STRATEGIC PLAN YEAR -2023

NFC

NORTH FLORIDA COLLEGE

VISION

To be our communities' first choice for education and cultural enrichment.

MISSION

An exceptional college dedicated to an individualized and supportive academic atmosphere, accessible education, lifelong learning opportunities, and professional growth for our students and communities.

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Goal 1: NFC will be known for high quality academic programs, workforce preparation, and community service. (Branding)

Objective 1.1
Create an external marketing campaign that highlights academic excellence, workforce preparation and community service.

- **Short-Term Qualitative Outcomes**
  1. Survey stakeholders to discover their perception and expectations of NFC using a Likert scale to set a baseline for satisfaction with our current services.
  2. Evidence of positive initial community reaction to marketing campaign.
  3. Visible evidence of district wide marketing campaign in various media outlets.
  4. Survey employees to find out what needs they have to be able to communicate the brand to the public.

- **Long-Term Quantitative Outcomes**
  1. Increase the satisfaction of stakeholders by X %. Percentage of improvement will be set once baseline data is determined.
  2. Twenty percent increase in enrollment over five years.

- **Activities**
  1. Student surveys and interviews/focus groups (i.e. top 5% of graduating class)
  2. Professional development for survey design
  3. Use web and social media analytics to determine effectiveness
  4. Short impact videos (Internal and contracted)
  5. Develop and implement alumni contact information collection process to facilitate alumni outreach.
  6. Showcase and expand all camps held annually. (i.e., Kids in College, APT, STEM, Art, Music, Writing…)

- **Responsible Agent(s)**
  1. Office of Institutional Research, Effectiveness, and Accreditation (OIERA) will be responsible for the initial baseline survey, enrollment data, and evidence of community response to the marketing campaign.
  2. College Advancement is responsible for the marketing campaign.
  3. College Advancement will analyze social media analytics to determine effectiveness.
  4. College Advancement will develop and distribute short impact videos.
  5. OIERA and the Foundation will develop, test, and document a process to collect and maintain a contact list for alumni.
  6. Student Services will research ways to expand the number and types of camps offered and assess the satisfaction of participants/parents for future planning.

7. College Advancement will showcase camps for marketing, recruitment, and community awareness.

- **Employee Expectations**

  Positive Attitude; professionalism; excellent customer service

- **SACSCOC Requirement(s)**
  2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Objective 1.2

Create an internal marketing campaign that reinforces NFC's product is academic excellence, workforce preparation and community service.

- **Short-Term Qualitative Outcomes**
  1. Survey employees to discover their perception and expectations of NFC.
  2. Prepare all employees to be an advocate for NFC's brand and provide necessary services to reinforce our external branding.

- **Long-Term Quantitative Outcomes**
  100% of employees will be able to effectively communicate NFC's brand to a wide range of external stakeholders as determined by survey.

- **Activities**
  1. Excellent customer service (trainings)
  2. Professional courtesy
  3. Employee satisfaction/morale (i.e., Employee Celebration; Campus service project)

- **Responsible Agent(s)**
  Employee Services will execute all activities related to objective 1.2.

- **Employee Expectations**
  Positive Attitude; professionalism; excellent customer service

- **SACSCOC Requirement(s)**
  2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Goal 2: NFC students who complete their program will be prepared for successful entry into either the workforce or into an upper level institution.

Objective 2.1

Connect students with experiences with their career of choice and prepare the students to take advantage of employment opportunities.

- **Short-Term Qualitative Outcomes**
  Evidence of increased contacts with local businesses and other employers that result in internships, clinicals, and other learning opportunities for students.

- **Long-Term Quantitative Outcomes**
  Verified increases in job placement and internships for students.

- **Activities**
  1. Career and Transfer Center (Including a more active partnership with Career Source for workshops and other resources)
  2. Career Exploration in all programs (Use program assessment to measure)
  3. Acknowledge employment intentions at graduation

- **Responsible Agent(s)**
  1. Career and Transfer Center
  2. Coordinator of Career and Workforce Education (CWE) is responsible for the inclusion of career exploration curriculum within all CWE programs.
  3. Graduation Specialist is responsible for the collection of employment intentions for commencement ceremony.

- **Employee Expectations**
  Supportive; professionalism; collegiality

- **SACSCOC Requirement(s)**
  8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Objective 2.2

Transition students to the university culture through a student-centered system of support and communication by coordinating the services provided by admissions, academic support services, academic advising, and academic departments.

- **Short-Term Qualitative Outcomes**
  1. Evidence of increased contacts with transfer institutions through college transfer fairs, articulation agreements, and organized university campus tours.
  2. Consistent advising protocol for transfer students that connects students to university advisor or program contact.
  3. Verified increases in transfer rates of students.

- **Long-Term Quantitative Outcomes**
  Increase "direct connect" opportunities to major universities.

- **Activities**
  1. Career and Transfer Center opening
  2. Professional development/training for advising – specific to transfer advising
  3. University campus tours; transfer fairs, articulation agreements; internships
  4. Acknowledge employment intentions at graduation
  5. Acquire new articulation agreements with 4-year institutions.

- **Responsible Agent(s)**
  1. Career and Transfer Center
  2. Director of Advising
  3. Office of Academic Affairs (OAA), Office of Recruitment, CWE, Student Services
  4. Graduation Specialist will collect transfer intentions information for commencement.
  5. OAA will research and acquire new articulation agreements.

- **Employee Expectations**
  Supportive; professionalism; collegiality

- **SACSCOC Requirement(s)**
  12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Objective 2.3

Provide academic, financial and social support for all students to aid in successful completion of student's program of choice.

Create a survey to determine what students feel are their roadblocks to completion.

- **Short-Term Qualitative Outcomes**
  1. Incorporate the retention plan specified in goal four with fidelity.

- **Long-Term Quantitative Outcomes**
  1. Increase student retention rate to the 2019 FCS Average of 70% by 2027 for all students. This will be measured by the number of fall students returning in the subsequent fall term, removing completes not enrolled in subsequent fall term.
  2. Increase graduation rate by X % for all students. – pending management team

- **Activities**
  1. Continued needs assessment via student body survey and referral lists.

- **Responsible Agent(s)**
  OIERA

- **Employee Expectations**
  Supportive; professionalism; collegiality

- **SACSCOC Requirement(s)**
  12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Goal 3: NFC will provide high quality (academic/CWE) programs, including dual enrollment, that meet the current and projected needs of the community we serve.

Objective 3.1

Improving the culture of evidence and assessment, giving all administrators and faculty high quality, reliable, relevant, and easy usable/accessible data so they can make informed decisions on how to modify instructional, support, and administrative services to foster student success and educational excellence. (COLLECT AND ANALYZE DATA)

- **Short-Term Qualitative Outcomes**
  Implement business intelligent tools (Argos) to support the integration of data in all levels of decision making.

- **Long-Term Quantitative Outcomes**
  Verifiable increases in student learning outcome measures at the course, degree/certificate, and general education levels.

- **Activities**
  Technical training on reporting tools (consistency/training on one tool desired)

- **Responsible Agent(s)**
  Dean of Academic Affairs and Director of Institutional Research and Assessment

- **Employee Expectations**
  Self-reflective; introspective; informed

- **SACSCOC Requirement(s)**
  Section 7 Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

  The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that
(a) focus on institutional quality and effectiveness and
(b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
(a) Student learning outcomes for each of its educational programs.
(b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
(c) Academic and student services that support student success.

Objective 3.2

Strengthen educational planning, program review and program development.

- **Short-Term Qualitative Outcomes**

  Create a procedure for program review and for establishing subsequent action plans.
  Document efforts to improve program review and educational planning.

- **Long-Term Quantitative Outcomes**

  Verifiable increases in educational program innovation and development.
  Evidence of program viability review and elimination in response to changing workforce and academic needs.

- **Activities**
  1. Develop program report process/cycle (written procedure; data collection tool/template).
  2. Plan and begin construction of new CWE Building
  3. Explore market need, develop, and plan implementation of corresponding bachelor level program.

- **Responsible Agent(s)**
  1. OAA
  2. Administrative Services and CWE
  3. OAA/CWE

- **Employee Expectations**

  Self-reflective; introspective; informed

- **SACSCOC Requirement(s)**

  7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that
  (a) focus on institutional quality and effectiveness and
  (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

  9.1 Educational programs
  (a) embody a coherent course of study,
  (b) are compatible with the stated mission and goals of the institution, and
  (c) are based on fields of study appropriate to higher education.

  9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution

provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

9.3 The institution requires the successful completion of a general education component at the undergraduate level that:
(a) is based on a coherent rationale.
(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Objective 3.3

Ensure quality of instruction through course and program evaluation of effectiveness.

- **Short-Term Qualitative Outcomes**

  Use the results of course and program assessments to drive continuous improvement and support decision making efforts.

- **Long-Term Quantitative Outcomes**

  Use of standardize assessment to determine a baseline of proficiency of student learning.

  Verifiable increases in student learning using standardized assessment results.

- **Activities**

  1. Develop a culture for instructional excellence to include support for learning
     *Highlight best instructional practices – defined topics (Faculty Service and Recognition Committee)
     * Professional Development (i.e. Quality Matters)

- **Responsible Agent(s)**

  OAA

- **Employee Expectations**

  Self-reflective; introspective; informed

- **SACSCOC Requirement(s)**

  8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
  (a) Student learning outcomes for each of its educational programs.
  (b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
  (c) Academic and student services that support student success.

  6.2 For each of its educational programs, the institution
  (a) Justifies and documents the qualifications of its faculty members.
  (b) Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
  (c) Assigns appropriate responsibility for program coordination.

Objective 3.4

Market dual-enrollment more effectively to district-area high schools

- **Activities**
  1. Produce district dual enrollment report cards to communicate and guide decision-making related to accelerated methods of completion.
  2. Develop marketing materials specifically geared toward dual-enrollment students.
  3. Monitor collegiate academy program and determine expansion opportunities into other districts.

- **Responsible Agent(s)**
  Office of Dual Enrollment

- **Employee Expectations**
  Self-reflective; introspective; informed

- **SACSCOC Requirement(s)**

Goal 4: NFC will enroll, retain, and graduate a larger and more diverse student body engaged in classroom and technology enhanced education in a thriving learning community that meets students' educational goals.

Objective 4.1

Implement a college wide recruitment plan. Establish a college recruitment office who utilizes current researched best practices and coordinates efforts campus wide to meet recruitment goals.

- **Short-Term Qualitative Outcomes**
  1. Hire a Coordinator of Recruitment
  2. Orient Coordinator to NFC campus and culture
  3. Form a Recruitment Committee with campus wide representation
  4. Research recruitment best practices
  5. Analyze current NFC enrollment data
  6. Create and implement recruitment plan
  7. Provide professional development in all areas to support a college wide recruitment plan

- **Long-Term Quantitative Outcomes**
  Increase overall enrollment by 20% over a five-year period, with a goal of increasing enrollment by 4% each year.

- **Activities**
  1. Recruitment website ("Why Choose Us?" button)
  2. Recruitment committee
  3. Upgrade classrooms to facilitate HI-FLEX instruction
  4. Develop NFC Honors Program

- **Responsible Agent(s)**
  1. Office of Recruitment
  2. Office of Recruitment
  3. Computer Services and OAA
  4. Office of Recruitment and OAA

- **Employee Expectations**
  Team player; willing attitude; supportive

- **SACSCOC Requirement(s)**
  2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or
agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Objective 4.2

Implement a college wide retention plan. Enhance retention activities on campus through faculty and staff involvement in best practices.

- **Short-Term Qualitative Outcomes**
  1. Utilize retention/completion committee to research and implement retention best practices based on analysis of current retention data
  2. Enhance retention and completion rates by developing additional services designed to encourage degree/program completion rates
  3. Provide professional development in all areas to support a college wide recruitment plan

- **Long-Term Quantitative Outcomes**
  Increase overall enrollment by 20% over a five-year period, with a goal of increasing enrollment by 4% each year.

- **Activities**
  1. Retention committee
  2. Textbook affordability, access, and services (i.e. dedicated bookstore personnel)
  3. Implementation of 8-week mini-mester course options
  4. Dual enrolled students meet with NFC advisors (personalized, one-on-one advice to DE students regarding option of finishing AA at NFC)
  5. Ongoing process/activity: analyze enrollment data to identify why students don't return, providing NFC with opportunities to create targeted retention strategies.
  6. Implement and monitor DE offer to return to NFC after HS graduation and complete
  7. Bookstore student support merged with Learning Resources

- **Responsible Agent(s)**
  1. Director of Advising
  2. OAA
  3. OAA
  4. Office of Dual Enrollment and Director of Advising
  5. Director of Advising
  6. Office of Dual Enrollment
  7. Learning Resources

- **Employee Expectations**
  Team player; willing attitude; supportive

- **SACSCOC Requirement(s)**
  8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

(a) Student learning outcomes for each of its educational programs.

(b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

(c) Academic and student services that support student success.

Objective 4.3

Increase and maintain the NFC physical footprint in our service district. Expand opportunities in the service district for face to face instruction and student services, and learning resources.

- **Short-Term Qualitative Outcomes**
  1. Establish and identify locations in our service district that maximize student access and increases NFC visibility
  2. Create a sustainable business model that aids in recruitment and retention in our service district.

- **Long-Term Quantitative Outcomes**
  Increase overall enrollment by 20% over a five-year period, with a goal of increasing enrollment by 4% each year.

- **Activities**
  1. Analyze success of Live Oak Location (LOL) (i.e., Suwannee community satisfaction with LOL)
  2. Examine other locations for additional learning center opportunity.
  3. Expand offerings at Live Oak Location strategically offering courses to support greatest need for existing LOL students to complete
  4. Perry location opening
  5. Expand CDL program to Perry

- **Responsible Agent(s)**
  1. Live Oak Location
  2. Office of Recruitment
  3. OAA and OIERA
  4. Perry location
  5. CWE

- **Employee Expectations**
  Team player; willing attitude; supportive

- **SACSCOC Requirement(s)**
  2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Goal	Obj	Activity	Description of Activity	Contact	2022	2022	2022
1	1.1	1.1.1	Student surveys and interviews/focus groups (i.e. top 5% of graduation class)	IR			
		1.1.2	Professional development for survey design	IR			
		1.1.3	Use web and social media analytics to determine effectiveness	College Adv			
		1.1.4	Short impact videos (Internal and contracted)	College Adv			
		1.1.5	Develop and implement alumni contact information process to facilitate alumni outreach.	IR/Foundation			
		1.1.6	Showcase and expand all camps held annually. (Kids in College, APT, STEM, Art, Music, Writing...)	Student Serv/College Adv			
	1.2	1.2.1	Excellent customer service (trainings)	Employee Services			
		1.2.2	Professional courtesy	Employee Services			
		1.2.3	Employee satisfaction/morale (i.e. Employee Celebration; Campus service project)	Employee Services			
2	2.1	2.1.1	Career and Transfer Center (Including a more active partnership with Career Source forworkshops and other resources)	Career & Transfer Ctr			
		2.1.2	Career Exploration in all programs (Use program assessment to measure)	Coord. Of CWE			
		2.1.3	Acknowledge employment intentions at graduation	Grad Specialist			
	2.2	2.2.2	Professional development/training for advising -- specific to transfer advising	Advising			
		2.2.3	University campus tours; transfer fairs, articulation agreements; internships	OAA/Recruit/CWE/CTC			
		2.2.4	Acknowledge transfer intentions at graduation	Grad Specialist			
		2.2.5	Acquire 2 new articulation agreements with 4-year institutions	OAA/CWE			
	2.3	2.3.1	Needs assessment via student body survey and referral lists	IR			
3	3.1	3.1.1	Technical training on reporting tools (consistency/training on one tool desired)	OAA			
	3.2	3.2.1	Develop program reporting process/cycle (written procedure; data collection tool/template)	OAA			
		3.2.2	Plan and construct new CWE building	Admin Services/CWE			
		3.2.3	Explore and develop market need for additional bachelor level program	OAA/CWE			
	3.3	3.3.1	Develop a culture for instructional excellence to include support for learning (Faculty Service and Recognition Committee/Quality Matters)	OAA			
		3.3.2	Form work team to determine Standardized assessment product and plan for Gen Ed	OAA	Discontinued		
	3.4	3.4.1	Produce district dual enrollment report cards to communicate and guide decision-making related to accelerated methods of completion.	Office of DE			
		3.4.2	Develop marketing materials specifically geared toward dual-enrollment students.	Office of DE			
		3.4.3	Monitor collegiate academy program and determine expansion opportunities into other districts.	Office of DE			
4	4.1	4.1.1	Recruitment website ("Why Choose Us?" button)	Recruitment Office			
		4.1.2	Recruitment committee	Recruitment Office			
		4.1.3	Upgrade classrooms to accommodate Hi-FLEX instruction	Computer Services			
		4.1.4	Develop NFC Honors Program	OAA/Recruitment			
	4.2	4.2.1	Retention Committee	Advising			
		4.2.2	Textbook affordability, access, and services (i.e. dedicated bookstore personnel)	OAA			
		4.2.3	Implementation of 8-week mini-mester course options	OAA			
		4.2.4	Dual enrolled students meet with NFC advisors (personalized, one-on-one advice to DE students regarding option of finishing AA at NFC)	Office of DE			
		4.2.5	Ongoing process/activity: analyze enrollment data/identify why students don't return/create targeted retention strategies	Recruitment Office			
		4.2.6	Implement and monitor DE offer to return to NFC after HS graduation and complete	Office of DE			
		4.2.7	Bookstore student support merged with Learning Resources	Learning Resources			
	4.3	4.3.1	Analyze success of Live Oak location - Suwannee Community Satisfaction	Live Oak Location			
		4.3.2	Examine other locations for additional learning center opportunity	Recruitment Office			
		4.3.3	Expand offerings at Live Oak Location strategically offering courses to support greatest need	OAA/IR			
		4.3.4	Open Perry location	Perry Location			
		4.3.5	Expand CDL program to Perry	CWE			