

Mississippi Community College Board



Strategic Plan 2021-2025

Mississippi Community College Board

1. Comprehensive mission statement

The mission of the Mississippi Community College Board (MCCB) is to advance the community college system through coordination, support, leadership, and advocacy.

2. Statement of agency philosophy

The MCCB shall foster an environment of excellence to promote world-class education and job training for a more prosperous Mississippi.

- The core values of the agency are:
 - Professionalism - a pledge of honesty, courtesy and responsibility in interactions with customers and associates. This reflects an attitude of individual and collective excellence.
 - Integrity - entails an organizational commitment to moral and ethical principles that demand honesty, respect, compassion, and transparency. This is evident when open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently.
 - Partnerships - amplify the value of teamwork and collective networking for the mutual benefit of all constituents.
 - Innovation - represents transformative and creative thinking that leads to continuous growth and improvement.
 - Diversity - embraces acceptance, inclusion, and respect. This is about understanding each other and ourselves, and moving beyond simple tolerance to embracing and celebrating the richness each individual contributes to our organizational culture.

3. Relevant Statewide Goals and Benchmarks

Statewide Goal #1: To make available an accessible, quality public higher education at an affordable cost that prepares Mississippians to become productive, financially self-sufficient members of society while meeting the human resources needs of Mississippi and its employers, including the creation of new jobs through the commercialization of university –based research.

Relevant Benchmarks #1:

College Readiness

- Average ACT score of first-year students enrolled in Associate of Arts (AA or “University Parallel”) Degree Program (CR1)¹
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program (CR2)
- Percentage of first-year students (broken down by all first-year students and by only those first-year students who graduated from a Mississippi public high school) enrolled in a developmental (remedial) course, by type of degree program, who successfully complete the course (CR3)

¹ Statewide Benchmarks are numbered here for reference when listing Outcomes, Outputs and Efficiencies.

Student Progress

- First-year retention rate for entering full-time freshmen enrolled in Associate of Arts/ University Parallel degree program (SP1)
- First-year retention rate for entering full-time freshmen enrolled in Associate of Applied Science (AAS or “Technical”) Degree program (SP2)
- Percentage of full-time, first-time enrollment cohort who earns half of total required credit hours for graduation by the end of the first year (SP3)
- Percentage of part-time, first-time enrollment cohort who earns one quarter of total required credit hours for graduation by the end of the first year (SP4)

Student Graduation Rates

- Number of AA (university parallel) and AAS (technical) degrees awarded per 100 undergraduate full-time equivalent (FTE) enrollment (SG1)
- Percentage of first-year, first-time, full-time community college students enrolled in the AA (university parallel) program who graduate with an AA (university parallel) degree within 3 years (SG3)
- Percentage of community college students who transfer to a Mississippi public four-year higher educational institution (SG4)
- Percentage of community college students who transfer to an accredited four-year higher educational institution (SG5)
- Percentage of first-year, first-time, full-time community college students enrolled in an AAS (technical) program who graduate with an AAS (technical) degree within 3 years (SG7)
- Percentage of first-year, first-time community college students enrolled in a certificate program who graduate with a certificate within 3 years (SG9)
- Percentage of students enrolled in an Adult Basic Education (ABE) program who complete the Adult Basic Education program (SG10)
- Percentage of students enrolled in a General Educational Development (GED) program who complete the General Educational Development program (SG11)
- Percentage of state population over age 21 with an associate degree as highest level of educational attainment (SG12)
- Percentage of state population over age 21 with a certificate of achievement from a community college as highest level of educational attainment (SG13)

Workforce Development

- Licensure exam pass rate for community college students who successfully complete a technical or certificate program in a field requiring state and or national licensure (WD1)
- Percentage of AAS (technical) graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD2)
- Percentage of certificate graduates employed in jobs in their field of study within a year of graduation (job placement rate) (WD3)
- Average starting salary of AAS (technical) graduates (WD4)
- Average starting salary of certificate graduates (WD5)
- Wage gains of AA (university parallel) degree, AAS (technical) degree, and certificate graduates (WD6)

Cost to Students

- Dollars spent on remedial coursework (CS1)

- Percentage of Mississippi median family income required to cover tuition and fees at Mississippi community colleges (CS2)
- Average student debt upon graduation (CS3)

Cost to Taxpayers

- Total cost to the state of providing remedial classes at the state's community colleges (CT1)
- Total state expenditures per student (CT2)

Statewide Goal #2: To develop a robust state economy that provides the opportunity for productive employment for all Mississippians

Relevant Benchmark #2:

- Percentage of Mississippians receiving workforce training services who are employed one year and five years after receiving training and their average salary (E1)

Statewide Goal #3: To ensure the construction and maintenance of infrastructure (including roadways, waterways, railways, airports, water and sewer systems, pipelines, electricity lines, broadband connections, public buildings) adequate to meet the needs of citizens and the business community and to foster economic growth

Relevant Benchmarks #3:

- Percentage of total square footage of buildings housing state employees and operations that is owned versus leased (M1)
- Cost per square foot of leased versus owned buildings housing state employees and operations (M2)
- Cost of needed repairs to state buildings (M3)

4. Overview of the Agency's 5-Year Strategic Plan

In order to retain and recruit high-level employees, the MCCB is seeking funds to keep salaries competitive with other educational entities in the state and region. As the agency that oversees the state's fifteen community colleges, the responsibilities of the agency vary from division to division. However, the goal of the entire agency is to work with the community colleges so they are able to offer high quality academic, career and technical education, and workforce training programs to all Mississippians.

Currently, the MCCB is composed of eight divisions: Executive, Finance and Administration, Programs and Accountability, Workforce and Career and Technical Education, Academic and Student Affairs, Technology, Research and Effectiveness, and eLearning. Each division plays a unique role within our community college system, which is consistently recognized as being among the best in the nation.

As a state agency and coordinating board for the fifteen community and junior colleges, the MCCB will:

- Provide leadership and guidance in the overall direction of the Board and the Agency through planning, organizing, and supervising operations in accordance with the Agency's vision, mission, values, policies and procedures, and applicable statutes. In so doing, the MCCB will:

- Provide coordination and assure the existence of on-going and meaningful communication with the Mississippi Association of Community and Junior Colleges and other educational agencies through creating partnerships and initiatives;
 - Create and maintain an environment that will foster personnel development and maximize use of staff talents;
 - Coordinate activities with the Legislature;
 - Provide the support required to establish an on-going public relations and marketing program for the Agency and the colleges in order to improve system-wide student recruitment and boost our outreach throughout the state; and
 - Coordinate capital planning.
- Provide the oversight and direction for its divisions through support and accountability in order to achieve and demonstrate success, and ensure the confidence of all stakeholders. In so doing, the MCCB will:
 - Assure that fundamental support services are deployed in a manner to ensure the quality and success of efforts initiated by the Agency;
 - Establish an infrastructure support system designed for rapid response to unexpected technical, legislative, and general public issues;
 - Audit and monitor all programs and activities within the domain of the Agency's responsibility, including auditing admission and attendance, programmatic and fiscal monitoring of grant-related projects, and the monitoring and reporting of performance outcomes for the fifteen colleges, as required by Board policy and by state and federal regulations;
 - Provide both internal and external training that support the mission of the Agency and the community college system;
 - Conduct research, collect and analyze data, and disseminate information to support the Agency and its constituents in decision-making, policy development, and strategic planning efforts;
 - Plan, organize, and conduct meetings and conferences that support the mission of the Agency and the community college system;
 - Make recommendations regarding the approval of all locations of classes for each community and junior college; and
 - Coordinate and implement the internal and external technology support services that are required to provide networking and distance learning activities among the colleges.
- Organize and coordinate all Agency responsibilities related to financial management and administration. In doing so, the MCCB will:
 - Provide management and administration of purchasing, accounts payable, accounts receivable, payroll, personnel, asset management, and finance reporting;
 - Supply reports and coordinate financial activities with the Legislature, Agency, community and junior college business managers, college presidents, and other agencies and institutions;
 - Allocate state resources according to the standards of enrollment, attendance, and residency prescribed in statute and policy;
 - Allocate Workforce Enhancement Training Funds according to established guidelines; and
 - Allocate private and federal resources according to all relevant guidelines and regulations.

- Provide oversight and coordination of programs for which the Agency is responsible. Such management and coordination applies to state, federal, and local programs. In doing so, the MCCB will:
 - Provide state-level administration of non-credit workforce training programs at the fifteen colleges, including development and implementation of workforce training policies and procedures, and monitoring and reporting performance outcomes in accordance with state and federal policies and regulations;
 - Provide state-level administration of Career and Technical Education programs at the fifteen colleges, including establishing relevant guidelines, approving programs of study, developing statewide curricula, providing professional development to administrators and faculty, conducting civil rights compliance monitoring, and monitoring program performance outcomes in accordance with state and federal policies and regulations;
 - Coordinate Adult Basic Education and High School Equivalency programs throughout the state, providing professional development to program staff, monitoring and reporting performance outcomes;
 - Provide guidance for Early Childhood Academies that are located on participating community college campuses; and
 - Provide oversight and monitoring of all two-year vocational proprietary schools in the state of Mississippi.

We at the MCCB view each of these functions through the lens of providing accessible, world-class education and job training to the people of Mississippi, thereby ensuring they have the 21st century skills needed to get jobs, retain jobs, advance in those jobs, and have an improved quality of life.

Additionally, we want to provide current and prospective employers of Mississippi a documented trained and educated workforce, enabling our state to retain and grow existing businesses and industries and attract new ones. In order to achieve that broad vision, our strategic initiatives must be attuned and responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and most importantly, the taxpayers we serve. They must embrace and incentivize technology and innovation. They must foster an environment of accountability and continuous quality improvement for our Agency and for our system. Finally, they must create a cohesive identity and standard of excellence for our community college system in order to promote and increase its value to the State and to all of its stakeholders.

5. Agency's External/Internal Assessment Influencing Ability to Achieve Goals

External Assessments

- Drastic changes in the economy or employment patterns.
- Changes in state and federal statutes, regulations or policies.
- Changes in technology.
- Perceived relevancy in the state's economic development efforts.

Internal Assessments

- Ability to hire, train, and retain qualified staff.
- Commitment to flexibility and responsiveness.
- Relationships with key stakeholders, particularly business and industry.

- Ability to build consensus within the system.
- Availability of funds (state, federal, private).

Internal Management System

A system of management policies is in place, which contributes to program assessment and the monitoring and reporting of performance outcomes. Many of the program assessments are aligned with state and federal reporting requirements. For example:

- All credit data (academic and career and technical) is submitted quarterly to the MCCB by the colleges. This data is validated and then transferred to the National Strategic Planning and Analysis Research Center (nSPARC) for the analysis and records matching required to generate the Community College's Report Cards. These report cards are published annually as required by § 37-163-1. The data also informs the Statewide Longitudinal Data System, LifeTracks, which provides longitudinal analyses to educational entities, policy makers, state agencies, and the general public. The data is also used to inform the performance indicators, stipulated in the community college appropriations bill, which are then provided to the Legislative Budget Office.
- Data on Career and Technical Education programs is collected and monitored according to the requirements of the Federal Carl D. Perkins Career and Technical Education Improvement Act. Colleges submit student level data annually in compliance with the federal Perkins accountability requirements, which examine technical skill attainment (based on a third-party assessment), the number of students earning a credential, certificate, or degree, student retention or transfer, job placement, and the participation and graduation of non-traditional gender students enrolled in specified fields of study (i.e., males in nursing, women in welding). The annual report is submitted the Mississippi Department of Education, which submits the consolidated state report to the U.S. Department of Education.
- Data on non-credit workforce projects is collected and monitored annually, both programmatically and fiscally, by the MCCB. Colleges submit programmatic for project approval and financial data for project reimbursement. Additionally, colleges are required to administer employer surveys to gather feedback on individual training projects. This information is audited and monitored by MCCB staff. Additionally, project level data is combined with student level data collected by nSPARC and matched to Employment Security wage records in order to measure employment and wage gains on individuals who exit training. These indicators measure program performance according to the Federal Department of Labor's common measures: entered employment, retained in employment, wage gains, and average earnings. The annual report, which includes system-level demographics and a breakdown by training sector, is provided to the State Workforce Investment Board and the Governor.
- The adult education program has specific fiscal and programmatic requirements specified in Title II, Adult Education and Family Literacy of the Workforce Investment Act. MCCB staff has developed operational procedures, a monitoring instrument, and fiscal and programmatic reports that are submitted from local program

operators. MCCB staff monitors the local entities on an on-going basis to ensure that all requirements are adequately met. Written fiscal and programmatic reports are submitted annually to the U.S. Department of Education.

- The Proprietary School and College Registration Division monitors and reviews federal regulations and accreditation standards to conduct a comparative analysis with our state statutes, regulations, and applications. This analysis is used to determine if any revisions to our state statutes, regulations, or applications are warranted. A fiscal year report is also prepared to identify the activities and functions that have occurred throughout the fiscal year. That report is presented to the Commission on Proprietary Schools and College Registration

6. Agency Goals, Objectives, Strategies, and Measures by Program

Program: Administration

Goal A: To embrace and incentivize technology and innovation.

Objective A.1: Continue to provide the necessary resources to our community colleges so they are able to successfully operate the Mississippi Virtual Community College (MSVCC).

Outcome: Increase student retention rates among Mississippi Virtual Community College (MSVCC) students.

Strategy A.1.1. The MCCB will offer training sessions to instructors on the MSVCC platform. This will enable the community colleges to offer online learning to Mississippians.

Additionally, we will promote the use of mini-terms for our colleges, which provide flexible opportunities for Mississippians to enroll in online courses during the course of a year that is not during a “traditional” academic term.

Output: Number of course sections available for the MSVCC.

Output: Number of instructors teaching online MSVCC courses.

Output: Number of duplicate students enrolled in MSVCC courses.

Efficiency: Average tuition cost at the community colleges for student to take an MSVCC course.

Explanatory: Online learning is one of the fastest growing segments of higher education. Currently in the MSVCC, there are 1,233 courses taught by 602 instructors. During the fall 2018 semester, 14,335 students took 2,211 courses.

Goal B: To foster an environment of accountability and continuous quality improvement for our Agency and for our system.

Objective B.1: Increase the use of data to inform decision-making and drive performance outcomes. This will enable the MCCB to conduct various studies throughout the year in a much more efficient manner.

Outcome: Weeks it takes to complete enrollment audits each semester.

Strategy B.1.1. Educate personnel at the community colleges on enrollment audit guidelines to make the process much more efficient and also on the Electronic Audit Reporting System (eARS).

Output: Number of studies conducted.

Efficiency: Cost per study conducted.

Efficiency: Number of days to complete study.

Explanatory: In 2019, data drives many of the decisions that are made in state government and in the private sector. One of the main responsibilities each semester of the MCCB is to conduct enrollment audits at each of the community colleges. These figures are then used to distribute state appropriations to the institutions. Additionally, the data is used throughout the year for other various purposes. By continuing to improve this process, our community colleges will have a more accurate estimate of how much state funds they will receive. Furthermore, we will have better numbers to use throughout the year for the many other studies and projects we are tasked with.

Program: Workforce Education

Goal A: To be responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and most importantly, the students we serve.

Objective A.1: To establish new and strengthen existing collaborative partnerships that support agency programs and initiatives benefitting colleges and their students.

Outcome: Increase the number of businesses and industries served the previous year.

Strategy A.1.1. Collaborate with community college systems to plan and deliver professional development opportunities to meet the needs of stakeholder groups within the colleges.

Output: Number of duplicated workforce trainees.

Output: Number of businesses and organizations served.

Efficiency: Cost per workforce trainee.

Efficiency: Average cost of projects funded.

Efficiency: Cost per workforce trainee instructional hour.

Explanatory: To encourage the sharing of proven strategies and institutional experiences which have been shown to positively influence outcomes.

Goal B: To increase the educational attainment levels of Adults who have dropped out of high school.

Objective B.1: Coordinate the state’s Adult Basic Education program to help the hundreds of thousands of Mississippians without a high school degree to improve their educational levels and earn a high school equivalency diploma.

Outcome: Increase the number of Adult Education participants.

Outcome: Increase the number of High School Equivalency graduates that enroll in community/junior colleges.

Strategy B.1: Incorporate the Mississippi Integrated Basic Education and Skills Training (MIBEST) at each of the community colleges. This evidenced based program incorporates a team teaching approach by taking high school dropouts and enrolling them simultaneously into high school equivalency courses and career and technical education courses which results in students earning a GED and community college degree or credential much faster.

Output: Number of Adult Education Students.

Output: Number of Adult Education instruction hours.

Efficiency: Cost per Adult Education Student.

Program: Proprietary School and College Registration (CPSCR)

Goal A: To work closely with proprietary schools across the state to ensure they are in compliance with laws and regulations that will ensure they are offering the best services possible to current, potential, and former students.

Objective A.1: Effectively manage the state’s proprietary institutions to offer the best services possible to its constituents.

Outcome: Process School Certification upon submission of completed application in a timely manner (in days).

Outcome: Conduct site visits to various proprietary schools throughout the year.

A.1.1. Strategy: Communicate with registered and potential proprietary schools the regulations adopted by the Commission on Proprietary School and College Registration.

Output: Number of initial and renewed proprietary licenses.

Output: Number of agent permits issued and renewed.

Output: Number of initial program of study approvals.

Output: Number of approval of instructors.

Efficiency: Completion of institution registration process.
Efficiency: Issuance of agent permits.
Efficiency: Approval of new programs of study application.
Efficiency: Resolution of complaints within a timely manner.

Explanatory: The MCCB Division of Proprietary School and College Registration is responsible for registering each proprietary school in Mississippi and ensure each institution is adhering with regulations that have been adopted by the Commission.

Program: Career and Technical Education

Goal A: To be responsive to the needs of our stakeholders, including our partners in education, business and industry, policy-makers, other state agencies, the general public, and the students we serve.

Objective A.1: To establish new and strengthen existing partnerships that support agency programs and initiatives benefiting colleges and their students.

Outcome: Number of Career and Technical graduates who are able to earn necessary credentials and licenses for employment.

Strategy A.1.1: Inclusion of business and industry representatives in the curriculum writing process in order to ensure appropriate curricular alignment with state and local industry and labor market needs.

Output: Number of career and technical program approvals.

Output: Number of career and technical program deletions.

Efficiency: 90% of career and technical education program completers will be placed in employment.

Efficiency: Make recommendations on program applications, revisions, and deletions within 30 days.

Goal B: To provide assistance to each community college to ensure existing facilities meet accessibility standards prescribed by the United States Office of Civil Rights.

Objective A.1: Visit two community college campuses each year to conduct Office of Civil Rights site visits.

Outcome: Decrease the number of Office of Civil Rights findings at reviewed institutions.

A.1.1 Strategy: Educate all of the community colleges as to the rules pertaining to meeting compliance regulations as established by the Office of Civil Rights.

Output: Number of Office of Civil Rights workshops conducted.

Efficiency: Process results of Office of Civil Rights reviews and issue letters of finding within 30 days.