

2012-2017 Texas College **STRATEGIC PLAN**



*“Building for the Future...
Establishing a Fingerprint for Success!”*

Revised 2015



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HISTORIC BEGINNINGS

In the Spring of 1894, Texas College was found by a group of ministers affiliated with the Christian Methodist Episcopal Church. The founding represented the start of the educational process for a group of disenfranchised individuals in the area of east Texas, City of Tyler.

The Charter as originally issued July 1, 1907, indicates that the name of the corporation was established as "*Texas College*," with the purpose of an educational institution designed to operate under the supervision care and ownership of the Christian Methodist Episcopal Church in America. The exclusive educational direction was to include the education of youths, male and female, in all branches of a literary, scientific and classical education wherein [all] shall be taught theology, normal training of teachers, music, commercial and industrial training, and agricultural and mechanical sciences.

On June 12, 1909, the name of the college was changed from Texas College to Phillips University. The noted change was associated with Bishop Henry Phillips, as a result of his leadership and educational interests for mankind. The name change was short lived and reportedly lasted until actions for a name reversal occurred in 1910 at the Third Annual Conference of the church. On May 1912 the college was officially renamed Texas College.

The subsequent years of the College were spent with refinements and enhancements of the educational enterprise. The Articles of Incorporation reflect such efforts with modifications and amendments during periods 1909 to 1966.

The College today complies with its founding principles in that she remains open to all individuals without discrimination on the grounds of national origin, race, religion, or sex...with the right to offer instruction in the areas of Arts and Sciences, Humanities, Natural Sciences, Social Sciences preparation of teachers and the provision of instructional supports, to those in pursuit of an education.

(Note: Information provided by Secretary of State Charter- July 10, 1907; Amendment- July 24, 1909; Amendment- March 14, 1918, Amendment-November 26, 1957; Statement -September 26, 1963; Statement of Change of Registered Agent -August 15, 1966 and Amendment -August 19, 1966.)

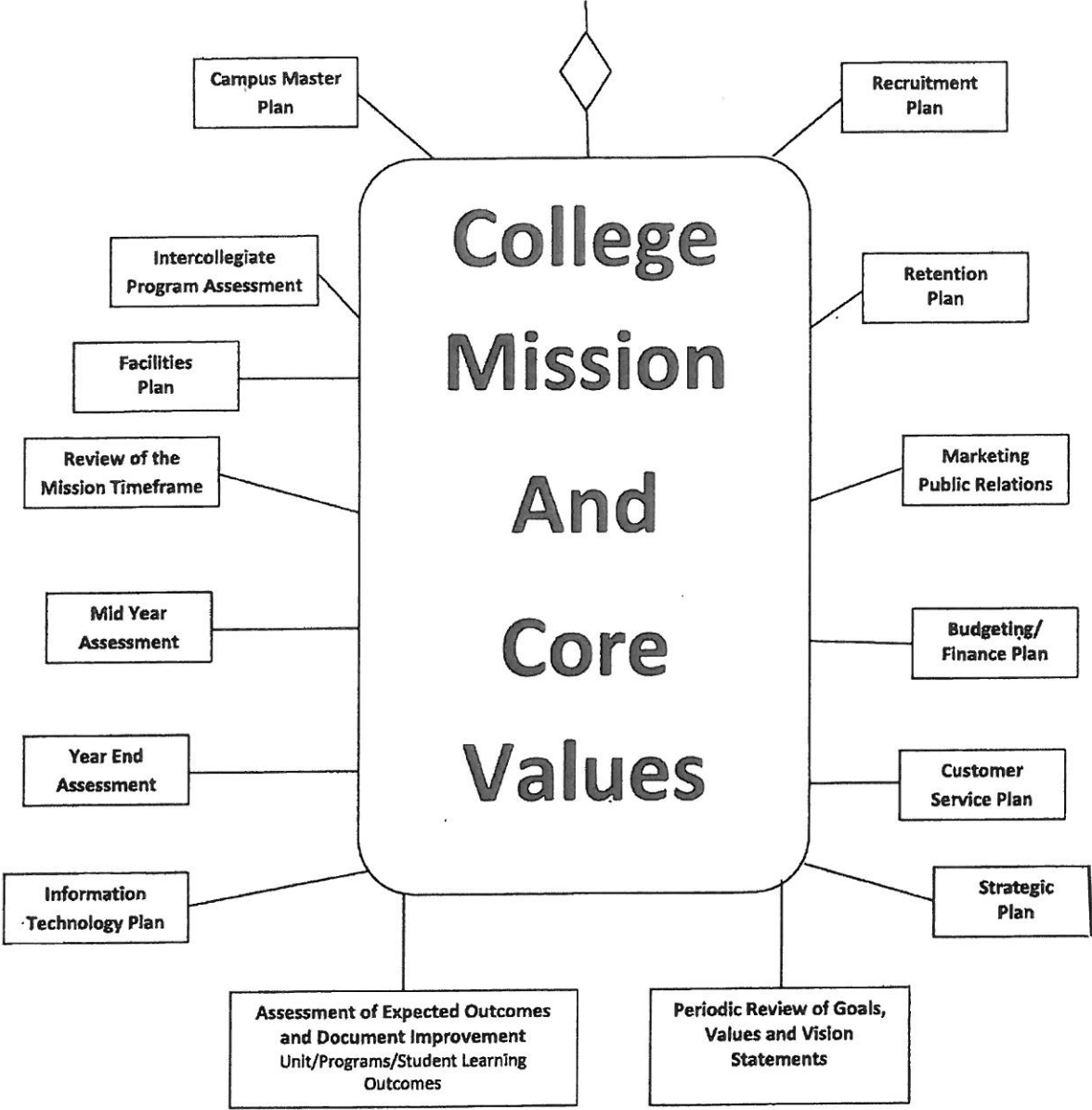
MISSION STATEMENT

Texas College is a historically black college founded in 1894, by a group of CME ministers. Our mission, which continues to embody the principles of the Christian Methodist Episcopal Church, is to ensure that the student body experiences balanced intellectual, psychological, social and spiritual development, aimed at enabling them to become active productive members of society where they live and work.

CORE VALUES

- **Academic Excellence** - developing a culture of curiosity and creativity that will challenge the frontiers of teaching/learning; stimulate research; raise the level of analytical reasoning and inquiry; and enable students to acquire leadership, human relations, communication, and technology skills.
- **Integrity** - instilling the pursuit of character, honesty, and sincerity of purpose as the moral rubrics upon which the behaviors of our graduates and College family are anchored.
- **Perseverance** - implanting diligence, enterprise, and pride in the application of skills, knowledge, and abilities developed during the course of study.
- **Social Responsibility** - promoting in the College community a conscious awareness that we are all stewards of the resources entrusted to our care.
- **Tolerance** - emphasizing openness to divergent points of view, applying an eclectic approach to rational and analytical thinking.
- **Community Service** - encouraging self-extension in service to others as the heart and soul of our educational enterprise.

Texas College Mission



VISION STATEMENT

The vision of Texas College is to establish within her, an environment that embraces a *culture of learning*. Such a culture addresses the teaching and learning process that under girds academics, athletics, services and supports that are beneficial to our students, the broader community, and our stakeholders at-large.

The vision embraces professionals who are: 1) integral to the academic preparation of students; 2) deliberate in teaching (and learning) that leads to content maturation and personal development of learners; and 3) passionate about the skill development and readiness of students for entry into the job market and/or graduate school.

The culture of learning also embraces the raising of standards and expectations of academic delivery, while also demonstrating values, morals and spiritual development that enhances life. The culture of learning encompasses the address of mechanisms and supports for retention, of both our students (who desire an education) and our professional family, who give of themselves.

The vision of Texas College represents a commitment to working and interacting with groups, organizations and communities. This interaction can assist with enriching the further development of our students, staff and faculty; while also contributing to the enrichment of the community. Simply stated, the vision of Texas College is to “*Enhance the Culture of Learning,*” for the benefit of a better society.

STRATEGIC DIRECTION

As Texas College moves into a new season, it is doing so with a Plan of *Strategic Direction*. The modified scope and direction for the institution means that the academic and business directions remain student focused with supports that evolve from data informed processes. In this regard, the institutional Mission, Core Values and operational processes are implemented and monitored based upon planned direction, measurable processes, assessments and planned measures of follow-up.

It is critically important that the direction, scope and focus of the institution is discussed, understood and planned with and among stakeholders i.e. Board of Trustees, faculty, staff and students. The Texas College family, during the past

Program Review process, established four areas as the essential direction of institutional outcomes in students' behalf. They included:

1. Having students gain a command of the use of communicative skills both written and verbal;
2. Teaching students to become critical thinkers in the use of content knowledge and beyond;
3. Having students involved in service projects and social responsibilities that assist in skill development; and
4. Providing students with the knowledge and experiential learning that will assist them in becoming productive citizens, i.e., individuals who can assist with the development of others where they live and work.

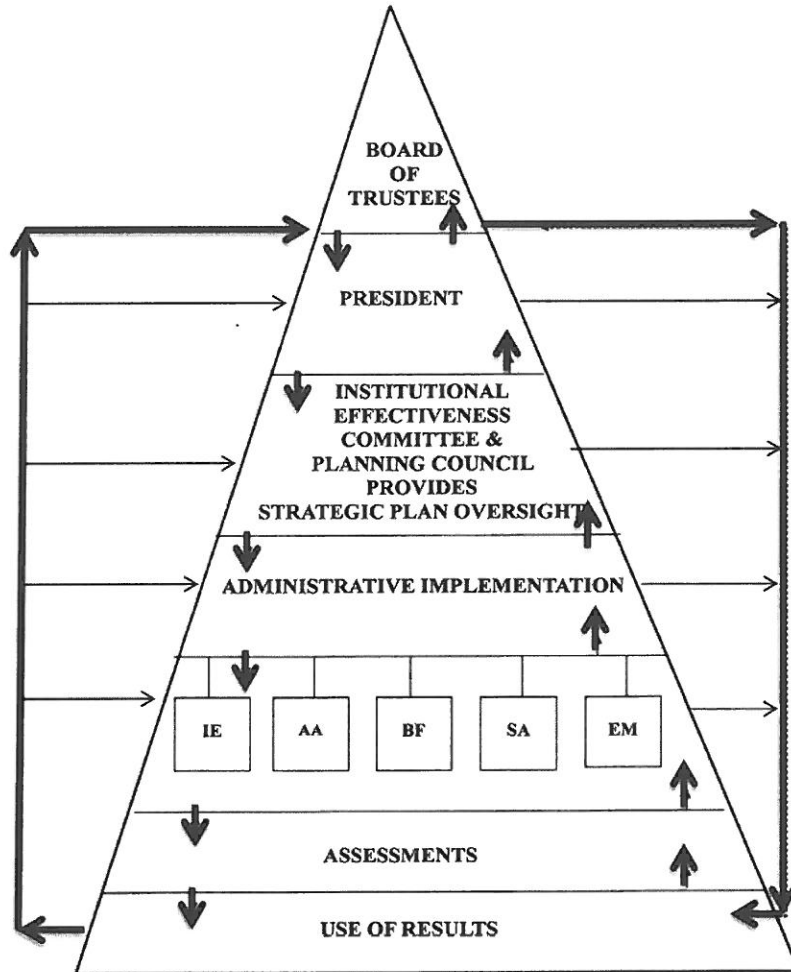
With the four aforementioned areas offered as the “broad stroke,” of the academic emphasis, each academic unit was then charged with adding measurable student learning outcomes (SLOs) that would assist with students' growth and development. This addition to the Strategic Plan is critically important, as it is presented to the Board of Trustees for review and comment.

Further, the newly planned strategic direction of the college embraces the non-academic units as well. The Strategic (categorical) Goals include the elements of:

1. Institutional Effectiveness
2. Assessment and Evaluation
3. Customer Service
4. Retention
5. Enrollment Growth
6. Academic Excellence
7. Fiduciary Accountability
8. Institutional Development
9. Information Technology

For each of the aforementioned elements, the various units have established specific *Plans of Action* as focus areas of the Strategic Plan.

TEXAS COLLEGE PLANNING STRUCTURE



The Planning model illustrates that the planning process is vertical and inclusive. The model demonstrates that planning moves in both directions, from the Board to the administration and staff of the College, as well as reciprocated from the staff and administration of the College with recommendations to the Board for appropriate approvals. The model further illustrates that assessment takes place. The use of results from the assessment process is vertical (and reciprocated) in assisting with decision-making; this represents “shared governance.” The measures towards institutional effectiveness with continuous planning are benefits gained from use of the model.

2012-2017 STRATEGIC GOALS

Priority I. Strategic Goal: Institutional Effectiveness

- To maintain compliance certification consistent with the requisites and expectations of the “*Principles of Accreditation,*” with SACSCOC.
- The institutional administrator for Office of Institutional Effectiveness will work with and through the various offices of the campus to monitor and maintain effectiveness measures.
- The Planning Council of the College will collaborate in planning and assessment meetings to maintain the strategic direction of the institution.

Priority II. Strategic Goal: Assessment and Evaluation

- To utilize a “data informed” process that facilitates decision-making for administrative and fiscal guidance.
- To conduct formative and summative assessments with all established goals of institutional operations. Some assessments may be of a qualitative nature.
- To maintain “Comprehensive Compliance that is consistent with the “*Principles of Accreditation.*”

Priority III. Strategic Goal: Customer Service

- To maintain an environment that is customer service focused for all stakeholders for the College; this is inclusive of personnel and outside guests.
- To maintain a customer service focus that is effective and efficient; communicative; friendly; codified with follow-up processes; and facilitative in interacting with personnel and stakeholders.
- To maintain a complaint/resolution process that is consistent with the “*Principles of Accreditation.*”

Priority IV. Strategic Goal: Student Engagement for Enhanced Retention

- To establish and maintain (minimally) an annual retention rate of 80% and a term retention rate of 85%.
- To create and maintain a student-centered environment that is conducive to living-learning attributes that will assist with retention. Such attributes will be incorporated into (but not limited to): Resident Housing, Athletics, the social setting of the College; and the academic environment. To recruit

students who have a level of academic preparation and post-secondary readiness.

- To establish and maintain an *Admission Committee* that will (assist the Dean of Enrollment Services) conduct pre-reviews of admission applications and offer prescriptive critique of applicants during the admission process.
- To make certain that all students are introduced to the College's culture and policies of the College that relate to living and learning.
- To establish and maintain an instructional environment with supports that are foundational to learning, resourcefulness, and supplemental to the classroom.
- To assign all students to an Academic Advisor that will give academic guidance during his/her matriculation.
- To utilize an "*Early Alert*" process that serves as an academic monitoring of all students.
- To have "*Student Learning Outcomes*" that are foundational to the respective majors and prescriptive for student achievement. All outcomes will be quantifiable and measurable.

Priority V. Strategic Goal: Enrollment Services

- Recruit and retain an enrollment that would allow for a minimum annual enrollment of 1,000 students.
- Create and deliver a viable "student-parent" orientation program that addresses institutional policies, expectations, campus cultural awareness and pertinent items that may lead to success towards graduation.

Priority VI. Strategic Goal: Addressing Academic Excellence

- To conduct *Program Reviews* that concentrate on strengthening the academic offerings, with an emphasis on:
 1. Lowering the overall credit hour requirements across all majors to 120 credit hours;
 2. Bringing the General Core offerings in sync with State of Texas requisites for public institutions;
 3. Lowering the General Core credit hour requirements to not exceed 45 credit hours;
 4. Strengthening academic advisement; and
 5. Establishing a codified system for the movement of students from the "Lower College" to major content areas.
- Enhance the delivery and assessment measures of the Quality Enhancement Plan (QEP).

- Strengthen the delivery of the academic programs and students' program completion with the assistance of "third party" involvement i.e. TG.

Priority VII. Strategic Goal: Fiduciary Accountability and Financial Management

- To maintain fiscally sound internal controls with the management of finances.
- To maintain the operations of the fiscal resources consistent with the "*Principles of Accreditation.*"
- To maintain fiscal resources and operations that will lead to acceptable annual audits.

Priority VIII. Strategic Goal: Institutional Development

- To establish an *Institutional Development Plan* that will include fundraising activities that supplement the revenue generation for the College.
- To have and achieve an annual fund raising goal of \$3 million.
- To supplement and substitute the major events of the academic year with sponsorships.
- To establish with the Office of Public Relations "special" events and marketing strategies that will enhance the fiscal growth of the institution.
- To establish a Capital Campaign/or mini-campaign for the College.

Priority IX. Strategic Goal: Informational Technology (IT)

- To establish and maintain an *Informational Technology Plan*.
- To establish and maintain a functional intranet system.
- To establish and maintain a website that is current and representative of the direction of the College.
- To maintain functionality of all virtual and IT systems of the institution.
- To make certain that the management resource system (JENZABAR) is functional with operative back-up systems.
- To make certain that the Emergency Back-up Systems are tested annually and functional throughout the school year.
- To make certain that IT works with the Office of Security in making the campus safe and secure.
- To make certain that IT works with the Office of Academic Affairs and the Office of Enrollment Services in the delivery of online components of the academic programs.

- To make certain that the JICS maintains functionality.
- To work with the Office of Student Affairs in making certain that the online functions are operational for student and staff use.

TEXAS COLLEGE
Strategic Direction Planning Document
2012-2017

| <u>Strategies</u> | <u>Objectives</u> | <u>Unit Collaboration</u> | <u>Assessment/Evaluation Measures</u> | <u>Use of Data</u> |
|-------------------|-------------------|---------------------------|---------------------------------------|--------------------|
|-------------------|-------------------|---------------------------|---------------------------------------|--------------------|

1.

2.

3.

4.

5.

6.

TEXAS COLLEGE
PLANNING MODEL: DEMONSTRATING INSTITUTIONAL EFFECTIVENESS

Administrative Area:

Unit:

Unit Manager:

Mission Statement:

Strategic Goal:

Subunit:

Date:

| COLUMN 1: | COLUMN 2: | COLUMN 3: | COLUMN 4: | COLUMN 5: |
|--|---|--|---|--|
| Unit Goals | Program Intended Outcomes / Objectives | Means of Program Assessment / Criteria for Success | Summary of Data / Assessment Results | Use of Results |
| The mission and applicable goal (s) of the program, department or administrative unit. | What will the student think, feel, know or be able to do as a result of a given educational experience? | What are the criteria for success? What tools will be used to establish and measure success? | Summarize the findings. How close were the results to the criteria for success? | What do the data tell us about our process? What, if anything, do we need to do to our course, program or department to improve? What resources are necessary? |
| | STEP 1 & STEP 2 | STEP 3 | STEP 4 & STEP 5 | STEP 6 |

STEP 7

CYCLE STEP 8

Institutional Effectiveness Flow Chart

