

LAMAR STATE COLLEGE-ORANGE



STRATEGIC PLAN 2013-2018

Updated Spring 2017

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

Table of Contents

VISION	1
MISSION	1
CORE VALUES	1
INSTITUTIONAL GOALS AND OUTCOMES	2
INSTITUTIONAL EFFECTIVENESS PROCESS	4
FISCAL AND ECONOMIC CONSIDERATIONS	10
PUBLIC POLICY DECISIONS THAT WILL EFFECT BUDGETING AND CAMPUS PLANNING	10
PRIVATE/LOCAL FUNDING	10
INSTITUTIONAL COSTS.....	10
SERVICE POPULATION DEMOGRAPHICS	11
PLANNING TIMETABLE	12
APPENDIX.....	13

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.

MISSION

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

Our mission is:

- a. to provide, through traditional and online 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 online 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.

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.

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.

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.

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 and evaluated 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/endorse 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 contain at least two 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	Emergency Medical Services	Associate of Arts in Teaching (originally scheduled for 15-16)	Criminal Justice
Criminal Justice	Industrial/Process Technology	Liberal Arts	Business	Medical Office Technology
Liberal Arts (regularly scheduled for AY12)	Information Technology	Natural Science	Business Management	Upward Mobility Nursing
Medical Office Technology	Upward Mobility Nursing	Sociology	Communications	
Natural Science (regularly scheduled for AY12)	Vocational Nursing		Liberal Arts (originally scheduled for 15-16)	
Pharmacy Technology			Pharmacy Technology	

Table 1: 2013-2018 Program Review and 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 (Core Curriculum) Artifact Collection and Assessment Timetable.

General Education (Core Curriculum) Artifact Collection and Assessment Timetable				
When to Collect Artifacts	Fall 2014 and Spring 2015 Artifacts	Fall 2015 and Spring 2016 Artifacts	Fall 2016 and Spring 2017 Artifacts	Fall 2017 and Spring 2018 Artifacts
When to Assess Artifacts	Begin Fall 2015, Continue into Spring 2016	Begin Fall 2016, Continue into Spring 2017	Begin Fall 2017, Continue into Spring 2018	Begin Fall 2018, Continue into Spring 2019
Report Due Date	4/1/2016	4/1/2017	4/1/2018	4/1/2019
Form to Use	2015-2016 General Education Assessment Committee's (GEAC) Outcome Assessment Plan	2016-2017 GEAC Outcome Assessment Plan	2017-2018 GEAC Outcome Assessment Plan	2018-2019 GEAC Outcome Assessment Plan
General Education Learning Outcomes	Teamwork	Communication	Communication	Communication
	Social Responsibility	Critical Thinking	Critical Thinking	Critical Thinking
	Personal Responsibility	Empirical and Quantitative Skills	Empirical and Quantitative Skills	Empirical and Quantitative Skills
Collegiate Assessment of Academic Proficiency (CAAP)	X	X	X	X
Community College Survey of Student Engagement (CCSSE)		X		
Exit Survey	X	X	X	X
Note 1: An "X" in the above table refers to the related core outcome assessment instrument results designated for analysis and evaluation in the LSC-O General Education Outcome Assessment Plan.				
Note 2: Timetable is subject to change.				
Created: 1.4.2015 OIRE, updated 2.19.2016				

Table 2: General Education (Core Curriculum) Artifact Collection and 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.

FISCAL AND ECONOMIC CONSIDERATIONS

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

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.

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.

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 enroll 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 decreased significantly, reducing the number of potential students.
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.

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.
	Administrative Outcome Assessment Plans needing updates/revisions will be returned to staff members.
	Program Learning Outcome (PLO) and 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 supervisor and 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.
	Budget forms, Program Learning Outcome Assessment Plans, and Administrative Outcome Assessment Plans presented at the budget hearings for the new fiscal year.
	Finalized PLO Assessment Plans along with evidence of improvement due to Director of Institutional Effectiveness.
	Faculty members submit spring student artifacts to program and/or division directors.

APPENDIX

Program Learning Outcome Assessment Timetable			
When to Collect Artifacts	Fall 2014 & Spring 2015 Artifacts	Fall 2015 & Spring 2016 Artifacts	Fall 2016 & Spring 2017 Artifacts
When to Assess Artifacts	Begin Fall '15, Continue into Spr. '16	Begin Fall '16, Continue into Spr. '17	Begin Fall '17, Continue into Spr. '18
Form to Use	2015-2016 PLO Assessment Form	2016-2017 PLO Assessment Form	2017-2018 PLO Assessment Form
Completed Form Due Date	10/30/2016	4/30/2017	4/30/2018
Business Management (AAS and AS)	Critical Thinking	Critical Thinking	Communication
	Personal Responsibility	Personal Responsibility	Empirical and Quantitative
Dental Assisting (Certificate)	Social Responsibility	Social Responsibility	Teamwork
	Critical Thinking	Critical Thinking	Communication
Emergency Medical Services (Institutional Award)	Social Responsibility	Social Responsibility	Empirical and Quantitative
	Teamwork	Teamwork	Personal Responsibility
Industrial/Process Technology (AAS)	Critical Thinking	Critical Thinking	Communication
	Social Responsibility	Social Responsibility	Empirical and Quantitative
Information Technology (AAS)	Teamwork	Teamwork	Personal Responsibility
	Empirical and Quantitative	Empirical and Quantitative	Communication
Medical Office Professional (AAS)	Social Responsibility	Social Responsibility	Critical Thinking
	Teamwork	Teamwork	Empirical and Quantitative
Pharmacy Technology (Certificate)	Empirical and Quantitative	Empirical and Quantitative	Communication
	Social Responsibility	Social Responsibility	Critical Thinking
Upward Mobility Nursing (AAS)	Teamwork	Teamwork	Personal Responsibility
	Empirical and Quantitative	Empirical and Quantitative	Communication
Vocational Nursing (Certificate)	Social Responsibility	Social Responsibility	Critical Thinking
	Teamwork	Teamwork	Personal Responsibility
Associate of Science (AS): including Liberal Arts, Natural Science, and Sociology	Teamwork	Communication	Communication
	Social Responsibility	Critical Thinking	Critical Thinking
Criminal Justice (AAS and AS)	Personal Responsibility	Empirical and Quantitative	Empirical and Quantitative
	Social Responsibility	Personal Responsibility	Communication
Associate of Arts in Teaching (AA)	Teamwork	Social Responsibility	Critical Thinking
	Personal Responsibility	Teamwork	Empirical and Quantitative
Degree Acronyms: AA - Associate of Arts, AS - Associate of Science, AAS - Associate of Applied Science			
Note: Timetable is subject to change.			

OIRE 9/8/2016