student experience in intake and onboarding

Indicator	Target Met?	5-year trend
Student satisfaction w/intake and onboarding will be at least 4.0/5.0 on student survey	No	Improving
Annual FTE for credit/vocational level will increase by 10%	No	Improving until year 5
12-month unduplicated headcount for credit/vocational level will increase by 5%	No	Improving until year 5
Fall unduplicated headcount by primary credential will increase by 5%	No	Improving until year 5
Minority enrollments will match service district minority populations	Yes	Improving
Fall first-time-in-college (FTIC) enrollments will increase by 2%	No	Declining
Recent high school graduate enrollment will increase by 3% (2 indicators)	No	Declining
Former dual enrollment students who enroll at SJR State will increase to 300	No	Improving

Goal 2: Increase Student Achievement and Success

Indicator	Target Met?	5-year trend
College-wide enrollee course success rates are above 70%	Yes	Improving
College-wide enrollee course withdrawal rates are below 10%	No	Improving
College-wide enrollee course success rates by delivery mode (hybrid, face-to-face and online) are above 70%	Yes	Improving
College-wide enrollee course withdrawal rates by delivery mode (hybrid, face-to-face and online) are below 10%%	No (online)	Improving
Rank for success in core academic skills will be above the National Community College Benchmark Project (NCCBP) cohort median	Yes	Variable
Retention & Graduation rates for Fall FTIC students in Associate's degrees will be above the Florida College System (FCS) median	No (A.A) Yes (A.S)	Declining Improving
Retention & Graduation rates for Fall Bachelor's degree students will be above the FCS median	No	Variable
College-wide number of completers will increase by 5%	Yes	Improving
Completion rates for full-time FTIC will be above the NCCBP cohort median	Yes	Declining
Minority completions will match the minority enrollment	No	Unchanged
Fall to Fall persistence rates for credit students will be above the NCCBP cohort median	Yes	Unchanged
Fall to Fall persistence rates for FTIC credit students will increase by 10%	No	Declining
Transfer performance of SJR State AA graduates in the SUS will be above the FCS mean	Yes	Improving
Placement rate for completers in vocational programs will be above the FCS mean	Yes	Declining
General Education achievement of SJR State students on ETS Proficiency Profile test are equal to test cohort	Yes	Declining
Student satisfaction with academic and student services will be at least 4.0/5.0 on student surveys	Yes	Improving

Goal 3: Contribute to Community Enrichment and Economic Development

Indicator	Target Met?	5-year trend
Provide Adult Education in Putnam County	Yes	Declining
Provide continuing/community education opportunities	No	Declining
Thrasher-Horne season will increase attendance by 5%	No	Declining
Provide non-credit corporate training to meet business needs	Yes	Declining

Goal 4: Invest in effective college-wide operations

Indicator	Target Met?	5-year trend
Percent of courses taught by full-time faculty will be above 60% and the NCCBP cohort median	Yes	Improving
Departure rate for full-time employees will be below that of the NCCBP cohort median	Yes	Variable
Student satisfaction with academic and operational services will be at least 4.0/5.0 on student surveys	Yes	Variable
Percent of students who would recommend SJR State to a friend will be at least 93%	Yes	Variable
Core Expenses related to instruction, academic, student services will be at least 60%	No	Declining
Employee satisfaction with departmental and college-wide communications will be at least a 3.0/4.0 on employee survey	Yes	Departmental Declining; College-wide Improving
Students satisfaction with instructor and service department relationships will be at least 5.5/7.0 on student surveys	Yes	Variable

BENCHMARK DATA

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	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target		
1-1 Performance indicators for intake and onboarding:									
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	Admissions Processes: 3.90 Orientation to College 3.91 Initial Academic Advising: n/a Financial Aid Services: 3.83	3.97 3.84 n/a 3.95	3.98 3.86 3.72 4.00	4.16 3.98 4.20 3.92	4.00 4.14 4.49 n/a	4.02 4.06 4.29 3.69	Mean scores will be at least 4.0 on a 5.0 scale	No	
Baseline Data from Fall 2015 New Student Survey	Fall 2015 data	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020			
1-2 Performance indicators for enrollment:									
1.2.1 Annual FTE by categories of instruction for credit/vocational level students will reflect constituent needs	Total FTE: 4446.9	4366.0	4485.8	4546.7	4625.3	4383.3	Increase total annual FTE by 10%	No	
A&P = Advanced and Professional (subcategorized by lower division and upper division courses)	A&P Upper: 182.2	180.4	195.2	213.4	234.0	238.8			
Dev Ed. = Developmental Education	A&P Lower: 3070.9	3054.4	3207.4	3247.8	3268.1	3065.5			
PSV = Post Secondary Vocational (credit workforce)	Dev Ed.: 147.6	98.7	79.7	59.5	50.7	32.6			
PSAV = Post Secondary Adult Vocational (clock hour workforce)	PSV: 939.6	899.7	892.2	873.8	923.0	920.0			
EPI = Educator Preparation Institute (institutional credit)	PSAV: 79.4	101.0	83.1	121.4	116.3	88.3			
Baseline data from Florida College Student System 2016 3E FTECOLF Report	EPI: 27.2	31.8	28.2	30.8	33.2	38.1			
	2015-16 reporting year	2016-17 RY	2017-18 RY	2018-19 RY	2019-20 RY	2020-21 RY			

1. Strengthen the Student Experience in Intake and Onboarding	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<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</p> <p>% Female: 62.56</p> <p>% Asian: 2.13</p> <p>% Hispanic: 7.87</p> <p>% Black: 10.22</p> <p>% White: 72.26</p> <p>% Other/Unknown: 7.53</p> <p>2014-15 Reporting Year</p>	<p>9241</p> <p>37.36</p> <p>62.64</p> <p>2.12</p> <p>7.59</p> <p>9.94</p> <p>72.56</p> <p>7.79</p> <p>2015-16 RY</p>	<p>9273</p> <p>37.95</p> <p>62.05</p> <p>2.35</p> <p>8.96</p> <p>9.86</p> <p>71.39</p> <p>7.44</p> <p>2016-17 RY</p>	<p>9616</p> <p>37.38</p> <p>62.62</p> <p>2.24</p> <p>10.07</p> <p>10.69</p> <p>69.83</p> <p>7.17</p> <p>2017-18 RY</p>	<p>9846</p> <p>37.74</p> <p>62.26</p> <p>2.43</p> <p>11.06</p> <p>10.08</p> <p>69.14</p> <p>7.29</p> <p>2018-19 RY</p>	<p>9709</p> <p>37.35</p> <p>62.65</p> <p>2.38</p> <p>11.85</p> <p>9.87</p> <p>67.47</p> <p>8.43</p> <p>2019-20 RY</p>	<p>Increase total annual headcount by 5%</p>	<p>No</p>	
<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</p> <p>AA: 5284</p> <p>AS/AAS: 1274</p> <p>CCC: 54</p> <p>VC: 74</p> <p>EPI: 50</p> <p>Fall 2015 data</p>	<p>7132</p> <p>374</p> <p>5332</p> <p>1234</p> <p>56</p> <p>86</p> <p>50</p> <p>Fall 2016</p>	<p>7341</p> <p>390</p> <p>5564</p> <p>1217</p> <p>60</p> <p>71</p> <p>39</p> <p>Fall 2017</p>	<p>7576</p> <p>392</p> <p>5934</p> <p>1031</p> <p>52</p> <p>114</p> <p>53</p> <p>Fall 2018</p>	<p>7634</p> <p>419</p> <p>5961</p> <p>1009</p> <p>64</p> <p>122</p> <p>59</p> <p>Fall 2019</p>	<p>7213</p> <p>419</p> <p>5570</p> <p>1030</p> <p>69</p> <p>57</p> <p>68</p> <p>Fall 2020</p>	<p>Increase total fall headcount by 5%</p>	<p>No</p>	
<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 ≥ 1.0 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>	<p>25.3% [22.3%] 1.13</p> <p>9.4% [8.9%] 1.1</p> <p>8.9% [8.3%] 1.1</p> <p>Fall 2016</p>	<p>27.6% [22.3%] 1.24</p> <p>9.9% [8.8%] 1.1</p> <p>10.6% [8.2%] 1.3</p> <p>Fall 2017</p>	<p>27.9% [23.0%] 1.21</p> <p>9.3% [9.0%] 1.0</p> <p>11.4% [8.7%] 1.3</p> <p>Fall 2018</p>	<p>29.2% [23.3%] 1.25</p> <p>9.1% [9.1%] 1.0</p> <p>12.11% [9.1%] 1.3</p> <p>Fall 2019</p>	<p>30.2% [24.0%] 1.26</p> <p>9.6% [9.3%] 1.0</p> <p>12.3% [9.2%] 1.3</p> <p>Fall 2020</p>	<p>Match district population</p> <p>≥ 1.0 minority participation rate</p>	<p>Yes</p> <p>Yes</p>	

1. Strengthen the Student Experience in Intake and Onboarding	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<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>	24.0%	23.1%	23.6%	22.2%	20.2%	Increase fall FTIC enrollment by 2%	No	
1-3 Performance indicators for high school graduates from our district that apply and enroll:									
<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 2015 State Accountability Report Measure M1P1</p>	<p>16.6% [FCS 32.39%]</p> <p>2013 HS Grads (2015 Report)</p>	16.4% [32.52%]	14.3% [26.21%]	13.6% [24.57%]	13.0% [23.45%]	12.36% [21.54%]	Increase % by 3%	No	
<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 (23.0%)</p> <p>St. Johns: 261 (11.5%)</p> <p>2015 HS Grads</p>	<p>725 (13.8%)</p> <p>387 (15.2%)</p> <p>92 (21.2%)</p> <p>246 (10.9%)</p> <p>2016 Grads</p>	<p>719 (12.7%)</p> <p>361 (13.9%)</p> <p>95 (17.9%)</p> <p>263 (10.5%)</p> <p>2017 Grads</p>	<p>787 (12.8%)</p> <p>372 (13.6%)</p> <p>86 (14.4%)</p> <p>329 (11.7%)</p> <p>2018 Grads</p>	<p>749 (11.8%)</p> <p>367 (12.8%)</p> <p>82 (13.4%)</p> <p>300 (10.4%)</p> <p>2019 Grads</p>	<p>622 (9.9%)</p> <p>309 (11.4%)</p> <p>73 (12.3%)</p> <p>240 (8.2%)</p> <p>2020 Grads</p>	Increase service district % by 3%	No	
<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>	<p>224</p> <p>123</p> <p>37</p> <p>64</p> <p>2016 Grads</p>	<p>204</p> <p>107</p> <p>45</p> <p>52</p> <p>2017 Grads</p>	<p>240</p> <p>125</p> <p>44</p> <p>71</p> <p>2018 Grads</p>	<p>240</p> <p>134</p> <p>36</p> <p>70</p> <p>2019 Grads</p>	<p>266</p> <p>150</p> <p>48</p> <p>68</p> <p>2020 Grads</p>	Increase service district total to 300	No	

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							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
2-1 Performance indicators for course success, program retention and completion rates:									
2.1.1 Enrollee success rates* by major course category will be above 70%. Course withdrawal rates will be below 10%. Course category rates exclude dual enrollment students taking courses on a high school site.	<u>Course Success</u>							Above 70% success	Yes
	Upper Division: 87.21%	86.31%	87.69%	87.29%	90.04%	91.52%			
	Arts & Sciences: 70.68%	71.35%	71.58%	72.86%	74.87%	76.86%			
	FloArts: 87.50%	88.68%	91.27%	90.77%	92.83%	88.81%			
	Dev Ed: 57.40%	51.70%	50.66%	53.85%	60.04%	63.33%			
	PSV: 78.83%	80.46%	82.94%	83.29%	86.33%	86.33%			
* defined as number of A, B, C grades divided by the total students enrolled which includes those who receive F and W grades	[College-Wide ^o = 72.38%]	[72.41%]	[73.11%]	[74.21%]	[76.42%]	[78.18%]			
^o College-wide data do not include any dual enrolled students	<u>Course withdrawal</u>							Below 10% withdrawal	No
	Upper Division: 7.49%	8.40%	7.38%	6.25%	6.59%	5.39%			
	Arts & Sciences: 13.47%	12.65%	12.90%	13.08%	11.82%	11.47%			
	FloArts: 4.35%	3.26%	3.91%	2.46%	2.18%	4.53%			
	Dev Ed: 14.02%	19.48%	20.17%	20.05%	18.01%	15.21%			
	PSV: 9.29%	8.09%	7.33%	8.21%	7.56%	7.05%			
	[College-Wide ^o = 13.07%]	[12.32%]	[12.22%]	[12.41%]	[11.28%]	[10.98%]			
Baseline data from Internal Reports (Course Success Studies Report)	2014-2015 AY	2015-16 AY	2016-17 AY	2017-18 AY	2018-19 AY	2019-20 AY			

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<p>2.1.2 Enrollee success rates* by major course delivery mode will be above 70%. Course withdrawal rates will be below 10%. Face-to-face delivery mode does not include data from high school sites.</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>°College-wide data do not include any dual enrolled students</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>	74.18%	75.16%	76.90%	78.64%	80.29%	Above 70% success	Yes	
		[72.41%]	[73.11%]	[74.21%]	[76.42%]	[78.18%]			
								Below 10% withdrawal	No
	2014-2015 AY	2015-16 AY	2016-17 AY	2017-18 AY	2018-19 AY	2019-20 AY			
<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%</p> <p>[NCCBP = 75.5%]</p> <p>Course withdrawal: 11.3%</p> <p>[NCCBP = 8.5%]</p>	75.4%	75.7%	77.5%	79.5%	80.3%	Above 70%	Yes	
		[76.2%]	[75.95%]	[77.1%]	[78.0%]	[78.1%]			
								Below 10%	Yes
							Above NCCBP median for course success	Yes	
	Fall 2014 data	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			

2. Increase Student Achievement	Performance Measures						Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21		
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	Course Success: 69.3% [NCCBP = 67.2%]	71.7% [69.3%]	71.0% [68.7%]	70.3% [71.1%]	72.7% [71.3%]	73.5% [72.2%]	Above 70% success	Yes
	Course Withdrawal: 15.0% [NCCBP = 12.3%]	13.3% [11.6%]	13.0% [11.9%]	15.2% [11.3%]	13.6% [10.3%]	13.3% [9.9%]	Below NCCBP median for course withdrawal	No
Baseline data from the 2016 NCCBP Report	Fall 2014 data	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019		
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)	Math: 49.7% [NCCBP = 58.7%]	39.0% [60.7%]	48.3% [60.6%]	47.4% [61.2%]	54.6% [62.2%]	63.3% [60.9%]	Above 70% success	No
	Writing: 74.6% [NCCBP = 66.7%]	64.7% [67.0%]	59.7% [68.5%]	61.9% [67.4%]	55.6% [68.7%]	40% [67.9%]	Above median for NCCBP cohort	Yes (except writing)
	Reading/Writing: N/A [NCCBP = 66.7%]	N/A [68.7%]	52.5% [67.5%]	61.4% [71.4%]	68.6% [70.2%]	69.2% [69.0%]		
	Reading: 78.7% [NCCBP = 68.8%]	71.0% [70.7%]	61.3% [71.2%]	56.8% [73.6%]	59.5% [72.7%]	74.1% [70.1%]		
Baseline data from the 2016 NCCBP Report	Fall 2014 data	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019		
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	Math: 67.8% [NCCBP = 67.4%]	61.4% [68.5%]	70.3% [71.1%]	72.2% [70.9%]	77.9% [71.1%]	69.0% [70.4%]	Above 70% success	No
	Writing: 80.7% [NCCBP = 71.9%]	67.3% [73.8%]	73.6% [75.8%]	71.9% [76.2%]	76.8% [76.7%]	80.4% [80.0%]	Above median for NCCBP cohort	No
Baseline data from 2016 NCCBP Report. A fall developmental education cohort is followed for one academic year	Fall 2013 Dev. Ed. cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018		

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
2.1.7 The percentile rank for success in core academic skills will increase as measured by NCCBP	English Comp I: 84.0% [NCCBP = 73.1%] English Comp II: 82.5% [NCCBP = 70.3%] College Algebra: 76.4% [NCCBP = 64.5%] Gateway Math: 70.9% [NCCBP = 65.9%]	79.9% [73.3%] 80.7% [71.3%] 72.0% [66.4%] 75.5% [66.7%]	76.9% [73.4%] 80.0% [71.0%] 71.8% [66.4%] 70.6% [66.6%]	81.2% [75.1%] 74.4% [71.8%] 76.5% [67.3%] 72.6% [66.2%]	83.0% [75.0%] 78.8% [73.4%] 79.4% [66.4%] 68.8% [68.2%]	84.9% [75.6%] 78.3% [71.7%] 79.9% [69.3%] 71.8% [66.4%]	Above median for NCCBP cohort	Yes	
Baseline data from the 2016 NCCBP Report	Fall 2014 data	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
2.1.8 The retention* and graduation ^o rate of Fall term First-Time-In-College (FTIC) students in associate degree programs will increase as measured by State Accountability Reports *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. ^o Graduation = [number of students who have graduated] divided by the number of students in the cohort.	AA Students: Retention: 60.00% Graduation: 42.04% [FCS = 65.58; 41.51] AS/AAS Students: Retention: 40.18% Graduation: 26.79% [FCS = 54.40; 16.99]	60.25% 42.45% [66.1; 42.6] 48.96% 34.38% [53.1; 18.9]	58.68% 41.82% [65.2; 42.5] 52.08% 37.50% [53.2; 19.3]	55.83% 42.76% [64.5; 42.3] 51.16% 34.88% [54.7; 23.3]	58.81% 42.92% [63.8; 43.9] 60.00% 60.00% [49.6; 48.7]	55.5% 40.2% [64.1; 45.2] 68.1% 47.2% [58.0; 26.4]	Above the mean for the Florida College System (FCS)	No No Yes Yes	
Baseline data from 2015 State Accountability Report. Associate degree students are tracked for 4 years.	Fall 11 cohort tracked through Spring 2015	Fall 12 coh. to Spr. 16	Fall 13 coh. to Spr. 17	Fall 14 coh. to Spr. 18	Fall 15 coh. to Spr. 19	Fall 16 coh. to Spr. 20			
2.1.9 The retention and graduation of fall cohort baccalaureate-seeking students will increase as measured by State Accountability Reports Definitions of retention and graduation are as above	Baccalaureate Students: Retention: 53.42% Graduation: 41.10% [FCS = 61.59; 43.07]	61.84% 40.79% [61.2; 42.4]	52.2% 32.7% [60.1; 42.0]	54.40% 33.60% [61.7; 43.9]	58.33% 36.46% [62.8; 44.8]	59.5% 36.9% [62.4; 45.2]	Above the mean for the Florida College System (FCS)	No No	
Baseline data from the 2015 State Accountability Report. Baccalaureate degree students are tracked for 4 years	Fall 11 cohort tracked through Spring 2015	Fall 12 coh. to Spr. 16	Fall 13 coh. to Spr. 17	Fall 14 coh. to Spr. 18	Fall 15 coh. to Spr. 19	Fall 16 coh. to Spr. 20			

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
2.1.10 The number of graduates/completers in all programs of study at the College will increase	Baccalaureate: 74 Associate in Arts: 672 Associate in Science: 245 College Credit Cert: 183 Vocational Certificate: 95 EPI: 39 Total: 1308	82 634 270 196 106 40 1328	104 704 268 191 115 32 1414	103 676 248 168 91 42 1328	123 660 265 241 99 42 1430	137 852 215 263 92 42 1601	Increase by 5%	Yes Yes No Yes No Yes Yes	
Baseline data Florida College System Student 2016-3E AA1A Report	2015-16 Report Year	2016-17 RY	2017-18 RY	2018-19 RY	2019-20 RY	2020-21 RY			
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)	Completed in 3 years: 44.5% [NCCBP = 21.5%]	44.5% [22.0%]	42.0% [23.4%]	46.2% [26.8%]	42.6% [28.9%]	43.1% [32.4%]	Above median for NCCBP Cohort	Yes	
Baseline data from 2016 NCCBP Report (GRS 2 file)	Fall 2012 cohort	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017			
2.1.12 Minority completions* for A.A., A.S., certificates [†] and baccalaureate degrees will match minority enrollments *expressed as a % of total completions [†] college credit and vocational	Black Completions: 7.6% AA degrees: 51 (7.6%) AS degrees: 14 (5.7%) Certificates: 26 (9.4%) BS/BAS degrees: 5 (6.8%) [SJR State Pop: 9.7%] Hispanic Completions: 6.5% AA degrees: 56 (8.3%) AS degrees: 17 (6.9%) Certificates: 6 (2.1%) BS/BAS degrees: 3 (4.1%) [SJR State Pop: 7.5%]	7.2% 42 (6.6%) 22 (8.1%) 26 (8.6%) 3 (3.7%) [9.6%] 8.3% 59 (9.3%) 20 (7.4%) 20 (6.6%) 8 (9.8%) [9.0%]	8.1% 44 (6.3%) 21 (7.8%) 36 (11.8%) 11 (10.6%) [9.4%] 9.0% 64 (9.1%) 21 (7.8%) 34 (11.1%) 5 (4.8%) [10.2%]	8.4% 42 (6.2%) 28 (11.3%) 27 (10.4%) 11 (10.7%) [9.8%] 9.0% 75 (11.1%) 19 (7.7%) 18 (6.9%) 4 (3.9%) [11.1%]	8.2% 42 (6.7%) 23 (8.9%) 36 (11.1%) 8 (6.5%) [9.8%] 10.7% 73 (11.7%) 27 (10.5%) 34 (10.5%) 9 (7.3%) [12.6%]	8.1% 56 (6.6%) 23 (10.7%) 35 (9.9%) 12 (8.8%) [9.2%] 10.8% 98 (11.5%) 21 (9.9%) 35 (10.1%) 15 (10.9%) [11.8%]	Minority completion % will match minority enrollment %	No	
Baseline data Florida College Student System 2016 3E AA1A Report	2015-16 Report Year	2016-17 RY	2017-18 RY	2018-19 RY	2019-20 RY	2020-21 RY			

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
2-2 Performance indicators for persistence rates:									
<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>Baseline data from the 2016 NCCBP Report</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> <p>Fall 2014 Cohort</p>	<p>F 15 to F 16</p> <p>58.8%</p> <p>47.0%</p> <p>50.9%</p> <p>[56.1; 42.8; 48.4]</p> <p>Fall 2015</p>	<p>F 16 to F 17</p> <p>56.4%</p> <p>46.3%</p> <p>49.8%</p> <p>[56.6; 42.2; 49.3]</p> <p>Fall 2016</p>	<p>F 17 to F 18</p> <p>58.6%</p> <p>43.1%</p> <p>48.1%</p> <p>[55.8; 41.7; 47.4]</p> <p>Fall 2017</p>	<p>F 18 to F 19</p> <p>61.4%</p> <p>47.0%</p> <p>51.5%</p> <p>[56.4; 42.7; 48.8]</p> <p>Fall 2018</p>	<p>F 19 to F20</p> <p>56.0%</p> <p>44.3%</p> <p>48.2%</p> <p>[54.5; 40.3; 46.6]</p> <p>Fall 2019</p>	Above median for NCCBP Cohort	Yes	
<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>Baseline data from Internal Reports (Persistence Studies for EMT)</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> <p>Fall 2014 FTIC Cohort</p>	<p>F 15 to F 16</p> <p>64.5%</p> <p>49.4%</p> <p>57.2%</p> <p>Fall 2015</p>	<p>F 16 to F 17</p> <p>59.5%</p> <p>46.0%</p> <p>53.5%</p> <p>Fall 2016</p>	<p>F 17 to F 18</p> <p>63.1%</p> <p>49.8%</p> <p>57.5%</p> <p>Fall 2017</p>	<p>F 18 to F 19</p> <p>64.8%</p> <p>49.2%</p> <p>57.4%</p> <p>Fall 2018</p>	<p>F 19 to F20</p> <p>58.4%</p> <p>45.5%</p> <p>53.0%</p> <p>Fall 2019</p>	Increase by 10%	No	
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 students who transfer after earning 60 or more semester hours</p> <p>Baseline data from 2012-2014 Florida College System Articulation Report</p>	<p>3.02</p> <p>[FCS = 2.92]</p> <p>SUS Fall 2014 data</p>	<p>3.00</p> <p>[2.97]</p> <p>Fall 2015</p>	<p>3.01</p> <p>[2.97]</p> <p>Fall 2016</p>	<p>3.08</p> <p>[3.01]</p> <p>Fall 2017</p>	<p>N/A*</p> <p>[N/A]</p> <p>*Report not available</p> <p>Fall 2018</p>	<p>N/A*</p> <p>[N/A]</p> <p>*Report not available</p> <p>Fall 2019</p>	Above the mean for the Florida College System	N/A	
<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</p> <p>[FCS = 2.91]</p> <p>GPA ≥ 2.5: 78.4%</p> <p>[FCS = 74.9%]</p> <p>College 12/13</p> <p>SUS 13/14</p>	<p>2.93</p> <p>[2.92]</p> <p>77.5%</p> <p>[74.7%]</p> <p>13/14</p> <p>14/15</p>	<p>3.04</p> <p>[2.96]</p> <p>80.2%</p> <p>[77.2%]</p> <p>14/15</p> <p>15/16</p>	<p>3.00</p> <p>[2.97]</p> <p>77.9%</p> <p>[77.7%]</p> <p>15/16</p> <p>16/17</p>	<p>3.10</p> <p>[3.02]</p> <p>83.50%</p> <p>[79.8%]</p> <p>16/17</p> <p>17/18</p>	<p>3.19</p> <p>[3.08]</p> <p>86.82%</p> <p>[82.46%]</p> <p>17/18</p> <p>18/19</p>	Above the mean for the Florida College System	Yes	

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target		
2.3.3 The vocational* program placement rate for completers and leavers will increase as measured by State Accountability Reports	Completers: 92.17% [FCS = 89.08%]	93.43% [91.91%]	95.46% [92.37%]	94.93% [92.48%]	95.64% [91.75%]	92.36% [92.04%]	Above mean for Florida College system	Yes	
*Includes A.S., certificate, PSAV, and apprenticeship students	Leavers: 89.32% [FCS = 69.51%]	89.15% [76.84%]	85.67% [78.90%]	90.12% [77.58%]	85.07% [76.09%]	77.80% [78.40%]		No	
Baseline data from 2015 State Accountability Report.	Completers or leavers in 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18			
2-4 Performance indicators for academic programs and student services:									
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.	Critical Thinking: 111.4 [Cohort = 110.7]	111.9 [110.7]	111.3 [110.4]	111.5 [110.2]	111.3 [110.1]	110.6 [110.0]	≥ ETS cohort	Yes	
	Reading: 117.7 [Cohort = 116.7]	119.1 [116.7]	118.2 [116.5]	117.6 [116.2]	117.9 [116.1]	116.6 [115.7]			
	Writing: 114.7 [Cohort = 113.5]	115.3 [113.5]	114.2 [113.3]	113.9 [113.1]	113.8 [113.0]	113.4 [112.8]			
	Mathematics: 113.2 [Cohort = 112.5]	113.6 [112.5]	112.0 [112.5]	113.4 [112.5]	112.6 [112.4]	112.6 [112.0]			
	Humanities: 113.8 [Cohort = 113.8]	114.5 [113.8]	113.6 [113.5]	114.2 [113.3]	114.0 [113.2]	115.0 [113.5]			
	Social Science: 113.4 [Cohort = 112.4]	114.1 [112.4]	113.4 [112.1]	113.6 [111.8]	113.1 [111.7]	112.8 [111.8]			
	Natural Sciences: 115.6 [Cohort = 114.3]	116.2 [114.3]	116.0 [114.1]	114.9 [114.0]	115.6 [113.8]	114.1 [113.6]			
	Total Score: 444.1 [Cohort = 440.4]	446.7 [440.4]	442.3 [439.8]	443.6 [439.2]	442.7 [438.6]	439.7 [437.6]			
Baseline data from ETS® Proficiency Profile Results for 2015-16	2015-16 Academic Year	16-17 AY	17-18 AY	18-19 AY	19-20 AY	20-21 AY			

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
2.4.2 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	Academic advising:							Mean scores will be at least 4.0 on a 5.0 scale	Yes
	Quality	3.90	4.02	4.04	4.02	4.08	4.09		
	Hours	3.96	4.03	4.07	4.12	4.10	4.21		
	Career planning services:								
		3.84	3.92	3.85	3.90	3.98	4.05		
	Financial aid services:								
	Quality	3.89	3.93	3.94	4.11	4.02	4.06		
	Hours:	3.95	4.06	4.08	4.13	4.13	4.06		
	On Campus Tutoring:								
	Quality	4.26	4.26	4.33	4.38	4.41	4.46		
	Availability	4.27	4.28	4.25	4.38	4.38	4.53		
	Online Tutoring:								
	Quality	4.22	4.07	4.15	4.26	4.19	4.14		
	Availability	4.40	4.33	4.26	4.26	4.34	4.29		
Library/learning resources:									
Quality	4.25	4.33	4.29	4.32	4.40	4.34			
Availability	4.29	4.39	4.37	4.43	4.36	4.36			
Baseline data from 2016 Spring Student Survey	2016 Spring Student Survey	17 Spring	18 Spring	19 Spring	20 Spring	21 Spring			

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							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
3-1 Performance indicators for cultural and continuing education:									
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	Students Served: 470 Total FTE: 64.0 Adult Basic: 37.5 GED Prep: 26.5 Adult Literacy: 0.0	390 58.9 32.5 23.9 2.5	370 49.6 30.2 19.1 0.3	308 42.4 29.4 13.5 0	245 32.1 25.8 6.3 0	227 12.3 11.6 0.7 0	The College will offer adult basic education in Putnam County	Yes	
Baseline data from Florida College Student System 2016 3E FTECOLF Report	2015-16 Reporting Year	16-17 RY	17-18 RY	18-19 RY	19-20 RY	20-21 RY			
3.1.2 Provide access to continuing/community education opportunities to meet community demand	Course Offerings: 23 Sections: 54 Enrollment: 369	13 22 141	8 19 119	3 18 96	2 7 41	0 0 (Due to Covid-19)	The College will offer a variety of enrichment activities	No due to Covid-19	
Baseline data from SJR State Internal Database	2015-16 Academic Year	16-17 AY	17-18 AY	18-19 AY	19-20 AY	20-21 AY			
3.1.3 Provide a season of events for the community at Thrasher-Horne Center for the Arts	Attendance: 26,504	23,347	26,184	28,644	20,629	4,496* *20% capacity due to Covid-19 protocols	Increase attendance by 5%	No	
Baseline data from Internal Reports	2015-16 Season	16-17	17-18	18-19	19-20	20-21			

3. Contribute to Community Enrichment and Economic Development	Performance Measures							Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target	
3-2 Performance indicators for non-credit training opportunities:								
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	22 29 450 10 22 120	26 43 574 10 38 147	25 37 593 5 19 155	24 30 400 3 8 47	21 36 513 10 19 115	The College will offer training to meet business needs	Yes
Baseline data from SJR State Internal Database	2015-2016 Academic Year	16-17 AY	17-18 AY	18-19 AY	19-20 AY	20-21 AY		

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	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
4-1 Performance indicators for faculty and staff:									
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)	Credit hours: 71.7% [NCCBP Cohort = 55.0%] Sections: 72.4% [NCCBP Cohort = 52.6%]	72.2% [55.1%]	71.6% [55.3%]	72.9% [55.3%]	74.3% [57.6%]	74.2% [59.0%]	Above 60% Above median for NCCBP Cohort	Yes	
Baseline data from the 2016 NCCBP Report	Fall 2014 Data	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19			
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	Retirement Rate: 4.9% [NCCBP = 2.8%] Departure Rate: 4.9% [NCCBP = 6.2%]	1.6% [3.0%]	3.2% [2.7%]	1.6% [2.9%]	2.5% [2.7%]	2.5% [2.9%]	Departures below median for NCCBP Cohort	Yes	
Baseline data from the 2016 NCCBP Report	2014-15 Academic Year	15-16 AY	16-17 AY	17-18 AY	18-19 AY	19-20 AY			
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	Instruction in the academic major: Graduates 4.39 Spring students 4.20 Overall instruction at SJRState: Graduates 4.30 Spring Students 4.25	4.35 4.20	4.25 4.14	4.31 4.12	4.20 4.18	4.40 4.12	Mean scores will be at least 4.0 on a 5.0 scale	Yes	
Baseline data from 2015-16 Graduate Survey and 2016 Spring Survey	2015-16 Graduate Survey 2016 Spring Student Survey	16-17 17 Spring	17-18 18 Spring	18-19 19 Spring	19-20 20 Spring	20-21 21 Spring			

4. Invest in Effective College-wide Operations	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
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 Spring Student Survey	Recommend SJR State: Spring Survey 93.0%	93.8%	93.4%	93.1%	93.5%	94.6%	≥ 93 %	Yes	
Baseline data from 2016 Spring Student Survey	2016 Spring Student Survey	17 Sp. Stu.	18 Sp. Stu.	19 Sp. Stu.	20 Sp. Stu.	21 Sp. Stu.			
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%	42% 9% 11%	43% 9% 11%	42% 9% 11%	39% 9% 10%	38% 8% 12%	≥ 60% of core expenses	No	
Baseline data from IPEDS 2015-16 IPEDS Survey	Total of above: 61%	62%	63%	62%	58%	57%			
	2014-15 Fiscal Year	15-16 FY	16-17 FY	17-18 FY	18-19 FY	19-20 FY			
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	4.26	4.21	4.20	4.23	4.31	Mean scores will be at least 4.0 on a 5.0 scale	Yes	
	Safety & Security of Campus: 4.27	4.30	4.20	4.25	4.25	4.25			
	Classroom Technology: 4.12	4.13	3.95	4.04	4.09	4.08			
	Computer Laboratories: 4.19	4.18	3.99	4.09	4.15	4.13			
	Science Laboratories (including equipment): 4.21	4.17	4.08	4.10	4.25	4.05			
	Financial aid services: 3.89	3.93	3.94	4.11	4.02	4.06			
	Academic Advising: 3.90	4.02	4.04	4.02	4.08	4.09			
	Library/Learning Resources: 4.25	4.33	4.29	4.32	4.40	4.36			
Baseline data from 2016 Spring Student Survey	2016 Spring Student Survey	17 Survey	18 Survey	19 Survey	20 Survey	21 Survey			

4. Invest in Effective College-wide Operations	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
4-3 Performance indicators for communication among employees and with students:									
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	Departmental Decisions: 3.29 Campus-wide Decisions: 2.73	3.33	N/A	3.28	N/A	3.21	Mean scores will be at least 3.0 on a 4.0 scale	Yes	
Baseline data from 2015 SJR State Employee Survey	2015 Employee Survey	17 Survey		19 Survey		21 Survey			
4.3.2 Students develop quality relationships with instructors and administrative personnel & offices as measured by the Spring Student Survey. Measured on a 7-point scale with 1 = Unfriendly, unsupportive, sense of alienation7 = Friendly, supportive, sense of belonging	Instructors: Spring Survey N/A Administrative personnel & offices: Spring Survey N/A	5.84	5.75	5.62	5.87	5.83	≥ 5.5 on 7.0 scale	Yes	
Baseline data from 2016 Spring Student Survey	2016 Spring Student Survey	17 Sp. Stu.	18 Sp. Stu.	19 Sp. Stu.	20 Sp. Stu.	21 Sp. Stu.			