Wharton County Junior College

Strategic Planning Process

Mission, Vision, Values and Goals:
A Focus on Students
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Executive Planning Team

**President:** Betty McCrohan  
**Co-Chairpersons:** Dr. Dan Jones and Patricia Rehak  
**Team members:** Dr. Ty Pate, Kevin Dees, Stephanie Dees, and Amanda Brand

Strategic Planning Council

**Co-Chairpersons:** President, Betty McCrohan and Dr. Dan Jones  
**Council members:** Albert Barnes, Leigh Ann Collins, Mike Feyen, Kwei-Feng Hsu,  
G. G. Hunt, Judy Jones, Bryce Kocian, Dr. Ty Pate, Dale Pinson, Mary Kay Price,  
Dr. Wayne Taylor, Robert Wolter, Pam Youngblood
Wharton County Junior College Statement of Mission

Wharton County Junior College is a public, two-year, comprehensive community college offering a wide range of postsecondary educational programs and services including associate degrees, certificates, continuing education courses, cultural affairs, and leisure-time activities for the benefit of the community and a population of students that varies in age, background, and ability.

The college affords opportunities for individual growth and expression and promotes the development of the total person through scholarly and creative activity and the application of knowledge for the good of society. Its curricular and co-curricular activities lay a foundation for lifelong learning and involved citizenship and encourage the pursuit of knowledge, innovation, experimentation, and excellence in human endeavor. It prepares students for entry-level positions, for advancement in various occupations and professions, for a broad understanding of the liberal arts and sciences, and for transfer to baccalaureate-granting institutions.

In fulfilling its mission, the college

a. offers associate of arts, associate of applied science degrees;  
b. offers transfer curricula in preparation for the baccalaureate degree;  
c. offers career/vocational curricula leading to certificates and associate degrees;  
d. offers remedial and developmental courses and services, as well as adult basic education, to assist under prepared students to achieve competency in basic skills and thus gain access to college-level programs;  
e. supports excellence in instruction in all academic areas by the encouragement of faculty professional development for the improvement of teaching and learning through innovative teaching methodologies, research and public service;  
f. provides library and other instructional resources as integral parts of the educational process;  
g. supports students in the learning process through counseling and academic advising;  
h. offers continuing-education noncredit courses and programs to meet the needs of business, industry, government, and the community-at-large, and to contribute to the economic development of its service region;  
i. provides varied cultural opportunities, recreational activities, and community services to enhance the quality of life in its service region;  
j. actively cooperates with school districts, vocational-technical schools, other colleges, and universities to promote a more productive educational environment within its service region.

Wharton County Junior College is an institution that emphasizes personal attention to students, innovation and flexibility in its credit and noncredit offerings, and responsiveness to the diversity of communities it serves. The college is dedicated to providing an educational environment that recognizes individuality, stresses the importance of human relationships, and reflects the democratic values of our society.
Wharton County Junior College Vision

We will build the highest quality team of faculty and staff and provide a learning environment rich in innovative technology to ensure each student in our diverse and dynamic service area has the opportunity to achieve the pinnacle of his or her educational dreams.

Wharton County Junior College Values

We Value Our Students and their:
- Life long pursuit of knowledge
- Personal enrichment
- Educational success

We Value Our Employees and their:
- Honesty and integrity
- Contributions to student success
- Scholarly and creative endeavors

We Value Our Community and its:
- Legacy of support
- Tradition of trust
- Cultural diversity
1. **Student Success:** WCJC views student success as our top priority. To achieve this, we will encourage innovative instructional strategies and conduct on-going program evaluations and student learning assessments to ensure our students have the necessary skills to succeed in the classroom and to attain their academic goals. We will strive to provide quality support services to meet the needs of a diverse student body.

*Initiatives to support Student Success:*

a. Implement instructional strategies that accommodate students’ unique learning styles and encourage students to actively participate in their own learning.

b. Implement a coordinated student counseling and advisement services plan to clearly delineate the roles of counselors, faculty and student services staff and to better track student satisfaction and goal attainment.

c. Expand tutoring services.

d. Increase utilization of on-line services to support student learning, including web registration, on-line syllabi and student support services.

e. Enhance learning resources such as library services and open computer labs.

f. Maintain an appropriate faculty to student ratio in each course in order to maximize student interaction with faculty.

g. Ensure course prerequisites are developed, reviewed, updated, and enforced.

h. Ensure developmental education is effective and non-stigmatizing.

i. Ensure core curriculum demonstrates mastery of critical literacy skills to include effective written and oral communication, critical thinking/problem solving and interpersonal skills.

j. Establish coordinated institution-wide assessment of student learning.

2. **Instructional Excellence:** Recognizing that instructional excellence is essential to student success, WCJC will continue to seek out the best-qualified individuals to become full-time and part-time members of the faculty. We will ensure faculty is given the instructional resources, opportunities for professional growth, and support services needed to achieve success in the classroom. We will encourage innovation and recognize excellence. We will ensure the highest standards of faculty performance through an appraisal system focused on student learning.

*Initiatives to support Instructional Excellence:*

a. Develop strategies for attracting, hiring and retaining outstanding full-time and part-time faculty, ensuring the number of full-time faculty is sufficient to support the mission of the institution.

b. Focus the faculty performance appraisal system on instructional improvement to reflect the principles of the learning-centered college.

c. Develop systematic strategies to recognize faculty and programs that exhibit excellence and innovation in achieving student learning outcomes.

d. Provide enhanced opportunities for continued professional growth to enrich the learning-centered college.
3. Recruitment and Retention of Learners: WCJC is committed to the recruitment and the retention of a culturally and demographically diverse student body. We will establish a comprehensive strategic enrollment process designed to achieve and maintain the optimum recruitment, retention, and completion rates of students.

Initiatives to support Recruitment and Retention of Learners:

a. Develop an institutional marketing plan.
b. Design and conduct community outreach activities specifically targeted to recruit and retain underserved and/or uninformed populations.
c. Increase recruiting and retention efforts targeting all high school students with an emphasis on dual credit/concurrent enrollment students.
d. Develop and implement a comprehensive first-time-in-college (FTIC) program to aid in both academic and social adjustment.
e. Schedule learning opportunities and services to better accommodate the needs of students.
f. Increase awareness of financial aid opportunities for current and prospective students.

4. Management and Development of Learning Environment: WCJC affirms our commitment to continuous improvement in organizational operations. We will continue to develop and manage its resources (human, physical, financial, and technological) to maintain and enhance our learning-centered environment.

Initiatives to support Management and Development of Learning Environment:

a. Integrate planning, budgeting, and institutional effectiveness processes to support strategic planning and ongoing instructional assessment.
b. Utilize principles of continuous quality improvement to enhance administrative processes.
c. Implement a systematic plan for facilities development and utilization that considers convenience, access, and aesthetics to promote learning.
d. Improve and expand the functionality of information technology for academic and support services.
e. Assess and maintain appropriate instructional equipment for every classroom.
f. Seek external resources, such as grants and industry partnerships, to support the college’s mission.
5. Opportunities for Participation: WCJC remains committed to meeting the needs of the community by providing our diverse population of learners with opportunities for individual and scholarly growth through access to educational and cultural experiences. We will continue to respond to changes in our dynamic service area.

Initiatives to support Opportunities for Participation:

a. Expand partnerships with business, industry, and civic organizations to provide for workforce development, opportunities for service learning, and community support and involvement.
b. Expand and refocus programs through assessment and better resource allocation to support the workforce needs of the community.
c. Strengthen linkages with service area public schools to promote post-secondary education.
d. Continue to develop and strengthen the University of Houston-System partnership and relationships with other four-year institutions to provide students with a seamless transition.
e. Expand and improve distance education opportunities through assistance to faculty with course development, technology enhancement, and methods to increase student success.
f. Expand the number and variety of college sponsored student activities and cultural events on all campuses to celebrate diversity and foster a sense of community.
g. Support athletics and fine arts programs to enrich the college experience.
The College has identified the following specific indicators to help measure progress toward the accomplishment of the overall plan.

1. **Progress of Developmental Education students**
   - Proportion of entering students identified as deficient in one or more basic skills that successfully completes developmental work specific to that deficiency
   - Proportion of students completing remedial work that successfully completes first college-level course requiring that skill within one year with grade of C or better

2. **Passing rates for licensure and certification examinations**
   - Proportion of students who complete/graduate from technical program who obtain first-time licensure or certification within one year
   - Proportion of all students who complete/graduate from technical program who obtain licensure or certification within six years

3. **Technical program graduation/placement rates**
   - Proportion of technical program enrollee cohort who graduate within one year
   - Proportion of technical program graduates and non-returnees employed within one year

4. **First-time-in-college (FTIC) retention rates**
   - Proportion of FTIC students in fall term who re-enroll in spring term
   - Proportion of FTIC students in fall term who re-enroll in next fall term

5. **Employer assessment of graduates**
   - Proportion of sample of area employers who indicate that graduates exhibit work skills equal to or better than other employees

6. **Student satisfaction with programs and student support services**
   - Proportion of currently enrolled students who indicate they are “satisfied” or “very satisfied” with specific service areas.
   - Proportion of graduates who indicate they were “satisfied” or “very satisfied” with their instructional program while attending WCJC.

7. **Enrollment from area high schools**
   - Proportion of local area high school graduates enrolled within one year
   - Proportion of local area high school students enrolled in dual/concurrent courses each term

8. **Student goal attainment**
   - Proportion of graduates and non-returning students who report that their goal in attending or goal developed post enrollment has been met
9. Course and degree completion rates
   • Number of students receiving degrees and certificates
   • Proportion of full-time FTIC student cohort who complete degree or certificate within three years

10. Transfer rates for non-vocational students
   • Proportion of graduates and non-returning students who transfer to Texas public higher education institutions in subsequent fall semester
   • Proportion of minority graduate and non-returning students who transfer to Texas public higher education institutions in subsequent fall semester

11. Student demonstration of core competencies attainment
   • Number of students who complete core curriculum annually

12. Responsiveness to community needs
   • Percentage of students in eligible programs who receive financial aid
   • Number of students enrolled in ABE, GED, ESL and workplace literacy programs
   • Number of workforce development programs/partnerships
   • Number of students enrolled in workforce development programs
   • Extent to which student body represents service area adult population
Strategic Planning Process

History and Transition of Strategic Planning Process
In 1996, Wharton County Junior College adopted a new Strategic Plan (titled Strategies for Success Toward 2000 and Beyond). This strategic plan consisted of seven college-wide goals and became the direction for the college over the next several years. Each organization was required to develop unit objectives in support of these goals. During the year and at the end of the year, follow ups were completed to evaluate the success or lack thereof in meeting the stated unit objectives. The unit objectives and the analysis of the follow-up were included in Annual Reports submitted by each department.

In 2000, WCJC considered the implementation of a system-wide Management Information System (MIS) that would create a digitally unified campus, integrating all college processes (scheduling, budgeting, human resources, financial aid, etc…). WCJC chose Sunguard (SCT) BANNER as the MIS system. Over the course of the next two (2) years, system-wide training occurred.

With the opening of a new campus and unprecedented growth it became obvious that the strategic plan in effect since 1996 was in need of overhauling. The current strategic plan (Strategies for Success…) did not allow for the appropriate responsiveness to growing needs in the eastern portions of the WCJC service area or the shared service area.

In the fall of 2001, the FBTC was opened in Richmond, providing many avenues for opportunity that required sound goal-setting and careful planning to meet the needs of these communities. In the same time period two college-wide committees (the Instructional Institutional Effectiveness Committee and the Administrative Institutional Effectiveness Committee) were formed to review and suggest changes to the strategic planning process (Strategies for Success); it was noted that assessment of outcomes was one area of potential weakness for the institution. Each committee compiled documentation and submitted it to the Vice President of Administrative Services, Enrollment Management, and Institutional Planning.

In the spring of 2004, the Instructional Institutional Effectiveness Committee and the Administrative Institutional Effectiveness Committees were merged into a Strategic Planning Council (SPC) that included faculty, administration and support staff members. Through the spring and summer of 2004, this council held meetings which offered free and open discussions of institutional strategy and planning. A draft of a new strategic plan was submitted to the President based on these meetings that included revised goals.

During the same time frame, the Executive Planning Team (ExPT) was formed to drive the strategic planning process along with the Strategic Planning Council. The original members of the ExPT included Rosemary Fulton, Betty McCrohan, Dr. Ty Pate, Patricia Rehak, Pam Youngblood, and Kevin Dees. Rosemary Fulton has since left the college, and Pam Youngblood has moved into a new role. This prompted a membership change for this committee. The new membership included Betty McCrohan, Dr. Ty Pate, Kevin Dees, Patricia Rehak, and Stephanie Dees.
In the spring of 2005, President Betty McCrohan charged the new members of the ExPT with the task of revising the strategic planning process. The ExPT completed the task of revising the strategic planning process and the process. This process resulted in updated goals and associated strategic initiatives, an updated vision statement, an updated mission, and updated WCJC values. The process, mission, vision, values, goals and associated initiatives were approved by the WCJC Board of Trustees on September 20, 2005. During the last stages of completing this task the membership changed slightly once again. Dr. Dan Jones was hired as the new Director of Institutional Research, Patricia Rehak accepted the position of Instructional Assessment Coordinator and Stephanie Dees moved into the role of Division Chair of Technology and Business. Amanda Brand, Department Head of History and Geography was assigned to the committee to complete the membership for 2005-2006. The current ExPT now includes Betty McCrohan, Dr. Ty Pate, Dr. Dan Jones, Kevin Dees, Patricia Rehak, Stephanie Dees and Amanda Brand.

Committee Purposes and Membership

The strategic planning process at WCJC requires the involvement of several committees. Those committees are outlined below.

1. Executive Planning Team (ExPT) - The purpose of the ExPT is to review and revise the ongoing strategic planning process for Wharton County Junior College. Essentially, the ExPT “drives” the strategic planning process for WCJC.

The ExPT committee will include seven members. Three members will not rotate:
- President of WCJC
- Director of Institutional Research (Co-Chair)
- Instructional Assessment Coordinator (Co-Chair)

Four members of the ExPT will be assigned by the Dir of IR and the IAC to serve one term:
- A representative Vice President from any college area
- A representative Dean or Director from any college area
- A representative Division Chair from any college area
- A representative Department Head from any college area

The current ExPT includes Dr. Danson Jones, Dr. Ty Pate, Kevin Dees, Patricia Rehak, Betty McCrohan, Stephanie Dees, Patricia Rehak and Amanda Brand. The Dir of IR and the IAC will co-chair the ExPT committee on an ongoing basis. The remaining members will serve a two-year term expiring August 31st. In even-numbered academic years (for example, FY06), the Dean/Director and Department Head positions will expire. In odd-numbered academic years (for example FY07), the Vice President and Division Chair positions will expire.
2. Strategic Planning Council (SPC) – The purpose of the SPC in the strategic planning process is to provide vital input and to serve as a representative committee in the approval process. This committee will evolve out of the larger SPC that currently exists at WCJC.

The SPC membership includes the following individuals:

- President of WCJC (Co-Chair)
- Director of Institutional Research (Co-Chair)
- All Vice Presidents
- Director of Facilities Management
- Dean of Admissions and Registrar
- Dean of Student Services
- 2 representatives from Academic Affairs Council
- 1 representative from Support Staff Council
- 1 representative from Faculty Council
- 2 at-large representatives determined by President

The current SPC includes President Betty McCrohan, Albert Barnes, Leigh Ann Collins, Mike Feyen, Kwei-Feng Hsu, G.G. Hunt, Danson Jones, Judy Jones, Bryce Kocian, Ty Pate, Dale Pinson, Mary Kay Price, Wayne Taylor, Robert Wolter, and Pam Youngblood.

3. Mission/Vision Committee – The current WCJC Mission Committee’s charge will be revised to include vision. No membership changes are required.

The current Mission/Vision Committee includes Kevin Dees, Ben Brink, Leigh Ann Collins, Kinsley Ituah, and Kirby Lowery.

4. Board of Trustees (BOT)

5. President’s Extended Cabinet (PEC)

Strategic Planning Process

1. Determine/evaluate vision/mission. WCJC Mission Statement and Vision will be reviewed, revised, and approved by the Mission/Vision Committee and sent to the ExPT.

2. Collect data. The ExPT will gather data from various areas of the college. In the first year, the data should include previous SPC, Administrative Institutional Effectiveness Council, and Instructional Institutional Effectiveness Council meeting minutes and associated documentation, BOT SWOT analysis and goals, President’s Extended Cabinet SWOT analysis and goals, President’s Cabinet SWOT analysis and goals, student opinion survey results spanning the last five years, org Annual Assessment Reports, and an external and internal analysis.

3. Analyze data. The ExPT will analyze the collected data from the previous step to identify WCJC values and goals or revise existing values and goals in subsequent years.
4. **Draft/revise vision, mission, values, goals and submit to BOT, PEC, SPC.** The ExPT will submit a draft document that includes the WCJC vision, mission, values, and goals to the President. Once approved by the President, the President submits the document to the Strategic Planning Council, the Board of Trustees and the President’s Extended Cabinet for approval.

5. **Identify strategic initiatives to support goals.** The ExPT gathers data and completes a gap analysis to identify strategic initiatives to support the approved goals.

6. **Draft/revise strategic plan to include strategic initiatives and submit to BOT, PEC, SPC.** The ExPT drafts the strategic plan to include strategic initiatives. This document is submitted to the President. Once approved by the President, the President submits the document to the Strategic Planning Council, the Board of Trustees and the President’s Extended Cabinet for approval.

7. **Load/revise goals and strategic initiatives in assessment software.** Once approved, the plan is loaded into WCJC’s assessment software.

8. **Orgs develop/revise objectives tied to strategic initiatives.** Assigned orgs will develop objectives and measurable outcomes tied to strategic initiatives.

9. **Orgs assess objectives via feedback loop.** Each org will produce an Annual Assessment Report (replacing the current Annual Reports) using outcomes to measure and evaluate org effectiveness and suggest strategies for improvement.

10. **Generate Institutional Assessment Report.** The Director of Institutional Research and the Instructional Assessment Coordinator will compile the org Annual Assessment Reports for use as a data source in the next year’s strategic planning process.
Annual Planning Process Timelines

- February/March - Development of org objectives for next year
- Mid-April - Current year org assessment (annual report) due
- Late April – Org budget requests due - budget hearings
- Completed by May 15th - Institutional Assessment Report due
- May 15th through June 1st - Strategic Plan review/revision
- June - Formulation of institutional budget
- August BOT - Board approval of budget and changes to plan
- August/September - Orgs revise objectives based on budget
- Sept through May - Implementation of new initiatives
- November - PMP hearings for departments (3-year cycle)
Diagram of WCJC Strategic Planning Process

1. Determine/evaluate Vision / Mission
2. Collection of data
3. Analyze data – determine/evaluate values and goals
5. Identify strategic initiatives to support Goals
6. Draft/revise Strategic Plan to BOT, PEC, SPC
7. Goals and strategic initiatives loaded/revised in Assessment Software
8. Orgs develop/revise objectives tied to strategic initiatives for Goals
9. Orgs assess objectives via feedback loop
10. Generate Institutional Institutional Assessment Report
• Founded in 1946
• Three campus locations
  • Wharton • Sugar Land • Richmond
• Extension centers
  • Bay City • El Campo • Palacios
• More than 6,000 credit students
• 128 full-time and 121 part-time faculty
• Average class size of 21 students
• Average age of WCJC student is 23
• Male/Female Ratio
  • Male 42% • Female 58%
• Ethnic Makeup
  • 58% Anglo • 9% African-American
  • 24% Hispanic • 9% Other
• Financial aid distribution awards of $6.9 million annually
• Programs
  • Associate in Arts Degree
  • 19 Associate in Applied Science Degrees
  • 18 Certificate and Certification Programs
  • Dual Credit and Concurrent Enrollment Programs
  • Adult Basic Education
  • Distance Learning
• Workforce Development
• Continuing Education
• Senior Citizens’ Program
• Kids’ College
• Campus Housing
• Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools