



**ST. JOHNS  
RIVER**  
STATE COLLEGE

# **2016-2021 Strategic Plan**

*2016-2017 Performance Measures Update*

Research & Institutional Effectiveness

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# 2016-2017 STRATEGIC PLAN PERFORMANCE MEASURES UPDATE

## EXECUTIVE SUMMARY

This is the first update 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 update report provides information on each of the strategic plan performance indicators and is used as a planning tool by college units as they develop their individual unit annual initiatives.

### 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 is 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 2016-2017 Performance Measures by College Goal**

Below are summaries of 2016-2017 performance measures organized by college goal. Overall, most indicators are positive although there are some areas where improvement is needed. The College will use these data to develop strategies for improvement where appropriate.

#### **Strengthen the Student Experience in Intake and Onboarding**

St. Johns River State College (SJR State) has set ambitious five-year targets for itself in this area. Many of the initiatives related to this goal are part of the college-wide student success campaign and will take time to come to fruition. Below are “highlights” from current benchmark data in terms of accomplishments and priorities for improvement.

Overall student satisfaction with intake and onboarding processes is gauged using a survey that targets students who enroll at SJR State for the first time in a fall semester. Students are invited to participate about 5 weeks into their first semester. Fall 2016 survey results are slightly below the five-year target the College set for itself in the areas of admissions, academic orientation, and financial aid services. However, the College continues to implement organizational and policy/procedural changes aimed at improving intake and onboarding. For example, in fall 2016, efficiencies in the admissions process were realized by implementing “quick admit” which enabled students to obtain their student ID number almost instantaneously rather than waiting for it to arrive in the US mail. With an ID number in hand students could accept college policies and schedule orientation and group advising sessions. To help with these processes the College hired additional staff (Coordinator of Orientation and Recruitment) and reorganized existing staff to function more efficiently. The Orange Park Campus created a “One Stop Center” and implemented a sign in system to triage students.

A complete review of the onboarding process began in 2015-16 and continued in 2016-17. St. Johns River State College has a mandatory orientation/initial advising experience for new and transfer students. This was redesigned in 2016-17 to include two separate portions: (1) online orientation and (2) group advising/transfer advising. The new quick admit process allowed students to gain almost immediate access to an orientation course which was delivered through the College’s Learning Management System (Blackboard). The online orientation course went live for summer and fall 2017

applicants. The College will continue to evaluate the process in 2017-18 and make improvements as necessary.

The College continues to enroll minority students at a rate higher than the district population (25.3% vs. 22.4%). The most recent fall data indicate this is true for both black and Hispanic enrollments. For the first time in fall 2016, Hispanic enrollments surpassed the percentage of Hispanics in the three-county area that SJR State serves.

Enrollment performance objectives whether measured in terms of unduplicated student headcount or full-time-equivalent (FTE) have declined in recent years. However, recent trend data indicate that enrollment may be on the uptick. In an effort to increase first-time-in-college enrollment from the service district the College initiated or expanded recruitment activities at district high schools in 2016-17. For example, college staff visited local high schools and had over 1000 high school seniors complete a free application at their high school. In addition, financial aid workshops were held at each high school and a redesigned scholarship portal allowed students to apply for multiple scholarships at once rather than complete separate applications for each potential scholarship.

### **Increase Student Achievement and Success**

The College is on track to meet its goal of implementing high-quality academic and career educational programs and student services that meet the needs of students and the local community.

New program development in 2016-17 included launching the College's collegiate high school program with one school in Clay county and designing curriculum for insurance certificate programs that were approved by Florida Department of Education for implementation in 2017-18. The College plans to expand its collegiate high schools in 2017-18 with the eventual goal of having collegiate high schools in all three counties. Programmatic accreditation is one mark of a high-quality program and several programs planned for or achieved either an initial accreditation (radiography, paramedic) or reaffirmation (nursing ASN) in 2016-17.

The College also conducted and published (April 2017) a *Strategic Analysis for New Program Development* based upon a community survey and an examination of labor market demand data. The report made recommendations for new program development within the context of local needs as well as considering the state and national workforce development landscape. Direct recommendations from this report include planning activities for a licensed practical nursing program and an advanced manufacturing program in 2017-18.

Student achievement in terms of academic success may be measured by a host of indicators that include course success rates, program retention and program completion rates as well as student persistence rates. For comparison purposes at the State and national level, many of these rates refer to a particular cohort of students [often full-time first-time-in-college (FTIC)].

Performance indicators for course success rates were generally above the internal benchmark of 70%. In many cases the College was also above national benchmarks as measured by the National Community College Benchmark Project (NCCBP). For example, distance learning courses at SJR State had a success

rate of 71.7% whereas the median for NCCBP institutions was 69.3%. One area where course success rates fell and were below the benchmark was in developmental education. This is an area that has undergone massive curriculum and student population changes since the implementation of Senate Bill 1720 in fall 2014. The College continues to make changes and in 2016-17 implemented a new combined English/reading course for this population. In addition, incorporation of tools such as EdReady and the Virtual Skills Lab into the developmental education curriculum, will provide more academic support opportunities for these students.

Degree completion and persistence rates (fall-to-fall) are greater than national cohorts (NCCBP) for both full-time (58.8% vs. 56.1%) and part-time (47.0% vs. 42.8%) populations. State Accountability Report graduation rates for A.A. and baccalaureate students are very close to the FCS average while those for A.S. degree-seeking students are substantially above the FCS average (34.4% compared to 18.9%). However, retention rates for first-time-in-college (FTIC) students are often below those of other Florida College System institutions as measured by State Accountability Reports. The latest data indicate that while the retention rate of baccalaureate students improved, those of A.A. and A.S. degree-seeking students are below the state average by at least 5% points. Recent initiatives such as assigning advisors to FTIC students and faculty early alerts for this population are targeted at improving this benchmark over time.

The latest available academic performance data for AA graduates who transfer after graduation is positive. State University System (SUS) GPAs of our former AA graduates continue to be above the mean compared to those that transfer from other FCS institutions (3.04 vs. 2.96). The College also has positive job placement rates for those in A.S. degree or certificate programs. Rates are above the means for the Florida College System and this is true whether a student leaves before or after graduation.

The College aims to continuously improve its academic programs and student services and uses a number of internal and external instruments to illuminate areas that may need improvement. All credit programs include a general education core and one external measure used to judge its effectiveness is the ETS® Proficiency Profile Test. Data from 2016-17 show that SJR State students outperformed a national baccalaureate cohort in all areas of general education tested (critical thinking, reading, writing, mathematics, humanities, social science, and natural science).

One strategy to promote student success is to provide quality academic/student support services. The Community College Survey of Student Engagement (CCSSE) provides external benchmarks for a number of support services related to use and satisfaction. This survey is administered every three years with the last administration being in 2015 and one planned for 2018. Therefore, in 2016-17, data from internal surveys are given more weight. Spring 2017 student survey data show that most services have ratings above 4.0 on a 5.0 scale. Of note is the increase for the quality of academic advising from 3.90 to 4.02. The only areas that were below 4.0 were career services planning (3.92) and quality of financial aid services (3.93). However, in both cases these had increased from the prior year. Some initiatives for academic/student support services in 2016-17 included the expansion of career services to include “Big Interview” (an online tool for mock interviews); assigning advisors to FTIC students; faculty early alerts

for FTIC students with advisor follow up; expanded library hours; and fully launching the Virtual Skills Lab (VSL).

### **Contribute to Community Enrichment and Economic Development**

The College continued to offer a variety of community enrichment activities in 2016-2017: adult basic education and GED preparation opportunities in Putnam County; Thrasher-Horne season of events in Clay County; and continuing education opportunities to residents of all three counties.

Continuing/community education courses included classes in drawing, art history, yoga, and Zumba as well as test preparation reviews (ACT etc.). Demand for these courses were not as strong as in prior years which may reflect other entities in the service district fulfilling this need. For example, in St. Johns County, both the school district and Flagler College have a variety of recreation and leisure courses.

In contrast to community education courses, demand for non-credit corporate training did not decline in 2016-17 and was on par with 2015-16 demand. The majority of corporate training was in the law enforcement area but other areas include health, office skills (Word, Excel, PowerPoint) and insurance/real estate.

### **Invest in Effective College-Wide Operations**

St. Johns River State College is committed to employing an adequate number of full-time faculty in order to ensure the quality and integrity of all of its academic programs. The College has set a goal that 60% of its courses will be taught by full-time faculty. The College met this goal both in terms of credit hours and sections taught by full-time faculty. The most recent NCCBP report indicates that the College is well about the median value for the NCCBP cohort (72.2% of credit hours taught by full-time faculty versus a median value of 55.1% for NCCBP institutions). Student satisfaction with academic programs remains above 4.0 on a 5.0 scale and the College has maintained an employee retirement/departure rate that is at or below the NCCBP cohort.

The College has maintained its commitment to strengthen the student experience by ensuring that at least 60% of its core expenditures are directly attributable to instruction, academic support, and student services. Satisfaction with key indicators of effective college-wide operations as measured by the SJR State Spring Survey are all above 4.0 with the exception of financial aid services which is above 3.9 and improved from prior year values. Finally, 94% of students surveyed would recommend SJR State to a friend or family member.

# 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		
<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: 3.91 Admissions Processes: 3.90 Financial Aid Services: 3.83  Fall 2015 data	3.84 3.97 3.95  Fall 2016					Mean scores will be at least 4.0 on a 5.0 scale	No	
<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	4366.0 180.4 3054.4 98.7 899.7 101.0 31.8  2016-17					Increase total annual FTE by 10%	No	



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</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>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 <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%]</p> <p>Participation Rate: 1.06</p> <p>Black Enrollment: 9.4% [District= 9.0%]</p> <p>Participation Rate: 1.04</p> <p>Hispanic Enrollment: 7.5% [District= 8.3%]</p> <p>Participation Rate: 0.90</p> <p>Fall 2015 enrollment data</p>	<p>25.3% [22.3%]</p> <p>1.13</p> <p>9.4% [8.9%]</p> <p>1.06</p> <p>8.9% [8.3%]</p> <p>1.07</p> <p>Fall 2016</p>					<p>Match district population</p> <p><math>\geq 1.0</math> 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>	<p>24.0%</p> <p>91.5%</p> <p>Fall 2016</p>					<p>Increase fall FTIC enrollment by 2%</p>	No	
<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 2015 State Accountability Report Measure M1P1</p>	<p>16.6% [FCS 32.39%]</p> <p>2013 HS Grads (2015 Report)</p>	<p>16.4% [32.52%]</p> <p>2014 Grads</p>					<p>Increase % by 3%</p>	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>Increase service district % by 3%</p>	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>Increase service district total to 300</p>	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 Met?										
	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%. Course category rates exclude dual enrollment students taking courses on a high school site.</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><u>Course Success</u></p> <p>Upper Division: 87.21%</p> <p>Arts &amp; Sciences: 70.68%</p> <p>FloArts: 87.50%</p> <p>Dev Ed: 57.40%</p> <p>PSV: 78.83%</p> <p>[College-Wide° = 72.38%]</p> <p><u>Course withdrawal</u></p> <p>Upper Division: 7.49%</p> <p>Arts &amp; Sciences: 13.47%</p> <p>FloArts: 4.35%</p> <p>Dev Ed: 14.02%</p> <p>PSV: 9.29%</p> <p>[College-Wide° = 13.07%]</p> <p>2014-2015 AY</p>	86.31%	71.35%	88.68%	51.70%	80.46%	[72.41%]	8.40%	12.65%	3.26%	19.48%	8.09%	[12.32%]	2015-16 AY	Above 70% success	Yes		
Baseline data from Internal Reports (Course Success Studies Report)																	Below 10% withdrawal	No

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> <p>2014-2015 AY</p>	<p>74.18%</p> <p>71.97%</p> <p>80.77%</p> <p>[72.41%]</p> <p>10.94%</p> <p>13.41%</p> <p>9.86%</p> <p>[12.32%]</p> <p>2015-16 AY</p>					<p>Above 70% success</p> <p>Below 10% withdrawal</p>	<p>Yes</p> <p>No</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%</p> <p>[NCCBP = 75.5%]</p> <p>Course withdrawal: 11.3%</p> <p>[NCCBP = 8.5%]</p> <p>Fall 2014 data</p>	<p>75.4%</p> <p>[76.2%]</p> <p>11.1%</p> <p>[8.4%]</p> <p>Fall 2015</p>					<p>Above 70%</p> <p>Below 10%</p> <p>Above NCCBP median for course success</p>	<p>Yes</p> <p>No</p> <p>No</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%</p> <p>[NCCBP = 67.2%]</p> <p>Course Withdrawal: 15.0%</p> <p>[NCCBP = 12.3%]</p> <p>Fall 2014 data</p>	<p>71.7%</p> <p>[69.3%]</p> <p>13.3%</p> <p>[11.6%]</p> <p>Fall 2015</p>					<p>Above 70% success</p> <p>Below NCCBP median for course withdrawal</p>	<p>Yes</p> <p>No</p>	

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<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>39.0% [60.7%]</p> <p>64.7% [67.0%]</p> <p>71.0% [70.7%]</p> <p>Fall 2015</p>					<p>Above 70% success</p> <p>Above median for NCCBP cohort</p>	<p>No</p> <p>No</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>61.4% [68.5%]</p> <p>67.3% [73.8%]</p> <p>Fall 2014</p>					<p>Above 70% success</p> <p>Above median for NCCBP cohort</p>	<p>No</p> <p>No</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>79.9% [73.3%]</p> <p>80.7% [71.3%]</p> <p>72.0% [66.4%]</p> <p>Fall 2015</p>					<p>Above median for NCCBP cohort</p>	<p>Yes</p>	

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<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:</p> <p>Retention: 60.00% Graduation: 42.04%</p> <p>[FCS = 65.58; 41.51]</p> <p>AS/AAS Students:</p> <p>Retention: 40.18% Graduation: 26.79%</p> <p>[FCS = 54.40; 16.99]</p> <p>Fall 11 cohort tracked through Spring 2015</p>	<p>60.25% 42.45%</p> <p>[66.1; 42.6]</p> <p>48.96% 34.38%</p> <p>[53.1; 18.9]</p> <p>Fall 12 coh. to Spr. 16</p>					Above the mean for the Florida College System (FCS)	No	
<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:</p> <p>Retention: 53.42% Graduation: 41.10%</p> <p>[FCS =61.59; 43.07]</p> <p>Fall 11 cohort tracked through Spring 2015</p>	<p>61.84% 40.79%</p> <p>[61.2; 42.4]</p> <p>Fall 12 coh. to Spr. 16</p>					Above the mean for the Florida College System (FCS)	No	
<p>2.1.10 The number of graduates/completers in all programs of study at the College will increase</p> <p>Baseline data 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>	<p>82 634 270 196 106 40 1328</p> <p>2016-17</p>					Increase by 5%	No	
<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>	<p>44.5% [22.0%]</p> <p>Fall 2013</p>					Above median for NCCBP Cohort	Yes	

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	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>	<p>7.4%</p> <p>42 (6.6%)</p> <p>22 (8.1%)</p> <p>26 (8.6%)</p> <p>[9.6%]</p> <p>8.2%</p> <p>59 (9.3%)</p> <p>20 (7.4%)</p> <p>20 (6.6%)</p> <p>[9.1%]</p>					<p>Minority completion % will match minority enrollment %</p>	No	
Baseline data Florida College Student System 2016 3E AA1A Report	2015-16 Report Year	2016-17							
<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>	<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>Above median for NCCBP Cohort</p>	Yes	
Baseline data from the 2016 NCCBP Report	Fall 2014 Cohort	Fall 2015							
<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>	<p>F 15 to F 16</p> <p>64.5%</p> <p>49.4%</p> <p>57.2%</p>					<p>Increase by 10%</p>	No	
Baseline data from Internal Reports (Persistence Studies for EMT)	Fall 2014 FTIC Cohort	Fall 2015							

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<b>2-3 Performance indicators for transfer performance and job placement rates:</b>									
2.3.1 The transfer performance of SJR State students (AA graduates) in the State University System (SUS) as measured by mean GPA will increase  Baseline data from 2014-15 Florida College System Level 1 Program Review Data	3.04 [FCS = 2.94]  SUS 2014/15 data	3.04 [2.96]  SUS 15/16					Above the mean for the Florida College System	Yes	
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  Baseline data from 2015 State Accountability Report	SUS mean GPA: 2.95 [FCS = 2.91]  GPA ≥2.5: 78.4% [FCS = 74.9%]  College 12/13 SUS 13/14	2.93 [2.92]  77.5% [74.7%]  13/14 14/15					Above the mean for the Florida College System	Yes	
2.3.3 The vocational* program placement rate for completers and leavers will increase as measured by State Accountability Reports  *Includes A.S., certificate, PSAV, and apprenticeship students  Baseline data from 2015 State Accountability Report.	Completers: 92.17% [FCS = 89.08%]  Leavers: 89.32% [FCS = 69.51%]  Completers or leavers in 2012-13	93.43% [91.91%]  89.15% [76.84%]  2013-14					Above mean for 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		
<b>2-4 Performance indicators for academic programs and student services:</b>									
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] Reading: 117.7 [Cohort = 116.7] Writing: 114.7 [Cohort = 113.5] Mathematics: 113.2 [Cohort = 112.5] Humanities: 113.8 [Cohort = 113.8] Social Science: 113.4 [Cohort = 112.4] Natural Sciences: 115.6 [Cohort = 114.3] Total Score: 444.1 [Cohort = 440.4] 2015-16 Academic Year	111.9 [110.7] 119.1 [116.7] 115.3 [113.5] 113.6 [112.5] 114.5 [113.8] 114.1 [112.4] 116.2 [114.3] 446.7 [440.4] 16-17					≥ ETS cohort	Yes	
Baseline data from ETS® Proficiency Profile Results for 2015-16									
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	48.5 [CCSSE 2015 Cohort = 50.0]	48.3 [50.0]					50.0	No	
Baseline data from 2015 CCSSE Report & 2015 SJR State Administration	2015 CCSSE Report	2016 Rpt.							

2. Increase Student Achievement	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target		
<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 &amp; 2015 SJR State Administration</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 Report</p>	<p>3.01 [2.88]</p> <p>2.95 [2.94]</p> <p>2.80 [2.81]</p> <p>2.67 [2.65]</p> <p>2.68 [2.75]</p> <p>2.81 [2.87]</p> <p>2016 Rpt.</p>					Above CCSSE cohort	No	
<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>	<p>4.02 4.03</p> <p>3.92</p> <p>3.93 4.06</p> <p>4.26 4.28</p> <p>4.07 4.33</p> <p>4.33 4.39</p> <p>17 Spring</p>					Mean scores will be at least 4.0 on a 5.0 scale	No	

2. Increase Student Achievement	Performance Measures						Target	Target Met?	
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21			
<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>	Academic advising/planning: Use 1.71 Satisfaction 2.29 [CCSSE Cohort = 1.83, 2.28]	1.71 2.29 [1.84, 2.29]					≥ CCSSE Cohort	No	
	Career Counseling: Use 1.37 Satisfaction 2.12 [CCSSE cohort = 1.45, 2.09]	1.37 2.12 [1.46, 2.11]							
	Peer or other tutoring: Use 1.57 Satisfaction 2.34 [CCSSE cohort = 1.53, 2.23]	1.57 2.34 [1.53, 2.23]							
	Skills Labs: Use 1.69 Satisfaction 2.29 [CCSSE cohort = 1.75, 2.30]	1.69 2.29 [1.75, 2.31]							
	Financial aid advising: Use 1.87 Satisfaction 2.25 [CCSSE cohort = 1.87, 2.26]	1.87 2.25 [1.85, 2.26]							
	Computer lab: Use 2.01 Satisfaction 2.56 [CCSSE cohort = 2.06, 2.50]	2.01 2.56 [2.04, 2.49]							
	Transfer credit assistance: Use 1.43 Satisfaction 2.07 [CCSSE cohort = 1.54, 2.10]	1.43 2.07 [1.54, 2.11]							
	Baseline data from 2015 CCSSE Report & 2015 Administration	2015 CCSSE Report	2016 Rpt.						

### 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			
<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 Adult Literacy: 0.0  2015-16 Reporting Year	390  58.9 32.5 23.9 2.5  16-17 RY					The College will offer adult basic education in Putnam County	Yes	
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	13 22 141  16-17 AY					The College will offer a variety of enrichment activities	Yes	
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	37  29 4 4 4  23,347  16-17					Maintain total number of events  Increase attendance by 5%	No  No	

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	
<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	22 29 450  10 22 120					The College will offer training to meet business needs	Yes
Baseline data from SJR State Internal Database	2015-2016 Academic Year	16-17 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	Target		
<b>4-1 Performance indicators for faculty and staff:</b>									
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 measured by the National Community College Benchmark Project (NCCBP)	Credit hours: 71.7% [NCCBP Cohort = 55.0%]  Sections: 72.4% [NCCBP Cohort = 52.6%]  Fall 2014 Data	72.2% [55.1%]  71.3% [52.8%]  Fall 15					Above 60%  Above median for NCCBP Cohort	Yes  Yes	
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%]  2014-15 Academic Year	1.6% [3.0%]  6.8% [6.8%]  15-16 AY					Departures below median for NCCBP Cohort	No	
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  2015-16 Graduate Survey 2016 Spring Student Survey	4.35 4.20  4.31 4.25  16-17 17 Spring					Mean scores will be at least 4.0 on a 5.0 scale	Yes	
Baseline data from the 2016 NCCBP Report									
Baseline data from the 2016 NCCBP Report									
Baseline data from 2015-16 Graduate Survey and 2016 Spring 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			
<b>4-2 Performance indicators for instructional and administrative operations:</b>									
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  Baseline data from 2015 CCSSE Survey Administration, 2015 CCSSE Report, and 2016 Spring Student Survey	Recommend SJR State: Spring Survey 93.0% CCSSE survey 94.5%  [CCSSE Cohort = 93.4%]  2016 Spring Student Survey 2015 CCSSE Survey Report	93.8% 94.5%  [93.5%]  17 Sp. Stu. 16 Report					≥ 93 %	Yes	
4.2.2 Percentage of core expenses attributable to instruction, academic support and student services as measured by IPEDS will total 60% or more  Baseline data from IPEDS 2015-16 IPEDS Survey	Instruction: 41% Academic Support: 8% Student Services: 12%  Total of above: 61%  2014-15 Fiscal Year	42% 9% 11%  62%  15-16 FY					≥ 60% of core expenses	Yes	
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  Baseline data from 2016 Spring Student Survey	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 Financial aid services: 3.89 Academic Advising: 3.90 Library/Learning Resources: 4.25  2016 Spring Student Survey	4.26 4.30 4.13 4.18 4.17 3.93 4.02 4.33  17 Survey					Mean scores will be at least 4.0 on a 5.0 scale	No	

4. Invest in Effective College-wide Operations	Performance Measures							Target	Target Met?
	Baseline Data	2016-17	2017-18	2018-19	2019-20	2020-21	Target		
<b>4-3 Performance indicators for communication among employees and with students:</b>									
<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>3.33</p> <p>2.77</p> <p>17 Survey</p>					<p>Mean scores will be at least 3.0 on a 4.0 scale</p>	No	
<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) and Spring Student Survey. Measured on a 7-point scale with 1 = Unfriendly, unsupportive, sense of alienation ....7 = Friendly, supportive, sense of belonging</p> <p>Baseline data from 2015 CCSSE Survey Administration, 2015 CCSSE Report, and 2016 Spring Student Survey.</p>	<p>Instructors: Spring Survey N/A CCSSE Survey 5.63 [CCSSE Cohort = 5.70]</p> <p>Administrative personnel &amp; offices: Spring Survey N/A CCSSE Survey 5.02 [CCSSE Cohort = 5.06]</p> <p>2016 Spring Student Survey 2015 CCSSE Report</p>	<p>5.84 5.63 [5.71]</p> <p>5.51 5.02 [5.08]</p> <p>17 Sp. Stu. 16 Report</p>					<p>≥ CCSSE Cohort</p>	No	