Letter From The President

I am pleased to present the John Tyler Community College Strategic Plan: 2012-2015. In fall 2011, John Tyler Community College began the process of creating a new Strategic Plan for 2012-2015 with the goal of supporting the Virginia Community College System plan, Achieve 2015. Our plan is focused on the unique characteristics of our College and service region. The initiatives we are undertaking are the result of thoughtful and collaborative efforts by a college community made up of dedicated individuals who value the mission of John Tyler. The Strategic Plan is a comprehensive road map that will lead the College forward for the next three years. Serving as a blueprint for John Tyler’s future, the Strategic Plan supports the College’s mission, vision, and values that ensure the success of our students.

John Tyler Community College has been a catalyst of achievement for thousands of students over the years. With a diverse student population made up of traditional and non-traditional students, an emphasis on economic development, dual locations, flexible schedules, and affordable tuition underscore our obligation to our students. John Tyler students leave our institution with the assurance they have an education that will carry them throughout their lives.

I am excited to present this plan to you. It represents the college community’s best efforts to improve and enhance the community college experience for our students. The John Tyler Community College Strategic Plan for 2012-2015 will guide us in shaping the future of our College and will be an important component of our continued success.

Sincerely,

Marshall W. Smith
President, John Tyler Community College
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MISSION STATEMENT
John Tyler Community College provides quality educational opportunities that inspire student success and community vitality.

VISION STATEMENT
A success story for every student.
College Goals

- To enhance and promote excellence in teaching and learning.
- To provide access to educational opportunities for persons from all segments of society.
- To provide a comprehensive program of student development services.
- To develop and foster mutually beneficial relationships with external constituencies to meet the educational and economic needs of the region.
- To provide excellent administrative services, fostering accountability and efficiency.
- To administer integrated and transformative institutional assessment and planning processes.
- To maximize external funding to support the mission of the College.
- To strengthen a positive image of the College and effectively promote services and programs to the community.
- To encourage a positive organization, which attracts and retains a diverse and highly competent workforce.
Code of Ethics

INTEGRITY
We are committed to learning environments that foster academic integrity.

STEWARDSHIP
We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the Commonwealth of Virginia and to the communities we serve.

SECURITY
We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so.

FAIRNESS
We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties. We will avoid even the appearance of a conflict of interest.

COLLABORATION
We will offer good faith and fair dealings to all those we serve and to each other. Our communications will be civil and professional.

DIVERSITY
We will offer employment opportunities in accordance with state, federal and system policies supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, disability, veteran status, sexual orientation or political affiliation.

ACCOUNTABILITY
We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation of these principles.
About John Tyler Community College

John Tyler Community College, which opened in 1967, is a two-year, public institution of higher education and is the fifth largest of the 23 community colleges in the Virginia Community College System. With campuses in Chester and Midlothian and off-campus classrooms throughout the area, John Tyler offers quality and economical opportunities for students who want to earn a degree or certificate, transfer to a four-year college or university, train for the workforce, or switch careers.

The primarily serves the residents of the cities of Colonial Heights, Hopewell and Petersburg, as well as the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry and Sussex.

- Over the past decade, John Tyler Community College has been one of the fastest growing colleges in the Virginia Community College System.
- 84% of students are part-time.
- 60% of students are female.
- 35% of students are African American, Asian, Hispanic, and American Indian
- John Tyler students transfer to colleges and universities such as James Madison University, University of Richmond, University of Virginia, Virginia Commonwealth University, Virginia Tech, and the College of William and Mary to complete their bachelor’s degrees.
Acknowledgements

Under the leadership of the President’s Office and Dr. Marshall Smith, the development of the Strategic Plan has been an ongoing process, involving extensive participation by many individuals at the College. After refining the Mission and Vision, the Administrative Council assigned Strategic Goal development leaders to create college-wide, specific strategic goals that are achievable and measurable for 2015. After the spring 2012 retreat, the goals were shared with the entire college community for feedback, which was incorporated in the final Strategic Plan.

Special thanks are extended to the members of the writing committee who came together to draft the Strategic Plan. Dr. Donna Jovanovich, Ms. Leonda Keniston, and Dr. Susan McKelvey put forth extra time and effort to draft and revise the contents of this document. The Office of Institutional Effectiveness would also like to acknowledge Ms. Darlene Archer and Ms. Selma Owens for supporting and promoting this work. In addition, the Administrative Council thanks those who provided comments and information, which are acknowledged throughout the document.

Strategic Goal Development Leaders and Responsible Parties

Dr. Martha Brooks
Dr. Mikell Brown
Ms. Amanda Carpenter-Horning
Ms. Beverley Dew
Dr. Ray Drinkwater
Dr. William Fiege
Mr. Mike Gibson
Ms. Joanne Horton
Mr. Mac McGinty
Ms. Heather Sorrell
Mr. Fred Taylor
Ms. Diane Tucker
Dr. Deborah Ulmer
Dr. Johanna Weiss
Dr. Peggy Westcott
Mr. Kenneth Williams

Other Contributors

Ms. Meredith Carrington
Ms. Abbi Leinwand
Ms. Holly Walker
GOAL ONE:
Improve Success in Developmental Courses

John Tyler Community College is implementing a redesign of developmental English and mathematics. For developmental English, the redesigned courses incorporate both reading and writing, while the redesigned developmental mathematics courses have streamlined content and use a modular approach. To support the redesigned curriculum, math labs and writing centers are being created. The goal of the redesign is to improve student success in three major areas: (1) in developmental reading, writing, and mathematics; (2) in subsequent college-level English and mathematics courses; and (3) in graduation and transfer rates for those first enrolled in developmental reading and writing and mathematics.

“In English, we have consolidated reading and writing developmental classes. Developmental students will be taking more credits within a concentrated timeframe, so they can focus on their language skills, gain the knowledge and expertise they need, and enter into college-level classes without delay. This redesign project, coupled with student support initiatives that include a new Writing Center, embedded tutors, and the use of computer labs for all developmental classes, means that we, as English instructors at JTCC, have new ways to help students succeed as they begin their college experience.”

Dr. Martha Brooks
Professor of English

“Over half of our students need development math when they enroll. Most of these students never complete their developmental math much less get a degree. Our calling is to provide our students with the best possible opportunity to get a quality education. Math is a roadblock for many of our students. We have redesigned our developmental math program and are evaluating its effectiveness to find ways to improve.”

Mr. Mike Gibson
Assistant Professor of Mathematics

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<td>1.1 Support developmental English student learning and success as well as writing across the curriculum.</td>
<td>1.1.1 Writing Centers developed by 2013 and fully operational by 2015</td>
<td>✓ Review of Writing Center activities and numbers of students attending/receiving services</td>
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<td>1.1.2 Evaluations of Writing Centers reflect 80% or higher satisfaction</td>
<td>✓ Review of evaluations completed by all students receiving services</td>
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<td>1.1.3 Faculty satisfaction with Writing Center assistance</td>
<td>✓ Survey of faculty of participating students</td>
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<td>1.2 Increase student success in redesigned developmental mathematics.</td>
<td>1.2.1 Increase by 2% number of developmental students prepared for college-level coursework within one year</td>
<td>✓ Establish baseline using data from 2011-12 academic year; compare semester data to baseline</td>
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<td>1.2.2 Increase success rates in college-level gateway courses</td>
<td>✓ Establish baseline using data from 2011-12 academic year; compare semester data to baseline</td>
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<td>1.3 <strong>Increase student success</strong> in redesigned developmental English courses.</td>
<td>1.3.1 Increase by 2% number of developmental students prepared for college-level coursework within one year 1.3.2 Increase success rates in college-level gateway courses</td>
<td>✓ Establish baseline using data from 2011-12 academic year; compare semester data to baseline</td>
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✓ Establish baseline using data from 2011-12 academic year; compare semester data to baseline
GOAL TWO: Improve First-Year Student Success

The College will improve the first-year experience for incoming students so they are more successful. Transitioning into college can be a difficult time; therefore, success in the first year lays the foundation for success in subsequent years. Students at JTCC come from an array of backgrounds; some come directly from high school, while others are non-traditional students with full-time jobs and families. Regardless of their backgrounds, students need the opportunity to become acclimated to the college experience, establish relationships with faculty, and simply “learn the ropes.” Most of the students at JTCC are non-traditional, with 84% being part-time. The College wants to create a support system that helps everyone be successful. To reach this goal, the College will establish a new student pre-enrollment orientation program to acquaint students and their families with the College’s mission, programs and services; revise the advising process to provide basic tools for educational planning; and provide professional development activities for faculty to incorporate active learning.

“The main goal of our strategic plan is a positive, supportive first-year experience, which we plan to achieve through increased opportunities for students to build connections with other students, faculty, and staff and meaningful advising experiences with faculty. Research shows that students remain in college, in large part, because of strong relationships they forge.”

Dr. Julie Ranson  
Chair of the Department of Accounting and Business

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<td>2.1 Incorporate active learning strategies in instruction.</td>
<td>2.1.1 Conduct at least three annual JTCC-sponsored professional development activities focused on incorporating active learning in instruction</td>
<td>✓ Annual departmental reporting on active-learning activities</td>
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| 2.2 Improve learning of first-year students. | 2.2.1 By 2015, increase the success rate of first-year students (success defined as grades of A, B, C or S) | ✓ Establish baseline using 2011-12 data  
✓ Annual comparison to baseline data |
| 2.3 Improve retention of first-year students. | 2.3.1 Increase fall-to-fall retention by 2% until 2015  
2.3.2 Evaluate and revise the first-year advising process  
2.3.3 Modify the SDV 100 curriculum | ✓ Establish baseline using 2011-12 data  
✓ Annual comparison to baseline data  
✓ Survey of faculty and students on the advising process  
✓ Review survey data and make revisions based on results  
✓ All SDV 100 courses follow a standardized curriculum |
<p>| 2.4 Create and schedule new student pre-enrollment orientation program. | 2.4.1 By summer 2013, conduct 10-12 pre-enrollment orientation sessions | ✓ Departmental reporting on pre-enrollment orientation sessions |</p>
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<td>2.5 <em>Continue to implement</em> the College plan in support of VCCS policy 6.4.0.3, requiring curricular students to complete SDV 100 within their first 15 credits of enrollment.</td>
<td>2.5.1 By 2015, 75% of all new curricular students will complete SDV 100 within their first 15 credits</td>
<td>✔️ Annual review of SDV 100 enrollment</td>
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GOAL THREE:  
Improve Student Success In Distance Learning

Distance learning provides a flexible, convenient option for students, regardless of their geographic location. As the number of students choosing distance learning increases, the College will improve student success in online courses by providing professional development opportunities to faculty who teach distance-learning courses. Distance-learning options are designed to increase educational access for students who have demanding work schedules, family responsibilities, or other life demands that restrict attendance in traditional on-campus classes. John Tyler offers internet, hybrid and videoconferencing courses.

“Distance education is one piece of the growing, global interest in utilizing technology to access information, people and events. The rapid development of hardware and software innovations in recent years is making technology tools such as laptops, tablets and smartphones more available, easier to use and less costly. This, in turn, is creating opportunities for effective educational experiences regardless of location and time. Faculty and students are increasingly interested in the flexibility of online courses. The flexibility of anyplace, anytime teaching and learning brings new challenges and needs. Making a shift from face-to-face (f2f) to online instruction requires changes in course design, structure, delivery, strategies and content. These changes require substantial training, time and resources, which is why faculty readiness is a key component in JTCC’s Strategic Plan. Meanwhile, making a shift from taking f2f to online courses requires students to analyze their academic preparation, their skills in areas such as computer and information literacy, time management, and reading and writing as well as external factors, such as working hours and family responsibilities, and internal factors, such as motivation, study habits, and willingness to participate and engage with their online instructor and peers. Providing opportunities for JTCC students to understand the resources, skills and knowledge required to be successful learners is a vital part of our mission. We want to create a success story for every student regardless of the course delivery modality.”

Ms. Diane Tucker  
Coordinator of Instructional Technology

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<td>3.1 Increase success rates in courses taught via distance learning.</td>
<td>3.1.1 Reduce by 2% students earning W, D, or F grades in distance learning courses 3.1.2 By 2015, all online students are prepared for online learning</td>
<td>✓ Semester review of distance learning course grades ✓ Students complete Online Readiness Assessment</td>
</tr>
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<td>3.2 Certify faculty teaching distance learning courses.</td>
<td>3.2.1 100% of faculty teaching online will be certified by 2015</td>
<td>✓ Assign online courses only to certified faculty</td>
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GOAL FOUR: Increase STEM-H Enrollment

With more Science, Technology, Engineering, Mathematics and Health (STEM-H) professionals needed to meet employer and the rising skill demands of the labor market, JTCC seeks to increase enrollment in STEM-H courses and majors. To meet this strategic goal, the College will create a comprehensive and integrated STEM-H Center to promote STEM-H careers and support the students majoring in STEM-H at the College. As a community college, JTCC can respond to changing workforce needs and meet demands of the local labor market. This is a timely goal, since the Virginia Governor’s Top Jobs (TJ21) Higher Education Legislation lists STEM-H education as a major recommendation for post-secondary institutions.

“With more than 2 million STEM-H workforce opportunities expected to come online in the United States in the next two years, it is necessary to prepare American workers for those jobs. Virginia is no different than the nation as a whole. John Tyler is especially well equipped to prepare workers in all of the STEM-H areas: Science, Technology, Engineering, Mathematics, and Health. It has unparalleled programs, facilities, equipment, and business/industry support. To facilitate student success in STEM-H programs, the College is working to address issues to promote greater alignment between education/training and employer skill needs, improve real-world application in educational programs, and increase degree completion rates and enrollment by women and minorities.”

Dr. Melody Moore
Dean of Engineering, Business and Public Services

“For the “H” in STEM-H, JTCC is establishing partnerships with high schools and technical centers to improve the efficiency of admission into the Nursing Program and has generated partnership agreements to progress qualified Nursing Program graduates seamlessly to the RN to BSN programs and then potentially further into graduate nursing programs. New programs are being considered in emergency services, exercise sciences and health promotion to address the increased emphasis on health in our society as well as to provide readiness for employment.”

Dr. Deborah Ulmer
Dean of Nursing and Health Sciences

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<td>4.1 Market and promote</td>
<td>4.1.1 Increase enrollments, particularly of students from under-represented</td>
<td>Establish baseline using 2012-13 data</td>
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<td>STEM-H programs.</td>
<td>populations, in STEM-H curricula</td>
<td>Disaggregated data by race/ethnicity in STEM-H programs</td>
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<td>Annual comparison to baseline data</td>
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| 4.1.2 Establish a STEM-H Center component in the Students Success Centers at the College | ✓ STEM-H Center component established by 2015  
✓ Appointment of 3 specific STEM-H mentors  
✓ Bi-monthly program of STEM-H-related guest speakers |

| 4.2 Create a cross-college STEM-H committee to identify barriers to enrollment, success, retention and completion. | 4.2.1 Create a cross-college STEM-H committee by 2013  
4.2.2 Increase percent of students from under-represented populations graduating or transferring from STEM-H programs by 2%  
4.2.3 Increase percent of STEM-H graduates by 2% | ✓ Appoint committee members  
✓ First meeting conducted by Fall 2013  
✓ Establish baseline using 2012-13 data  
✓ Disaggregated transfer and graduate data by race/ethnicity  
✓ Establish baseline using 2012-13 data  
✓ Semester review of graduate data |
GOAL FIVE: 
Promote Dual Enrollment

John Tyler will promote dual enrollment by increasing the number of high school students completing college-level coursework. For the college and the community, this translates to enrolling better-prepared students that potentially have a reduced need for developmental courses. Successfully completing a number of dual enrollment courses may decrease a student’s time to degree completion, which in turn, could potentially reduce the public funds needed to support a student while in college and enable the student to enter the workforce sooner.

Advantages of dual enrollment:
- Provides high school students with additional academic and career-oriented courses and electives.
- Offers students the opportunity to earn college credit while still in high school.
- Prepares high school students for college academic expectations and the rigor of college-level study.
- Helps facilitate the transition from high school to college.
- May improve a student’s prospects during the college admission process due to college credits while in high school that are tuition-free.

“There is growing evidence that high school students who have the opportunity to participate in dual enrollment college courses while in high school are more likely to enroll in college upon graduation and have better success rates. Historically, dual enrollment was promoted as a way for high-achieving students to access academically rigorous courses beyond those offered at the secondary level. Today, John Tyler offers both transfer and career and technical education classes to meet the growing need for providing a skilled workforce for area businesses. The dual enrollment program at John Tyler aligns with Chancellor DuBois’ Achieve 2015 goals of increasing access, affordability, student success, and workforce training.”

Dr. Peggy Westcott
Director of Career Pathways

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<td>5.1 Create degree and certificate opportunities for high school students.</td>
<td>5.1.1 Develop at least one certificate and associate degree program in each school division served by JTCC by 2014</td>
<td>✓ Review plans in 2014</td>
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<td>5.2 Expand offerings of classes and courses in high schools.</td>
<td>5.2.1 Increase number of dual-enrollment classes by 2015</td>
<td>✓ Establish baseline using 2011-12 data ✓ Review number of classes in 2015 and compare to baseline</td>
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<td>5.2.2 Increase by 2% number of high school students enrolling and successfully completing college-level courses</td>
<td>✓ Annual review of dual enrollment data and grades</td>
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| 5.3 *Partner with* secondary school systems to develop a bridge program. | 5.3.1 Decrease by 2% number of students requiring developmental English and mathematics when entering JTCC the semester after graduating high school | ✓ Establish baseline using 2011-12 data  
✓ Semester review of placement test determinations compared with baseline |
GOAL SIX: Diversify Extracurricular Activities

Students engaged in their college campus tend to achieve greater success in college than their disengaged peers. Therefore, offering a greater variety of activities will help students build relationships with members of the faculty and their fellow students. All student organizations have faculty sponsors who serve as advisors, providing additional opportunities for the engagement of faculty and students outside the classroom. Further, all student service, social and curricular-related organizations are open to all students, permitting students from the institution’s various academic programs the opportunity to make acquaintances and form friendships with others throughout the College.

“We strive to offer programs that are as diverse as our student population. We want all students to feel supported and involved in student activities. Increasing and diversifying our extracurricular programs will help us meet the needs of our student population.”

Ms. Amanda Carpenter-Horning
Assistant Coordinator Student Activities

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<td>6.1 <strong>Expand</strong> athletic club teams.</td>
<td>6.1.1 Obtain from students interest level in athletic teams 6.1.2 Develop a minimum of 2 new club teams by 2015</td>
<td>✓ Survey of students ✓ Analysis of survey data ✓ Team developed based on survey results ✓ Recruit students interested in participating</td>
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<td>6.2 <strong>Increase student involvement</strong> in clubs and activities.</td>
<td>6.2.1 Obtain from students interest level in clubs and activities 6.2.2 Increase number of students involved by 2% by 2015</td>
<td>✓ Survey of students ✓ Analysis of survey data ✓ Establish baseline using 2011-12 data ✓ Annual review of club membership compared to baseline</td>
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<td>6.3 <strong>Revitalize and promote</strong> the student government organization.</td>
<td>6.3.1 Create student organization positions, rules and governance by Fall 2013 6.3.2 Hold student government elections in 2015</td>
<td>✓ Appointment faculty advisor and committee, including interested students ✓ Annual reporting by committee on progress</td>
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GOAL SEVEN: 
Enhance Affordability

JTCC strives to keep tuition affordable for all members of the community, and when students need financial help, JTCC wants to be able to support them. All Foundation-raised funds support the work of the College, its students, its faculty and its staff. Tuition and fees are about one-third of those at a public, four-year state college or university, and the goal is to keep tuition affordable to help students realize their dreams of a college education. John Tyler will increase the number of student scholarships and grant and unrestricted funds.

“The Foundation is always out and about in the community soliciting for much-needed scholarship dollars. A scholarship investment is an investment in the future good health of our community. The goal to increase the number of Foundation scholarships stems from true need as many of our students simply cannot afford an education without financial help. This year’s scholarship stats explain the situation: the Foundation received a record number of scholarship applications – 249– and we awarded a record $170,000 to a record 111 students. This is great news, however, there is another record that is not encouraging – some 138 deserving students (more than ever before) did not receive scholarship funding because of a shortage of scholarship dollars. The need for scholarships at the College is growing, and we don’t expect it to stop. Sadly, there just aren’t enough dollars to go around and that means a growing number of John Tyler students cannot realize their dreams to receive a college education.”

Ms. Beverley Dew
Executive Director of the JTCC Foundation

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<td>7.1 Obtain more funding for scholarships and unrestricted funds given to students.</td>
<td>7.1.1 Three annual fund mailings to donor prospects, including corporations, foundations, community organizations, and alumni 7.1.2 Develop a planned giving strategy by the end of 2013 7.1.3 Hold a planned giving event by 2013 7.1.4 Increase by 5 the face-to-face meetings with individuals, by 2 the number of corporations, by 3 the number of foundations</td>
<td>✓ Annual reporting from development office  ✓ Annual reporting from development office  ✓ Annual reporting from development office  ✓ Annual reporting from development office</td>
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<td>7.2 Solicit new sponsors for Full Moon Madness.</td>
<td>7.2.1 Increase by 4 the total number of new sponsors solicited for Full Moon Madness</td>
<td>✓ Annual reporting from development office</td>
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<td>7.3 Focus on prospect research for new grant opportunities.</td>
<td>7.3.1 Increase by 2 the number of foundation grants submitted, and increase by 2 the number of foundation grants received 7.3.2 Forge at least one partnership for designated grants</td>
<td>✓ Annual reporting from development office  ✓ Annual reporting from development office</td>
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GOAL EIGHT: 
Increase Awareness of the College

In order to strengthen awareness of JTCC in the Chester region, the College will hold a community event and expand local collaborations. The College will enhance public perception through establishing and increasing alliances within the community. These partnerships will facilitate connections with key stakeholders, such as community leaders; strengthen relationships with local high schools; and build awareness of JTCC’s impact on the community. The link between the College and the surrounding community will promote valuable partnerships to support student development, lifelong learning, and local economic development.

“The most important word in our institution’s name is ‘community.’ Our mission is to serve the community’s needs that are not met elsewhere. To achieve that goal, the community must be aware of our services, and we must be aware of the needs. The only way we can achieve that awareness is through interaction and relationships with the community. We cannot afford to be the ‘best kept secret’ as we have been labeled in the past. We need to be in the forefront of thoughts with residents, employers, parents - the entire community. That’s our goal!”

Mr. Mac McGinty
Vice President of Community College Workforce Alliance

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<td>8.1 Increase public awareness of JTCC's mission and economic impact on the community.</td>
<td>8.1.1 Increase community awareness by 2% per year as measured by surveys and focus groups 8.1.2 Develop a community event for the Chester campus by 2014</td>
<td>✓ By Fall 2013, conduct information-gathering meetings/focus groups with stakeholders ✓ By Spring 2014, appoint taskforce committee ✓ By Fall 2013, enhance direct mail lists to include all alumni and all potential community partners ✓ Survey of high school students, JTCC students, staff, faculty, community, businesses and government agencies</td>
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<tr>
<td>8.2 Expand partnerships with community-based organizations.</td>
<td>8.2.1 Increase community-based partnerships by two per year</td>
<td>✓ Meeting with community-based organizations</td>
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GOAL NINE:
Improve Data Organization

The College will improve data organization by implementing the Virginia Community College System (VCCS) data warehouse and Decision Support System (DSS), focusing on the three primary information systems: AIS (Financial); HRMS (Human Resources); and SIS (Students). The VCCS is managing the implementation of the DSS, while each community college provides input on the improved system. This particular goal focuses on administrative departments so that they can easily extract data for internal reporting. Once fully implemented, the administrative departments will be able to better meet their internal reporting needs.

“The Decision Support System (DSS) is a management information system that is being implemented by the VCCS. Since the implementation of PeopleSoft in 2002, the colleges have asked for a more user-friendly way to manipulate and extract data in PeopleSoft. The DSS is being created primarily for internal management decision-making purposes. It is being implemented in the areas of Finance, Admissions and Records, Financial Aid, and Human Resources. The system will allow staff in these departments to manipulate and extract data and produce reports without having to utilize the query system. It will be of particular assistance in providing historical data and comparisons, since normally, employees only have access to current data. When the DSS is fully implemented, these departments will be able to provide accurate and timely information to administrators that can be utilized to enhance the College’s programs and services to students.”

Mr. Fred Taylor
Vice President of Finance and Administration

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<th>STRATEGY</th>
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| 9.1 *Initial implementation* and testing of DSS. | 9.1.1 Solicit types of data that would be helpful to department managers in support of department missions by Summer 2012  
9.1.2 Create a JTCC Implementation Team to develop, test and implement modules by Summer 2012  
9.1.3 Conduct training for functional users and security roles by Fall 2012  
9.1.4 Conduct User Acceptance Training (UAT) during the initial stages by Fall 2012 | ✓ Participants attend feedback sessions  
✓ Annual reporting on progress  
✓ Implementation Team members identified  
✓ Trainings conducted and attended by primary users  
✓ UAT testing conducted |
| 9.2 *Final implementation* of DSS for improved managerial reporting. | 9.2.1 Conduct next iteration of UAT to test final revisions by Fall 2013  
9.2.2 Final rollout of DSS by Spring 2014 | ✓ UAT conducted and attended by primary users  
✓ Survey of participating department managers |