LAMAR STATE COLLEGE-ORANGE

STRATEGIC PLAN
2013-2018

A Member of the Texas State University System
An Equal Opportunity Institution
Revised: Spring 2015

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I. VISION

Lamar State College - Orange (LSC-O) will improve the quality of life for the citizens of Orange County and surrounding environs by spurring intellectual exploration, providing avenues for personal and professional growth, and offering a means to succeed in the global society.

II. MISSION

Lamar State College - Orange is a two-year open admissions, lower-division component of the Texas State University System.

Our mission is:

a. to provide, through traditional and innovative delivery systems, an academic curriculum that offers associate degrees and prepares students for transfer to senior colleges and universities;
b. to provide, through traditional and innovative delivery systems, certificate and Associate of Applied Science Degree programs that prepare students for employment;
c. to provide support services that facilitate and enhance student learning and success;
d. to provide continuing education and customized training programs for upgrading employment skills and/or for those pursuing areas of personal interest; and
e. to sponsor and/or participate in community activities that support economic development, promote cultural engagement, and/or encourage cooperation with area school districts.

III. CORE VALUES

To foster a collaborative environment of integrity and accountability, Lamar State College – Orange values:

- Excellence: We endeavor to achieve quality results;
- Diversity: We celebrate diversity in ideas, people, and culture and encourage a spirit of inclusiveness;
- Community: We demonstrate genuine concern for our students, faculty, staff, and the region that we serve;
- Student Success: We encourage and celebrate student achievement.

IV. INSTITUTIONAL GOALS AND OUTCOMES

GOAL I. PROMOTE SUCCESS THROUGH CURRICULA AND INSTRUCTION THAT ENHANCES STUDENT LEARNING.

OUTCOMES

1. Maintain an academic course inventory that provides a solid foundation of general education fully transferable to senior institutions.
2. Develop and maintain vocational/technical certificate and degree programs relevant to student interests and labor market demands.
3. Provide college preparatory programs in reading, writing, and mathematics, enabling students to succeed in college-level work.
4. Deliver instruction in a variety of suitable formats that expand opportunities for student learning.

GOAL II. PROVIDE STUDENT SUPPORT SERVICES AND PROGRAMS THAT COMPLEMENT CLASSROOM LEARNING AND STUDENT NEEDS.

OUTCOMES

1. Provide a campus life and cultural enrichment activities.
2. Provide library and other resources that support student learning.
3. Offer advising/counseling activities that provide a foundation for student success.
4. Provide a learning environment for student success and retention.

GOAL III. PROVIDE CUSTOMIZED TRAINING AND CONTINUING EDUCATION PROGRAMS THAT MEET COMMUNITY NEEDS.

OUTCOMES

1. Offer continuing education programs that address personal/professional growth.
2. Work with business and industry through partnerships and collaborative efforts that address specific training needs.

GOAL IV. RECRUIT AND RETAIN QUALIFIED FACULTY, STAFF, AND ADMINISTRATORS.

OUTCOMES

1. Provide opportunities for professional development.
2. Attain diverse faculty and staff representative of the institution’s service area.

GOAL V. SECURE AND MAINTAIN PHYSICAL AND TECHNICAL RESOURCES THAT COMPLEMENT THE MISSION OF THE INSTITUTION.

OUTCOMES

1. Maintain facilities that accommodate flexibility and long-range planning for instruction and support services.
2. Provide appropriate technologies and facilities to meet the needs of instructional and support services.

GOAL VI. SECURE AND MAINTAIN FINANCIAL AND ADMINISTRATIVE RESOURCES TO COMPLEMENT THE DEVELOPMENT OF THE INSTITUTION.

OUTCOMES

1. Engage in financial management policies and practices that ensure the current and future operations of the institution.
2. Provide dependable financial services to the campus community through professional expertise and maintaining sound financial records.

GOAL VII. ENGAGE IN COMPREHENSIVE, CONTINUOUS CAMPUS-WIDE PLANNING AND EVALUATION TO ENSURE THE EFFECTIVENESS OF THE INSTITUTIONAL MISSION AND GOALS.
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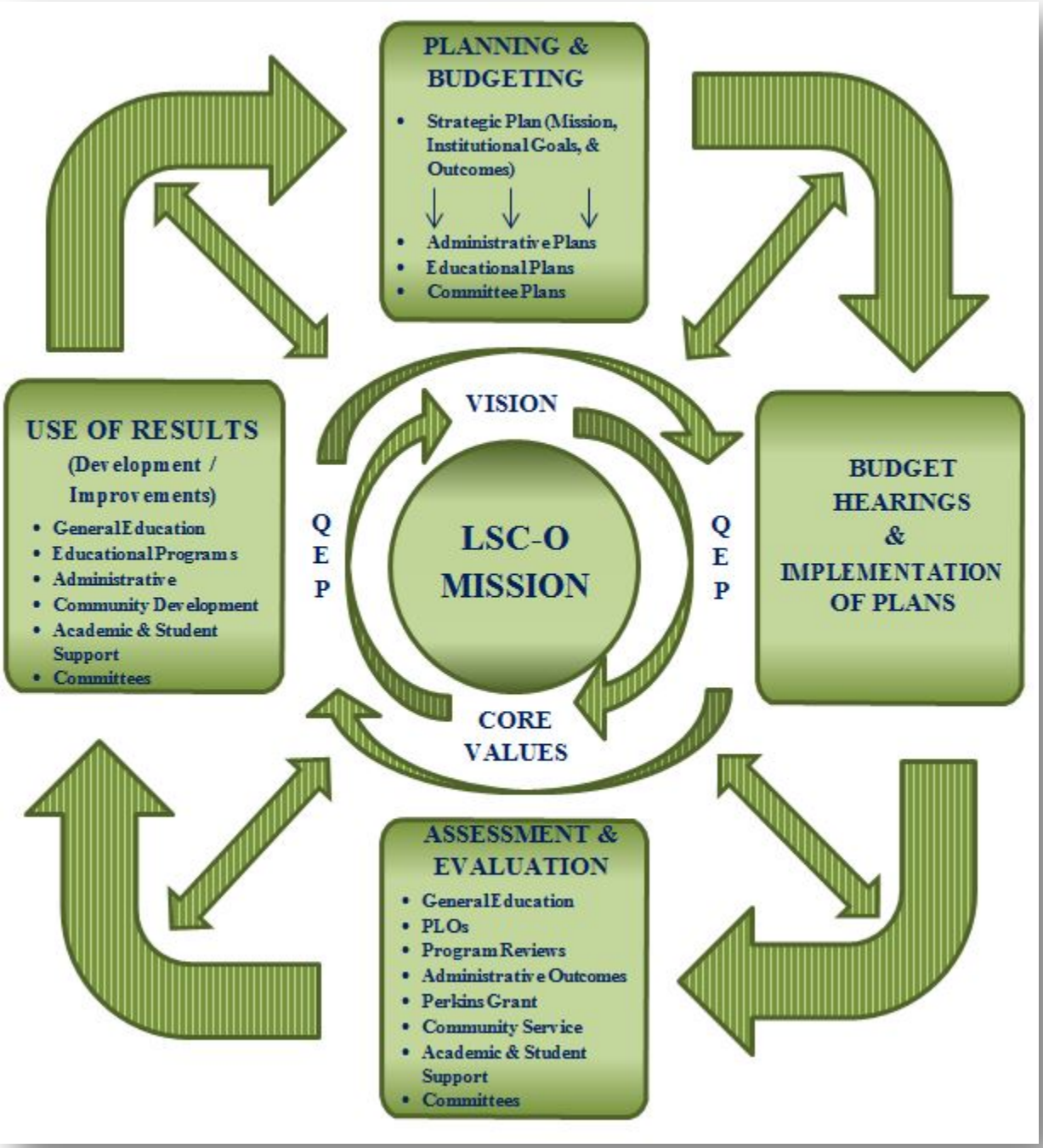
OUTCOMES

1. Promote an effective planning system that involves broad-based campus participation and is tied to resource allocations.
2. Use assessment results for continuous improvement.

V. INSTITUTIONAL EFFECTIVENESS MODEL



VI. INSTITUTIONAL EFFECTIVENESS PROCESS

Institutional Effectiveness at Lamar State College - Orange (LSC-O) is an ongoing process by which LSC-O, its divisions, degrees and certificate programs, and its administrative units gather, analyze, and use data to ascertain how well the college is accomplishing its mission and goals. Assessment results are used to make continuous improvements throughout the institution.

Mission and Institution-Wide Planning

LSC-O's mission drives the college's Institutional Effectiveness (IE) process. The mission generates institutional goals that become the basis for operational plans. At every level, planning is tied to resource allocation and includes a defined assessment and evaluation procedure. Assessment and evaluation results are used to measure the extent to which the institution fulfills its mission and provide the starting point for the next planning cycle.

Annually, the Executive Planning Committee reviews and analyzes the strategic plan. The mission statement, goals, and outcomes are instrumental components of the college's strategic plan. Once the mission statement is reviewed and updated (as needed), the institution's goals and associated outcomes are reviewed, analyzed, and edited as needed.

Once these and other portions of the strategic plan have been approved by the Executive Planning Committee, the Campus Planning Council accepts/endorses the plan.

Outcome-Based Assessment & Resource Allocation

The strategic plan becomes the foundation from which the Administrative Outcome Assessment Plans and related activities are built. Each Administrative Assessment Outcome Plan should three measurable outcomes, the expected level of achievement for each outcome, the strategies to utilize in achieving the outcomes, the assessment measures utilized, and associated budget impacts. Because the strategic plan is wide reaching, the president also identifies a critical focus for each fiscal year. This critical focus supports the strategic plan but adds additional emphasis to an area of special need. The first outcome of each Administrative Assessment Outcome Plan is earmarked for the president's critical focus initiative.

The implementation of any plan is contingent upon the availability of resources. Annually, the Vice President of Finance and Operations schedules budget hearings to allocate funds for each administrative unit once the Campus Planning Council has met. Administrative Outcome Assessment Plans are living documents which are implemented at the beginning of the fiscal year starting in September, updated periodically, and completed in August.

Program Student Learning Outcomes Assessment

LSC-O requires that faculty in each instructional program define expected student learning outcomes for that program and devise methods for determining if students are achieving those outcomes. Division and/or program directors meet with faculty and engage in a collaborative process of identifying the primary knowledge, skills, and values that are expected of successful program graduates. This typically involves reviewing course requirements and identifying specific student learning artifacts (tests, essays, projects, etc.) that demonstrate mastery of the program learning outcomes (PLOs).

A peer reviewer process is utilized to gauge course-level student artifacts against PLO rubrics. Reviewer feedback and assessment results provide faculty with critical information to make informed decisions regarding the improvement of instruction, practices, outcomes, curricula, and/or assessment tools in order to enhance student learning. The PLO Assessment Schedule is located in the Appendix.

Program Reviews & Program Review Follow-Ups

LSC-O mandates that each instructional program undergo a comprehensive program review every four years. The review is conducted under the purview of the Curriculum Committee. The purpose of the review is to determine if the program is indeed meeting the objectives outlined in the institutional mission statement. The program review process focuses on curriculum and course content, physical and financial resources, faculty qualifications and preparation, student demand, and graduate performance. Table 1 illustrates the Program Review & Follow-Up Schedule.

Program Review Schedule				
AY 2013-2014	**AY 2014-2015**	**AY2015-2016**	**AY 2016-2017**	**AY 2017-2018**
Dental Assisting	Associate of Arts in Teaching	Business	Criminal Justice	Dental Assisting
Industrial/Process Technology	Emergency Medical Services	Business Management	Medical Office Technology	Information Technology
Information Technology	Liberal Arts	Communications	Upward Mobility Nursing	Industrial/Process Technology
Upward Mobility Nursing (regularly scheduled for AY13)	Natural Science	Pharmacy Technology		Vocational Nursing
Vocational Nursing	Sociology			
Program Review Follow-Up Schedule				
AY 2013-2014	**AY 2014-2015**	**AY2015-2016**	**AY 2016-2017**	**AY 2017-2018**
Communications (regularly scheduled for AY12)	Dental Assisting	Associate of Arts in Teaching	Business	Criminal Justice
Criminal Justice	Industrial/Process Technology	Emergency Medical Services	Business Management	Medical Office Technology
Liberal Arts (regularly scheduled for AY12)	Information Technology	Liberal Arts	Communications	Upward Mobility Nursing
Medical Office Technology	Upward Mobility Nursing	Natural Science	Pharmacy Technology	
Natural Science (regularly scheduled for AY12)	Vocational Nursing	Sociology		
Pharmacy Technology				

***Table 1**: 2013-2018 Program Review & Program Review Follow-Up Schedule*

General Education Assessment

General Education at LSC-O is the broad-based foundational course of study that is essential for all disciplines that develop intellectual competencies needed for students to acquire the breadth of knowledge which is the touchstone for life-long learning and success. According to the Texas Higher Education Coordinating Board (THECB), "Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life." The state-wide core objectives are (1) critical thinking skills, (2) communication skills, (3) empirical and quantitative skills, (4) teamwork, (5) social responsibility, and (6) personal responsibility. In order to assess student learning of these core objectives, LSC-O's General Education Assessment Committee has chosen to utilize four assessment measures to gauge the extent to which students are meeting the core objectives. These assessment measures are six general education rubrics, the Collegiate Assessment of Academic Proficiency (CAAP), the Community College Survey of Student Engagement (CCSSE), and the LSC – O Exit Interview. Table 2 illustrates the General Education Assessment Timetable.

Assessment Measures	Assessment Semesters											
	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015	Spr 2016	Fall 2016	Spr 2017	Fall 2017	Spr 2018	Fall 2018
LSC-O General Education Rubrics	Communication, Critical Thinking, Empirical & Quantitative	Teamwork, Social Responsibility, Personal Responsibility (Artifacts from Spring 2013)		Teamwork, Social Responsibility, Personal Responsibility (Artifacts from Fall 2013 & Spring 2014)		Communication, Critical Thinking, Empirical & Quantitative (Artifacts from Fall 2014 & Spring 2015)		Communication, Critical Thinking, Empirical & Quantitative (Artifacts from Fall 2015 to Spring 2016)		Teamwork, Social Responsibility, Personal Responsibility (Artifacts from Fall 2016 & Spring 2017)		Teamwork, Social Responsibility, Personal Responsibility (Artifacts from Fall 2017 & Spring 2018)
Collegiate Assessment of Academic Proficiency (CAAP)	n/a	2011-2013 CAAP Results		Assess Fall 2013 & Spring 2014 Results		Assess Fall 2014 & Spring 2015 Results		Assess Fall 2015 & Spring 2016 Results		Assess Fall 2016 & Spring 2017 Results		Assess Fall 2017 & Spring 2018 Results
Community College Survey of Student Engagement (CCSSE)	n/a	x			x				x			
Exit Survey	n/a	x		x		x		x		x		x
Note: An 'x' in the above table refers to the related core outcome items designated for analysis in the LSC-O General Education Outcome Assessment Plan.												

***Table 2**: 2013-2018 General Education Assessment Timetable*

Supplementary Career and Technical Education Assessment

Career and technical education (CTE) programs present opportunities for assessing effectiveness that are not available to academic transfer programs. Because these career-oriented programs prepare students for immediate entry into the workforce, data is available regarding such things as professional certification, job placement, and skills mastery. LSC-O uses the self-evaluation required by the Carl D. Perkins Grant to measure itself against the six Perkins' core indicators annually. Campus data can easily be compared to Perkins' standards and to state averages for other CTE programs. This comparison is useful in developing plans for program improvement.

Community Service Assessment

The purpose of the LSC-O Community Service Assessment Team is to address and coordinate the process of evaluating LSC-O's community service activities that support economic development, promote cultural engagement, and/or encourage cooperation with area school districts. A Community Service Assessment Form will be utilized to document the various activities that faculty, staff, and/or students volunteer for and/or participate. Information from this form will be analyzed in order to assess that the college is meeting its institutional mission component concerning service to the community and making improvements in our efforts.

VII. FISCAL AND ECONOMIC CONSIDERATIONS

A. PUBLIC POLICY DECISIONS THAT WILL EFFECT BUDGETING AND CAMPUS PLANNING

1. Perkins funding supplements Career and Technical Education (CTE) programs. Changes in federal support may impact the Perkins Grant.

2. Students will bear increasingly larger portions of the cost of higher education.

3. Federal support for financial aid will probably decrease or not maintain its current level of support.

4. Modifications in the formula funding system will provide modest state financial assistance to LSC-O. Performance-based funding will continue to be a part of the appropriation process and will supplement the formula system. Proposed changes in state funding and a statewide budget crisis may negatively impact state funding for several years.

5. State exemption: unfunded mandates and waivers may negatively impact funding.

6. Public State Policy:

    - Exemption and Waivers
    - Students
    - Performance Funding
    - Formula Funding
    - Distance Education and Competitive Preparatory Enterprises

B. PRIVATE/LOCAL FUNDING

1. The competition for philanthropic funds will intensify.

2. Local funds and external funds will become a more significant portion of the campus budget.

C. INSTITUTIONAL COSTS

1. College preparatory efforts will continue to absorb a significant portion of institutional resources.

2. A scarcity of faculty and professional staff in select fields will increase the unit cost of instruction.

D. SERVICE POPULATION DEMOGRAPHICS

1. The number of high school graduates in Orange County will remain stable through 2018 with some shifting among school districts.

2. The number of potential students with developmental and learning disabilities will remain relatively high, and the number who enrolls in higher education will continue to increase.

3. The population of Orange County will show a slight decline through 2018.

4. The population of Texas will increase approximately 15% by 2018 with the minority population increasing more rapidly than the population as a whole.

5. The unemployment rate in Orange County has exceeded between 3-4% higher than state through 2018.

6. Per capita income in Orange County will increase slightly but remain moderately below the state average through 2018.

7. The cultural diversity of the population in the immediate region will continue to remain homogeneous as compared to state and national populations.

9. Welfare and policy changes for residents receiving public assistance will lead to increase in enrollment of under-prepared non-traditional students.

VIII. PLANNING TIMETABLE

OFFICE OF INSTITUTIONAL EFFECTIVENESS PLANNING TIMETABLE	
Fall	New fiscal year begins. Administrative and Educational Outcome Assessment Plans are implemented.
	Completed report for previous fiscal year's Administrative Outcome Assessment Plan due to the Office of Institutional Effectiveness.
	Institutional Effectiveness Committee meets to review Administrative Outcome Assessment Plans.
	Administrative Outcome Assessment Plans needing updates/revisions will be returned to staff members.
	General education assessment takes place.
	PLO assessment data due to Director of Institutional Effectiveness.
	Director of Institutional Effectiveness returns tabulated PLO assessment results to Division and Program Directors. Faculty members are to evaluate the results and recommend course/program improvements.
	Director of Institutional Effectiveness to send out a reminder to those completing an Administrative Outcome Assessment Plan to make updates to their documents regarding the progress of their outcomes. Any notable changes to outcomes need to be submitted to the Director of Institutional Effectiveness.
	Faculty members submit fall student artifacts to Program and/or Division Directors.
Spring	Executive Planning Committee meets to review the strategic plan.
	President's Critical Focus Memo to be sent out.
	Campus Planning Council meeting takes place.
	Educational Program Assessment Summaries and supporting materials (original and updated program documents) due to the Director of Institutional Effectiveness.
	Administrative Outcome Assessment Plans due to Director of Institutional Effectiveness. (Submit mid-year evaluation of current academic year's plan and the new plan for the upcoming academic year).
	Budget forms, Educational Program Assessment Summaries, and Administrative Outcome Assessment Plans presented at the budget hearings for the new fiscal year.
	Faculty members submit spring student artifacts to Program and/or Division Directors.

Note: Annual Planning Calendar will be issued by the Office of Institutional Effectiveness.

Program Learning Outcomes Assessment Timetable

Division	Artifacts	Fall 2013 & Spring 2014 Artifacts	Fall 2014 & Spring 2015 Artifacts	Fall 2015 & Spring 2016 Artifacts	Fall 2016 & Spring 2017 Artifacts	Fall 2017 & Spring 2018 Artifacts	Fall 2018 & Spring 2019 Artifacts
	Assessment Semester	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Allied Health	Dental Assisting	Critical Thinking	Critical Thinking	Critical Thinking	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
	EMS	Critical Thinking	Critical Thinking	Critical Thinking	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
	Pharmacy	Empirical / Quantitative	Empirical / Quantitative	Empirical / Quantitative	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
	Upward Mobility	Empirical / Quantitative	Empirical / Quantitative	Empirical / Quantitative	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
Teamwork	Vocational Nursing	Empirical / Quantitative	Empirical / Quantitative	Empirical / Quantitative	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
Arts & Sciences	Associate of Science	Teamwork	Teamwork	Communication	Communication	Teamwork	Teamwork
		Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Social Responsibility	Social Responsibility
		Personal Responsibility	Personal Responsibility	Empirical/Quantitative	Empirical/Quantitative	Personal Responsibility	Personal Responsibility
	Criminal Justice	Personal Responsibility	Personal Responsibility	Personal Responsibility	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative
College Success	Education - Teaching	Personal Responsibility	Personal Responsibility	Personal Responsibility	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative
Business & Technology	Business Mngmt	Critical Thinking	Critical Thinking	Critical Thinking	Communication	Communication	Communication
		Personal Responsibility	Personal Responsibility	Personal Responsibility	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative
		Social Responsibility	Social Responsibility	Social Responsibility	Teamwork	Teamwork	Teamwork
	Information Tech	Empirical / Quantitative	Empirical / Quantitative	Empirical / Quantitative	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
	Industrial/Process	Empirical / Quantitative	Empirical / Quantitative	Empirical / Quantitative	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Personal Responsibility	Personal Responsibility	Personal Responsibility
	Medical Office	Personal Responsibility	Personal Responsibility	Personal Responsibility	Communication	Communication	Communication
		Social Responsibility	Social Responsibility	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
		Teamwork	Teamwork	Teamwork	Empirical/Quantitative	Empirical/Quantitative	Empirical/Quantitative

Note: Timetable is subject to change.